

Free School Application  
**Grindon Hall Free School**  
(working title)

[Redacted]

[Redacted]  
Sunderland  
[Redacted]

Contact:

[Redacted]

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# Introduction

## Vision

Grindon Hall Free School (GHFS) seeks to establish 500 outstanding, new, free school places within one of the country's most socially and economically deprived areas, championing a traditional academic curriculum within a small, secure and intimate environment designed to support students throughout their years in school.

## Background

Grindon Hall Christian School is a well-established independent school with an excellent reputation and high academic standards. By becoming a Free School<sup>1</sup>, its Trustees now seek to remove the barrier of fees which prevents so many local families from accessing such an education for their children aged between 4 and 18.

The School was founded in 1988 upon a vision to provide a safe and secure school for vulnerable children and for others who preferred a small school environment to the much larger state-funded alternatives. In keeping with its non-selective and inclusive admissions policy, this vision has been realised by keeping fees lower than all other fee-paying schools in the region and providing approximately £250,000 each year in bursaries and family discounts.

The school's academic results place it significantly above the standards being achieved by local schools where several are performing well below national expectations. There is a growing disparity between the number of places in local state schools and the numbers coming up to and through Primary School age. Combining these two features, we believe there is a dearth of quality school places available to local parents and insufficient choice. With our outstanding academic and pastoral track record, highly-effective staff team, and major premises and grounds already in place, we are ready to provide 518 new high-quality places within three years. Should this Application be successful, the existing Trust and its business arm, North East Christian Schools Limited, will transfer entirely their control and their assets to this new Trust, to be known provisionally as [Grindon Hall Free School \(GHFS\)](#), in order to open in September 2012.

[GHFS](#) would not operate any form of academic or other selection, even through specialist quotas or fair banding. GHCS's academic results have been based upon a wholly mixed-ability intake for 23 years and this sense of inclusion is vital to its philosophy going forward. Every place would therefore be open to any applicant, irrespective of ability, faith, colour, gender or family background. Put simply, [GHFS](#) would be a fully comprehensive school for the children of Pennywell and district.

## Commitment

Whilst this Application cannot be exhaustive in every final detail, [GHFS](#) is committed to comply with all requirements relating to legislation and related Codes regarding Safeguarding, SEN Practice, Admissions, Exclusions, Appeals, Funding Agreement, Education Standards, Equality, and Memorandum and Articles within Free Schools.

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<sup>1</sup> We also intend to continue our existing state-funded Nursery for 36 pre-Reception children (18 FTE) although, other than in our Financial and Numbers projections, we have not made special reference to the Nursery provision in this Free School bid, as advised by the New Schools Network.

## Section 1: Applicant details

A new Company Limited by Guarantee has been formed and is being registered with Companies House in readiness for any success that this Application might achieve.

Details of Company Limited by Guarantee	
Name:	Grindon Hall Free School
Company address:	██████████ Newcastle upon Tyne ██████████
Company registration number:	05530130
Main contact	
Name:	██████████
Address:	██████████ ██████████ Newcastle upon Tyne ██████████
Email address:	██████████
Telephone number:	██████████
Members and Directors	
There are 5 people who are both Trust Members and Company Directors, as well as being Governors. They are joined by 6 others who are Governors, including Parent and Staff representatives, and the Principal Designate (ex-officio).	
Name:	██████████
Position:	Member, Company Director and Chair
Name:	██████████
Position:	Member, Company Director and Vice-Chair
Name:	██████████
Position:	Member, Company Director and Treasurer
Name:	██████████
Position:	Member, Company Director and Secretary
Name:	██████████
Position:	Member and Company Director



## Section 2: Outline of the school

Proposed school name:	Grindon Hall Free School							
Age range:	3-18 to include a Nursery with 18 morning and 18 afternoon places.							
<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
	Nursery (FTE)	18	18	18	18	18	18	18
	Reception	36	36	36	36	36	36	36
	Year 1	36	36	36	36	36	36	36
	Year 2	36	36	36	36	36	36	36
	Year 3	36	36	36	36	36	36	36
	Year 4	36	36	36	36	36	36	36
	Year 5	40	40	40	40	40	40	40
	Year 6	40	40	40	40	40	40	40
	Year 7	40	40	40	40	40	40	40
	Year 8	40	40	40	40	40	40	40
	Year 9	40	40	40	40	40	40	40
	Year 10	32	40	40	40	40	40	40
	Year 11	40	32	40	40	40	40	40
	Year 12	20	20	20	20	20	20	20
Year 13	16	20	20	20	20	20	20	
Totals	506	510	518	518	518	518	518	
<p>The figures in red above indicate the Year Groups which will be reduced to 18 in the first year of operation (2012-2013) if the 'new build' option is advanced over the 'modular building' solution. See <a href="#">Section 7: Premises</a> below.</p>								
Details of the latest inspection (including the report), current numbers on roll and total capacity of school.	<p>Our latest OfSTED Inspection took place in March 2009. A copy is included as Appendix I.</p> <p>Current Number on Roll at 31st May 2011: 265            Number Registered for 1<sup>st</sup> September 2011: 302            Current Capacity: 310</p>							
Will your school have a religious character?	<p>Yes. Non-denominational Christian.            There will <u>not</u>, however, be any faith requirement or quota within the Admissions Policy or Procedures.</p>							
Is this an application for a single-sex school?	No							
Local authority area in which the school would be situated	<p>Sunderland.            The closest border of a neighbouring LA is 4 miles (Durham)</p>							

We confirm that, if successful, GHFS will seek to register as a school with a religious character under The Religious Character of Schools (Designation Procedure) (Independent Schools) (England) Regulations 2003 (as amended) and will operate in accordance with those regulations, if accepted as such.

## Growth Profile

Currently, there are 265 names on roll in Grindon Hall Christian School. In September 2011, new registrations have been processed which will increase this total to 302 and this traditionally rises further during the Summer Term. Both of these numbers include Nursery children as Full Time Equivalents (FTE) such that the FTE Total is always less than the actual number of children attending the school.

May 2011															
Year Group	N	R	1	2	3	4	5	6	7	8	9	10	11	12	13
Numbers	13 <sup>2</sup>	7	11	4	8	16	18	18	13	32	40	30	34	0	8
FTE Total															252

**Notes:** Class sizes are held to a maximum of 18 in Nursery and Primary, and to 20 in Secondary. Currently, Years 2 and 3 are taught together and there are two classes in each of Years 8, 9, 10 and 11.

The impact of recent years of recession can be seen in Reception and Years 1, 2, 3, 7 and 12 because, given the deprived area which we serve, our parents are particularly vulnerable to unemployment and other economic pressures and have had to withdraw their children or not start them with us in case they cannot see them through to the next normal point of transition (at the end of Years 6, 11 and 13).

Previously, we had the physical capacity to have a second class in Year 7 also but, as registrations for that Year Group in September 2011 only reached 13, and there was not a viable Year 12, the temporary 'portakabin' accommodation that provided this additional capacity was not retained.

Sept 2011															
Year Group	N	R	1	2	3	4	5	6	7	8	9	10	11	12	13
Numbers	18	18	12	14	6	10	18	18	34	15	32	40	33	16	0
FTE Total															284

**Notes:** Our Application process is more 'open' than the state sector which operates around an October Application Deadline and March/April decisions on Secondary/Reception places. Whereas many of our Applications do run along these lines, we are able to accept registrations for mid-year and September entries at any time of the calendar year.

Having come top of both the GCSE and A Level League Tables for all schools in Sunderland in 2010, registrations have recovered significantly for September 2011 in Reception, Year 7 and Year 12 and we expect Year 7 and Year 12 to rise further by September 2011.

Our increase in numbers are also likely to allow us to restore separate classes in Years 3 and 4 (currently Years 2 and 3) for 2011-2012.

Should the Free School open in September 2012, we would anticipate an opening FTE number on roll of 506, growing to 518 by September 2014.

<sup>2</sup> This number 13 represents 26 children attending for 5 half-days per week.

Sept 2012															
Year Group	N	R	1	2	3	4	5	6	7	8	9	10	11	12	13
Numbers	18	36	36	36	36	36	40	40	40	40	40	32	40	20	16
FTE Total															506

Sept 2014															
Year Group	N	R	1	2	3	4	5	6	7	8	9	10	11	12	13
Numbers	18	36	36	36	36	36	40	40	40	40	40	40	40	20	20
FTE Total															518

Notes: Our final capacity as a Free School will be built around two classes in every Year Group (Reception to Year 11) with maximum class numbers of 18 up until Year 5 when it will grow to 20. This will ensure that every child enrolled in Primary will continue with us to GCSE at least, without having to either re-apply or move school at any stage.

However, in order to allow some opportunity for children to join the school later than into the Early Years, we would wish to make 4 additional places available from Year 5 onwards. Although some might have expected any additional places to be made available from Year 7, we believe that starting in Year 5 allows us two crucial years in which to ensure that all children are fully literate, numerate and well-adjusted so that they can access the Key Stage Three curriculum immediately when they enter Year 7.

School numbers are therefore based upon spaces being filled in all Year Groups between 2012 and 2014 but with Formal Admission Points thereafter being at Reception, Year 5 and Year 12.

Given that Year 9 sees the beginning of a three-year phasing towards GCSEs, we do not envisage enrolling any new students into Year 10 or Year 11 in September 2012 or 2013 as there is likely to be a matching difficulty in relation to Courses and progress within those Courses. Year 10 would therefore only reach 40 in September 2013, unless exceptional circumstances allowed someone to enter with prior attainments commensurate with the standards required or if some exceptional personal circumstances prevailed which necessitated an enrolment irrespective of academic profile.

Our Stay-on and New Entrant Rate for Sixth Form is shown as a combined total of 20 (50% of Year 11). Given our current academic success at GCSE with a fully mixed ability intake, and both the removal of fees and the possible impact of University Fees, we anticipate that a free Sixth Form in GHFS would become even more attractive to parents and so we have projected to achieve Sixth Form Year Groups of at least 20. We have also anticipated that all Sixth Form students will follow Two-Year Courses.



## Section 3: Educational vision

The Grindon Hall Free School vision is focussed upon providing an outstanding academic education, based around a traditional curriculum and supported by well-structured social and personal development within a distinctively 'small school' environment.

It is our established aim to help children raise their aspirations and to see education as a wholly positive experience, capable of inspiring them to dream dreams and then to help them to achieve those dreams. To date we have been successful in helping the vast majority of our students reach Further and Higher Education and going on to make their families proud; we now see our role as widening this reach across our local community through the fullest access possible to the schooling which we successfully have delivered for 23 years.

The community in which we are situated has experienced decades of pressure, not least in terms of unemployment, low educational attainment and aspiration, crime and a lack of stability in family life. Recent attempts to regenerate the housing stock in the area have been blighted by the economic downturn and there is a deep sense that the 'normal' routes towards community uplift are stalling. An Academy opened in 2008 but continues to lag far below the Government's GCSE Thresholds and we believe that GHFS offers our community a unique opportunity to add high-quality places as a credible new option for local children and their families.

Our ethos, structure and successes to date are built around our distinctive family atmosphere which is created through small classes and a small school community in which truly individualised learning and genuine pastoral care are strengthened because we know our children and their families so well. We are also able to provide stability through the 3-18 model which boosts a sense of continuity, security and personalisation, whilst removing the anxieties and educational losses surrounding transition. Furthermore, and unlike most 3-18 schools, our plan is to provide two Forms of Entry (2FE) throughout the school, meaning that we can offer a truly continuous, consistent and stable all-through education to almost every child.

Whereas the benefits of a 3-18 education are well-documented, in Pennywell they are of huge and particular significance because they represent so much of what is lacking in the community as a whole.

On all relevant indicators, Pennywell is recognised as amongst the most highly-deprived areas in England. In 2007, Oxford University's Social Disadvantage Research Centre ranked all of England's 32,482 Super Output Areas (SOA) against individual and multiple deprivation indices. Our school sits at the heart of five such SOAs, the data for which make for dismal reading in terms of standards of education, employment, income and health.<sup>3</sup>

However, there are many families within the community who do have aspirations for their children. Those who are currently sacrificing much to send their children to

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<sup>3</sup> Indices of Deprivation 2007 at Lower Layer Super Output Area (LSOA) constructed by the Social Disadvantage Research Centre at the University of Oxford, for the Department of Communities and Local Government. See also Appendix II.

Grindon Hall Christian School are indicative of a far greater number of people who see education as the key route for their children's success but cannot afford to pay fees. Although some might assume that all of the children in a fee-paying school are from wealthy families, this is not the case for us. Indeed, over the past three years, and in spite of bursaries, fee reductions for siblings, and other incentives, many local parents have had to withdraw their children from our school on purely financial grounds and this grieves both them and us.

Academically, we are unashamedly focussed on every child achieving at least 5A\*-C GCSE Grades, including English and Maths, and the GHCS curriculum already emphasises the importance of the English Baccalaureate subjects. We have proved that everyone within a mixed ability intake, nurtured from age 3 or 4, can rightly aspire to this GCSE Threshold and, given our traditional emphasis upon basic literacy, numeracy and personal confidence, our results prove that this vision is achievable. GHFS would take on the very same mission and carry the very same expectation.

Our Nursery is full and free, through the Government Programme of providing Nursery "Vouchers", but few can remain into the fee-paying years from Reception onwards. And yet our Primary and Secondary standards compare with the very best schools in Sunderland and have consistently ranked above our nearest Primary Schools and the two-year-old Academy, where academic performance lags well below National Averages<sup>4</sup>.

This said, we do not envisage our Free School becoming an insular and isolated competitor with our neighbouring schools; rather we see our presence as a potential source of support, mutual challenge and overall 'lift' for the area. We have already made contact with all of our neighbouring Headteachers to discuss this Application and potential routes towards closer collaborations. This has been a particular topic of conversation during the visits to our school by the Headteachers of Academy 360 and Sandhill View Community School where potential collaboration in providing and sharing Courses for 14-16 year-old students was discussed, particularly in vocational subjects in which we cannot specialise and in academic subjects such as Latin, Music and Classical Civilisation which are more our forté.

We would also seek to play our part in the effective operation of 'managed moves' and any other joint-operations which can support and re-integrate children in danger of permanent exclusion. However, these early conversations have been somewhat weakened by the apparent decision of the two Secondary Schools in question, as well as the Sunderland Local Authority, to express their opposition to our Application for Free School status, ostensibly because of what they claim to be a surplus of places in the area (see Appendix IV and Appendix V).

Such conversations regarding Course Collaboration have also been had with the City of Sunderland College who operate the Sixth Form Partnership across the city, given that almost all Sunderland Secondary Schools are 11-16. We are unaware whether or not the College will review these positive beginnings in the light of LA objection to our aim to become a Free School but we would hope to see links made which help to provide a new dimension to education within the city so that standards in all schools can be ratcheted up in order to secure the best learning outcomes for every child across the city.

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<sup>4</sup> See Appendix III

Having said that we will seek to work with our neighbouring schools, we do see our essential character as being quite distinctive and different to many state-funded schools. Whilst we are a small school, we have 23 years' experience of running our affairs completely independently and have thrived on the freedom and accountability that comes with that status. Of course, as a fee-paying institution, we are especially aware of our accountability to parents, in terms of the personal and academic development of their children.

This said, our staff and parents share the same ultimate aims and are hugely dedicated and driven by our 'small school' ethos. Staff also recognise the tensions that exist when we try to maintain small classes as well as low fees, and they realise that the costs associated with such a structure mean that their pay is not as much as it may be in the majority of other state and independent schools. This, however, ensures that our staff come to us with a special sense of service and vocation, as well as to enjoy the benefits of small classes and a strong family atmosphere. On a wholly positive note, we believe that this model offers real value for money and a new teaching environment which is different to the traditional state-school model. Furthermore, within such a context, we believe that we have established a sustainable and affordable pay structure which is a credible alternative to the often-rigid Terms and Conditions which exist within the somewhat 'one-size-fits-all' National Arrangements.

Academically, we focus deeply upon the 3Rs within the Primary Years, providing as they do the essential gateway into Secondary Education. Once there, our children study a strong diet of traditional subjects which relate closely to the expectations of the new English Baccalaureate. We are non-selective and yet believe that this curriculum is fitting for all of our children, whether they choose to stay into our Sixth Form to continue academic study or leave to succeed in alternative, more vocational study elsewhere at 16.

Some have initially queried our academic approach, in particular with regard to less able students and as we operate a wholly comprehensive intake policy which has no academic test whatsoever. However, when seeing the way in which we work with children through from their youngest years to their GCSEs and A Levels, people are able to see that children of all abilities are able to score highly against National Targets, particularly in relation to the GCSE and EBAcc Thresholds. Furthermore, we believe that such a grounding for all by the age of 16 gives children of all backgrounds and abilities the essential platform from which to launch into post-16 study, training and employment.

All in all, we have worked hard to establish Grindon Hall Christian School as a popular school situated within one of the most deprived Wards in England. In 2010, we topped both the GCSE and A Level Performance League Tables for all schools in Sunderland. Our Sixth Formers see University as their natural next step, with two of our students going on to Oxbridge in the last five years, and our popularity with parents means that we could simply choose to remain as we are.

Our latest OfSTED Report, written in March 2009 after a Section 162A Inspection, describes us as "a good school that is successful in fulfilling its aims". We were graded as 'Outstanding' in terms of student behaviour; spiritual, moral, social and cultural development; and in the personal development and well-being of children in Early Years in particular.

In all other categories, we were graded as 'Good', including those areas specified as essential for this Application, namely the quality of education and the safeguarding of pupils' welfare, health and safety.

We believe that we have continued to improve since that Inspection, and our examination results in all three key Year Groups (6, 11 and 13) bear out that belief. However, we genuinely believe that the time is now opportune for us to offer, not only a new model for high-quality state education, but also such an opportunity for the parents and children of an area such as Pennywell.

Furthermore, we believe that our vision can provide a fitting model to others in similar communities within our cities, of what an inner-city Free School can really be, driven by a sense of service and with all-round excellence as its hallmark.

## Section 4: Educational plan

In general terms, GHFS will operate to continue the successes of GHCS with the additional challenges of scale and short-term change being balanced against the benefits of serving the children and families who live immediately around us.

However, in order to boost the family dimension of school life, we intend to introduce a number of measured initiatives to ensure that growth in numbers does not mean a diminution of intimacy and personalisation. An example of this is our plan to operate a version of vertical Tutor Groupings, a developed House System and all-age enrichment activities through our "Period 7". The increase of numbers in Primary Years will dramatically boost academic progress through setting in Core Subjects, although our current SEN and other enhancement programmes have already proved their worth in helping all children to achieve their 'personal best'.

### Admissions

GHCS has never been a selective school, on the basis of academic or any other ability, nor on faith or other family background, and GHFS will continue in this vein by choosing to deploy neither a Specialist School Quota nor a Fair Banding Policy when determining admissions.

Whilst the school will seek designation as a school with religious character, it will not operate any Quota based on a child's faith position nor their parents', instead seeing our non-denominational Christian character as fully inclusive, tolerant, mutually-respectful, compassionate and community-minded.

Naturally, up until now, 'selection' has operated through the necessity to charge fees, although we have operated various bursary and other financial supports to the tune of around £250,000 per year (approx 15% of Fee Income). As a Free School, that will be removed as the only barrier to genuinely open access to all.

Our approach to those with Special Needs will also remain as it has been in GHCS, with our ongoing commitment to maintain the excellent relationship we already have with the SEN teams within Sunderland Local Authority. Furthermore, we shall be happy to work with the Local Authority and other Admissions Authorities in the processes and practices required locally regarding the publication of information, the operation of Common Application Forms, the co-ordinated allocation of places and the associated timetables and deadlines.

As our own Admissions Authority, we will comply fully with the expectations of the Schools Admissions Code and Schools Admission Appeals Code and will, in good faith, do what we can to dovetail our interests with those of the Local Authority and others in relation to School Places. We are also committed to play our full part in the operation of appropriate and agreed policies with regards to the education of so-called Hard-to-Place pupils in the city.

We shall follow the requirements relating to students with Statements of Special Educational Need and will work closely with those responsible for the drawing up of such Statements if GHFS should be named as the designated school for any child.

With regards to Over-Subscription Policy, we recognise the priority to be given to Children in Care, after which we would wish to prioritise siblings, including step-brothers and step-sisters, and then to differentiate simply on the basis of distance from the ground level front door of the child's home address to the front gates of the school, measured by the straightest walking route on public rights of way and not "as the crow flies".

An Admissions Appeals Process will be set in place to accord with the relevant legislation at the time and the school will abide with the determinations made by any Appeals Panel so authorised.

In summary, therefore, and subject to legislation at the time, the Oversubscription Criteria will be applied in the following order, after all children with Statements of Special Need have been admitted:

- First preference will be given to **CHILDREN IN CARE** whom the relevant authorities wish to attend **GHFS**;
- Second preference will be given to **SIBLINGS<sup>5</sup>** of children already on the GHFS roll who will still be on the roll when the new applicant is due to start;
- Third preference will be given to **THOSE WITH SIGNIFICANT MEDICAL OR OTHER PERSONAL NEED**, certified by a relevant professional;
- Final preference will be given to **THE CHILD LIVING CLOSEST** to the front gates of the school, measured from the ground floor front door of their permanent residence, as measured along the most direct public rights of way.

Should two or more students remain tied after all of these criteria have been applied, lots will be drawn by an independent body to determine to whom the place will be allocated.

Admission into Year 12 will be offered on the basis of published criteria each year which ensures a relevant and appropriate match between the Course(s) being sought and the student's GCSE and/or other prior qualifications, achievements and aptitudes. Should there be a shortage of places, Over-Subscription criteria will be as with any other Year Group, except that students having completed Year 11 at GHFS will be given priority above all non-GHFS students, assuming that the above 'match' has been made.

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<sup>5</sup> The definition of sibling will include step-brothers and step-sisters living permanently together with the child already in **GHFS**.

## First Year Dispensations

In our first year, we would wish to guarantee transfer into GHFS for all students at GHCS who wish to do so. Such practice has widespread precedents in the Academies Programme where predecessor school populations are guaranteed places in the new Academy, presumably in recognition of the need for those children to enjoy continuity. Similarly, staff appointments would be subject to TUPE and therefore appropriately protected.

After all predecessor children who wish to transfer have been accommodated, all remaining places would be open for general application. In order to do this in accordance with expected timetables, such expression of interest from GHCS parents would have to be formally registered with the school by October 31st 2011 so that the GHFS application process can be fully aligned with the 'normal' city-wide processes.

Beyond 2012, there would be no further 'ring-fencing' of places and all places at GHFS would be allocated through the standard process.

Finally, given the need for the school to manage its growth sensibly and to best serve students in their GCSE years, it is not intended to admit any student into Year 10 or Year 11 in September 2012, other than GHCS transferees, as explained above (Notes on Page 8).

## Curriculum and Organisation of Learning

### The School Year and Day

GHFS will be open for students to be taught on 190 days and staff will attend for at least a further 5 days, set in common for all, for training, preparation and other matters pertinent to the efficient running of the school.

School holidays will be taken in order to dovetail where possible with holidays taken in other local schools. Consultation and consideration will be given in the year prior to opening about the precise dates of Summer Holidays, with a view to minimising pressure on families regarding holiday costs in and out of term-time. At this stage, therefore, there is no plan to follow anything other than a standard three-Term year, unless a co-ordinated agreement is made to such effect across the city.

The Nursery Day falls into two halves as follows:

9.00	11.30
Session	Session
Starts	Ends

12.30	3.00
Session	Session
Starts	Ends

The School day begins for all other children at 8.30am and will be structured as follows:

#### Reception (23 hours and 20 minutes per week)<sup>6</sup>

8.30	9.00	10.10	10.30	11.40	12.20	1.30	1.50	3.00-4.00
Assembly	1	-	2	○	3	-	4	'Period 7'

#### Year 1 and Year 2 (24 hours and 20 minutes per week)

8.30	9.00	10.10	10.30	11.40	12.20	1.30	1.50	3.10-4.00
Assembly	1	-	2	○	3	-	4	'Period 7'

#### Year 3 to Year 6 (25 hours per week)

8.30	9.00	10.10	10.30	11.40	12.20	1.30	1.50	3.20-4.00
Assembly	1	-	2	○	3	-	4	'Period 7'

#### Year 7 to Year 12 (25 hours per week)

8.30	9.00	9.50	10.40	11.00	11.50	12.40	1.20	2.10	3.00-4.00
Assembly	1	2	-	3	4	○	5	6	'Period 7'

- Break

○ Lunch

'Period 7' is the enrichment period after the school day on Tuesdays, Wednesdays and Thursdays, incorporating a mixture of voluntary and compulsory academic, sporting, cultural and social activities.

#### Curriculum Breakdown

- Reception (23 hours and 20 minutes per week)
 

Literacy	5 hours 40 mins	24% of taught week
Numeracy and Scientific	5 hours 40 mins	24%
Personal and Social Activities	2 hours 5 mins	10%
Topic Based Humanities	2 hours 5 mins	10%
Creative Activities	3 hours 20 mins	14%
RE	1 hour	4%
PE and Swimming	2 hours	8%
Music	0.5 hours	2%
ICT	1 hour	4%

<sup>6</sup> These 'hours per week' do not include Assembly or 'Period 7'



- Year 1 and Year 2 (24 hours and 20 minutes per week)
 

Literacy	6 hours 5 mins	26% of taught week
Numeracy	5 hours 45 mins	24%
Science	2 hours 30 mins	10%
PHSE and RE	1 hour 30 mins	6%
Humanities	1 hour 30 mins	6%
Creative Arts (Art and Music)	2 hours	8%
PE and Swimming	2 hours 30 mins	10%
ICT	1 hour 30 mins	6%
French	1 hour	4%
  
- Year 3 to Year 6 (25 hours per week)
 

Literacy	6 hours 15 mins	25% of taught week
Numeracy	5 hours 45 mins	23%
Science	2 hours 30 mins	10%
PHSE and RE	1 hour 30 mins	6%
Humanities	1 hour 30 mins	6%
Creative Arts (Art and Music)	2 hours	8%
PE and Swimming	2 hours 30 mins	10%
ICT	1 hour 30 mins	6%
French	1 hour 30 mins	6%
  
- Year 7 to Year 9 (25 hours per week)
 

English	5 lessons	20% of taught week
Mathematics	5	20%
Science	5	20%
PE	2	8%
RE	2	8%
French/Latin	3	10%
History	2	8%
Geography	2	8%
Art	2	8%
Music	1	4%
ICT and Business	1	4%
  
- Year 10 to Year 11 (25 hours per week)
 

English	5 lessons	16% of taught week
Mathematics	5	16%
Science: Biology	2	7%
Chemistry	2	7%
Physics	2	7%
Games and Fitness	2	7%
GCSE RE	3	10%
GCSE Option 1	3 (French or Latin)	10%
GCSE Option 2	3 (History or Geography)	10%
GCSE Option 3	3 (Art, Music, Drama or Business/ICT)	10%

Students will follow a predominantly GCSE-led curriculum in Key Stage 4, potentially leading to 10 GCSEs.

Those identified in earlier years as having potential problems in succeeding with such a diet will be directed through the SENCo either to lower level qualifications in the same general subject areas or to potential alternative Courses available through collaboration with partner schools, Colleges or other providers.

This has worked extremely well with our mixed ability intake over many years and, whilst some may fear it will fail to engage less able learners, our experience is that, within a 3-18 setting where children's learning has been 'under one roof' for so long, these students can all find levels of success at GCSE and an appropriate springboard from those studies into HE, FE, training and employment

- Year 12 to Year 13 (25 hours per week)

Games and Fitness	2 lessons	6% of taught week
General RE and Ethics	2	6%
Careers and HE	1	3%

Students will be encouraged to take 3, sometimes 4 and rarely 5 A Levels from a list such as the following, each of which will take up 5 lessons (17%)

English Literature	Physics	Mathematics
History	Religious Studies	Geography
Chemistry	French	Art
Biology	Music	Economics

Please Note: Students of any age who find themselves behind in their work or who need additional help over and above the normal support given by staff will be directed to additional teaching during some 'Period 7' time, usually in very small groups or one-to-one until they have caught up with the rest of their class.

### SEN and 'disabled' provision

As an exclusive school with a Christian ethos, we will continue to welcome students of all abilities, continuing our established relationship with Sunderland LA with regard to children with Asperger's Syndrome in particular.

Of our current premises, 65% is accessible to wheelchair users with only the top floor of the Main Building, housing seven classrooms, not accessible. To date we have not had a child in a wheelchair and, as such children are usually accompanied by a Statement, we would expect other local schools to be named before ours. This said, as a Free School we may well be able to look at providing some mechanism whereby wheelchair users may be able to access all levels of our current building as well as both levels in our proposed additional block.

With regards to Statements as well as School Action Plus, we shall be happy to meet the requirements of all guidance and legislation with regards to IEPs, Annual Reviews and specific monitoring in terms of achievement levels. Our normal approach is not to withdraw such children from mainstream classes but to use the setting regime along with Classroom Assistants to provide appropriate support.

Our nominated SENCo and Assistant are well-versed in the procedures required by current legislation and have experience of children on all three levels of the SEN Register (Statement, SA+ and SA).

Further information relating to the role of the SENCo continues below within [Pupil Development and Achievement](#).

## Organisation of Pupils

### Pastoral and Personal Support

Driven by our priority for personalised learning and individual attention, and supported by our culture of 'smallness', pastoral provision will centre on the Tutor Group and the relationship between the Tutor and home. There will also be Assemblies across the full week and every child will expect to be in such a meeting at least twice a week, with the other days beginning with a smaller scale Act of Worship and Reflection in Tutor Groups.

Tutor Groups will combine the best of same-age social development with the advantages of 'verticality'. In this way, children will develop with their peers but also with their elders and those younger than them. Time will be set aside each day for these interactions to be developed without specific reference to academic interest or ability and will include corporate events (Assemblies) as well as personal interactions (paired, group work). Although there will be times when Nursery children mix with others and when older students visit and help as part of their leadership development, Tutor Groups will only operate from Reception upwards.

Tutor Groups will meet every day for Morning Registration but at other times they will meet in varying formats for various reasons. For example, should there be the need for an Assembly looking at Examination Preparation (Year 10 and 11) or University Applications (Years 12 and 13), children will come together in age groups. The same will be true for some health-related topics, where single sex groups may also be appropriate. When all together, Tutor Groups will work on team activities, predominantly where older students can lead, inspire and serve the younger ones.

Each Tutor Group will belong to one of two Houses for wider sporting, cultural and social activities and competitions and will be made up of 15 children and 2 staff (Reception to Year 4) and 16 children with 2 staff from Year 5 upwards.

They will be vertically mixed as follows:

Junior School	Reception to Year 4 (5 Year Groups) 3 children from each Year Group	= 15
Middle School	Year 5 to Year 8 (4 Year Groups) 4 children from each Year Group	= 16
Senior School	Year 9 to Sixth Form (5 Year Groups) 4 children from each of Years 9, 10 and 11 2 children from each of Years 12 and 13	= 12 = <u>4</u> <u>16</u>

12 Junior Tutor Groups will therefore comprise	3 children from Reception + 2 staff <sup>7</sup>
	3 children from Year 1 + 2 staff
	3 children from Year 2 + 2 staff
	3 children from Year 3 + 2 staff
	3 children from Year 4 + 2 staff
<hr/>	
180 children	10 staff

10 Middle Tutor Groups will therefore comprise	4 children from Year 5 + 2 staff
	4 children from Year 6 + 2 staff
	4 children from Year 7 + 2 staff
	4 children from Year 8 + 2 staff
<hr/>	
160 children	10 staff

10 Senior Tutor Groups will therefore comprise	4 children from Year 9 + 2 staff
	4 children from Year 10 + 2 staff
	4 children from Year 11 + 2 staff
	2 children from Year 12 + 2 staff
	2 children from Year 13 + 2 staff
<hr/>	
160 children	10 staff

The two Houses, yet to be named, will each be made up of 50% of each Year Group and will be mixed as far as possible in gender, interests and abilities, thus enriching inter-House activities and competitions. There will be a Head of each House who will oversee the personal and academic development of their respective children but this work will be predominantly carried out at a 'family' level by the two staff responsible for each Tutor Group.

<sup>7</sup> Staff will be drawn from both the Teaching and Support Staff Teams

## Pupil Development and Achievement

Given a 2FE structure throughout Reception to Year 11, academic setting will allow for and enhance the best possible individualised learning environment for all. Streaming is not part of our vision for excellence as, unlike setting, it does not allow for the same flexibility for placing children in every subject exactly where their learning is best served.

Within the Primary Years, setting will be used most specifically within Literacy and Numeracy in order to support our drive to enable children at both ends of the ability range to be stretched to achieve their best; for the least able, this will be measured against our minimum standard of matching and maintaining chronological age with reading and spelling age by Year 5 at the latest.

Multiplication Tables will be taught as an essential building block within Primary Years Mathematics and the use of calculators will be kept to a minimum in order to develop both written and mental arithmetic skills. Handwriting will be taught as a specific skill throughout Primary Years and written work will be balanced with work done on computers in order to ensure that both skills thrive alongside each other.

Modern Languages will begin in simple form from Year 2 and will aim to reach a level by the end of Year 4 to enable children to begin the Key Stage 3 curriculum in Year 5. Instrumental Music Tuition will begin at a similar young age so that all children are playing recorders and reading simple notation by the end of Year 4. A wide range of subjects, including these two and the core of English, Mathematics and Science, will benefit from specialist teaching shared with the Secondary Years and delivered through both during the standard day (allowing for PPA time for Primary Class Teachers) and after school during 'Period 7'.

Termly assessments in every Year Group, accompanied by a written Report for Parents, will complement the end of Year Assessment in order to ensure that all children are achieving at least the absolute minimum standard required to move into the next Year Group. These assessments will be moderated internally and externally in order to ensure objective rigour and, if anyone is in danger of missing that minimum standard can be given additional tuition, provided with alternative curriculum pathways or, in the most serious cases, held back from moving into a higher Year until those basic skills required at that higher level have been mastered.

External moderation will be achieved through the use of external consultants, examiners and Examination Boards or through collaboration with equivalents in other schools. This objectivity will be especially important in the two years leading up to each major public assessment in Years 6, 11 and 13.

Reports and termly assessments will focus upon three core aspects of performance: firstly, we will seek to identify and develop each child's personal qualities, their respect for authority, co-operation and teamwork with others, their pride in their own appearance, their perseverance, determination and honesty.

These elements of personal and social development will be complemented by the spiritual and moral curricula, delivered directly within Assemblies and Tutor Time but also woven within appropriate areas of the taught curriculum, including RE.

Secondly, we will seek to comment upon their health, attendance, punctuality and commitment to, and involvement in, enrichment activities. Through this measure, we hope to encourage healthy lifestyles, personal organisation and resilience, making the clear link between

- a) healthy eating, sleeping patterns and exercise on one hand, and attendance and punctuality scores on the other; and
- b) good attendance figures and high academic performance.

Thirdly, we expect to see students, who are scoring highly in these first two categories, go on to achieve at or close to their 'personal best' in academic assessments. Whilst these will measure progress since the last assessment and the direction and pace of travel required to reach the next level, the analysis will focus predominantly on the extent to which each child is, and perceives themselves to be, achieving the very best of which they are capable.

Setting decisions will be made in the light of termly assessments and in discussion with individual teachers and parents. Changing sets, in either direction, will not be treated as the single method of improving a child's performance, just as it will not be used as a tool of convenience in trying to improve a child's behaviour.

In academic terms, it will be expected that all children achieve Level 4 at least by the end of Year 6 in English and Maths and that everyone achieves at least 5 A\*-C GCSE Grades, including English and Maths by the end of Year 11. Individual 'personal best' targets will be set for children in every year of the school and updated termly so that progress towards these targets can be measured throughout the child's school life, and provision amended accordingly. Whilst relative progress will be taken into account (whereby "so many" levels of progress are expected over a set period of time), we prefer to have absolute minimum targets to aim for at ages 11 and 16 as a starting point; as such, we prefer to come to CVA/FFT data, and the like, after rather than before the event, thus preventing the temptation to limit expectation.

In order to maintain this 'absolute' agenda, every child will carry and maintain 'live' information on how they are performing against specific targets in their subjects. This document will be shared with teachers and parents, and students will be encouraged to play an active part in monitoring their own progress. This structure will mean that every child will have an IEP and the small size of classes and Tutor Groups will allow regular and meaningful dialogue between staff and students.

Data monitoring will seek to highlight performance against prior and predicted attainment, using SATs and CATs as well as FFT and Raise Online, and attention will be given to the performance of special interest groups such as those eligible for Free School Meals, those without English as a First Language and various SEN cohorts, including the Able, Gifted and Talented. The collection, collation and analysis of data will be the responsibility of every teacher at classroom level, displaying a knowledge of, and interest in, the performance of every child. This is boosted by the interest of every Tutor Group Leader, of which there will be two to every group of 15 or 16.

As a whole School responsibility, the Vice Principal will oversee the collection and processing of data and, together with the Principal, post-assessment reviews will be held with all Subject Leaders and the Head of Primary to analyse the performance of

staff and students in every Year Group after the Annual Assessment, with Faculty Leaders carrying out the same process at the end of the two Terms other than when the Annual Assessment falls.

The SENCo will carry the brief to develop appropriate formal IEPs and general monitoring for all children on the SEN Register, again including the special individual needs of those showing exceptional gift. This role will also cover the deployment and performance management of classroom assistants whose priority will be the academic support of children rather than their behaviour management which will be the responsibility of the class teacher.

The principal philosophy for supporting those who find academic work difficult will be in-class support rather than piecemeal withdrawal during the normal taught day. Should additional time be required with individuals or small groups, "Period 7" affords the opportunity for directed time rather than free enrichment choice for some part of the week/term until gaps in learning are closed sufficiently.

Where this intervention is not enough, the SENCo will liaise with Subject Leaders to discuss potential alternatives such as simplifying the curriculum, reducing the Entry Level envisaged or removing a subject from a child's timetable for a prolonged time in order to provide substantial remedial work in key basic skills or knowledge. The priority for weaker students will always be that their literacy, numeracy and personal confidence are strong enough for them to be able to face life beyond school with the skills to operate confidently as an adult, manage the demands of adult life and secure appropriate employment and/or further training.

To this end, the SENCo will be free to consider the introduction of appropriate alternative curriculum choices for such students, including enhanced work experience and activities relating to vocational and other qualifications in the style of ASDAN and other Unit Awards.

This said, at Key Stage 4, all students will follow Courses which will enable them to achieve the English Baccalaureate, as well as other core and optional subjects to provide the best possible springboard for post-16 study in school, College and University beyond. All Year 10 students will begin the study of three separate Sciences with entry decisions taken as late in Year 11 as is appropriate; similarly with English Literature. Early entry will be an option for any teacher wishing to stretch a student and prepare them for continuing excellence at the next level, including AS work in Year 11 when appropriate.

Although whole-class early entry is the preferred route, outstanding individuals can take advantage of 'Period 7' time as well as other opportunities to progress and succeed at their own true pace. Early entry is therefore seen as a way in which to stretch the able, not to create multiple chances for students to struggle to a "pass grade" ahead of the proper time.

The identification of exceptional gift will be made through individual class teachers' referral as well as high-level identification by Senior Staff through CATs and other relevant assessments relating to academic ability. Governor-level links with the professions and with University will provide additional access for exceptional children to branch out beyond the normal curriculum to stimulate their curiosity and enhance their talents where possible.

GHCS is already experienced in supporting and developing children with outstanding talents in sport such as tennis and gymnastics, and appropriate space in the curriculum of such students will always be made in careful consultation with parents and coaches.

For all students, the development of skills such as independent thought, teamwork, self and peer assessment and encouragement, lateral thinking and public speaking will be emphasised across all subjects. To aid with several of these skills, debating, chess, outdoor pursuits and team sports will form part of the taught curriculum in every Year Group, Primary and Secondary.

Competition will be encouraged and excellence rewarded through prizes and other public recognitions. This will include both competition against one's peers and against one's own previous personal best. Endeavour will be praised and prized and talent nurtured in whatever form it is identified. The priority for every child will be that they continually strive for their personal best, whatever their starting point and potential, and that the achievements of others are applauded on that basis.

Academic Standards will be monitored closely by individual teachers, who will be held accountable for their children's progress towards targets set by the Principal. Performance will also be monitored by the Head of Primary and the Secondary Subject Leads, each of whom will report directly to Faculty Leads and/or the Principal and Vice Principal.

The Performance Management system will hold teachers and classroom assistants to account for the individual progress of every child in their care, in terms of personal development and academic attainment. It will also assess competence through lesson observation, pastoral effectiveness in Tutor Groups, and contributions to the effectiveness of the team(s) in which people work and to the school as a whole.

Self-Review and 360° Appraisal will seek to develop an all-round appreciation of each individual's performance and CPD will be directly driven by an appropriate mixture of provision to support annual developmental targets and new opportunities for engagement and career enhancement.

In-year monitoring of teacher performance, supported by evidence from student progress and lesson observations, will trigger appropriate support where any weaknesses appear, generally through in-house or external CPD. Should any formal Competency Assessment be required, staff and their appropriate representatives will be kept fully informed as to how the school will support them through such a process.

With regards to Staff Representation, all staff members will be encouraged to consider personal membership of appropriate Professional Associations; however, the school will conduct all contractual issues with staff members as individuals and will not enter into any collective bargaining arrangements with Unions or other Staff Associations.

## Behaviour

Expectations with regards to good behaviour will be published to all students and their parents as part of the general Home School Agreement. Sanctions, the loss of privilege and other potential punishments will also be made clear at the outset of each year so that everyone is fully aware of what is expected.



Good behaviour will therefore be expected as the norm rather than specifically rewarded. Similarly, good manners will be seen as something which everyone can demonstrate, regardless of academic ability or age, and such behaviour will be bolstered by the example of our staff and by our set of Core Values (**Respect, Integrity, Courtesy, Honesty and Courage**).

These topics will be covered regularly within Assemblies and demonstrated through Tutor Group activities and general behaviour around school. Staff will be expected to model these values and behaviours, as well as bringing them into lessons as appropriate. For example, the study of Hitler could include a Values Assessment of the man in terms of these five qualities, as could be the case in the study of Macbeth, a political theory, a religious movement, a marketing strategy or a pop lyric.

By including comments within Reports also, pertaining to students' demonstration of these Core Values, their profile should be high and their consideration commonplace.

Students falling down in the expected standards will be dealt with by whichever teacher witnesses their slip. Correction will be temperate and will refer children to the stated expectations and explain how the misbehaviour fails to meet that standard. Such incidents will be recorded by staff and senior teachers will monitor and intervene more formally should such incidents become regular, including the involvement with parents. Should there be no turn-around over an appropriate length of time, the Vice Principal and Principal will become involved and more serious action considered, including fixed term exclusion.

Should a serious incident occur in which property is maliciously damaged or an individual assaulted, a swift period of exclusion will be the norm and recompense required either through paying for repair or replacement, or seeking proper restoration with the person assaulted.

Repetition of such an offence, or a single incident of utmost seriousness, such as drug possession or the possession of an offensive weapon, may well lead to consideration of a managed move elsewhere or permanent exclusion, subject to proper investigation and with a right of appeal. The Principal will reserve the right to involve the Police or other external authority should circumstances require, although this will only be done with the parents' knowledge, if that is possible.

Should this Application proceed towards the signing of a Funding Agreement, it would be sensible to develop this prose into a specific Behaviour Policy to incorporate detailed expectations, sanctions and rewards.

## Attendance

The same Policy development can hold for Attendance but, in general terms, and as with good behaviour, excellent attendance will be expected as the norm. Any child falling behind the 95% standard in any month will come under particular scrutiny. 100% attendance across any Term and certainly across a full Academic Year will be considered a significant achievement and will be rewarded publically.

To avoid truancy, all lateness beyond 8.40am will be recorded and reported to parents. A written note will be expected from parents to acknowledge the lateness and to seek to work with the school and the child to prevent any reoccurrence. Administrative staff will make contact every morning with parents of any child who is not in school by 9am to confirm any legitimate reason for the absence.

Telephone calls will not be accepted in lieu of written notes from parents and texting technology will be harnessed to inform parents at the earliest possible moment if the school is concerned about a child's absence or lateness.

Should a child fall ill during the day, the School Nurse or other qualified First Aider will ensure that parents are aware and, if necessary, are happy for their child to return home. No child will be allowed to leave the school during the school day without such permission.

Similarly, any exeat will only be approved upon receipt of a written note from parents which staff will confirm as accurate by phone before allowing the child to leave.

Holidays in term-time will not be authorised unless parents are able to cite exceptional circumstances in advance of confirming and paying for any booking. Permission will not be unreasonably withheld in such exceptional circumstances.

Parents who do not work with the school in the above regards can expect external agencies to be invited in by the school to seek their additional support. The school will also consider advancing all options such as fines and/or other legal action where parents are failing in their obligations to ensure that their children come to school.

Students who fall below the 95% attendance figure will be subject to an attainment review whereby, if their absences are genuine and they have not been able to catch up with work missed, they will be expected to attend during school holidays to ensure that they close any gaps in knowledge before each new half-term.

Should any student fail to produce a properly certified note from their parent(s) to account for an absence due to illness, compulsory time in school during the next school holiday will be required of them to compensate. Regular failure will be monitored and, if parents fail to ensure that attendance is addressed and returned to 95%, a case will be put to the Principal by the Head of House for further action, including the consideration of a parental fine under the appropriate legal terms.

## Community Engagement and Equality

Given the school's position at the heart of a community, we shall seek to enhance the extent of our outreach and 'in-reach' both through making our facilities available to community groups and through greater engagement with local schools, faith communities and businesses.

Activities for parents and families of the school will be an immediate focus with Parents' Evenings, Family Fun Days, Fetes and other celebrations forming a key feature of the Annual Calendar. We will also have specific events for the elderly to join with school for special events such as a Christmas Party and Remembrance Events around November 11th.

We shall offer our buildings and grounds to community groups at times when the school is not in session, with charges simply set to recoup the costs associated with such events (ie heat, light, supervision and suitable wear and tear). We will seek, in particular, to set up Holiday Schemes to engage, entertain and educate young people during the Summer Holiday in particular and we will offer our facilities to local schools as appropriate (eg for Primary School Sports Days). For example, Academy 360 has used our fields for activities when their own timetable and examination constraints meant that they did not have the required space to host these on their own property.

Business Curriculum and Senior School Work Placement programmes will develop and strengthen links between ourselves and local businesses, through visits out and welcoming visitors into school.

Our RE programme will seek to maintain links with the various faith communities in Sunderland, especially through visits to places of worship and welcoming visiting speakers into school. Links with the Muslim, Sikh and Jewish communities will strengthen students' understanding of other faith and ethnic groups, even though our immediate area is almost 100% White British and these other communities are small and based at some distance from the school.

## Accountability

In accordance with the four Annexes to the Funding Agreement (Governance, Admissions, Exclusions and SEN), GHFS will comply fully with the expectations laid down within these requirements.

Furthermore, as well as ensuring that first-class provision is in place to meet all additional expectations from bodies such as DfE and OfSTED, the Principal and staff will be held to account by the Board of Governors through Annual Performance Management, specifically against pre-set Targets relating to each individual's contribution to the attainment, well-being and all-round development of the students in their care.

The Annual School Report that a child takes home to parents will, in addition to the briefer Termly Summaries, encapsulate the three-way accountability structure within GHFS. Personal Development and Academic Targets will be recorded there and collated into whole-school databanks, allowing staff and students to assess their attainment against Targets. By reporting these things to parents, support from the home is to be encouraged on the basis of clearly expressed information and clear messages as to how student and parent can help further progress to be achieved.

The Board will operate three Sub-committees (Personnel, Standards, and Finance and General Purposes) in addition to its Termly Full Board, at each of which the Principal will speak to a pre-published Term Report. The Board will also seek to engage a 'critical friend' from outside the school to provide the Principal with support, challenge and a positive sounding board. This may be someone from education or business sourced through the Governors extensive links with Sunderland University and schools and businesses across Tyneside and farther afield.

## Section 5: Evidence of demand and marketing

Our research in these regards have had two main thrusts, firstly to our existing parents, to gauge their willingness to embrace the various changes implicit within Grindon Hall Christian School closing and Grindon Hall Free School emerging in its place.

Secondly, we have sought the views of our neighbours and other interested parties as to whether or not they would welcome the addition of new free places within the area. This focus has not simply fallen upon prospective new parents but has also sought out the views of Sunderland LA as well as the key other providers of Primary, Secondary and post-16 places within our immediate vicinity.

### Existing Parents

An Open Meeting for existing parents was held to explain the intention to submit this application and this was followed up with an in-house Questionnaire (see Appendix VI). As well as overwhelming support at the Meeting, 124 parents representing 188 children returned their Questionnaires within a week of the Meetings and only one parent opposed the plan, saying he would withdraw his son if GHCS became a Free School.

Parents also made it clear that the current economic climate was putting pressure on their ability to pay fees and two local parents (actually ex-parents) spoke at the meeting to say that they had been forced to withdraw their children simply because of financial pressure. The overwhelming feeling from those in the meeting who live most closely to the school was that the community would be delighted if GHCS became a Free School because

- a) the academic standards at GHCS are the envy of local schools,
- b) parents would apply to send their children to GHCS but simply cannot afford the fees; and
- c) parents currently have little choice of good state-funded local Primaries and no real choice of a Secondary school alternative to Academy 360.

Several also commented that the application to become 'Free' was wholly consistent with the school's Christian vision and commitment to the service and education of children from all backgrounds and abilities.

In their Questionnaire responses (see Appendix VI), parents were also invited to identify which, if any, of seven key features of the school appealed to them most. Their replies were more evenly spread than the potential parents' responses, highlighting **small classes** and **academic standards** a little ahead of **behaviour** and the **broad Christian ethos**.

Perhaps through familiarity rather than anything else, the **traditional curriculum** (given that they may not know how far it differs from some other schools) and both the **"all-throughness"** and **Sixth Form** were ranked lowest of all.

Our deduction from this is that our existing parents are highly likely to remain loyal to the school if those four first distinctives remain. Perhaps there is less 'pull' from the latter three by themselves, and they would probably not be enough to hold parents if the first four began to slip.

## Potential Parents

Whilst we had always been convinced of the potential interest of local parents in a Free School to replace GHCS, we had waited until canvassing our existing parents before 'going public'. In particular, we had been nervous about raising expectations and/or concerns when success is by no means guaranteed.

However, once our Meeting for Existing GHCS Parents was over, the Sunderland Echo immediately ran the news as its Front Page Leader and interest began to emerge amongst the local community. We had already written letters to all local Primary and Secondary Headteachers which were posted the morning after the Parents' Meeting, explaining our position and inviting each one to meet with [REDACTED], the [REDACTED], to discuss it and what opportunities and threats such an application might create.

In relation to potential parents, we decided not to begin with a Public Meeting, concerned as to who might seek to disrupt or hi-jack such an event and also concerned to ensure that we were able to develop demand in our own area rather than to imply that people could come from miles around and take places which we want to go to those closest to our doorstep.

We therefore posted 1,000 leaflets (see Appendix VI) through the letterboxes of the closest houses to our front gates and followed this up with a personal visit to each of these houses. For those whom we missed on such visits, we also stood in the local shopping precinct to give them the chance to respond, although this led to some other respondents from outside postcode districts SR3 and SR4 also asking to complete Questionnaires.

Of the 504 Questionnaires completed by parents of 624 children not already in GHCS, 28 (4%) said they had no interest in considering a place at GHFS and a further 38 (6%) said they would only send their child to us when they had finished Nursery, Year 6 or Year 11 at their current school.

116 (19%) children are not yet in school but their parents said that they would choose GHFS when the time comes if it is a Free School. The parents of a further 442 (71%) children who are already in a local school actively indicated that they would choose GHFS if it became available in 2012 and that they would take their children out of their current school to take up such a place (NB We did not ask them to name any such school.)

These children are spread across the Year Groups and are unsurprisingly skewed towards younger Years. We suppose this to be because of both the greater numbers of younger children in the area and the fact that parents of children already in Secondary School are less likely to be willing to complete Forms if they do not wish to move their children. However, the figures remain striking, as shown overleaf.

Current Year Groups of Interested Parents' children

N - Nursery  
R - Reception

Not yet at school			N	R	1	2	3	4	5	6	7	8	9	10	11
Age 0	Age 1	Age 2													
39	42	35	98	48	37	42	80	58	31	27	14	24	21	17	11

The Year 11 students can be discounted as they will leave school this summer and will already be in post-16 education before we open in September 2012.

Casting the other numbers forward to 2012 provides a picture of demand, remembering that these numbers are only gleaned from the homes within ¼ mile of school and would therefore increase when others within easy travelling distance are included and when younger siblings of existing GHCS students are added.

September 2012 Year Groups of Interested Parents' children  
(ie able to fill places in these Years if we open as GHFS)

Not yet at school			N	R	1	2	3	4	5	6	7	8	9	10	12
Age 0	Age 1	Age 2													
?	?	39	42	35	98	48	37	42	80	58	31	27	14	24	17

The Year 11 students in September 2012 can also be discounted as they will be highly unlikely to want to move in the middle of their GCSE Programme. We also do not know how many live births there have been in 2010 and so cannot predict the number of children under 2 in September 2012.

Given that the number of places available in the Free School in September 2012 will be restricted because of existing GHCS children having a guaranteed transfer, the demand picture based upon these Questionnaires alone, and not including GHCS siblings or any further growth in GHCS during 2011-2012\*, is as follows:

Places Available in September 2012

	N	R	1	2	3	4	5	6	7	8	9	10	12
Total Places Available	36	36	36	36	36	36	40	40	40	40	40	32	20
GHCS children expected to transfer*	0	0	18	12	14	6	10	18	18	34	15	32	20
Questionnaire Demand	42	35	98	48	37	42	80	58	31	27	14	24	17
'Over-subscription'	6	-1	80	24	15	12	50	28	9	21	-11	24	17

In this context, such a positive response clearly indicates the immediate and future demand for a Free School at Grindon Hall (see Appendix VI again).

## Live Births

In terms of relating live births in the area surrounding GHFS to the planning for school places, data is only available up until 2009 and these have been projected forward by Sunderland Council for us and are shown overleaf.

These figures indicate that there are currently not enough planned Primary places for children born in our local area and this will worsen for the foreseeable future. This means that these children either have to go out of area to fill surplus places elsewhere in Sunderland or schools are having to exceed their PAN through Appeals.

Live Births and Reception Enrolment against Planned Admission Numbers (PAN)  
(in the area immediately surrounding GHFS, served by eight Primary Schools<sup>8</sup>)

Year of Birth	Year Entering Reception	Number of Live Births	Number of Places in Eight Schools' Reception Classes (PAN)	Additional Places required
2005-06	2010-11	340	325	15
2006-07	2011-12	358	325	33
2007-08	2012-13	362	325	37
2008-09	2013-14	364	325	39

Regardless of these raw numbers, there is no data available from the Local Authority which indicates parental satisfaction with their schools; we only know where they send their children and perhaps what preference they have between the schools on offer.

Our Questionnaire, on the other hand, specifically asks if parents would apply to send their children to GHFS if it comes into being and the figures for children not-yet-in-school clearly indicate the preference those parents have for GHFS above the local alternatives.

116 homes responded as having a child not-yet-of-school-age, 77 of whom will be eligible for either Nursery or Reception in September 2012 and whose parents have already indicated their desire to seek a place in GHFS if it opens that year.

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<sup>8</sup> These are the eight schools shown on Page 63, not including Plains Farm and Barnes Primaries.



## The Local Authority and other Providers

As far as other local providers are concerned, the Headteachers of both local Secondaries, Academy 360 and Sandhill View, visited GHCS and expressed willingness to work alongside us, particularly in relation to curriculum and other collaborations at 14-16.

Both were also pleased to hear of our plans for phased growth which would largely coincide with the increasing numbers in Early Years, rather than making any significant increase in Secondary Places at a time when there are already too many local places.

Sadly, this initial welcome has modified into a form of opposition to our becoming a Free School (see Appendix V), ostensibly on the grounds of surplus numbers currently in the Secondary Phase, although the letter appears to show no regard for the growing numbers coming through Live Birth, pre-school and Primary data.

Unsurprisingly, the Sandhill View letter does not engage with notions of additional choice for parents nor the increase in high-quality places which GHFS would bring to local state-funded provision.

We do, of course, recognise the potential competition to their schools which GHFS would bring but we believe that such competition works in the best interests of local parents by driving standards up across the board and increasing quality for all.

These issues can be further examined in the light of respective academic performance (Appendix III) and parental demand (Appendices IV and VI).

One Primary Headteacher has visited GHCS and three others have written expressing their desire to meet and, again, the stabilising and signs of growth in EY numbers has been noted. Contact has also been made with the senior staff from the Bede Partnership which provides post-16 places through a collaboration between City of Sunderland College and the 11-16 school Principals. Again, curriculum collaboration is the key area of potential interest to both sides, such that Year 11 students at GHFS might be given a more informed access to a fuller range of post-16 options and that GHFS Sixth Formers might be able to access some Bede Courses in shortage subjects, and vice-versa.

Substantial contact has been established with various Departments within Sunderland LA, including the Admissions and Statistics Teams, as well as with [REDACTED], [REDACTED] and the person responsible for School Places. It was important for us to at least engage with any potential impact our Application might have on the Local Authority's own future planning for school places across the city.

This data, which is shown in detail within Appendix IV, indicates a current over-supply of Secondary Places but a steady rise in Early Years numbers and a current under-supply of EY Places in Primary schools local to GHCS.

It is also clear that this resurgence in Primary Numbers will rise to fill existing surplus places at Secondary level in coming years. What, of course, is crucial to the debate over our Application is the quality as well as quantity of places available in our locale and our data in Appendix III makes it clear that there is a stark need for additional high quality Primary and Secondary places in this part of Sunderland.



██████████ was appreciative of our early approach and is continuing to work with us as we consider the implications of our Application's possible success. Reference to his opposition to our application has been made in the letter from the Headteacher of Sandhill View, however, although his position has been clarified verbally in that he is not opposed in principle to the existence of a Free School but feels that there would be economic pressures on other schools if GHFS was to come into being (see Appendix IV).

He also chose not to comment on the issue of the quality of places currently on offer within our area but did indicate that the current over-demand for Primary places in SR4 was likely to be met by schools simply exceeding their PAN and/or children travelling to other parts of the city where surplus Primary places exist.

### Demand Summary

Taking into account the 99% support of current GHCS parents for their children to remain at the school if it becomes a Free School, and from the data shown above and in more detail within Appendix IV, it is therefore clear that we could fill GHFS on the first day of September 2012 from the closest families alone, not including anticipated further interest from those living beyond the nearest 1,000 houses who are nevertheless still within easy walking and cycling distance of school (see Postcode information in Appendix VI).

For us there could be no clearer sign that a Free School at Grindon Hall would be hugely popular and would provide parents, not only with greater choice but with a choice in favour of a school whose academic track record is the best in the city.

Of equal interest to us, however, were these parents' comments in relation to why they were expressing an interest in GHFS. Their replies gave an even stronger emphasis upon **small classes** and **academic excellence** than the existing parents' with a similar difference in behaviour and the general sense that GHFS has a more **traditional approach** to academic study.

Again, although stronger than existing parents, they did not choose the "**all thoroughness**" or **Sixth Form** as highly in their priorities, and their **Christian ethos** rankings supported our view that there is no appetite for a faith school which reserves places for children on the basis of their faith background alone.

NB In these rankings, a 7 does not indicate something which parents dislike; rather it is simply the least important to them when ranking the things they look for in a school for their children.
--

In addition to the Questionnaires, we have put posters in the local Community Halls and circulated the Sunderland Mosque, Sikh Temple and other places of worship.

We have held two drop-in sessions for interested parents, to which a further 45 parents came, and the GHCS Reception has handled numerous personal callers and telephone enquiries from people living beyond our immediate vicinity. We have not asked those people to complete Questionnaires at this stage and have had to make it clear that preference for places will be given to those living nearest to the school who wish to apply.

## Consultation

We are happy to consult further as required should our Application move to the Interview Stage and beyond towards Funding Agreement. However, we do believe that we have already consulted widely.

Our existing Parent Body has been fully briefed, Questionnaires completed and an Information Meeting held specifically for them. They are pleased to learn that two of their number will be Governors within GHFS and they have expressed their strong support for the expansion of GHFS to include more local children.

The immediate local community has been canvassed and those with children invited to complete Questionnaires. Those without children have also been invited to send any comments through to the school as we seek to continue to reach out and develop a more inclusive community profile. Information has also been posted within local Community Halls and sent to local places of Muslim, Sikh and Christian worship.

Our plans have been presented to, and covered within, the local newspaper and The Politics Show has requested our support in the creation and transmission of a feature on our Application on BBC regional TV.

We have consulted with our staff and received unanimous support from them and we have communicated in writing and face-to-face with a number of local Headteachers and with key members of the Sunderland Childrens' Services Team.

The Governing Body of GHCS is unanimous in its support for this Application and two of its number plan to retire in August 2012 in order to usher in the new Trust and Governing Body. The remaining two will continue to be involved as a Member, [REDACTED] ( [REDACTED] ) and as the ex-officio [REDACTED] ( [REDACTED] ).

## Marketing strategy

Should our Application be successful, we would be ready to go to print with our GHFS Prospectus as soon as we receive written confirmation from the Secretary of State.

We understand that this could be at any stage during September 2011 and so, given the current arrangement in Sunderland that parents should express their preferences on the Common Application Form by 31<sup>st</sup> October 2011, for entry into schools in September 2012, we would have to work quickly.

It is common practice for Local Authorities to publish full details to parents each September, at the latest, regarding how they can apply to schools for admission the following September. It is therefore likely that existing schools will have provided their details to the Local Authority during this Summer Term, well in advance of September, so that it can be collated and printed in readiness.

Schools also plan their Open Evenings for Prospective Parents for September, and they co-ordinate them together so as not to clash.

Given that we understand that it is unlikely that 2012 Free School Applicants will have confirmation in time to be fully part of this process, we can only suggest that we look into the possibility of the LA indicating within their publications that GHCS awaits the outcome of their Free School Application which, if successful, will be followed by separate publication of our Prospectus and Admissions Process.

GHFS would therefore be obliged to operate every aspect of its own Admissions Process in the first year, whilst working closely with the LA in the allocation of places and keeping to the same March 1st and April 1st publication dates in 2012. Our processing, decision-making and allocations would be carried out according to our own published Admissions Arrangements which would adhere to the Schools Admissions Code and would be discussed with the Local Admissions Forum to ensure clarity for other Admissions Authorities and to avoid confusion for parents.

In this way, we would operate a Marketing Strategy through local Nursery and other services for pre-school children, as well as Primary Schools (for Year 7), Secondary Schools (for Year 12 places) and through the Press. We would run Open Events at times which would be planned to avoid the published dates of other schools' Open Evenings/Days and we would operate our own separate Application Form which we would also ensure met all the requirements of the Schools Admissions Code.

If we become a Free School, we will need to market ourselves within our neighbourhood so that prospective parents are aware of us. As a school located prominently within our area, and yards from a busy shopping centre, most if not all local parents already know of our existence, but despite significant recent press coverage might not be clear about exactly what a Free School is and what specifically Grindon Hall Free School would offer.

In further detail, therefore, our Marketing Strategy would aim to ensure that, amidst all of the wider coverage achieved through the media, our local community are fully aware that GHFS is to be a school for local children and of what is on offer to them specifically:

- Once approved (i.e. in October 2011) we would immediately place a full page advertisement in the Sunderland Echo explaining our new status, our ethos, offering and admissions process.
- In addition, a press release would be issued to local and national press
- This would be followed up by a series of short radio advertisements on SunFM, the major local commercial station, summarising the key points of the new school.
- Discussions with [REDACTED] of the Echo and [REDACTED] at SunFM are already underway.
- A series of Public Meetings would be held during October and early November for local parents with refreshments, a brief presentation from the Principal and some music from pupils with the aim of explaining in detail the key features of GHFS, showcasing our current standards and clarifying the admissions process.

- The Pennywell Shopping Centre would be used to display bright, colourful posters explaining the Free School and advertising public meetings.
- The GHCS Annual Open Day in October would be advertised specifically as an opportunity for parents to find out more about the Free School.
- A leaflet drop would be organised to cover homes within a 1 mile radius of the school to ensure that all neighbours as well as parents are equally aware of the future establishment of [GHFS](#).
- The GHCS website would be tailored accordingly, with a link into a preliminary [GHFS](#) website which will be up and running from 1st November 2011.
- Plans for a series of Opening Events will be delegated to a Parent/Teacher SubGroup and discussions will be held with the Secretary of State's Office regarding any possible presence he may be able to give to such Events around September 2012.

At every point within the above process, parents will be given clear details regarding the Application Process, Deadlines, Decision Dates and Appeals Procedures which, as said above, will be aimed to coincide with standard LA dates as far as possible.

## Section 6: Organisational capacity and capability

As an existing school, recognised by OfSTED as Outstanding or Good in every category, including those stipulated as essential for any Free School applicant, and in the light of our submitted Accounts (see Appendix X), we believe that we have already demonstrated our ability to run a successful school well.

As a Free School, we will retain the existing Principal and his staff, thus maintaining the confidence of parents and the community, as well as securing key continuity at a time of significant change. We will also retain the services of our current Accountants, Kinnair and Company, who also provide auditing services.

We have established a new Charitable Company limited by Guarantee and are happy to develop its Memorandum and Articles in line with the Model provided by DfE. Acting upon the advice of the New Schools Network, we have not yet formalised this paperwork in advance of progressing through a potential Interview Stage.

Nevertheless, our Members are in place, as are additional Governors who have agreed to serve for an initial period of 3 years. Beyond that, we shall look to refresh our Governing Body through ongoing contacts with the business and education communities, ideally looking to appoint one new governor each year after 2014.

In the meantime, we believe that our team will bring substantial experience and expertise to the successful establishment and development of [GHFS](#):

██████████:	██████████
██████████:	██████████.
██████████:	██████████
██████████:	██████████
██████████:	██████████.

[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

Whilst the day-to-day running and decision-making of the school will be delegated fully to the Principal and his staff, all matters of policy, budgeting and strategic development will be taken by the Trustees, through the Board of Governors. The Principal will attend all Governing Body Meetings in an ex-officio capacity and his views will be taken into consideration on all matters.

In terms of organisational, educational and management expertise, we therefore believe that this team provides all of acumen necessary to hold responsibility for [GHFS](#), especially in terms of growth, the management of change and the expansion of the school population to include a more mixed socio-economic profile.

[REDACTED]  
[REDACTED]

██████████.

██████████.

All in all, with this team in place and a loyal and committed and successful teaching and support staff, we feel well-placed to manage the demands of running a successful state-funded Free School.

However, there is clearly a significant challenge for us in managing the further development of this Free School Project between September 2011 and opening, should we be successful.

To date, we have engaged the support of ██████████, whose ██████████ has worked extensively in setting up and leading highly successful CTCs and Academies and currently works across the North of England with new schools operating in areas of significant social and economic need. Should we be successful, we would seek to engage his services further to help us manage the transition from independent school to state-funded Free School, particularly in terms of compliance with policies and practices which pertain in the state sector, as well as pastoral structures to support our work with families in our inner-city community.

In terms of the potential building project associated with this Application, one of our GHCS parents is ██████████, an ██████████, formerly with ██████████. He has pulled together a number of specialists who have provided us with information within the later Premises section (Page 79 onwards) and he has volunteered his services to support us going forward, presumably as we develop a working relationship with professional support groups such as Partnership for Schools which we believe are to be made available to successful Free School applicants in the procurement of buildings, FFE and ICT.

If this application is successful, GHCS would seek to employ a full-time Project Officer to support the Governing Body and Principal Designate in the various administrative and logistical details required so that ██████████ is not unduly diverted from the ongoing business of running GHCS. We would be interested to know what, if any, additional support is available to Free Schools once they are 'approved' and whether or not DfE would seek to supply any support services to GHFS.

## Staff Organisation and Capacity

The current teaching team is made up of fully qualified teachers, underpinned by committed administrative, ancillary and classroom support staff. We would seek to appoint an additional senior teacher capable of leading the pastoral care programme and services, especially as we will see significant growth from 2012. We would also have to upgrade the Bursar position to deal with the greater demands and scale of payroll, income and expenditure, and premises. No further upgrades would be envisaged other than the necessary addition of staff to accommodate the growth.

Clearly this would involve additional teachers but also classroom assistants, a full-time technician and additional 'promotion points' to allow for House Leadership.

Given our small, intimate atmosphere, we readily attract high-quality staff who are keen to work within such an environment and gain the benefits of small classes with the resultant reduction in workload and increase in personalisation and attainment. These conditions compensate for the fact that we operate a salary structure that is not as expensive as the STPCD provides and where incremental rises are tailored very much to performance and value for money rather than being 'locked' into the more rigid and 'automatic' National pay Scales. In short, we believe that our small size provides a quality premium for staff who are happy to earn a fair wage in return.

Salaries will track the early equivalence with the National Pay Scales for NQTs and the subsequent three years but thereafter enhancement is linked directly to additional responsibility and seniority. This enables us to secure high quality young graduates and to give them an excellent grounding for their early years in teaching. Thereafter, they are able to choose whether or not to seek promotion elsewhere, where pay may be higher but conditions less attractive or to remain with us, either as a classroom teacher or in a promoted post should it become available.

Staffing calculations have been made on the basis of a teaching load of 24 out of 30 periods, with some dispensation for Subject Leads and above to conduct necessary leadership responsibilities most closely relating to standards of teaching across the school, the vast emphasis of which can only be given during the taught day. Staff with additional administrative duties are paid enhanced salaries in order that these responsibilities can be met beyond the taught day.

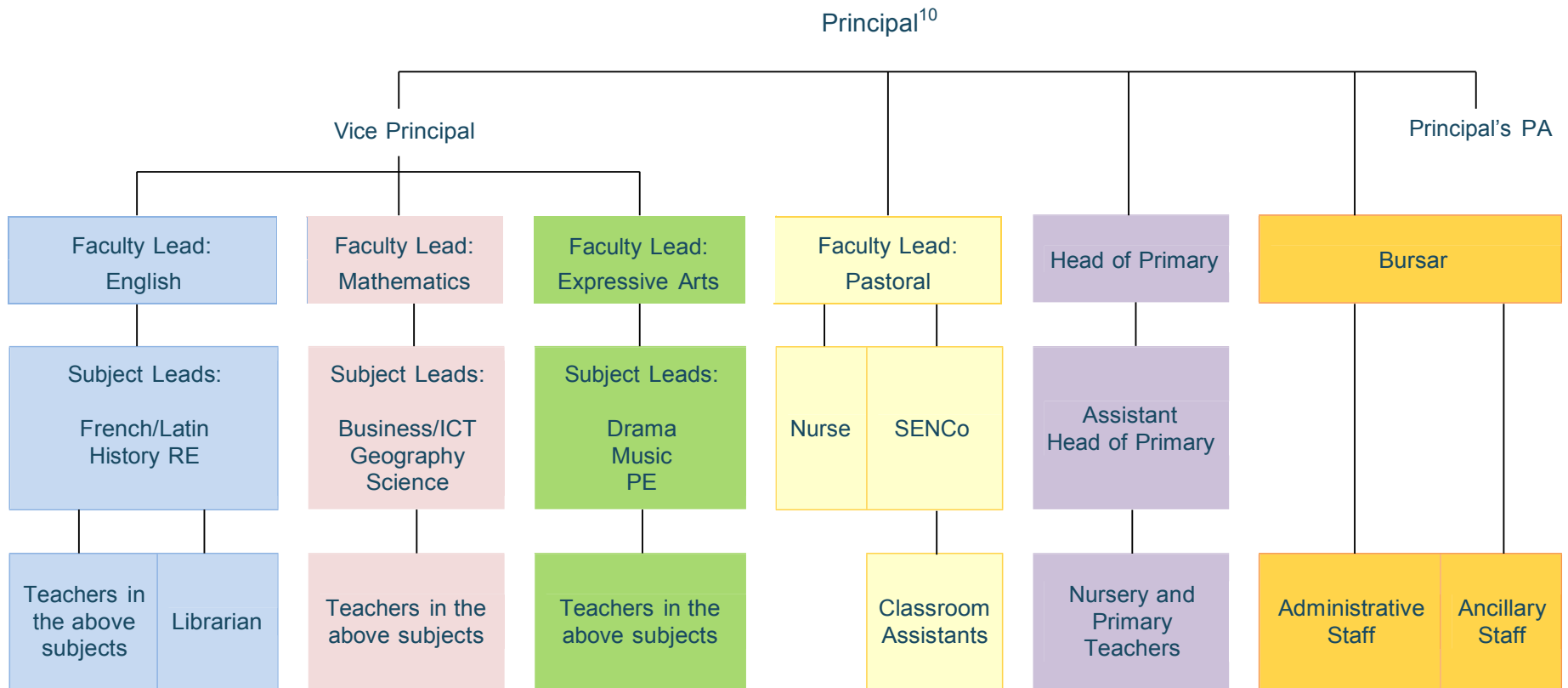
Given that Sunderland is ideally placed within the 'pentagon' of North East Universities<sup>9</sup>, there are a large number of training and trained teachers coming through the PGCE, BEd and BA (with QTS) routes every year. By linking in with these local ITT providers, we would expect to maintain and even improve our current rates of success in attracting excellent young graduate teachers into GHFS, providing them with an excellent opportunity to taste the breadth of experience within a high-achieving, inner city, 3-18 school.

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<sup>9</sup> Newcastle, Northumbria, Sunderland, Durham and Teesside Universities



In this context, and in the light of previous Sections within this Application, the Staffing Structure for GHFS will be as follows:



Head of House responsibility will be allocated to two individuals as an Additional Responsibility with an allocated Responsibility Payment. In relation to that role alone, these two people will report to the Faculty Lead (Pastoral).

<sup>10</sup> See Principal Designate Curriculum Vitae (Appendix VII)

General Staffing Responsibilities will be as follows:

NB The 'reporting to' line also indicates the Performance Management relationship

Principal reporting to Governing Body and Trustees	Overall Academic and Administrative Standards; Development Planning; Parents and Public Relations; Financial Planning and Stability; Spiritual and Moral Curriculum
Principal's PA reporting to Principal	Admissions Clerk; Clerk to the Governors; Administrative Support to the Principal
Vice Principal reporting to Principal	Whole School Academic Data and Standards; CPD; Performance Management; DfE and other formal Returns
Bursar assisted by Administrative Officer reporting to Principal	School Accounts (with Monthly Management Accounts reporting); Premises; FF&E; Health and Safety; Examinations
Faculty Leads reporting to Vice Principal	English, Mathematics and Expressive Arts - Academic Standards across, and Learning Synergies between, Faculty Subjects; Subject Lead for their own Subject Pastoral – Personal, Cultural and Social Curriculum, including Health and Sex Education; Tutorial and House Systems; SEN; Educational Visits; Work Placements, assisted by Subject Lead for Business and ICT
Head of Primary assisted by Assistant Head of Primary reporting to Principal	Academic and Pastoral Standards across Nursery and Primary Years; Whole School Child Protection Officer and First Aid/Nurse
Subject Leads reporting to Faculty Leads	Academic Standards within Subject
Teachers reporting to Subject Leads	Academic Standards within classes taught; Pastoral Standards within Tutor Group
Classroom Support reporting to SENCo	Academic Standards relating to allocated individual students or class groups
Administrative Support reporting to Bursar	Administrative support in terms of book-keeping, reception, communications
Ancillary Support reporting to Bursar	Ancillary support in terms of janitorial, maintenance, cleaning, catering, security, minibuses and other general ancillary services

## Section 7: Premises

Currently GHCS occupies an 8-acre site owned by the GHCS Trust through its business arm, North East Christian Schools Limited (NECS).

On the site are a variety of buildings including the original Grindon Hall, its single storey extension, converted Stable Block, caretaker's bungalow and a number of modular and other outbuildings. The space within these buildings is approximately 2,200 m<sup>2</sup>.

██████████.

Currently, the school allocates money from its annual surpluses to pay down the mortgage and other liabilities.

██████████.

We currently have no Sports Hall, Dining Facility or Kitchen. Given the small size of the school roll, we can hold split assemblies, as well as public examinations, drama, some limited indoor PE and all public meetings in the Ballroom which is approximately 120m<sup>2</sup>. With no cooking facilities, all children and staff bring packed lunches which they eat in classrooms during the mid-day break. Our grounds are picturesque and we have a sports field, two playground areas and sufficient car parking for fifteen cars.

In considering our capital needs under the growth projections shown within this Application, we are conscious of the need to provide the best possible value for money, especially with current pressures on the national finances, and so have developed two possible routes forward through modular accommodation ([Option 1](#)) and a new build [Option 2](#).

We have not presumed that DfE would see a Sports Hall and Dining Facility as essential to our accommodation needs in the light of current financial constraints, although we believe there is a strong case for both. However, we have excluded them from our two Options, adding the case and costings for them as an additional [Option A](#).

## Option 1: Modular Buildings

This Option is the one which dovetails with all of the statistics, projections and financial calculations within this document and the associated Financial Plan.

In order to provide a 2FE Primary provision instead of the current 1FE, we naturally need a minimum of fourteen Primary classrooms, excluding Nursery. We can use existing accommodation to provide the spaces required for Nursery, two Reception classes, two Year 1 classes and so need ten more classroom spaces. To grow our Sixth Form provision, we require three small Sixth Form multi-subject classrooms and an additional administrative office. We also need to increase the number of car spaces for staff, add some additional changing room space, increase the hard surface play area for Primary Years and make some adjustments and refurbishment to existing rooms.

Our general enquiries in these regards indicate that rented modular buildings could be secured to deliver all of this accommodation need and could be installed during the Summer Holidays 2012 to allow GHFS to open with 506 places in September 2012 (see Grid on Page 6). It should also be possible to add the additional car spaces and small MUGA in time for that same opening date without disrupting GHCS in what would be its final year.

The teaching space has been calculated using a Curriculum Timetable drawn up to service the school when full and we have had a rough drawing made, showing the size and potential positioning of additional space within our current grounds.

To service this enlarged facility, we would need to upgrade our Electrical Substation and ICT infrastructure and provide a concrete base and appropriate water and electricity services for the two-storey modular buildings. The cost of renting the modular buildings has been estimated at £85,000 per year and this has been included within the Non Pay Costs on our Financial Plan.

However, with the rental option enabling us to start in September 2012 with the 2FE Free School fully in place, and with our annual revenue budget able to support such rental figures instead of increasing the initial capital spend, we would be prepared to forego the new build option if the DfE Value for Money calculation prefers [Option 1](#).

  
We have been advised by New Schools Network to make it clear that VAT has not been included in any of these figures.

With regards to planning, GHCS did commission an architect to develop a Sports Hall and Additional Classroom Scheme some five years ago with a footprint and access arrangements similar to those proposed herein.

The Scheme was fully developed with Planning Permission secured, having completed Tree, Bat and other Environmental Surveys. However, the Trustees decided to postpone the implementation of the Scheme at that time and so that specific Planning Permission has now lapsed, although there is at least a history

relating to the potential development of the site and this gives some hope that Planning Permission for this new Scheme should have some hope of being granted, with much spadework already having been done.

**NB** As this **Option** does not provide a Sports/Dining Hall or Kitchen, PE would continue to be delivered predominantly outside, and students and staff would continue to bring packed lunches to be eaten during supervised lunchtimes in classrooms. Free School Meal recipients would be provided with their lunch free of charge, the cost for which has been included in our Financial Plan.

## Option 2: New build

The alternative to a modular accommodation solution is to provide similar facilities through a new build, providing permanent additional buildings and outside space, without the requirement for annual rental charges for modular buildings. This would reduce our Non Pay costs by [REDACTED] per annum but, of course, the initial capital costs for car parking, MUGA, electrical substation and ICT upgrades, etc, would still apply.

The building would two classrooms larger than the modular Option 1 as it would necessitate the removal of some current teaching space (shown as the "T Block" in dotted lines on the Grounds Plan for Option 2 in Appendix VIII).

This said, such building work could not be completed in time for the full complement of children shown in the Grid on Page 6 to begin in September 2012, hence the marking of certain Year Group numbers in red. According to the outline Gant Chart provided by [REDACTED], a GHCS parent who is also a Buildings Project Manager, GHFS would have to wait until September 2013 before growing the extra Primary Years classes (see Chart in Appendix VIII).

To be specific, under **Option 2**, the 506 starting number for 2012 would have to be scaled back to 390, moving to 510 in September 2013 when the new build is complete and reaching the maximum of 518 in September 2014, as with **Option 1**.

[REDACTED].

However, the delay in reaching 510 places would impact upon the Income and Expenditure profile for 2012-2013, with reduced student numbers offset by a reduction in the associated staff and other costs for one year.

Alternatively, it would be possible to rent the modular accommodation for that first year and place it on the Rugby Field temporarily. This would mean no reduction in numbers or income.

These two adjustments are expanded upon in Appendix IX (Pages 110-111), together with the financial impact of both.

## Option A: New Build Multi-use Hall and Kitchen

The addition of a Multi-use Hall and Kitchen would make a dramatic difference to the quality of provision within GHFS. Although the current ballroom could continue to be used for some limited physical exercise, Year Group assemblies and events, a Hall of the size that could accommodate three Badminton Courts would hugely improve the breadth of the PE and Drama curricula, as well as doubling up as a Dining Hall with adjacent Kitchen to replace the current classroom-based packed lunch arrangement.

Such facilities would enable the school to have Key Stage and Whole School Assemblies, Parents' Evenings for a school twice the size than at present, and the ability to hold functions such as Drama Productions and Awards Evenings without the need to hire outside Halls at considerable distance from the school. It would provide the opportunity for community events such as a Pensioners' Christmas Lunch and Table Top Sales, as well as a facility that could be used out of school hours for Community Groups as well as our own Summer Day Camps. Such a new build would be ideally provided alongside Option 2 above, in that it could be incorporated with new build classrooms and changing space. It would be much more difficult to develop Option A alongside the modular solution, given the proximity of the space required for each. However, we would be prepared to re-look at this situation if DfE/PfS believe that an Option 1 with Option A is their preferred solution.

We have therefore only costed Option A as part of a single project, incorporated with Option 2.

These costs are shown in Appendix VIII but can be summarised as follows and it should be remembered that they are only estimates and have to be added to the capital cost of the existing land, buildings, grounds and FF&E:

Option 1: Modular

██████████

Option 2: New Build

██████████

Option 2 with Option A: New Build plus Multi-use Hall and Kitchen £

██████████

**NB** This Application and the associated Financial Plan are based upon Option 1 only. A separate Financial Plan is provided to model the school if it were to open under Option 2 and with the reduced numbers indicated on Page 6, with or without Option A.

This is submitted separately as Appendix IX and has both a 100% take-up Plan and a 90% take-up Plan, as requested. In both cases, there would be adjustments made to sustain a surplus in 2012-2013 with a move back into stronger surpluses in all scenarios from 2013 onwards.

Our preferred alternative would be to open with temporary buildings on the Rugby Field for one year while Option 2 with Option A are being built.

## Section 8: Initial costs and financial viability

Using the Financial Template provided by DfE and operating in the terms expressed under the Assumptions heading, all attached as Appendix IX, the medium to long-term viability of the GHFS Project is established in terms of annual income and expenditure.

Based on the assumption of 506 places being filled in September 2012, growing to 518 over two years, the annual operational revenue surplus begins slightly below [REDACTED] per annum, growing to around [REDACTED] and thus providing a healthy accumulating surplus over time to allow for reinvestment. This figure also sits within the permitted 12% carry-over each year.

The capital side of the Project relies upon the Government's assessment of Value for Money when considering the creation of 518 new school places against a total capital outlay in the region of [REDACTED] ([REDACTED] per place).

### Viability at 90%

Reworking these figures to project a 90% take-up in student numbers (shown in Appendix IX), the annual operational revenue surplus falls to around [REDACTED] per annum, growing to around [REDACTED] with savings only in pupil-driven figures as staffing levels would have to remain the same.

After ten years, the cumulative surplus is showing at around [REDACTED].

However, at present, the Principal, Vice Principal, Faculty Lead (Pastoral) and Head of Primary are being shown as having no teaching timetables and it would therefore be possible to project the saving of 1 FTE teacher if these staff were given teaching commitments of 5%, 25%, 40% and 30% respectively. This would provide an **additional surplus in the region of [REDACTED] per annum.**

At present, teacher non-contact times are calculated at 20% as opposed to the 'normal' national expectation of 10%. Across a teaching staff team of almost 40, providing non-contact time of 15% could realise a further 1FTE saving, with an **additional surplus in the region of [REDACTED] per annum.**

## Section 9: Suitability and Declaration

All five Members and Directors of the Company have completed the personal information and declarations referred to within Section 9 and have sent them direct to

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

as directed by the New Schools Network.

Name: [REDACTED]  
Position: Member, Company Director and Chair

Name: [REDACTED]  
Position: Member, Company Director and Vice-Chair

Name: [REDACTED]  
Position: Member, Company Director and Treasurer

Name: [REDACTED]  
Position: Member, Company Director and Secretary

Name: [REDACTED]  
Position: Member and Company Director

There are to be no links between the proposed [Grindon Hall Free School](#) and any Charitable or Commercial Organisation with which any of the above-mentioned five persons are involved.



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# Grindon Hall Christian School

Independent School

Inspection report

DCSF Registration Number	394/6010
Unique Reference Number	108875
URN for registered childcare	EY245607
Inspection number	331317
Inspection dates	11–12 March 2009
Reporting inspector	██████████

This inspection of the school was carried out under section 162A of the Education Act 2002, as amended.

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## Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended, the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

## Information about the school

Grindon Hall Christian School was established in 1988 on Christian principles, a vision and ethos that it retains today. It is a non-selective, co-educational independent day school for girls and boys aged 3 – 18 years situated on the outskirts of Sunderland.

There are 317 pupils currently on roll of whom 11 are part-time. There are approximately 13% of pupils with learning difficulties and/or disabilities, including a small proportion with a statement of special educational need. There are a small number of pupils with Asperger's Syndrome. The school was last inspected in December 2005 and the most recent inspection of Early Years Foundation Stage provision was in July 2008. The school's vision is to 'reflect the love of God to children through education'.

## Evaluation of the school

Grindon Hall Christian School is a good school that is successful in fulfilling its aims. The quality of education including teaching, assessment and the curriculum are good. As a result, pupils make good progress in their learning. Pupils' spiritual, moral, social and cultural development is outstanding because of the high quality of pastoral care they receive. The welfare, health and safety of pupils are good and the school meets all but one of the regulations. Provision in the Early Years Foundation Stage is good enabling children to achieve well. Their personal development is outstanding. The school has addressed the areas for improvement identified in the last inspection.

## Quality of education

The quality of the curriculum is good in the Early Years Foundation Stage and throughout the school, where all areas of experience are included. It enables pupils to make good progress in their learning. There has been good improvement in the primary curriculum since the last inspection. It is broad and balanced and meets the needs of pupils well. It is well planned and this ensures that pupils' skills and knowledge are systematically built upon and developed as they move through the key stages. There are good opportunities for pupils to develop their literacy, numeracy and information and communication technology skills in other subjects of the curriculum. In the senior school and sixth form, the curriculum is academic and

geared towards pupils gaining examination accreditation in a variety of subjects. Information and communication technology is used effectively in most subjects to develop skills and to enhance learning for the majority of pupils, although some say they would like opportunities to develop more advanced skills. Careers guidance has improved well. Work with Connexions from Year 9 through to the sixth form helps pupils to make the right choices. Good advice is also provided to help pupils make applications for university.

Across the school, personal, social, health and citizenship education is systematically taught. Good support is provided for pupils with learning difficulties and/or disabilities. Music is a great strength. Approximately one third of pupils play a musical instrument and there are choirs, rock bands, an orchestra and fiddle bands. The school provides well for a variety of sports such as gymnastics and rugby and pupils have achieved great success in regional and national competitions. Educational visits, although limited, are linked well to areas of study and provide pupils with relevant, practical first hand experiences. There are many after school clubs for younger pupils, but there are fewer activities for older pupils and some say they would welcome opportunities to engage in a wider range of sports.

Teaching and assessment are good throughout the school. In the best lessons, teachers combine high expectations and an understanding of each pupil's needs, with consistent support and encouragement. Teachers have very good subject knowledge which helps them to make lessons challenging and interesting. The pace of learning is brisk and pupils are encouraged to learn things for themselves. The teachers' questioning is also effective so that pupils have to think carefully and apply previously learnt skills to new tasks. Pupils' behaviour is exemplary in lessons and they have very good relationships with staff, often sharing good humour. In the primary section of the school, the development of pupils' reading and speaking and listening skills are a strength. From an early age, children are encouraged to explain their ideas and they are confident in speaking in front of an audience. As a result, the majority of pupils are very articulate and contribute to discussions with confidence. Pupils are well motivated. However, although good teaching is also evident in the secondary section of the school, it is not consistent. In some lessons, pupils are passive recipients rather than active participants. Not all of these lessons are planned well enough to challenge pupils who are more able.

The school has a good range of assessment procedures which are used on a termly basis and inform the detailed annual reports to parents. The primary section of the school uses assessment information carefully to set challenging targets and check pupils' progress. An effective tracking system is in place which is used well to plan the next steps in each pupil's learning, so that they build upon their skills and knowledge progressively as they move through the school. However, in the secondary phase, some teachers' assessments are not always as rigorous as they could be to ensure higher attaining pupils maximise their potential. Results are not routinely collated by managers and the tracking of pupils' progress is not rigorous

enough. The school is, therefore, currently reviewing assessment procedures to ensure a more rigorous and unified system of assessment.

Pupils make good progress throughout the school. Pupils entering the Nursery represent a full range of abilities, but overall these are broadly typical of children of their age. They achieve well so that standards attained by recent cohorts of pupils are above average by the time they reach Year 6. In the secondary phase, good teaching enables a large majority of pupils to gain results in GCSE and A level examinations each year which are above average. Given that several pupils enter the school from the beginning of their secondary education this represents good progress from pupils' individual starting points. Most pupils move on to their destination of choice in further or higher education.

### **Spiritual, moral, social and cultural development of the pupils**

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding throughout the school. Prayer, self-reliance, thoughtfulness and respect for others are held to be important aspects of school life. Pupils say that the 'school is like a big family where each person looks after the other'. Pupils grow in confidence and develop great self-esteem. They enjoy coming to school and are strong advocates of what it has to offer. Their behaviour is outstanding in lessons and around the school. They are polite and courteous and are keen to talk about their work and life at the school. Attendance rates are high. Pupils contribute to the life of the school by, for example, looking after younger pupils and those with learning difficulties and/or disabilities. However, they say they would like to have more opportunities to put forward their collective ideas and suggestions. They contribute to wider communities by engaging in a variety of activities abroad such as 'Bee keeping in Malawi' and voluntary community service to projects at home such as those organised by the 'Coastal and Countryside Rangers'. The school promotes pupil's understanding of those from different racial and cultural backgrounds through assemblies and several academic subjects. Personal, social, health and citizenship lessons encourage pupils to consider social and moral issues, for example human rights and responses to crime. Pupils also gain an understanding of parliament, the courts and other public institutions by visits to them, and by visitors coming into school. Pupils' success in examinations and their careful preparation for university admission give them an excellent preparation for future study and employment.

### **Welfare, health and safety of the pupils**

Good provision is made for pupils' welfare, health and safety throughout the school. Staff know pupils well and cater very effectively for their individual needs. Relationships between staff and pupils are very good. Pupils say bullying is rare, but are sure that it will be dealt with promptly and appropriately should it occur. They are encouraged to eat healthily and there are appropriate opportunities to participate

in sports and physical education. The school has a wide range of policies in place. However, the teacher designated for child protection and other staff have not yet undertaken up-to-date training. The school reacted promptly and has booked appropriate training. Appropriate risk assessments are carried out in all areas of school life; risk assessments for educational visits and fire risk assessments are in place. Accidents and incidents are properly recorded. The school fulfils its duties with regard to the Disability Discrimination Act 2002.

### **Suitability of the proprietor and staff**

Effective safeguards are in place to ensure that pupils do not encounter unsuitable adults. Checks with the Criminal Records Bureau have been completed for those in regular contact with pupils and are kept on a single central record.

### **School's premises and accommodation**

The school has appropriate accommodation to meet the needs of pupils. There are an appropriate number of classrooms, science laboratories and a central hall used for music, drama and assemblies. The computer suite provides well for learning information and communication technology skills and for research in other subjects. A separate library is available for use by both pupils and staff. The primary section of the school is housed in a separate building.

Outside, a suitable hard-surfaced area and extensive grassed areas are used well for outdoor physical education lessons, sporting events and playtimes. Early Years Foundation Stage pupils and those in Year 1 are taught in modular buildings and there is a separate outdoor learning area.

### **Provision of information for parents, carers and others**

The school provides parents, carers and others with a good range of information through the school prospectus, an attractive website and regular newsletters. A significant number of parents and carers responded to the pre-inspection questionnaire and of these, the majority are pleased with most aspects of the school's work. However, a significant number of pupils and parents indicated that they would like the school to organise more educational visits. Although the school are willing to arrange further visits, these had not been planned previously because the school were concerned about the extra costs this would incur for parents.

### **Procedures for handling complaints**

The school has a complaints policy and set of procedures, which meet all of the regulations. The school has taken steps to ensure that parents are aware of these.

## Effectiveness of the Early Years Foundation Stage

Children settle quickly into the Early Years Foundation Stage because of the good induction procedures in place and the good curriculum offered. They make good progress from their individual starting points because of the good quality teaching provided for them. Children's learning and development are good. They participate enthusiastically in a wide range of interesting and stimulating activities which meet their individual needs well, including those outdoors.

A strength of the provision is the way in which staff respond to the interests of children and there is a good balance of adult-led and child-led activities. Reading is taught particularly well because there are good systems in place. There are very good opportunities for children to develop their skills in speaking and listening through role play and children also make good progress in their mathematical development.

Children are very confident because of the excellent care and support provided for them. They clearly trust adults and have excellent relationships with them, often sharing good humour. They cooperate well with each other and are learning to take turns.

Children from different backgrounds and cultures work and play extremely well together. Consequently, their personal development is outstanding. Provision for the welfare of pupils is good. Staff are extremely vigilant, provide strong support and have appropriate records, policies and procedures in place to ensure that children are safe. The leadership of the Early Years Foundation Stage is good, as is the overall effectiveness of the provision.

## Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ("the Regulations"), with the exception of those listed below.

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- Ensure that the child protection officer and all staff receive appropriate training in child protection and comply with the safer recruitment policy as required by DCFS guidance Safeguarding children and safer recruitment in education (2007) (paragraph 3(2)(b))



## What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- Ensure there is a more rigorous, streamlined assessment system in the secondary part of the school to ensure this informs practice in the classrooms.
- Develop pupils' ability to be independent learners who take initiative and responsibility in the learning process.

## Inspection Judgement Recording Form

outstanding	good	satisfactory	inadequate
-------------	------	--------------	------------

### The quality of education

Overall quality of education		√		
How well the curriculum and other activities meet the range of needs and interests of pupils		√		
How effective teaching and assessment are in meeting the full range of pupils' needs		√		
How well pupils make progress in their learning		√		

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	√			
The behaviour of pupils	√			

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		√		
--	--	---	--	--

### The quality of the Early Years Foundation Stage provision

How effectively are children in the Early Years Foundation Stage helped to learn and develop?		√		
How well do children achieve in the Early Years Foundation Stage relative to their starting points and capabilities?		√		
How good are the personal development and well-being of children in the Early Years Foundation Stage?	√			
What is the quality of welfare, health and safety of children in the Early Years Foundation Stage?		√		
How effectively is the provision in the Early Years Foundation Stage led and managed?		√		
What is the overall effectiveness of the Early Years Foundation Stage including, where relevant, the quality of childcare?		√		

## School details

Name of school	Grindon Hall Christian School
DCSF number	394/6010
Unique reference number	108875
EY URN (for registered childcare only)	EY245607
Type of school	Co-educational
Status	Independent
Date school opened	1988
Age range of pupils	3-18
Gender of pupils	MI
Number on roll (full-time pupils)	Boys: 151 Girls: 155 Total: 306
Number on roll (part-time pupils)	Boys: 4 Girls: 7 Total: 11
Number of pupils with a statement of special educational need	Boys: 3 Girls: 2 Total: 5
Annual fees (day pupils) of school	<div style="background-color: black; width: 100px; height: 1em; display: inline-block;"></div> Address <div style="background-color: black; width: 100px; height: 1em; display: inline-block;"></div> Sunderland Tyne and Wear <div style="background-color: black; width: 100px; height: 1em; display: inline-block;"></div>
Telephone number	<div style="background-color: black; width: 100px; height: 1em; display: inline-block;"></div>
Fax number	<div style="background-color: black; width: 100px; height: 1em; display: inline-block;"></div>
Email address	<div style="background-color: black; width: 100px; height: 1em; display: inline-block;"></div>
Principal	<div style="background-color: black; width: 100px; height: 1em; display: inline-block;"></div>
Proprietor	North East Christian Schools Limited
Reporting inspector inspection	<div style="background-color: black; width: 100px; height: 1em; display: inline-block;"></div> Dates of 11–12 March 2009

## Appendix II

### Deprivation Data

These grids provide data ranking the five Lower Layer Super Output Areas (LSOAs) surrounding the proposed Grindon Hall Free School, both within Sunderland and nationally. These Areas are more precise and uniform than Electoral Wards when compiling social and economic data.

The two pages that follow, support that data with visual and geographic representations, including indication of where the boundaries of the LSOAs are how they all relate to the school site.

The rankings in red and green shown are from a total of 32,482 LSOAs across England and a total of 188 in Sunderland. The National Percentile is shown in [brackets]. The lower the number, the more deprived the LSOA.

This data is taken from the most recent survey of its kind, entitled “Indices of Deprivation 2007” and compiled by the Social Disadvantage Research Centre at the University of Oxford, for the Department of Communities and Local Government in the most recent survey of its kind.

Ward	21C Grindon.29	14A South Hylton.10	21B Grindon.30	14C South Hylton.13	21A Grindon.31
Index					
Education, Skills and Training	432 [1.3] 6	2069 [6.3] 30	626 [1.9] 10	3758 [11.5] 50	1535 [4.7] 26
Young People’s Education	1089 [3.3] 12	2900 [8.9] 33	901 [2.7] 11	3295 [10.1] 42	1726 [5.3] 20
Employment	1326 [4.0] 32	988 [3.0] 23	2322 [7.1] 52	1944 [5.9] 44	899 [2.7] 20
Income	1723 [5.3] 14	3166 [9.7] 38	905 [2.7] 9	4556 [14.0] 52	2515 [7.7] 32
Health	1647 [5.0] 41	1439 [4.4] 37	2421 [7.4] 61	1596 [4.9] 40	1183 [3.6] 26

Grindon Hall  
Free School



**Legend**





## Appendix III

### Academic Comparisons: Primary Years

Core Academic Information for	Grindon Hall Christian School	GH
	Academy 360 (Primary Years)	A3
	Broadway Junior	B
	Hastings Hill Primary	HH
	Highfield Primary	H
	St Anne's RC Primary	StA
	St Cuthbert's RC Primary	StC
	South Hylton Primary	SH
and	Thorney Close Primary	TC

These are the eight closest Primary providers closest to Grindon Hall, all being within one mile's distance.

Key Stage 2 (% of Year 6)	GH	A3	B	HH	H	StA	StC	SH	TC
<b>2010</b>									
English: L4+	94	55	93	•	68	69	•	62	•
L5	31	9	36	-	8	21	-	17	-
Maths: L4+	94	47	93	•	63	93	•	76	•
L5	44	5	41	-	5	28	-	41	-
<b>2009</b>									
English: L4+	94	52	86	76	73	86	79	74	72
L5	35	8	19	22	17	36	7	29	13
Maths: L4+	76	55	83	90	71	79	75	71	78
L5	41	16	43	31	10	25	18	32	19
<b>2008</b>									
English: L4+	100	na <sup>11</sup>	81	81	65	87	88	93	68
L5	44	na	18	4	18	13	13	48	7
Maths: L4+	94	na	91	75	76	87	75	83	66
L5	44	na	47	13	12	33	19	24	11

• Some schools did not take the SATs in Summer 2010 due to Industrial Action.

<sup>11</sup> Academy 360 did not open until September 2008 and its predecessor school's results are not on record

## Academic Comparisons: Secondary Years

Core Academic Information for Grindon Hall Christian School  
Academy 360 (Secondary Years)  
and Sandhill View School

These three schools serve the secondary age population around the South East of Sunderland. Their intakes are all mixed gender, non-selective and largely white British.

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GCSE (% of Year 11)	Grindon Hall	Academy 360	Sandhill View
------------------------	--------------	-------------	---------------

### 2010

5A*-C with English and Maths	87	21	49
English Baccalaureate	47	0	2
Progress in English (National 72%)	na	36	72
Progress in Maths (National 65%)	na	26	37

### 2009

5A*-C with English and Maths	74	17	45
------------------------------	----	----	----

### 2008

5A*-C with English and Maths	68	na <sup>12</sup>	46
------------------------------	----	------------------	----

### 2007

5A*-C with English and Maths	66	na <sup>13</sup>	23
------------------------------	----	------------------	----

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<sup>12</sup> Academy 360 opened in September 2008. Its predecessor, Pennywell School recorded 19% of its students achieving 5A\*-C with English and Maths

<sup>13</sup> In 2007, Pennywell School recorded 21% of its students achieving 5A\*-C with English and Maths



## Academic Comparisons: Sixth Form

Core Academic Information for **Grindon Hall Christian School**  
 City of Sunderland College Partnership\* (CSCP)  
 St Aidan's Catholic School  
 St Anthony's Catholic Girls' School  
 St Robert of Newminster Roman Catholic  
 and Sunderland High School

Sunderland is an 11-16 Authority with its LA schools and Academies collaborating with City of Sunderland College in relation to 16-19 Courses through the latter's Sixth Form Learning Partnership Scheme\*. The other four schools listed have their own Sixth Forms: Sunderland High School is a fee-paying independent school and the other three schools are Voluntary Aided Catholic schools. Together, these six are the sum total of Sixth Form providers in Sunderland.

A Level	Grindon Hall	CSCP	St Aidan	St Anthony	St Robert	Sunderland High
2010						
Ave Pts per entry	225.6	219.5	194.3	203.3	212.9	204.0
CVA (KS4 – KS5)	1012	1016	955	962	989	981
2009						
Ave Pts per entry	215.0	214.6	188.0	201.1	205.0	229.6
CVA (KS4 – KS5)	1006	1005	963	964	988	1012
2008						
Ave Pts per entry	247.1	196.3	181.2	200.2	201.2	220.8
CVA (KS4 – KS5)	na	971	946	952	973	999
2007						
Ave Pts per entry	203.2	190.5	183.3	191.0	201.1	210.1
CVA (KS4 – KS5)	na	na	958 <sup>14</sup>	na	na	na

<sup>14</sup> In 2007, CVA figures were only available under a Pilot Scheme into which only 203 schools and Colleges opted

## Appendix IV

### Recent Demand for School Places

Over the past two years, it is clear to see the different Demand and Supply patterns in the area around GHCS regarding School Places. Put simply, there is currently an over-supply of places in both Academy 360 and Sandhill View as far as Year 7 places are concerned. However, at Reception, demand for places in the eight schools closest to GHCS has been outstripping supply in both 2010 and 2011.

These figures bear out the feedback received from Sunderland LA which suggests that the numbers of Primary Age children are growing at just the right time for GHFS to offer new places there and for the future. Not only are local children failing to get places in local schools, but should PAN numbers at the two Secondary Schools remain as they are, they will not have enough places for these Primary children to grow into when they reach Year 7, further supporting the addition of numbers in GHFS.

The Live Births Data on Page 31 shows that numbers based on the eight closest Primary Schools to GHFS will continue to grow and these figures do not include children in other Primary schools which are close to Sandhill View School but to the East, such as Plains Farm Primary and Barnes Primary Schools (see Page 63).

The other crucial issue relating to demand for School Places concerns the question of choice and how many good schools there are in a locality from which parents can choose. In both Appendices III and IV, there is evidence to suggest that the addition of Primary and Secondary places at GHFS will make a significant improvement in choice and in the number of 'high-quality places' available for parents to choose, regardless of any ability to pay.

#### Reception Place Applications for September 2011

	PAN	First Preferences
Eight Schools	325	350

#### Reception Place Applications for September 2010

	PAN	First Preferences
Eight Schools	325	347

#### Year 7 Place Applications for September 2011

	PAN	First Preferences
Two Schools	345	263

#### Year 7 Place Applications for September 2010

	PAN	First Preferences
Two Schools	345	281

## Detailed Breakdown of Data

Please note that these schools are all included in the Academic Comparison Tables in Appendix III

### Reception Place Applications for September 2011

	PAN	First Preferences
Academy 360	45	52
Grindon (Broadway)	60	63
Hastings Hill	45	40
Highfield	45	49
St Anne's	30	36
St Cuthbert's	30	39
South Hylton	30	41
Thorney Close	40	30
	325	350

### Year 7 Place Applications for September 2011

	PAN	First Preferences
Academy 360	165	105
Sandhill View	180	158
	345	263

### Reception Place Applications for September 2010

	PAN	First Preferences
Academy 360	45	52
Grindon (Broadway)	60	62
Hastings Hill	45	50
Highfield	45	55
St Anne's	30	30
St Cuthbert's	30	37
South Hylton	30	31
Thorney Close	40	30
	325	347

### Year 7 Place Applications for September 2010

	PAN	First Preferences
Academy 360	165	128
Sandhill View	180	153
	345	281



## Appendix VI

### Questionnaire Responses by Year Group

1,000 leaflets were distributed to homes immediately surrounding the school and all homes visited by staff and local supporters. Householders were invited to complete Questionnaires only if they had pre-school or school age children. Additional Questionnaires were completed by parents visiting local shopping areas and community centres and by those calling into school.

In total **504** householders responded, of whom **28** did not want to consider a place at GHFS for their children. A further **38** said they would consider a place only when their child left their current school (ie when aged 11 or 16).

The remaining **438** respondents represent **624** children, all of whom indicated a specific desire to attend the school if it were to become a Free School and said that they would take their children from their current school if places became available. Those children are currently in the following Year Groups:

Not yet at school			N	R	1	2	3	4	5	6	7	8	9	10	11
Age 0	Age 1	Age 2													
39	42	35	98	48	37	42	80	58	31	27	14	24	21	17	11

Clearly there is greater demand for Primary Places and this would support our proposal to build the school gradually over six years, taking into account both the surplus places that currently exist in the early years of Secondary Schools locally (Academy 360 and Sandhill View) and the 'recovering' numbers in Early Years<sup>15</sup>. It might also be expected that very few parents of children in Secondary Years might consider moving them after Year 9.

Parents of children currently in Grindon Hall Christian School were also invited to complete a very similar Questionnaire to see to what extent they supported the potential change of GHCS into GHFS. In total **124** householders responded, of whom **1** would not wish their child to remain in school if GHCS became a Free School. The remaining **123** respondents represent **187** children currently in the following Year Groups, all of whom would wish to see places in the new Free School<sup>16</sup>.

Not yet at school			N	R	1	2	3	4	5	6	7	8	9	10	11
Age 0	Age 1	Age 2													
4	3	2	18	7	11	10	6	11	21	16	8	22	21	16	11

<sup>15</sup> See Appendix IV

<sup>16</sup> Not all parents responded to the Questionnaire, thus accounting for the difference between numbers here and the full current Roll. Existing Sixth Form students are not included.

## Questionnaire Responses by Distinctives

We believe that Grindon Hall Christian School has several key distinctive features, listed below. The Questionnaire offered respondents the opportunity, if they wished, to rank these features if they felt any were of greater importance to them than others. These distinctive were also outlined within the Leaflet dropped into the 1,000 local homes.

Of those who took this opportunity to rank, the following figures indicate their preferences by the % of respondents grading each distinctive.

Therefore, the higher the %, the more people ranked that distinctive in that position.

In the Average Ranking column, the lower the figure, the higher priority parents placed on that distinctive.

Potential parents' responses are shown in green above the responses from existing parents which are presented in red.

	1	2	3	4	5	6	7	Average Ranking
Small school and small classes	68%	5%	13%	3%	6%	3%	2%	1.9
	44%	27%	15%	10%	3%	2%	0%	2.1
Track record of academic excellence	55%	17%	12%	7%	3%	0%	5%	2.1
	35%	18%	23%	12%	7%	2%	2%	2.5
Emphasis on good manners and behaviour	37%	29%	16%	6%	6%	6%	0%	2.3
	20%	32%	24%	16%	2%	4%	2%	2.7
'All-throughness' (3-18)	31%	14%	6%	9%	6%	20%	14%	3.7
	13%	4%	9%	11%	17%	22%	24%	4.7
Broad Christian ethos	32%	24%	8%	3%	14%	0%	19%	3.2
	27%	9%	16%	16%	16%	6%	10%	3.4
Traditional curriculum	33%	23%	18%	10%	8%	8%	0%	2.6
	8%	5%	11%	11%	28%	23%	13%	4.6
Sixth Form	29%	9%	9%	12%	6%	15%	21%	3.9
	10%	3%	4%	5%	13%	23%	43%	5.4

NB Several parents marked more than one distinctive as "1" and others did not mark any which they felt were of no great importance to them. Therefore, although horizontal percentages add to 100%, they do not 'add' to 100% vertically.

## Questionnaire Responses by Postcode



Grindon Hall  
Free School

0            1            2 miles

## Questionnaire Returns from Potential Parents by Home Postcode (% covering 634 children)



## Current School Population by Home Postcode (% covering 265 children)



# Questionnaire

## Grindon Hall Christian School – Free School Proposal Survey

If Grindon Hall Christian School were to become State Funded in September 2012, providing education for free, would you wish to send your child/children there even if it meant them leaving their current school?

Yes       No       Yes, but only when they finish their current school

Would you be in a position to send your child to Grindon Hall if it remained a fee-paying school?

Yes       No

If you would be interested in your child / children attending a Free School at Grindon Hall, please let us know the number of children you would be interesting in sending and which school year groups the children are currently in.

<input type="checkbox"/> Not yet at school	<input type="checkbox"/> Year 3	<input type="checkbox"/> Year 8
<input type="checkbox"/> Nursery	<input type="checkbox"/> Year 4	<input type="checkbox"/> Year 9
<input type="checkbox"/> Reception	<input type="checkbox"/> Year 5	<input type="checkbox"/> Year 10
<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 6	<input type="checkbox"/> Year 11
<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 7	<input type="checkbox"/> Sixth Form

We believe that Grindon Hall has built its reputation on a number of key attributes which make it unique. It is important you know what these are and we are keen to know which of them are especially important to you. Please rank these in order of importance to you using the scale 1-7 (where 1 is most important and 7 is least important). If any feature is irrelevant to you, please leave the box blank.

<input type="checkbox"/> A small school with small class sizes	<input type="checkbox"/> Our broad Christian ethos
<input type="checkbox"/> A proven track record for academic excellence	<input type="checkbox"/> Traditional Subject Choices
<input type="checkbox"/> Our emphasis on good manners and behaviour	<input type="checkbox"/> A Sixth Form
<input type="checkbox"/> Children can stay throughout their education (aged 3-18)	

Please let us know your postcode so that we can demonstrate to the Government the extent of local demand and to what extent people are prepared to travel to attend Grindon Hall.

Would you like to make any further comments about the proposal for Grindon Hall to become a Free School?

Name  (optional)

Telephone/email (optional, if you would like to be kept informed of how the proposal develops)


Thank you for completing this Form. It should be returned to the school OR TO PENNYWELL POST OFFICE as soon as possible and no later than Friday 13th May 2011.



## Supporting Leaflet

The following two pages represent the text from the leaflet distributed amongst the 1,000 homes closest to the school.



Grindon Hall Christian School is in  
, Sunderland and is applying to  
the Government to become a  
**Free School.**

Is that something you would like to happen?

We would like to hear your views.

**What is a Free School?**

Exactly what the name suggests. It is a school which is free for every child to apply to attend and where there are no fees.

**Every child?**

Yes. There is no entry exam, no interview, no restriction at all. If someone wants their child to come, then there is nothing to stop them applying.

**But Grindon Hall charges fees now.**

Yes, but if we are accepted as a Free School, we won't charge fees any more. The Government will meet all of the School's costs.

**How will the school decide who gets in if too many apply?**

Just like all schools in Sunderland, priority is given to children who live closest to the school. Unless your child has special needs, is in foster care or already has a brother or sister in the school, the simple rule of "closest to the front door" applies.

## What kind of school would Grindon Hall Free School be?

It would be very much like it is now:

- Children can start in Nursery at age 3 and carry on right through until Sixth Form at age 18 without having to change schools.
- As a small school, with no more than 40 in any Year Group, we know our children and their families very well indeed. This helps us to keep communication good between home and school and to make sure that parents always know how their child is getting on.
- We would keep our small classes of no more than 18 for the youngest and 20 for the oldest. This enables teachers to give children a lot of individual attention.
- We are committed to every child reaching their academic potential. Last Summer (2010), of all the state and independent schools in Sunderland, our results placed us top of the GCSE and A Level League Tables.
- Our Christian values emphasis respect, compassion and care, hard work and the courage to stand up for your beliefs. As an inclusive school, we welcome children of other faiths and of none. There is no "faith test" to decide who is offered a place at the school.
- We have clear uniform and behaviour policies which help children to learn how to behave, grow in confidence and present themselves well both inside and outside the Grindon Hall gates.

\* No final decision has yet been made on what the new school would be called

## Free School Coming?

- Why? Grindon Hall would like to make places available to all children, especially those living close to the school, without anyone having to pay for their child's education.
- When? We are applying to be allowed to become a Free School from September 2012. Our application must be in by 1st June 2011 and we will hear the result by no later than 1st October 2011.
- How many? We hope to be able to offer twice as many places to children as we do now. That would mean 18 more in Primary Year Groups and 20 more in Secondary Year Groups.
- What now? We are hoping to visit as many local homes as we can during May to hear what you think. If we miss you or you would like to write to us to let us know your thoughts, please do so before Saturday 21st May.

Thank you.

Grindon Hall Christian School, [REDACTED], Sunderland [REDACTED]

## Appendix VII

[REDACTED] Curriculum Vitae

[REDACTED]

[REDACTED]

[REDACTED]

Tel: [REDACTED]

Mobile: [REDACTED]

email: [REDACTED]

[REDACTED]

Date of Birth:

[REDACTED]

National Insurance Number: [REDACTED]

### PROFILE

[REDACTED].

[REDACTED].

[REDACTED].

[REDACTED].

EDUCATION & QUALIFICATIONS

[REDACTED] [REDACTED] [REDACTED]  
[REDACTED] [REDACTED] [REDACTED]  
[REDACTED] [REDACTED] [REDACTED]

PROFESSIONAL EXPERIENCE

[REDACTED] [REDACTED] [REDACTED]  
[REDACTED] [REDACTED] [REDACTED]  
[REDACTED] [REDACTED] [REDACTED]  
[REDACTED] [REDACTED] [REDACTED]  
[REDACTED] [REDACTED] [REDACTED]  
[REDACTED] [REDACTED] [REDACTED]  
[REDACTED] [REDACTED] [REDACTED]

PUBLICATIONS

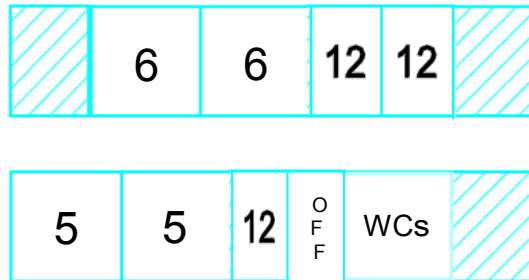
[REDACTED]  
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[REDACTED]

REFEREES

[REDACTED] [REDACTED]  
[REDACTED] [REDACTED]  
[REDACTED] [REDACTED]

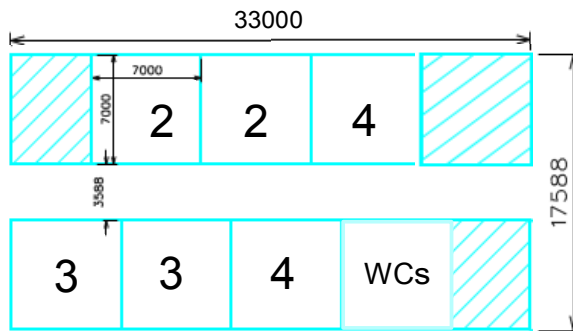
Appendix VIII  
Option 1

Additional Accommodation (Modular)



This First Floor Accommodation provides two classrooms for each of Years 5 and 6 and 3 smaller Sixth Form classrooms with an Office and associated WCs, storage, stairs and circulation

**FIRST FLOOR**



The Ground Floor provides two classrooms for Years 2, 3 and 4, with associated WCs, storage and stairs.

**GROUND FLOOR**



Option 1

Grounds Plan



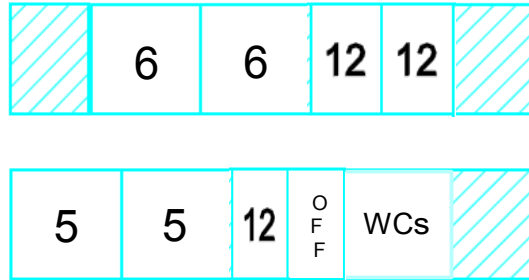
Option 1

Estimated Costs (excluding VAT)

The table displays estimated costs for Option 1, with all content redacted by black bars. The structure includes a main header, a sub-header, and several columns of data. The first column on the left contains 14 rows of redacted text. The second column contains 14 rows of redacted text, with some rows indented. The third column contains 14 rows of redacted text. The fourth column contains 14 rows of redacted text. The fifth column contains 14 rows of redacted text. The sixth column contains 14 rows of redacted text. The seventh column contains 14 rows of redacted text. The eighth column contains 14 rows of redacted text. The ninth column contains 14 rows of redacted text. The tenth column contains 14 rows of redacted text. The eleventh column contains 14 rows of redacted text. The twelfth column contains 14 rows of redacted text. The thirteenth column contains 14 rows of redacted text. The fourteenth column contains 14 rows of redacted text. 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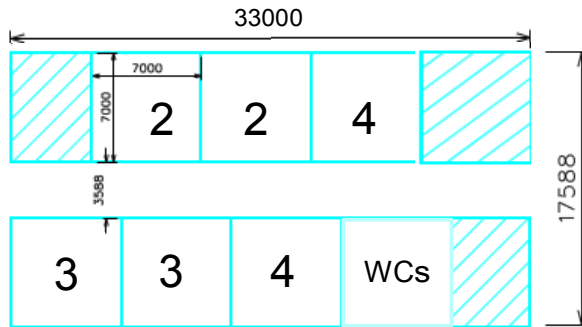
Appendix VIII  
Option 2

Additional Accommodation (New Build)



This First Floor Accommodation provides two classrooms for each of Years 5 and 6 and 3 smaller Sixth Form classrooms with an Office and associated WCs, storage, stairs and circulation

**FIRST FLOOR**



The Ground Floor provides two classrooms for Years 2, 3 and 4, with associated WCs, storage and stairs.

**GROUND FLOOR**





## Option 2 Grounds Plan



Option 2

Estimated Costs (excluding VAT)

~~Redacted~~

Appendix VIII

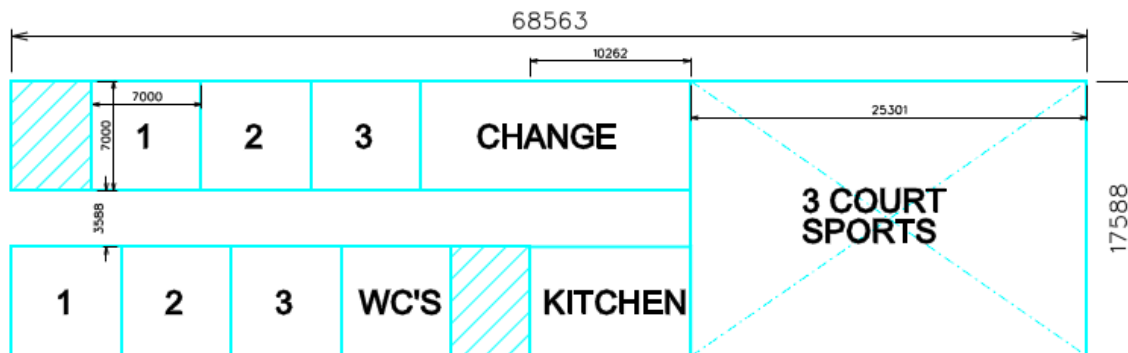
Option 2 with **Option A**

Additional Accommodation (New Build)



This First Floor Accommodation provides two classrooms for each of Years 4, 5 and 6 and four Sixth Form smaller classrooms with associated WCs, storage, stairs and circulation

## FIRST FLOOR



The Ground Floor provides a Sports Hall which doubles as Assembly Hall, Dining Hall, Exam Hall, Theatre and Parents' Evening venue. There is also an adjacent kitchen for school

## GROUND FLOOR



meals and event catering as well as two classrooms for Years 1, 2 and 3, with associated additional space.

Option 2 with Option A



Option 2 with Option A

Estimated Costs (excluding VAT)



Option 2 and Option A

Gant Chart Projection for New Build



## Free Schools Financial Plan

Name of Proposed School	Grindon Hall Free School
Local Authority Area	Sunderland
Proposed Opening Date	September 2012
Type of School	All-Through (4-18)

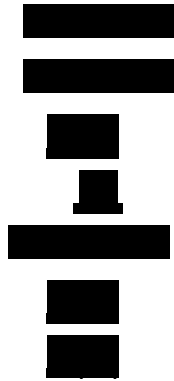
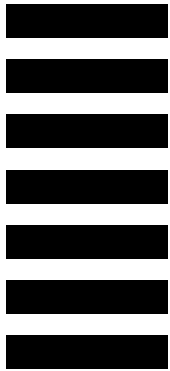
LA name

Sunderland

Unit Values

Primary

Secondary



**Projected Pupil No for Grindon Hall**



## Projected Grant Fund Income for Grindon Hall

	2012/13 £	2013/14 £	2014/15 £	2015/16 £	2016/17 £	2017/18 £	2018/19 £	2019/20 £	2020/21 £	2021/22 £
<b>Primary Phase</b>										
Indicative YPLA Funding										
Indicative Pupil Premium Funding										
<b>Secondary Phase</b>										
Indicative YPLA Funding										
Indicative Pupil Premium Funding										
<b>16-19 Phase</b>										
Indicative YPLA 16-19 Funding										
<b>Other Grant Income from YPLA</b>										
Insurance Rates										
<b>Total Income</b>										





**Projected Non Pay Costs for Grindon Hall**

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Expenditure										

## Projected Start Up Grant Calculation for Grindon Hall

~~Redacted~~

Please give a brief explanation for the need for the Assessed start up funding:

These figures are to support the purchasing of resources for the additional numbers of children coming into the school, over and above our predecessor numbers

Projected Income and Expenditure Account for Grindon Hall 2012 - 2016

	2012/13	2013/14	2014/15	2015/16	2016/17
--	---------	---------	---------	---------	---------



Projected Income and Expenditure Account for Grindon Hall 2017 - 2021

2017/18 2018/19 2019/20 2020/21 2021/22



Statement of assumptions  
Grindon Hall Free School

Please use this sheet to state all the assumptions which you have made in building up this financial plan.

Income

- 1 We have not made any uplift for inflation in our income streams as none appear to have been applied to future years in the DfE template provided.
- 2 Although we are proposing to pass over all existing FFE and learning resources, library, minibus etc, without charge, we appear to be disallowed from applying for any Start-Up monies.
- 3 This said, we have completed the Start-Up Table with additional student numbers as we feel this is reasonable to pay for set-up resources.
- 4 We have entered FSM and SEN figures to reflect information provided in the Spreadsheet indicated in "Instructions and Guidance"
- 5 We are disappointed to note that the income per pupil for Sixth Formers is significantly lower than for pupils in Key Stages 3 and 4.
- 6 Catering is shown net of income if all children pay. We are not sure how to account for Free School Meals so have entered no income.

Expenditure

- 1 In the light of Point 1 above under Income, we have not made any uplift for inflation in our expenditure for future years.
- 2 Although we open slightly below our final student numbers, we have charged all costs as if the school was full.
- 3 We have introduced a Hardship Fund to provide assistance for children who cannot afford uniform, music lessons, visits and the like.

4 In line with the above item in Income (6), we have charged the [REDACTED].



## Free Schools Financial Plan

Name of Proposed School	Grindon Hall Free School
Local Authority Area	Sunderland
Proposed Opening Date	September 2012
Type of School	All-Through (4-18)

LA name

Sunderland





**Projected Pupil No for Grindon Hall**

████████

**Projected Grant Fund Income for Grindon Hall**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**Projected Non Pay Costs for Grindon Hall**



Projected Start Up Grant Calculation for Grindon Hall



Please give a brief explanation for the need for the Assessed start up funding

These figures are to support the purchasing of resources for the additional numbers of children coming into the school, over and above our predecessor number

Projected Income and Expenditure Account for Grindon Hall 2012 - 2016

[REDACTED]

Projected Income and Expenditure Account for Grindon Hall 2017 - 2021

[REDACTED]

[REDACTED]

## Appendix IX Necessary Adjustments if Premises Option 2 is chosen above Premises Option 1

In **Option 2**, there would be a year's delay in erecting the new build and so we would not have accommodation to house the second Form of Entry in each Primary Year Group except Reception, for which we would have space while the new build was being erected.

In such circumstances, we would have to either

- a) adjust the pupil numbers downwards, reducing 36 in Years 1-6 to 18 per Year Group. This is indicated in the Grid on Page 6; or
- b) set up temporary modular buildings on the existing Rugby Field.

**Adjustment a):** Income would be reduced in Pupil Numbers, FSM and Start-Up lines. However, expenditure would also be reduced by the six teachers required to teach those second classes as well as Pupil-driven expenses. After 2012-2013, these figures would be restored to those shown in the Financial Plan for 2013-2014 onwards.

██████████

██████████

NORTH EASTERN CHRISTIAN SCHOOLS LIMITED

Operating as

**GRINDON HALL CHRISTIAN SCHOOL**

Report and Accounts

31 August 2009

Registered number  
2227906

**NORTH EASTERN CHRISTIAN SCHOOLS LIMITED**  
**Report and accounts**  
**Contents**

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Directors' report	2
Independent auditors' report	4
Profit and loss account	6
Balance sheet	7
Notes to the accounts	8



NORTH EASTERN CHRISTIAN SCHOOLS LIMITED  
Company Information

Directors

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

Secretary

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

**NORTH EASTERN CHRISTIAN SCHOOLS  
LIMITED Directors' Report**

The directors present their report and accounts for the year ended 31 August 2009.

**Principal activities**

The company's principal activity during the year continued to be the provision of educational services, operating as Grindon Hall Christian School.

**Directors**

The following persons served as directors during the year:

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

(resigned 31 August 2009)

**Directors' responsibilities**

The directors are responsible for preparing the report and accounts in accordance with applicable law and regulations.

Company law requires the directors to prepare accounts for each financial year. Under that law the directors have elected to prepare the accounts in accordance with United Kingdom Generally Accepted Accounting Practice (United Kingdom Accounting Standards and applicable law). The accounts are required by law to give a true and fair view of the state of affairs of the company and of the profit or loss of the company for that period. In preparing these accounts, the directors are required to:

- select suitable accounting policies and then apply them consistently;
- make judgements and estimates that are reasonable and prudent;
- prepare the accounts on the going concern basis unless it is inappropriate to presume that the company will continue in business.

The directors are responsible for keeping adequate accounting records that disclose with reasonable accuracy at any time the financial position of the company and enable them to ensure that the accounts comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

**Disclosure of information to auditors**

Each person who was a director at the time this report was approved confirms that:

- so far as he is aware, there is no relevant audit information of which the company's auditor is unaware; and
- he has taken all the steps that he ought to have taken as a director in order to make himself aware of any relevant audit information and to establish that the company's auditor is aware of that information.

[REDACTED]

**NORTH EASTERN CHRISTIAN SCHOOLS LIMITED**  
**Independent auditors' report**  
**to the shareholder of NORTH EASTERN CHRISTIAN SCHOOLS LIMITED**

We have audited the accounts of NORTH EASTERN CHRISTIAN SCHOOLS LIMITED for the year ended 31 August 2009 which comprise the Profit and Loss Account, the Balance Sheet and the related notes. The financial reporting framework that has been applied in their preparation is applicable law and the Financial Reporting Standard For Smaller Entities (effective April 2008) (United Kingdom Generally Accepted Accounting Practice applicable to Smaller Entities).

This report is made solely to the company's members, as a body, in accordance with Section 495 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the company's members those matters we are required to state to them in an auditors' report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the company and the company's members as a body, for our audit work, for this report, or for the opinions we have formed.

**Respective responsibilities of directors and auditors**

As explained more fully in the Statement of Directors' Responsibilities, the directors are responsible for the preparation of the accounts and for being satisfied that they give a true and fair view. Our responsibility is to audit the accounts in accordance with applicable law and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practices Board's (APB's) Ethical Standards for Auditors.

In accordance with the exemption provided by APB Ethical Standard – Provisions Available for Smaller Entities, we have prepared and submitted the company's returns to the tax authorities and assisted with the preparation of the accounts.

**Scope of the audit opinion**

An audit involves obtaining evidence about the amounts and disclosures in the accounts sufficient to give reasonable assurance that the accounts are free from material misstatement, whether caused by fraud or error. This includes an assessment of: whether the accounting policies are appropriate to the company's circumstances and have been consistently applied and adequately disclosed; the reasonableness of significant accounting estimates made by the directors; and the overall presentation of the accounts.

**Opinion on the accounts**

In our opinion the accounts:

- give a true and fair view of the state of the company's affairs as at 31 August 2009 and of its profit for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice applicable to Smaller Entities; and
- have been prepared in accordance with the requirements of the Companies Act 2006.

**Opinion on other matters prescribed by the Companies Act 2006**

In our opinion the information given in the Directors' Report for the financial year for which the accounts are prepared is consistent with the accounts.

*The independent auditors' report continues on the following page*

**NORTH EASTERN CHRISTIAN SCHOOLS LIMITED**

**Independent auditors' report**

**to the shareholder of NORTH EASTERN CHRISTIAN SCHOOLS LIMITED (continued)**

**Matters on which we are required to report by exception**

We have nothing to report in respect of the following matters where the Companies Act 2006 requires us to report to you if, in our opinion:

adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or

the accounts are not in agreement with the accounting records and returns; or

certain disclosures of directors' remuneration specified by law are not made; or

we have not received all the information and explanations we require for our audit; or

the directors were not entitled to prepare the accounts and the directors' report in accordance with the small companies regime.

██████████  
██████████  
██████████

██████████  
██████████  
██████████

*25 May 2010*



---

---

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

# **NORTH EASTERN CHRISTIAN SCHOOLS LIMITED**

## **Notes to the Accounts**

**for the year ended 31 August 2009**

### **1 Accounting policies**

#### ***Basis of preparation***

The accounts have been prepared under the historical cost convention and in accordance with the Financial Reporting Standard for Smaller Entities (effective April 2008).

#### ***Turnover***

Turnover represents the invoiced value of fees and services supplied by the company. The company is not registered for value added tax.

#### ***Depreciation***

Depreciation has been provided at the following rates in order to write off the assets over their estimated useful lives.

Plant and machinery	15-20% straight line
Motor vehicles	25% straight line

#### ***Deferred taxation***

Full provision is made for deferred taxation resulting from timing differences between the recognition of gains and losses in the accounts and their recognition for tax purposes. Deferred taxation is calculated on an un-discounted basis at the tax rates which are expected to apply in the periods when the timing differences will reverse.

#### ***Leasing and hire purchase commitments***

Assets held under finance leases and hire purchase contracts, which are those where substantially all the risks and rewards of ownership of the asset have passed to the company, are capitalised in the balance sheet and depreciated over their useful lives. The corresponding lease or hire purchase obligation is treated in the balance sheet as a liability.

The interest element of the rental obligations is charged to the profit and loss account over the period of the lease and represents a constant proportion of the balance of capital repayments outstanding.

Rentals paid under operating leases are charged to income on a straight line basis over the lease term.

#### ***Government grants***

Grants receivable in respect of capital expenditure are credited to a deferred income account and are released to revenue over the expected useful life of the relevant asset. Grant income relating to annual expenditure is matched to the accounting period for which it is received.

#### ***Pensions***

The company operates a defined contribution pension scheme. Contributions are charged to the profit and loss account as they become payable in accordance with the rules of the scheme.

NORTH EASTERN CHRISTIAN SCHOOLS LIMITED





NORTH EASTERN CHRISTIAN SCHOOLS LIMITED  
Notes to the Accounts



**NORTH EASTERN CHRISTIAN SCHOOLS LIMITED**

[REDACTED]

**[REDACTED] STERN CHRISTIAN SCHOOLS LIMITED [REDACTED]**

**NORTH EASTERN CHRISTIAN SCHOOLS LIMITED**

[REDACTED]

NORTH EASTERN CHRISTIAN SCHOOLS LIMITED

Operating as

**GRINDON HALL CHRISTIAN SCHOOL**

Report and Accounts

31 August 2010

Registered number  
2227906

NORTH EASTERN CHRISTIAN SCHOOLS LIMITED  
Report and accounts  
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Chartered Accountants' report	3
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NORTH EASTERN CHRISTIAN SCHOOLS LIMITED  
Company Information

Directors

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

Secretary

[REDACTED]

Registered office

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

Registered number

2227906

Accountants

Kinnair and Company

[REDACTED]  
[REDACTED]  
[REDACTED]

Bankers

Barclays Bank plc

[REDACTED]  
[REDACTED]  
[REDACTED]

## **NORTH EASTERN CHRISTIAN SCHOOLS LIMITED**

### **Directors' Report**

The directors present their report and accounts for the year ended 31 August 2010.

#### **Principal activities**

The company's principal activity during the year continued to be the provision of education, operating as Grindon Hall Christian School.

#### **Directors**

The directors who served during the year were as follows:



#### **Small company special provisions**

This report has been prepared in accordance with the provisions in Part 15 of the Companies Act 2006 applicable to companies subject to the small companies regime.

This report was approved by the board on 14 March 2011



## **NORTH EASTERN CHRISTIAN SCHOOLS LIMITED**

### **Chartered Accountants' Report**

#### **Chartered Accountants' Report to the Board of Directors on the unaudited accounts of NORTH EASTERN CHRISTIAN SCHOOLS LIMITED**

In accordance with our engagement letter, and in order to assist you to fulfil your duties under the Companies Act 2006, we have compiled the accounts of the company which comprise the Profit and Loss Account, the Balance Sheet and the related notes from the accounting records and information and explanations you have given to us.

This report is made to the Company's Board of Directors, as a body, in accordance with the terms of our engagement. Our work has been undertaken so that we might compile the accounts that we have been engaged to compile, report to the Company's Board of Directors that we have done so, and state those matters that we have agreed to state to them in this report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the Company and the Company's Board of Directors, as a body, for our work or for this report.

We have carried out this engagement in accordance with technical guidance issued by the Institute of Chartered Accountants in England and Wales and have complied with the ethical guidance laid down by the Institute relating to members undertaking the compilation of accounts.

You have acknowledged on the balance sheet as at 31 August 2010 your responsibilities for complying with the requirements of the Companies Act 2006 with respect to accounting records and the preparation of accounts. These responsibilities include preparing accounts that give a true and fair view of the state of affairs of the company at the end of the financial year and of its profit or loss for the financial year. You consider that the company is exempt from the statutory requirement for an audit for the year.

We have not been instructed to carry out an audit of the accounts. For this reason, we have not verified the accuracy or completeness of the accounting records or information and explanations you have given to us and we do not, therefore, express any opinion on the accounts.

Kinnair and Company

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

14th March 2011

NORTH EASTERN CHRISTIAN SCHOOLS LIMITED  
Profit and Loss Account  
for the year ended 31 August 2010

  
NORTH EASTERN CHRISTIAN SCHOOLS LIMITED  
Balance Sheet  
as at 31 August 2010

Fixed assets

  
NORTH EASTERN CHRISTIAN SCHOOLS LIMITED  
Notes to the Accounts  
for the year ended 31 August 2010

  
NORTH EASTERN CHRISTIAN SCHOOLS LIMITED  
Notes to the Accounts

  
NORTH EASTERN CHRISTIAN SCHOOLS  
LIMITED Notes to the Accounts

  
NORTH EASTERN CHRISTIAN SCHOOLS  
LIMITED Notes to the Accounts

  
NORTH EASTERN CHRISTIAN SCHOOLS LIMITED Schedule to the Profit and Loss  
Account

  
NORTH EASTERN CHRISTIAN SCHOOLS LIMITED Schedule to the Profit and Loss



Account

