

Free Schools in 2013

Application form

Mainstream and 16-19
Free Schools

Completing Your Application

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Data Protection

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

Application Checklist

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

Section A: Applicant Details.

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: [REDACTED] South Milford North Yorkshire [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input type="checkbox"/> Parent/community group <input checked="" type="checkbox"/> Teacher- led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input checked="" type="checkbox"/> Teacher- led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input checked="" type="checkbox"/> Teacher- led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other		
6.	If Other, please provide more details:		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8.	If Yes, please provide more details:		
9.	<table border="0"> <tr> <td style="vertical-align: top;">In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>The Free School Norwich worked with the group to write the proposal and will support the group in setting up and establishing the school should the proposal be accepted.</p> <p>Tania Sidney-Roberts, key proposer and Principal of The Free School Norwich will also serve as a founding member and company director of The Free School Leeds.</p>		

Details of company limited by guarantee	
11.	Company name: The Free School Leeds
12.	Company address: [REDACTED] South Milford North Yorkshire [REDACTED]
13.	Company registration number: 793566
14.	Does the company run any existing schools, including any Free Schools? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details:
Company members	
The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.	
16.	Please confirm the total number of company members: 3
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
	4. Name:

Company directors

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

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: ██████████, Governor
	2. Name: ██████████, Governor
	3. Name: ██████████, Governor
19.	Please provide the name of the proposed chair of the governing body, if known: ██████████

Related organisations

20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none">• Their name: The Free School Norwich• Their Companies House and/or Charity Commission number, if appropriate: 7408229• The role that it is envisaged they will play in relation to the Free School: ██████████, key proposer and Principal of The Free School Norwich will also serve as a founding member and company director of The Free School Leeds. ██████████ will be working with and The Free School Leeds team to establish a school in Leeds should the proposal be successful.	

22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).	
Non-denominational		
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

**Please tick to confirm that you have included
all the items in the checklist.**

Tick

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

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

Signed:

Position: Member of company

Print name: [REDACTED]

Date: 21 February 2012

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

Section B: Outline of the school

1.	Proposed school name:	The Free School Leeds
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2016
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No NB: Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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

Section C: Education Vision.

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

Rationale for the School

The Free School Leeds will be a primary school for 168 pupils located in the north of Leeds.

Aims of our school are to provide a Dyslexia Friendly Mainstream Primary School in Leeds which will facilitate the success of all children who require an individual approach to reach their maximum potential, and avoid the very real problems and consequences associated with failure, using multi-sensory teaching approaches.

We really believe that Every Child Matters, a phrase often heard in education settings, but in our experience not put into practice, we want a society where barriers to dyslexic people do not exist. We believe each child is unique and will be valued and respected in order to develop feelings of self worth, a positive image and reach their maximum potential.

We intend this school to be a specialist school rather than a special school. We believe pupils with dyslexia should be taught alongside other children. The curriculum will be broad, balanced and streamlined to meet the needs of all pupils following the National Curriculum. The multi-sensory approach will work very well for all pupils, as we intend that this school will be open to any pupils of all abilities, faiths, social and cultural backgrounds.

Throughout our school we will foster a welcoming, caring, secure environment, where children are stimulated and encouraged to be successful, competent learners and confident, responsible citizens. We believe each child is unique and will be valued and respected in order to develop feelings of self worth and positive self-image. Children will be encouraged to appreciate the part they play within a global community and develop attitudes of tolerance, care, concern and respect. Relationships and practices within the school will reflect and foster these views and will be evident, not only in the formal curriculum, but in all our activities.

When children leave our school they will have accessed a skill-based curriculum which provides memorable experiences and rich opportunities for high quality learning, so broadening their horizons and nurturing positive attitudes. Children will have developed their potential and hold the view that education is an enriching and enjoyable lifelong journey.

All teaching staff will be selected from suitably highly qualified subject and dyslexia teachers, who will apply through normal channels.

The Free School Leeds term structure will be different to that of Local Authority schools. This will enable teachers to take a much more consistent approach to planning and assessing children's learning. We will have six terms a year, with a two week holiday between each and a four week holiday in August, with an additional week at Christmas. As well as benefitting the staff and pupils it also gives parents more choice when to take family holidays.

We will also be offering an affordable Extended School service specifically designed to enable parents to work. It will be open 51 weeks of the year, only closing for one week at Christmas and Bank Holidays. This will be run by a separate team of qualified staff within the school building and all activities will be structured and varied, and will be fully supervised.

In an article in the Yorkshire Evening Post on 12 January 2012 Leeds City Council's director of children's services, Nigel Richardshaw, stated that:

'To meet the demand for primary school places, a school expansion programme has been implemented since 2009. It has been estimated that between now and 2015/16 the demand for primary places in Leeds will increase by 11,745. This demand is a result of significant demographic change in the last three to four years, in the main caused by increases in the birth rate. This mirrors national trends, although the impact in Leeds has been accentuated by Leeds' particular community profile and patterns of migration in recent years.'

At a meeting between the key proposer of The Free School Leeds and Education Officers from Leeds City Council on 9 January 2012 it was agreed that The Free School Leeds would help to meet some of the demand, particularly in the northern part of the City.

The school will cater for 168 primary school pupils of all abilities, faiths, social and economic backgrounds. This age range is synonymous with the existing primary school structure operating in Leeds and will allow pupils to transfer to local high schools and academies at the standard point at the end of Year 6.

The school will deliver a skills-based, broad and balanced curriculum based upon the objectives of the National Curriculum for KS1 and KS2. The school will place a strong emphasis upon developing the individual interests and strengths of children to enable them to achieve their potential in life, working in partnership with local organisations, businesses, experts and specialists from the local community to deliver a unique programme of personalised learning.

The school will support children with SEN through specialist tuition and will work in partnership with the Leeds and Bradford Dyslexia Association (LABDA) in Leeds and the British Dyslexia Association (BDA) to support children with dyslexia and other language based learning difficulties.

The school will operate a cloud-based IT system which will equip children with the IT skills needed for life and work in the 21st Century. The cloud system will also enable parents to communicate with the school and to access learning software at any time to support their child's learning.

The Free School Leeds will be located at [REDACTED], Headingley, the former prep school of [REDACTED]. [REDACTED] is approx 1.5 miles from Leeds city centre. It has not been used as a school since 2008, when the school moved to different premises, and is currently available for sale.

Vision and Ethos

The school will be open to all primary aged pupils, regardless of ability, faith, social or economic background.

The curriculum will cater for a wide range of learning styles and abilities and will be accessible to all pupils. An emphasis upon personalised learning within the curriculum will provide all pupils with the opportunity to achieve their potential in areas of specific interest to them. Strong partnerships between the school, organisations, businesses, experts and specialists from the local community will enhance and enrich the curriculum and will provide opportunities for pupils to relate their learning to the real world around them.

Providing parents, particularly single parents and parents from low-income backgrounds with the opportunity to work will also help them to provide more opportunities for their children to achieve in life.

The ethos of The Free School Leeds will therefore be encapsulated as 'Opportunity and Achievement for All'.

Aspirations for the School and Pupils

The aspirations of The Free School Leeds are:

- To achieve a consistent OFSTED rating of outstanding.
- For children of all abilities, faiths, social and cultural backgrounds to make progress above the national average in all areas of the curriculum, resulting in the school's value-added score being above 100.
- To have strong links with organisations, businesses, experts and specialists from the local community to enhance and enrich the learning experience of all pupils.
- To enable all pupils to identify and develop their individual strengths and interests, so that they are positioned to achieve their potential in life.
- To increase the economic well-being of all children, particularly those from less advantaged backgrounds, by enabling their parents to work.
- For places at the school to be oversubscribed on an annual basis.

The Free School Leeds' aspirations for individual pupils are:

- To achieve their academic potential during the primary phase of their education.
- To leave the primary stage of their education with the necessary skills in literacy and numeracy to successfully access the curriculum at KS3. This will involve most children achieving Level 4 in the end of KS2 SATs for English and Maths.
- To experience a truly broad and balanced primary school curriculum with learning closely linked to the real world beyond the classroom.
- To explore their individual strengths and interests and to have been given the opportunity to develop these as they progress towards their adult lives.
- To develop good manners, respect for others, good behaviour and positive social skills, so that they progress to the next stage of their education as well-rounded young citizens with a sense of purpose and personal worth in life.

Section D: Education Plan – Part 1.

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

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

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception		24	24	24	24	24	24	24
Year 1		24	24	24	24	24	24	24
Year 2		24	24	24	24	24	24	24
Year 3		24	24	24	24	24	24	24
Year 4			24	24	24	24	24	24
Year 5				24	24	24	24	24
Year 6					24	24	24	24
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		96	120	144	168	168	168	168

Section D: Education Plan – Part 2.

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

D1: Curriculum

The Free School Leeds' curriculum will be organised in the following way to enable pupils to succeed in line with the school's vision and ethos (see [Annexe 1: Curriculum](#)):

- It will be based upon, and provide complete coverage of, the National Curriculum learning objectives for KS1 and KS2 primary schools).
- It will be thematic in approach, with each themed unit of study running for a six week term. The themed units will incorporate all of the foundation subjects for KS1 and KS2, with the exception of PE, Music and Modern Foreign Languages, which will be taught by specialist teachers. Some examples of themed units which will be taught are: Life in a Medieval Castle, Festivals and Celebrations, Natural Disasters, Dinosaurs, Keeping Fit and Healthy and People Who Help Us.
- It will be spiral in structure, enabling children to revisit, reinforce and build upon their skills as they progress through the school.
- Each themed unit will begin with a practical experience linked to the theme to make learning relevant, engaging and fun. The practical experience will also heighten the children's understanding of the unit of study.
- The whole school will focus upon the same themed unit of study at any given time, but learning will be differentiated according to age. This will allow children with different abilities in specific areas to move freely between year groups if needed, as well as allowing teachers to plan the children's learning together as a team.
- Key spelling, punctuation, grammar and handwriting skills in literacy, and key mental mathematics skills in numeracy, will form the core of the curriculum. These will be taught and practised on a daily basis across the school. The key skills will be taught separately, but will be reinforced throughout each unit of study.
- Within each unit of study, children will be able to choose to undertake an optional learning activity to further develop areas of personal interest. This will encourage and develop independent learning skills, increase personal motivation and improve the children's level of understanding.
- The curriculum will develop in line with current proven academic research and recognised models of outstanding practice to ensure that all children are given the best chance of achieving their potential at the school.
- In Reception, the school will deliver the Early Years Foundation

Stage curriculum with a strong emphasis upon learning through play. Literacy teaching will include the daily teaching of high quality synthetic phonics. Phonics teaching will also be embedded within the school's thematic curriculum, giving children multi-sensory experiences in order to engage, motivate and reinforce learning. Individual reading and regular, small, guided group reading will also take place on a daily basis to develop phonic understanding, reading by sight recognition and the connection between the two.

- In Reception, the teaching of writing will be directly linked to the planning of relevant and meaningful activities based around the themed units of study and the children's interests. Teachers will monitor writing readiness, especially with regard to fine motor control development, to ensure that first writing experiences are empowering. Adults within the classroom will engage in play activities with the children in a meaningful capacity to enrich and extend vocabulary. Teachers will provide literacy-rich classrooms with appropriate opportunities for spontaneous reading and writing.
- PE will be taught by qualified specialist sports coaches at a local sports centre to ensure excellent sporting provision. Children in Year 1 – 6 will travel to the sports centre by coach for 10% of the timetable each week. Reception children will be taught PE on the main school site by teachers.
- The school will place a strong emphasis upon personalised learning for children to enable them to identify and develop their potential strengths, talents and interests within different subject areas. A weekly choice of personal learning activities will be offered which make use of existing facilities and professional expertise within the community. This will equate to 10% of the timetable and will develop and encourage the children's sense of individual identity, as well as their personal aspirations for the future. The Free School Leeds has already initiated discussions with a wide range of community partners in Leeds who work with the school to provide personal learning opportunities for the children.
- The school will operate a cloud-based IT system which enables parents to communicate with the school and to access learning software at any time to support their child's learning. All children in the school will be taught to use a hand-held device which acts as a window into the Free School Leeds Cloud. IT will be fully integrated into all learning across the school's curriculum.
- Children's learning at The Free School Leeds will be celebrated at all times throughout the school through displays of work in classrooms and corridors. Parents and visitors to the school will be encouraged to view displays of children's work and regular Open Days will be held, when parents and members of the community are invited in to appreciate the life and work of the school.
- The Free School Leeds will appoint a Senior Teacher to over-see and co-ordinate planning and assessment across the school. This will ensure that high standards of teaching and learning, clear progression and continuity, and consistency of approach are maintained. It will also help to alleviate the planning workload for

teaching staff.

- Pupils will take the SATs at the end of KS1 and KS2.
- All pupils will leave The Free School Leeds confident in their own learning abilities, with a strong belief in their individual capabilities and will start KS3 in their secondary education knowing that they are well prepared in all of their Primary school experiences to achieve their own goals and expectations.

D2: School Timetable and Annual Calendar

The Free School Leeds will operate a six term year (see [Annexe 2: Annual Calendar](#)). Each term will be of six weeks in length with a two week holiday between each. There will be a four week holiday in August. This will provide regular rest breaks from learning for the children and regular planning and assessment periods for staff to tailor learning to the needs of individual children. It will also prevent the momentum of learning from being lost by children during the traditional long summer break. The extended school service will operate throughout all school holiday periods for working parents.

The Free School Leeds timetable will be organised into ten morning and afternoon sessions, so that adequate time is devoted to the core and foundation subjects of the National Curriculum for KS1 and KS2 (see [Annexe 3: Whole School Timetable](#)). Subject coverage will be as follows:

- Pupils will be taught in single age classes of mixed ability, as this is standard in most primary schools in the country and is proven to work well as a model in this age group.
- The school day will start at 8.45 am and finish at 3.30 pm, so that it is in line with other local primary schools in Leeds.
- There will be a one hour lunch break and a 15 minute morning break with a further short break during the afternoon session to suit the attention span and energy levels of pupils of primary school age.
- Literacy and Mathematics will be taught by class teachers during the morning session. This is based upon research which shows that children of primary school age have greater capacity for learning core skills at the beginning of the school day.
- One session each week will be allocated to PE. PE will be taught to Reception children at the school and to KS1 and KS2 by professional coaches at a local sports centre. Swimming lessons will be taught at a local swimming pool. The children will travel to these venues each week by coach.
- Music and MFL will be taught by specialist teachers for a period of 30 minutes each per week. In addition to Music lessons, the whole school will also be taught singing for a 30 minute period each week.
- One session per week will be allocated to personalised learning, when the children can choose from a varied programme of activities each term run by teachers, specialists and experts from the local community. This will enable the children to explore and develop their

individual interests and potential in a wide range of areas. Each programme will last for one six week term and will include activities such as drama, cooking, karate, skiing, gardening, outdoor pursuits, environmental studies and film making. The children will be organised into mixed aged groups of 24 children within their key stage for personalised learning activities.

- The remainder of the timetable will be allocated to themed units of study, which will cover the National Curriculum foundation subject objectives for KS1 and KS2 through a cross-curricular approach. Core skills taught in Literacy and Mathematics will be reinforced through the themed units of study.
- All children will be encouraged to take part in a 'Snack 'n Chat' session held before morning break each day. This will help to develop the children's social, communication and thinking skills through a teacher-led, structured conversation about a topical issue or an issue linked to the themed unit.
- Children will take part in a 15 minute assembly each day during which they will be invited to engage in issues which are spiritual, moral and social in nature. Assemblies will take a variety of forms, including whole school, key stage, year group and class gatherings. Assemblies will also link to the themed units of study and the children will be given opportunities during this time to share their learning and thinking about these with others.

At The Free School Leeds, pupils will be organised in the following way:

- There will be one mixed-ability class per year group from Reception to Year 6.
- Each class will have 24 children.
- Each class will have a class teacher and be supported by a part-time teaching assistant with the exception of Reception, which will be supported by a full-time teaching assistant.
- Specialist teachers will teach each class PE for one session per week and Music and Modern Foreign Languages for 30 minutes each per week.
- Personal learning activities will be provided for one session per week by teachers and specialists from within the local community.
- The children will also be organised into three school Houses. House points will be awarded as part of the behaviour management system in school and also for various sporting events and competitions held throughout the year.

The class teachers will be responsible for:

- Planning, teaching and assessing the children's learning.
- The pastoral care of the children.
- Organising the teaching assistants to support the children's learning.
- Liaising with the SENCO to ensure that children with SEN are appropriately supported to achieve their full academic potential.

- The pastoral care of the children.
- Role-modelling positive attitudes and social behaviours in the children.
- Reporting to parents on pupil progress and attainment three times per year.

Extra-Curricular Activities

The Free School Leeds will not operate any extra-curricular activities outside of the main school day, as these activities will be delivered through the extended school facility.

D3: SEN

Within the demographic The Free School Leeds is expecting to admit, there is no one particular group of SEN. The school's provision will therefore need to cater for the broad spectrum of SEN which may be present.

Children with Special Educational Needs will therefore be supported by the school in the following ways ([see Annexe 4: SEN Policy](#)):

- The school will appoint a qualified member of staff as Special Educational Needs Co-ordinator (SENCO). The SENCO have appropriate qualifications and will have regard to the SEN Code of Practice.
- Children who are identified as not making satisfactory progress in their learning will initially be supported in class by their Class Teacher and Teaching Assistant through an Individual Education Plan (IEP). Their progress will be monitored carefully against the IEP for an agreed period of time.
- A child who does not make satisfactory progress against an IEP during the agreed period of time will be referred to the SENCO for further investigation. The SENCO will decide if there is a case for a formal statutory assessment to be carried out.
- The school will work closely with the Local Authority and the Leeds and Bradford Dyslexia Association (LABDA) to meet the needs of children with SEN. The school will seek the advice of the Local Authority regarding children whom it considers would benefit from formal statutory assessment. LABDA will also advise the school on how best to support and meet the needs of an individual child who is diagnosed with specific learning difficulties.
- The school will work closely with both Leeds LA and Social Services to support vulnerable children and their families. The school has already been in contact with Leeds LA and Social Services to establish links with the named individuals responsible for vulnerable children, to ensure that a high standard of care continues to be provided at The Free School Leeds.
- The school will work with Leeds LA Language Support Service to receive advice and support to meet the needs of children who speak

English as an additional language. The cost of this service will be met from the annual school budget.

- Support for individual children will be given through 1:1 tuition by the SENCO and through small group work with a Teaching Assistant in class. Class Teachers will also differentiate their lessons as appropriate for children with specific learning difficulties.
- Children who are diagnosed as having language based learning difficulties (eg: dyslexia) will also be provided with and taught to use a laptop computer to enable them to communicate their ideas and learning in writing.
- Gifted and talented children will be identified through teacher observation and assessment processes. They will have their needs met through a fully differentiated curriculum and through the school's personalised learning curriculum. Support teachers will also work with these children on an individual or small group basis to ensure that they are stimulated and achieve their potential at the school.
- The school will communicate and work closely with parents of children with SEN, EAL, and those who are vulnerable or gifted and talented at all times.

D4: Measuring Success

The school will monitor standards of teaching and learning rigorously on a termly basis to ensure that high standards are maintained across the school and that all children are enabled to achieve their potential. The success of the school will be measured by:

- Annual SAT results at KS1 and KS2. These should show that pupils in the school are achieving at least in line with national averages for English and Maths at KS1 and KS2.
- Value-added scores. These should show that pupils are making positive progress of at least 100 points or more.
- OFSTED inspection judgements. These should indicate that the school is judged to be at least Good, if not Outstanding.

Monitoring of standards in teaching and learning will be carried out by the Principal and Vice Principal and will take the form of:

- Pupil workbook inspections.
- Lesson observations.
- Tracking and analysing pupil progress data using Pupil Asset.
- Analysing national assessment data (SATS).
- Talking to pupils about their learning.
- Surveying parents to gather their views about the school's performance.
- Annual performance management and continued professional development of staff with regular progress reviews against set targets.
- An ongoing process of self evaluation Linked to the OFSTED 2012

inspection framework (SEF).

The school will also use information provided by OFSTED and DfE inspection reports to measure the success of the school and will act promptly to address any areas of concern highlighted in these reports.

D5: Admissions

The Free School Leeds will have a clear policy for admissions based upon the School Admission Code and School Admission Appeals Code (see [Annexe 5: Admissions Policy](#)).

In line with the school's ethos of Opportunity and Achievement for All, the school will welcome pupils of all abilities, faiths, social and economic backgrounds. The school will set class sizes at 24 and will not operate a catchment area.

The school will give preference to children in accordance with the following criteria and in the following order of priority:

- Pupils with a statement of SEN.
- Looked after children and children in public care.
- Siblings of children already at the school and living at the same address.

After the above criteria have been applied, if there are more applications for places than places available, places will be determined by random allocation.

D6: Behaviour Management, Pupil Well-being and Attendance

High standards of behaviour at The Free School Leeds will be maintained through:

- The recruitment of well-qualified, experienced class teachers and through the positive direction of the Principal.
- A clear, consistent behaviour management policy and system in place, which will be based upon a healthy balance of rewards and sanctions (see [Annexe 6: Behaviour Management Policy](#)).
- A school Code of Conduct, which will ensure that the school's expectations for behaviour are clear and easy to follow. Parents and children will be expected to agree to the school's Code of Conduct on entry to the school.

The school will endeavour to instil a sense of pride, belonging, citizenship and self-discipline in all of its children through organising the children into three Houses. The school will also have a smart, formal uniform with a blazer and tie. The school will work with a local high street store, for example Marks and Spencer, to supply the uniform at minimal cost so that it is affordable for all parents.

Children who present continued behaviour problems at The Free School Leeds will only be excluded as a last resort, after all other avenues to support the child have been exhausted. The school's exclusion policy will be set out in accordance with the national exclusion policy and will follow the same appeals process.

Pupils' well-being will be primarily the responsibility of their class teacher, over-seen by the Principal and Vice Principal. In the case of children with SEN, EAL and vulnerable children, the SENCO will also be closely involved. The school will have an open-door policy so that parents feel welcome to discuss any concerns they may have about their child's well-being at any time with members of staff.

The school will have a clear policy for pupil attendance and punctuality ([see Annexe 7: Attendance Policy](#)). Daily attendance registers will be taken and data used to monitor pupil attendance and punctuality. The school will set an attendance target of 95% for pupils and will intervene if a pupil's attendance or punctuality falls below this target.

D7: Community Links

The city of Leeds is a large vibrant city with a growing population. Leeds has two Universities and there is a high expectation of education for the young people in the City. Childcare provision for working parents in Leeds primary schools is very limited and, where it exists, is expensive. Very few primary schools in Leeds offer wrap-around childcare provision for parents and none provide the service throughout the school holidays. This makes life very difficult for working families in the city. The Free School Leeds will address this situation and meet the needs of working parents by providing a high quality, low cost childcare service which is open throughout the year, including during the school holidays and, if demand proves sufficient, also on Saturdays.

Leeds itself is also a rapidly expanding city with many new families moving into the city as well as an increase in the birth rate. There is currently a shortage of places for primary school children in the city. Across the county, the number of primary school aged children is expected to jump by more than 20% by 2020. The number of children seeking places in Reception classes in the city in 2013 alone is 1,266. Leeds City Council has received extra funding from Central Government to help with the problem, despite this, Leeds City Council is still facing a shortfall of over 100 places in local schools. The Free School Leeds will help to meet this shortfall of primary school places.

The Free School Leeds has consulted with and established positive working partnerships with the wider community to enable the main curriculum, personalised learning curriculum and school objectives to operate. These include the following organisations, services, businesses and individuals from the local community:

- Leeds United Foundation will deliver the school's PE curriculum either at Elland Road football ground or on the school site, if appropriate, for one day every week, providing their own coaches and specialist teachers. This enables the school to release teaching staff for PPA time.
- Leeds Aquatic Centre will be contracted to the school to deliver a national swimming programme to pupils, providing their own swimming coaches.
- A specialist Modern Foreign Language teacher will be contracted to the school to deliver the MFL curriculum to pupils each week.
- The Theatretrain will be contracted to the school to deliver the Acting, dance and singing practice to pupils each week and will deliver whole school productions twice a year.
- A Leeds City Council member has expressed an interest in working with the School on a regular basis to help teach the pupils about democracy and how city councils work to make important decisions about what happens in the community.
- Local cooking teachers, karate clubs, environmental groups, dance groups, museums, libraries, gardening and eco group, outdoor pursuit centres, churches and artists will work with the school either on a contractual basis or voluntary basis to help deliver the range of personalised learning programmes offered to pupils by the school each year.
- The school will work in partnership with Leeds City College to provide courses for member of staff in First Aid, Health and Safety and Food Hygiene.
- The school will work in partnership with a local university to offer specialist dyslexia training for staff both in our school and others in the city.
- Leeds Fire Service will work with the school to provide members of staff with Fire Safety training and to enhance and enrich the children's learning about fire safety.
- West Yorkshire Police will work with the school to establish an understanding of community programmes with staff and pupils.

The Free School Leeds will fund all of the partnership contracts from the school's General Annual Budget and will not charge parents for any activity.

D8: Faith Schools

The Free School Leeds will be non-denominational and will welcome children of all faiths.

Section E: Evidence of Demand and Marketing – Part 1.

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

If your school is new provision:

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

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

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

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	24	36		150%	24	24		100%
Year 1	24	22		92%	24	24		100%
Year 2	24	26		108%	24	24		100%
Year 3	24	29		120%	24	24		100%
Year 4					24	24		100%
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	96	113			120	120		

Section E: Evidence of Demand and Marketing – Part 2.

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

E1: Gathering Evidence of Demand

Evidence of Demand for places at The Free School Leeds was gathered through a survey sent out to all members of Leeds and Bradford Dyslexia Association, taken to local meetings, used at events in local supermarkets particularly targeting parents with children between the ages of 3 and 6 years old, and via the website. (see [Annexe 8: Evidence of Demand Survey and Summary](#)).

Survey Results

The survey results show that:

- The number of parents who would apply for a place at The Free School Leeds in September 2013 as their first choice of school is 113.
- The number of parents who would apply for a place at The Free School Leeds in September 2014 as their first choice of school is 24.

Local Circumstances

The group have also ascertained that in 2011, at least 46 primary schools in Leeds were reported as over capacity by 576 places. Many parents who completed the Evidence of Demand survey for The Free School Leeds complained about not being able to secure a place at their preferred choice of primary school in Leeds due to places being generally oversubscribed. We believe The Free School Leeds will be oversubscribed based on the comments from the many different parents we have spoken to at meetings and other places when collecting signatures on surveys. Many who did sign supporting our aims also commented that it was unfortunate that we felt we needed to limit the school initially to Reception and Yr 1,2 and 3, as some had children who were in higher classes and therefore could not attend our school.

Demographic Data

Leeds City Council's director of children's services has recently stated in the Yorkshire Evening Post that:

'To meet the demand for primary school places, a school expansion programme has been implemented since 2009. It has been estimated that between now and 2015/16 the demand for primary places in Leeds will increase by 11,745. This demand is a result of significant demographic change in the last three to four years, in the main caused by increases in the birth rate. This mirrors national trends, although the impact in Leeds has been accentuated by Leeds' particular community profile and patterns of migration in recent years.'

At a meeting between the key proposer of The Free School Leeds and Education Officers from Leeds City Council on 9 January 2012, it was agreed that The Free School Leeds would help to meet some of the demand, particularly in the northern part of the City.

Conclusion

Based upon the evidence of demand received to date, (see [Annexe 9: Comments of Support](#)).

The Free School Leeds is likely to open in September 2013 with the following pupil numbers:

- Year R = 24
- Year 1 = 24
- Year 2 = 24
- Year 3 = 24

E2: Equal Admissions

The Free School Leeds will ensure that pupils of all abilities, faiths, social and economic backgrounds are admitted equally to the school through the following strategies:

- Having an ethos of 'Opportunity and Achievement for All'.
- Having a clear Admission Policy which follows the DfE Admissions Code and does not select pupils.
- Having no catchment area, so that pupils from any area of Leeds and the surrounding areas can apply for a place at the school.
- We will hold public meetings near to the school site to ensure that all parents know of the school, and make it clear that we have an admissions policy that is open to all pupils.
- Advertising places at The Free School Leeds through open days, local radio, newspapers.
- Placing adverts and articles in early years publications which will reach all parents so that a diverse audience is reached.
- Holding Open Evenings for prospective parents.
- Offering places to pupils across Leeds and the surrounding areas through the Leeds City Schools Admissions procedure.

The Free School Leeds will provide a low cost, high quality extended school service which is open for 51 weeks of the year. This will enable the children of single parents or parents from deprived backgrounds in Leeds and the surrounding areas to work, therefore improving the economic well-being of many children in the city.

Section F: Capacity and Capability.

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

F1: Educational Expertise

- The key proposer of The Free School Leeds is [REDACTED].
- Joint key proposer of The Free School Leeds is [REDACTED].
- [REDACTED] is [REDACTED].
- [REDACTED] is [REDACTED].
- [REDACTED] is [REDACTED].
- The Free School Leeds will be supported by the governing body of The Free School Norwich, many of whom were involved in the establishment of the school in 2010 / 2011. Their areas of expertise include: buildings consultant, marketing, curriculum development, school leadership and management, school finance and human resources.

F2: Financial Expertise

- The joint key proposers will use the financial expertise of The Free School Norwich to set up The Free School Leeds.
- These individuals will include [REDACTED], who [REDACTED] and [REDACTED], who is [REDACTED].
- The Free School Leeds will also benefit from the financial expertise of [REDACTED], [REDACTED].

F3: Other Expertise

- As joint proposers, [REDACTED] and [REDACTED] will be the driving force for setting up The Free School Leeds, supported by the governing body of The Free School Norwich.
- [REDACTED] is a member of The Free School Leeds group; she is an Human Resources Manager with many years of experience.
- It is also expected that a similar team of individuals who set up The Free School Norwich will be involved in setting up The Free School Leeds. These individuals will include:

Partnerships for Schools

Cambridge Education

An IT Management Company

(It is acknowledged that The Free School Leeds would need to go through the appropriate procurement process).

- A Principal Designate will be appointed for The Free School Leeds in

January 2013. They will then work alongside the key proposers to set up the school. The key proposers will continue to oversee their work until the school is fully up and running.

- A Secretary and Bursar will be recruited for The Free School Leeds from Easter 2013 and they will take over the establishment of administration and financial systems in the new school.
- The Vice Principal, teachers, teaching assistants and ancillary staff will be recruited in May 2013 and will take up their posts at The Free School Leeds in September 2013.

Time Commitments

- The key proposers, founder members, directors and governing body of The Free School Norwich have agreed to voluntarily commit their time and expertise to the successful establishment of The Free School Leeds.
- [REDACTED], [REDACTED], is expected to devote up to 8 days per month over the 12 month period required to set up the school. The Vice Principal of The Free School Norwich will successfully lead and manage The Free School Norwich during times when the Principal is attending meetings and other appointments for The Free School Leeds. Much of this would take place during holiday periods and weekends as [REDACTED]'s main responsibility is to The Free School Leeds, and as we will be using the same Cloud based IT system a great deal of communication will be accessed electronically.
- [REDACTED], [REDACTED] will take the lead role in the day to day commitments of the school until a Principal Designate is appointed. At this time it is envisaged that both will continue to work together until the school is open.
- [REDACTED], [REDACTED] will commit 1 day per week or more if necessary at particularly busy times, over the 12 month period required to set up the school.
- [REDACTED], [REDACTED] will commit to 1.5 days per week over the 12 month period required to set up the school.
- [REDACTED]
- [REDACTED] and [REDACTED] will commit to [REDACTED]
- Members of the governing body of The Free School Norwich are expected to devote the equivalent of 1–2 hours per week in meeting time over the 12 month period required to set up The Free School Leeds.
- As The Free School Leeds will be modelled on The Free School Norwich and will adopt the same ethos, vision, policies and procedures, these will not need to be created from scratch. This will reduce a significant proportion of the workload for the individuals involved in setting up the school.

F4: Staffing Structure

- The Free School Leeds will open with four classes of 24 children in Reception to Year 3. The school will therefore require an initial staffing structure of:
 - 1 x Principal
 - 1 x Vice Principal / Year 3 class teacher
 - 3 x Class Teachers (1 as SENCO))
 - 1 x full time Teaching Assistant (Reception class)
 - 3 x part time Teaching Assistants (Years 1 to 3)
 - 1 x Secretary
 - 1 x part time Bursar
 - Caretaker (contracted)
 - Cleaner (contracted)
 - Catering (contracted)
 - 3 x Extended School Assistants (separate business)

- The School will increase its pupil numbers by 24 pupils per year over the next three years until it reaches full capacity at 168 pupils. This will require a further teacher and teaching assistant to be recruited for each of the three years. The extended school staff will also need to expand to continue to meet the increase in pupil numbers using the service. At full capacity in 2016, the school will therefore require a staffing structure of:
 - 1 x Principal
 - 1 x Vice Principal / Year 3 class teacher
 - 6 x Class Teachers (1 as SENCO)
 - 1 x full time Teaching Assistant (Reception class)
 - 8 x part time Teaching Assistants
 - 1 x Secretary
 - 1 x part time Bursar
 - Caretaker (contracted)
 - Cleaner (contracted)
 - Catering (contracted)
 - 2 Lunchtime supervisors
 - 4 x Extended School Assistants (separate business)

The Free School Leeds will have a clear staff structure and line management system to ensure the efficient and effective running of the school (see [Annexe 10: Staff Structure](#)).

F5: Recruitment Plans

Principal Designate

- The directors of The Free School Leeds will appoint a Principal Designate from January 2013 to assist the key proposers in setting up and establishing the school. Once open, the Principal will lead and manage The Free School Leeds. The key proposers will oversee the work of the Principal until the school's first OFSTED inspection.

- An advert will be placed in the TES in early November 2012 and interviews for the Principal Designate held in late November. The governing body will be assisted by the key proposers in interviewing and selecting a suitable Principal Designate in line with the ethos and vision for the school.
- Interviews are expected to take place over a two day period and involve a series of panel interviews, scenarios, practical and written tasks to test the candidate's suitability and aptitude for the post.

Other Staff

- The governors of The Free School Leeds and Principal Designate will recruit a Vice Principal Designate as the senior leadership team, using the same process as for the Principal Designate. Interviews will take place in January 2013.
- The Vice Principal Designate will also be a full-time KS2 class teacher at The Free School Leeds and so it is expected that they will also be an outstanding teacher in the classroom.
- Once the Principal Designate and Vice Principal Designate have been appointed, the governing body will place adverts for a Secretary and Bursar to take up post at Easter 2013. Candidates will be expected to have a good track record of administration and financial management in primary schools. The Principal Designate and Vice Principal Designate will be involved in the interview process.
- Teachers, teaching assistants and the school's ancillary staff will be appointed in May 2013. Adverts will be placed in the TES and locally to attract candidates. Interviews are expected to be held over a three day period.
- Teachers and teaching assistants will be visited in their current school setting before being considered for interview and will be expected to be outstanding primary school practitioners.
- The interview process will involve panel interviews, scenarios, practical and written tasks as well as a test in English and Maths to ensure that standards are high in core teaching areas.
- The school will also recruit a team of extended school staff who will be responsible for catering and the organisation of all activities after school and during the school holidays. The extended school will be managed as a separate business outside of the main school budget and will be modelled on Squirrels Extended School currently operating at The Free School Norwich.
- All leadership and teaching staff will be paid according to the national teacher's pay scales and all teaching assistants and ancillary staff will be paid in line with local authority pay scales for similar posts in local authority schools. This will help ensure that high quality applicants are encouraged to apply for the posts.

Governors

- The Founder Members and Directors will recruit further governors for

The Free School Leeds. It is expected that at the point of opening, The Free School Leeds will have a governing body of ten individuals including:

- [REDACTED], key proposer, founder member and Chair of Governors.
 - [REDACTED], key proposer, founder member and Principal of The Free School.
 - [REDACTED], [REDACTED].
 - Three individuals from within the Free School Leeds group.
 - Three individuals from the local business community with skills and expertise in key areas such as finance, law, building and human resources
 - The Principal Designate of The Free School Leeds.
- After opening, the governing body will then elect three parent governors and one further staff governor to bring the total membership of the governing body to fourteen by December 2013.

Roles and Responsibilities

Lines of accountability are set out in the Articles of Association for The Free School Leeds. This is graphically represented in diagram form (see [Annexe 11: Lines of Accountability](#)).

The members of The Free School Leeds will be responsible for appointing some of the directors and for attending the annual AGM to approve the directors' report and to reappoint directors.

The directors of The Free School Leeds will be responsible for overall school governance, including monitoring standards, setting policies and approving high level decisions made by the school management team. The directors of the school will also provide a bank of expertise upon which the Principal can call to support the development of the school.

The Principal will be responsible for all aspects of the day to day management and leadership of The Free School Leeds and will report regularly to the directors on the school's progress, achievement and development.

The directors in accordance with The Free School Leeds Articles of Association will deal with any conflicts of interest or potential conflicts of interest. It is the directors' intention to avoid any conflicts of interest.

Section G: Initial Costs and Financial Viability.

██████████

Section H: Premises.

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

Three potential sites for The Free School Leeds have been identified. In order of preference, these are:

██████████ is the former prep school of ██████████, approx 1.5 miles from the City Centre. It has not been used as a school since 2008 when the school moved to different premises. It is in a reasonable state of repair but would need refurbishment before it could be occupied as a school again. The advantage this site has over any other we have seen is that it already has a primary school layout and has the appropriate amount of out door play area.

The property is presently attached to the Main School and there are plans to develop that site into residential accommodation. The owners have allowed us to view ██████████ however, with a view to using it as a Free School. A definite price has not been set, but the agents are suggesting a selling price in the region of £1,000,000.

██████████

██████████ is a Brick Build Grade 11 listed building very close to Leeds city centre. It is spread over 4 floors with limited outside space, but the top floor could easily be made into a PE / Sports – play area. It is a very spacious and light building with plenty of scope for internal planning. We would not need to use all of the space, but there would be capacity if we wanted to extend the school to an all-through school eventually.

This property is being sold on behalf of the receivers and the price suggested is in the range of £700,000 - £800,000. The access to the property is through small light industrial units and this may be a difficulty.

██████████, Leeds

██████████ is a former High School, which over the year has been used by different organisations including ██████████ for their rehearsals. Leeds City Council plan to close down West Park and are consulting with local residents to decide how it should be used. We have stated that we would like to use part of the building as a Free School, as it is in a very good

position where there is a shortage of primary school places.

Annexes

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

Annexe 1: Curriculum

Annexe 2: Annual Calendar

Annexe 3: Whole School Timetable

Annexe 4; SEN Policy

Annexe 5: Admissions Policy

Annexe 6: Behaviour Management Policy

Annexe 7: Attendance Policy

Annexe 8: Evidence of Demand Survey

Annexe 9: Comments of Support

Annexe 10: Staff structure

Annexe 11: Lines of Accountability

Annexe 12: Finance

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