

Cobham Free School Surrey

Primary (4-11) Co-Educational School

Proposed opening: September 2012

Section 1: Applicant details

Cobham Free School

Details of Company Limited by Guarantee
Name: Nexus Free Schools (Cobham) Ltd
Company address: [REDACTED] Cornwall [REDACTED]
Company registration number: 07643387
Main contact
Name: [REDACTED]
Address: [REDACTED] Twickenham Middlesex [REDACTED]
Email address: [REDACTED]
Telephone number: [REDACTED]
Members and Directors
Please confirm the total number of (a) Company Directors 6 <input type="checkbox"/> and (b) any other members of the Governing Body <input type="checkbox"/> appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: [REDACTED]
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? NO
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School: N/A
If your organisation is an existing independent school, please provide your six digit unique reference number: N/A

Declaration to be signed by a Company Director

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

Signed:

██████████

Print Name:

██████████

Date:

30th May 2011

Section 2: Outline of the school

Proposed school name:	COBHAM FREE SCHOOL							
Age range:	4 to 11 YEARS							
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018
	Reception	23	23	23	23	23		
	Year 1	23	23	23	23	23		
	Year 2	23	23	23	23	23		
	Year 3		23	23	23	23		
	Year 4			23	23	23		
	Year 5				23	23		
	Year 6					23		
	Year 7							
	Year 8							
	Year 9							
	Year 10							
	Year 11							
	Year 12							
Year 13								
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	N/A							
Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).	No							
Is this an application for a single-sex school? If so, please tick the relevant box.	No							
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	ELMBRIDGE BOROUGH							

Being designated as a school with a religious character will allow you to admit pupils or recruit some teaching staff on the basis of religious belief. The Funding Agreement requires you to teach Religious Education according to the tenets of your faith. You do not need to apply for religious designation as part of the application process, but this will be necessary if your application is approved. The Religious Character of Schools (Designation Procedure) (Independent Schools) (England) Regulations 2003 (as amended), available here <http://www.legislation.gov.uk/uksi/2003/2314/introduction/made>, sets out the procedure for Independent Schools and Academies to be designated as schools with a religious character. As Free Schools will legally be Academies they will need to follow the same process.

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	Reception		20	20	20	20		
	Year 1	20	20	20	20	20		
	Year 2	20	20	20	20	20		
	Year 3		20	20	20	20		
	Year 4			20	20	20		
	Year 5				20	20		
	Year 6					20		
	Year 7							
	Year 8							
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Section 3: Educational vision

Overview: *This section of the application sets out (1) the rationale for establishing a Free School in the Cobham area; the age range, curriculum and pedagogy and (2) explains the vision and ethos of the school.*

(1) Rationale for establishing a Free School in Cobham

The rationale for establishing a Free School in the Cobham area is to address an acute shortfall in primary school places which is existing now and is projected to deteriorate in the future if no action is taken. Our aim is to be able to meet parental demand for school places in the local community such that children can benefit from an excellent standard of education close to home.

Within Elmbridge there is, over the next nine years, a projected shortfall of school places at primary level. We have obtained evidence from Surrey County Council demonstrating the position regarding the need for additional school places over the next 8 years. At primary level Surrey County Council forecast a shortfall in school places as set out in the table below. (see appendix 1.)

School year	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
Primary pupils expected	8974	8974	9774	9469	9681	9792	9917	10036	10129
Permanent capacity	8796	8796	8796	8796	8796	8796	8796	8796	8796
Shortfall of places	178	178	431	673	885	996	1121	1240	1333

Specifically within the Cobham and Oxshott area there will be a shortfall as represented below:

School year	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
Primary pupils expected	673	713	752	782	804	823	851	862	872
Permanent capacity	696	696	696	696	696	696	696	696	696
Shortfall of places	-23	17	56	86	108	127	155	166	176

A typical comment from our parent demand survey states:

'Such a lack of school places meant our "local" school placed us as 17th on the list - completely unacceptable and shows how desperately we need a new school or school extension in the area.

If the planning department of Elmbridge are happy to build hundreds of new houses, they also need to provide the infrastructure to support it.'

Age Range

Subject to a successful application, our aim is to open in September 2012 with a one form entry Infant Department comprising a Year 1 and Year 2 class for mixed gender children. It is our vision to expand our numbers on an annual basis with the addition of a Reception class to the Infant Department in 2014 and a Year 3 class to our Junior Department. We will add Years 4 and 5 as the intake moves up the school, completing the Junior School phase at Year 6 in 2016. **The rationale for catering for infant and primary children is the shortage of school places in the area for this age range.**

National Curriculum and Pedagogy

The school will follow the National Curriculum. Our rationale for following the National Curriculum is that it provides a sound basis of learning for pupils, giving the best opportunity to attain the standards and knowledge required for successful transfer to Senior School. It is also an approach with which teachers in the UK already have an in-depth knowledge and experience. **The National Curriculum will be augmented with our unique Nexus approach,** which is explained in more detail in Section 4.

(2) The Vision and Ethos of Cobham Free School

Our aim is to accommodate demand from a broad cross section of the local Cobham community, such that the school caters for pupils from the most deprived families in the area alongside those from more affluent backgrounds. Our vision is to make available an excellent standard of education to the entire community.

Our **vision** for the school can be summarised as follows:

- To provide an **excellent standard of primary education, that meets the needs of the local community** in terms of supply of and demand for school places.

- To **raise levels of educational attainment for those from the most deprived sections** of the community, enabling them to make a greater contribution to society in future life.
- To offer **opportunities for all beyond the classroom** with a range of extra curricular activities and to support working parents with an extended school day.

Our **ethos** for the school will have the following key elements:

- To encourage pupils to reach their **full potential** in a safe and supportive learning environment.
- To encourage pupils to develop a **self-motivational and independent** approach to learning by the time they leave Year 6.
- To instil **self-confidence** in all pupils, whatever their abilities; and to encourage them to develop **good communication and creative-thinking skills**.
- To teach pupils to respect people from all backgrounds; to have **empathy and respect** for others and to understand the benefits of diversity and inclusion.

What we are trying to achieve

In setting up Cobham Free School, our ultimate intention is to maximise the potential of all the pupils in our charge and to focus on the needs of families who at present have fewer privileges and opportunities in the community. In pursuit of this aim we will:

- market our school to encourage **the inclusion of deprived families** in the area
- adopt a **curriculum which is accessible to all** and which helps children to make connections between their different learning experiences. *See The Nexus Method of Teaching and Learning in Section 4*
- identify the needs of the individual child and provide the necessary **support to ensure each child achieves their full potential**
- encourage respect for others regardless of background and help each to feel they have **self-worth and a sense of belonging** within the school community
- We will **prepare each child for their future education** giving them skills in independent learning and a strong foundation in numeracy and literacy
- We will offer an **extended school day** to assist working parents with child care arrangements

Section 4: Educational plan

We would hope that any visitor to our school, after spending time with us, would be able to detect in the corridors and the classrooms a certain energy, that of a community that knows its purpose. At the very core of this purpose will be the pupils' desire to learn. Every child possesses a spontaneous desire to learn. Our school will inspire and develop our pupils' curiosity by fostering a disciplined interaction between the pupil, the teacher and the material being studied. The pupil experience will be one of joy, the joy of community and the joy of discovery.

4.1 Admissions

Cobham Free School will abide by the Schools' Admission Code. We set out below our Admissions Policy for 2012-13.

Admission to Cobham Free School

1. Cobham Free School is a publicly funded, co-educational, independent school which will eventually serve pupils from Reception to Year 6 living in Cobham, Stoke d'Abernon, Oxshott and the surrounding areas.
2. Responsibility for the admission of pupils rests with the Governing Body of Cobham Free School.
3. All applications for places at the school will be considered in accordance with the arrangements detailed below.

Admission to Year 1 and Year 2 in September 2012

Agreed admission number

4. The school will admit 20 pupils in Year 1 and Year 2 in 2012-2013.

Application Form

5. **For admission to Years 1 and 2 in 2012 - 2013** or to **Year 1 in 2013 – 2014** applications should be made directly to Cobham Free School via an **online entry system** on the school website or using a **hard copy application form** posted to the school address.

6. Applications for **Reception in 2013 – 2014** and future years should be made via the **Local Authority standard application form or the LA online facility** by the advertised date. Applications to other year groups should be made directly to the school using the website or hard copy application form.

Late applications

7. Applications received after the closing date but before midday on **xx** will only be considered in **exceptional** circumstances and entirely at the discretion of the

Chairman of Governors and the Principal, acting together on behalf of the Governing Body.

8. Late applications will only be considered if there is written evidence of exceptional medical, or pastoral or compassionate grounds for the lateness of the application.

9. Applications received after midday on 31st August 2012 will be treated as applications received outside the normal round of annual admissions, in accordance with the admission criteria set out below under **Other Admissions (In-year or casual admissions)**, paragraphs 31 and 32.

Verification of information

10. All applicants will be required to produce proof of residence and an original or certified short copy of a birth certificate. A passport will not be accepted in place of a birth certificate. The Governing Body also reserves the right to seek verification from the local authority in which the applicant is resident.

11. False information, or the omission of material information, may result in disqualification, or the loss of a place after it has been offered, accepted or taken up.

Offer of places

12. Letters informing applicants of the outcome of their applications will be sent by first-class post on xx xx 2012.

13. Applicants to whom places are offered will be required to inform the Governing Body of their decision whether to accept or reject the offer by the date given in the letter of offer. Failure to do so may result in the withdrawal of the offer of a place.

Appeal procedure

14. Parents whose applications for places are unsuccessful will be given an opportunity to appeal against the decision to an Independent Appeal Panel set up in accordance with the statutory provisions in force at the time.

15. The determination of the Appeal Panel is binding on all parties.

16. Full details of the procedure will be sent to parents with the decision letter on xx xx 2012.

Reserve List

17. In addition to the right to appeal, unsuccessful applicants will be offered an opportunity to be placed on the reserve list. The order of the reserve list will be determined in accordance with the order determined by the over-subscription criteria.

18. The reserve list will be maintained until 31st August 2012.

19. Vacancies arising between xx xx 2012 and 31st August 2012 will in the first instance be offered to applicants on the reserve list.

Waiting List

20. On 1st September 2012 applications on the Reserve List for Years 1 and 2 will be placed on the Waiting List.

21. All applications on the Waiting List will be considered for any vacancies occurring during the period 1st September and 31st December 2012 in accordance with the

admission criteria set out below under ***Other admissions (In-year or Casual Admissions)***, paragraphs 31 and 32.

22. The Waiting List will not be maintained after 31st December 2012.

Children with Statements of Special Educational Needs

23. The Cobham Free School will admit any statemented pupil whose statement names the Cobham Free School, and for whom the School has agreed to be named in the statement.

Over-subscription Criteria

24. If there are more applicants than places, places will be offered in accordance with the following criteria in order of priority:

1. Children in public care (*children looked after by a local authority under section 22 of the Children Act, 1989.*)
2. Up to 20% of children who have applied from the designated priority catchment area, incorporating known areas of social housing.
3. After places have been filled under the first three criteria, 50% of any remaining places will be offered to those children who live nearest to the school, measured by the straight-line distance from the school gate to the child's home.
4. After places have been filled under the first four criteria, two thirds of any remaining places will be offered to children living within a three-mile radius of the school. Where the number of applicants in this category exceeds the number of places, offers will be determined by random allocation, properly overseen by an independent witness.
5. After places have been filled under the first five criteria, any remaining places will be offered to children living within a radius of between three and five miles of the school. Where the number of applicants in this category exceeds the number of places, offers will be determined by random allocation, properly overseen by an independent witness.
6. After places have been filled under the first six criteria, any remaining places will be offered to children living beyond the five miles of the school. Where the number of applicants in this category exceeds the number of places, offers will be determined by random allocation, properly overseen by an independent witness.

Distance from the home to the School

27. The distance from home to Cobham Free School is the straight-line distance measured from the front door of the child's residence to the front gate of Cobham Free School.

28. A child's permanent address is the place of normal residence during term time. Where parental responsibility is shared, the address of the parent/guardian who receives the Child Benefit Allowance for the child will be taken as the permanent address.

29. Proof of residence can be requested at any time throughout the admissions process. If false or misleading information is used to gain entry to the School, the offer of a place will be withdrawn and an appeal offered.

Tie-breaker

30. In the event of two or more applicants being of equal standing when any of the admission criteria is applied, positions will be determined by random allocation, properly overseen by an independent witness.

For example, this may occur when children in the same year group live at the same address or if the distance between the home and school is exactly the same.

Other admissions (*In-year or Casual Admissions*)

31. Applications for vacancies that arise outside the normal annual admission round will be considered at any time during the year. Information and application forms may be obtained from the school. Where there is more than one application for a vacant place, the offer of a place will be determined in accordance with the following criteria, in order of priority:

- 1. Children in public care (*children looked after by a local authority under section 22 of the Children Act 1989*).
- 2. Children who will have siblings in the school at the time when they are admitted to the School.
- 3. Children who live nearest to the school, measured by the straight-line distance from the School gate to the child’s home.

32. Although we pledge to accept applicants from all backgrounds, regardless of their previous academic and behaviour record, the School may, on rare occasions, refuse admission to applicants who have been permanently excluded from two or more other schools if the existing pupils’ education or wellbeing would be compromised by their admission to Cobham Free School. The right to refuse admissions runs for a period of two years since the last exclusion. Exclusions which took place before the child concerned reached compulsory school age do not count for this purpose.

33. Regarding previously excluded pupils, and those pupils who arrive in our catchment area after the normal admissions round, Cobham Free School will work in accordance with the LA’s published In-Year Fair Access Protocol for selecting schools for unplaced children.

4.2 Curriculum and organisation of learning

Cobham Free School will admit boys and girls in the September after their 4th birthday (Reception) and take them until they are 12 (Year 6)

Nomenclature:

Age 4+	Reception	Infant Department	Key Stage 1
Age 5+	Year 1	Infant Department	Key Stage 1
Age 6+	Year 2	Infant Department	Key Stage 1
Age 7+	Year 3	Junior Department	Key Stage 2
Age 8+	Year 4	Junior Department	Key Stage 2

Age 9+	Year 5	Junior Department	Key Stage 2
Age 10+	Year 6	Junior Department	Key Stage 2

Length of school day

Pupils will be expected in school for a minimum of 6 hours 45 minutes from 8.45 until 15.30. The breakdown of the day is as follows:

08.00	Breakfast club (optional)
08.30	Form time
08.45	Registration (all pupils to have arrived by this time)
09.00	Assembly followed by a full day of lessons
15.30	Home time, or Activity time (optional)
16.00 - 18.00	Afterschool Care (optional)

Length of terms and year

There will be 3 school terms:

Autumn Term	13 weeks long with a 2 week half term holiday in October
Spring Term	11 weeks with a 1 week half term holiday in February
Summer Term	12 weeks long with a 1 week half term in May/June

Where possible the terms will fit with other LA term dates to allow parents to coordinate their holidays with their other children.

Curriculum

Infants (Reception, Year 1 and Year 2)

We recognize the importance of the infant years as a time for acquiring fundamental skills in numeracy and literacy, whilst at the same time offering plenty of scope for developing a child's powers of self-expression and creativity.

Reception children will work towards the Early Learning Goals for the Foundation Stage in each of the six areas of learning:

- Personal, Social, and Emotional Development;
- Communication, Language and Literacy;
- Mathematical Development;
- Knowledge and Understanding of the World;
- Creative Development
- Physical Development.

In Years 1 and 2 we will adopt a broad and balanced curriculum covering Key Stage 1 material, but we will also work well beyond the boundaries of The National Curriculum wherever possible and appropriate. Pupils will be introduced to aspects of our cross-curricular **Nexus Method** as outlined below.

Juniors (Years 3 to 6)

In the Junior School pupils will have a subject based approach in line with the National Curriculum. As in Key Stage 1, it is hoped that knowledge will extend beyond the boundaries of the current guidelines wherever possible and include opportunities for development of individual interests. In addition to the subjects specified in the National Curriculum pupils will have **French lessons** twice a week.

Pupils in Years 3 and 4 will be taught English, Mathematics, Science, History, Geography and Religious Studies by their class teachers and will receive specialist teaching in French, Music, PE & Games. Thus, there will be a greater focus on the skills, knowledge and understanding required in each subject discipline. However, despite this subject based structure teachers will draw strands of learning together and make connections between the different subjects in the spirit of our **Nexus Method** as outlined below.

The Nexus Method of Teaching and Learning - 'a cross-curricular approach'

We have developed an approach to the curriculum which we call the "The Nexus Method of Teaching and Learning". It seeks to develop a learning environment where pupils are encouraged to see the connections between the various subjects they study, as well as between what they study and the world in which they live. It does not in itself prescribe any particular curriculum, but rather represents a general approach to acquiring all types of knowledge and skills, and it is therefore easily accommodated within the National Curriculum framework. In essence, it considers all fields of knowledge to be in some sense related and it is the job of the teacher and learner to connect up all the many and varied instances of knowledge.

Respective **subject coordinators** are encouraged to work together to ensure that topics are delivered by teachers in the classroom in a way that pupils can make the connections between the knowledge areas. By contextualizing pupils' learning in this way, there is a greater chance that what they learn will be more relevant to their lives.

An example of the Nexus Approach

A study of the Romans in History may clearly link with Geography or Science work on volcanoes via a study of Pompeii. Similarly there are a wealth of opportunities for making connections with other subjects such as Literacy (e.g. creative writing; comprehension passages) or Religious Studies (e.g. The Roman's in Biblical times.)

Specialist Teaching

In Reception to Year 2 pupils will have **specialist teaching** for 5 Games periods, 2 Music lessons and 2 Music and Movement sessions.

In Years 3 to 6 pupils will have specialist teaching for 5 Games periods, 2 French lessons and 2 Music periods.

We believe it is important for all children to have the chance to learn a musical instrument and have access to live music. We would aim to set up partnerships with Surrey Arts for inclusion in their Wider Opportunities programme and develop links with the local Menuhin School to take advantage of live performances at their concert hall.

Reading Period

There will be a reading period at the end of the school day. The type of activity within these sessions may vary and should include shared experiences with small groups or the whole class, as well as opportunities for individuals to be heard by the class teacher. Parents will be encouraged to take part in these sessions. A range of different reading material will be available with schemes used in conjunction with 'real' books. Children will be encouraged to use the school library in lunchtimes and classes may book the facility for use in their reading period.

The reading period could also provide a useful opportunity to focus on SEN pupils who could work in small groups or individually with a teaching assistant.

Example timetable for Years 1 to 6

N.B.

- *Years 3 to 6 will have French instead of Music and Movement*
- *Reception will have the same time frame between breaks but will cover appropriate work in line with Foundation Stage requirements as set out above.*

Time	Period	Monday	Tuesday	Wednesday	Thursday	Friday
8.45		Registration	Registration	Registration	Registration	Registration
9.00		Assembly	Assembly	Assembly	Assembly	Assembly
9.30	Lesson 1	Literacy	Literacy	Literacy	Literacy	Literacy
10.00	Lesson 2	Literacy	Literacy	P.E	Music	Literacy
10.30	Break	Break	Break	Break	Break	Break
11.00	Lesson 3	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
11.30	Lesson 4	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
12.00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
13.00	Lesson 5	Science	History	ICT	Geography	Religious Studies
13.30	Lesson 6	Science	History	ICT	Geography	Science
14.00	Lesson 7	Religious Studies	Games	Art	Games	Music/movement or French
14.30	Lesson 8	Music	Games	Art	Games	Music/movement or French
15.00		Reading (whole class book)	Reading / Garden time	Reading (in groups)	Reading / Garden time	Reading (Paired or individual)
15.30		Activities (optional)	Activities (optional)	Activities (optional)	Activities (optional)	Activities (optional)

Curriculum model for Years 1 to Years 6

Class Teaching

Lessons p/week	Literacy	History	Religious Studies	Geog	ICT	Numeracy	Sciences	Art & Design	Reading Garden Time	Total
Yr 1 to Yr 6	8	2	2	2	2	10	3	2	5	36

Specialist Teaching

Lessons p/week	Music	Music and Movement	French	P.E. and Games	Total
Yrs 1 & 2	2	2	0	5	9
Yrs 3 to 6	2	0	2	5	9

PHSME (Personal Health Social and Moral Education)

Our whole approach to teaching and learning is a major aspect of our pastoral care. PHSME will not be delivered as a separate subject, but will be integrated throughout assembly time and Religious Studies lessons. It will be supported by specialist visiting speakers where particular expertise is needed.

Older pupils will be given the responsibility to act as leaders and mentors to their younger peers with the creation of a **School Council**. Topics such as bullying and respect for others can be discussed and issues concerning all pupils raised.

Assessment – key features of our approach to assessment

- Assessments will be used to measure academic performance on a regular basis and to inform teachers in their planning. Individual academic success will be measured by both formative and summative means using classroom observations and examinations. Informal classroom observation by class teachers and assistants will play a valuable part in forming a picture of the learning taking place on a day to day basis.
- Individual pupil performance will be measured by progress they have made since starting school and in comparison to their peer group.
- In Reception pupil progress will be charted through an evaluation of their experiences in the Foundation Stage six areas of learning. The pupil's progress will be recorded in a '**learning journey**' document to be passed to Key Stage 1 teachers at the end of the year.
- At Key Stage 1 and 2 regular informal assessments across the subject areas will be made at the end of each 6 week period, with more formal school examinations at the end of the school year in Years 3 to 6.

- In Year 6 children will sit **SATS papers in Numeracy and Literacy** to measure the academic performance of the school as a whole at Key Stage 2.
- Pupils' personal achievements will be recorded in a '**Personal Development Plan**' showing evidence of engagement in non-academic activities, for example choirs and drama productions.
- A record of all personal and academic achievement will be kept on file in the form of **pupil profiles**. These will be used to demonstrate progress made throughout the year and be a useful tool to measure overall progress during the child's time at Cobham Free School.

Special Educational Needs (SEN)

In line with our Admissions Policy and our 'Best for all and best from all' agenda, Cobham Free School will offer a school place to any pupil who has Special Educational or Additional needs, including physical disability, who chooses to apply to the school. The SEN policy will have regard for the SEN Code of Practice and will include the following:

We will endeavour to:

- identify those children who have SEN as soon as possible.
- provide intervention at a suitable level when a child is identified as having SEN.
- use a variety of teaching styles, and cater for different learning styles to allow children with SEN to access the curriculum.
- use resources effectively to support children with SEN.
- assess and keep records of the progress of children with SEN.
- work with outside agencies who provide specialist support and teaching for children with SEN.
- inform and involve the parents of children with SEN so that we can work together to support our children.
- encourage active involvement by the children themselves in meeting their needs.
- provide ongoing training for all staff working with children with SEN.

The Role of the SENCO

An identified member of staff will act as SENCO. Their responsibilities will include:

- Ensuring liaison with parents and other professionals in respect of SEN pupils
- Advising other teachers and lending support
- Devising Independent Education Plans and overseeing all records
- Coordinating the provision for SEN pupils
- Liaising with external agencies including educational psychologists and health and social services.

Access

Where possible we will ensure that the site chosen for Cobham Free School is DDA compliant or adapted to be so. Our members of staff will be trained to be sensitive to DDA and Equality Act 2010 requirements.

Children with English as an Additional Language

Where necessary extra support will be provided for children with EAL.

- Class teachers will collaborate with EAL support teachers or the SENCO to set attainable targets for each pupil.
- Resources will be modified as appropriate to help the pupil achieve and to keep up with their peers where possible.
- Strategies will be used to welcome new pupils to the school community. For example a special 'welcome' pack will be used to help translate key words whilst children are in the process of coming to grips with a new language. Pictures would be used for the youngest pupils.
- Pupils will be regularly assessed and will continue to receive additional help dependent on need.

Gifted and Talented pupils

Children with a specific need will be encouraged in their interests and challenged with extension material. The SENCO and teaching assistants will work in collaboration with the class teacher to construct plans appropriate for each pupil.

Deprived Pupils and Children in Care

We aim to support children from more challenging backgrounds in terms of offering both emotional and educational support. This will include:

- Linking the child to a key member of staff with whom a supportive relationship can be built. This may be the teaching assistant, SENCO or the class teacher.
- Developing partnerships with carers, local authorities and other relevant services.
- Ensuring each child feels secure within a structured environment but allowing for some flexibility if appropriate
- Supporting the transition to Secondary School by establishing links for the future.
- Extension to the school day to allow parents flexibility in working arrangements
- Supporting parents and carers by involving them in the child's educational development plan.
- Offering a range of experiences and opportunities to extend horizons. For instance trips to museums and concerts, and the chance to learn a musical instrument or take part in sporting activities.

Assemblies

These will be occasions when the whole school community comes together to sing, present work from lessons and to celebrate achievements. Harvest Festival, Christmas

and Easter will have special celebrations to which parents will be invited and children will also learn about celebrations of other faiths. From Year 3 to Year 6 classes will be expected to prepare one assembly a week which their parents will attend. Assemblies will be an important time to focus on moral issues and will form part of the PHSME programme.

Activities

There will be a programme of activities including Music (choir and instrumental groups), and Drama taking place in the lunchtimes or after school. Class teachers will be expected to offer one activity a week on a rota basis throughout the year. Music, PE and French specialists will also be expected to offer clubs.

The **activities programme has an important place at Cobham Free School** as we believe it will offer chances to children who may otherwise have limited experiences in life. In order to develop interests it is vital to expose children to a range of different opportunities and participating in extra curricular classes will extend horizons and increase perceptions of self-worth and belonging.

Pupils' personal achievements will be recorded in a '**Personal Development Plan**' showing evidence of engagement in non-academic activities, for example choirs and drama productions or on the sport's field. This will be used to demonstrate level of participation made throughout the year and be a useful tool to measure overall progress during the child's time at Cobham Free School

In addition to activities within the school environment Cobham Free School will extend experiences for all children through trips which support the curriculum and further personal development.

4.3 Organisation of Pupils

At Cobham Free School there will be **mixed gender classes comprising 20 pupils**. There will be **one class per year group** and pupils will be organised in **two departments** as follows:

Infant Department

- Foundation Stage: Reception 4+
- Key Stage 1 Year 1 5+
- Key Stage 1 Year 2 6+

Junior Department

- Key Stage 2 Year 3 7+
- Key Stage 2 Year 4 8+
- Key Stage 2 Year 5 9+
- Key Stage 2 Year 6 10+

Organisation for Pastoral Care

- The class teacher will act as 'tutor, having overall responsibility for the pastoral care of the children in his/her form group.
- A School Council will be set up once the school has expanded to include Years 5 and 6, to tackle moral issues of relevance to the school community and particularly to the children themselves. This would comprise a body of children from classes throughout the school, ensuring opportunities for the mixing of age groups.
- Social and moral issues may be examined as a whole school during assemblies each morning.

Organisation for Extra-curricular Activities

- School trips will usually be undertaken in class groups or in Key Stage Departments.
- Instrumental lessons may take place as a class under the Wider Opportunities Programme when the pupils are in Year 3. However we will look at ways of continuing to provide free or subsidised instrumental lessons in small groups from Year 4 onwards in partnership with Surrey Arts.
- All children will be taught recorder as a class in Year 2 with the music specialist.
- The activity programme at the end of each school day will be optional and therefore we anticipate a range of ages in each session. There will be a maximum of 20 pupils for each activity and children will be able to sign up to attend at the beginning of each term. Some activities may be more appropriate for certain age groups, (for example French club), or require a particular skill, (for instance woodwind ensemble.) In these cases teachers will be involved in the selection of pupils.

4.4 Pupil development and achievement

Definition of Success

Individual Pupil Success to be reviewed at 2 years after opening

- **personal success in extra curricular activities for individual pupils** – based on whether pupils have developed interests beyond the classroom and have acquired new skill sets through participation in clubs.
- **academic success for individual pupils** - based on whether a pupil has achieved their potential in their studies and made progress since starting school.
- pupils demonstrating successful acquisition of skills which will be a **solid foundation for future learning**.

Whole School Success to be reviewed at 5 years after opening

- successful implementation of our vision for the school as a **provider of quality education for all**.
- **academic success for whole school community** based on SATS results, pupil progress.
- success in building a whole school community which has encouraged applications from a **wide range of backgrounds**.
- success at **meeting the needs** of all pupils in the school community including deprived children, gifted and talented children, SEN children, EAL and Cared-for children.

How will success be measured?

External Measurement

- Ofsted inspections
- Performance tables to show measure of attainment, progress and attendance

Internal Measurement through **Self-evaluation**

- Quantitative methods(e.g. pupil testing, analysis of register data) for measuring pupil attainment, pupil numbers and attendance
- Qualitative methods (e.g. surveys) for measuring views of parents and pupils, and for building a picture of how the school community has developed

Indicators of Pupil Success

Pupil Success

- individuals will have participated in a range of non-academic activities and developed skills and interests beyond the academic curriculum.
- individuals will have achieved personal goals in academic performance and attained to their full potential.
- individuals will leave Cobham Free School in Year 6 with skills and abilities which will aid them in their future school careers.

Indicators of Whole School Success

- Our aim will be to see results of the number of children at Key Stage 2 gaining Level 2 or above to be at least 20% above the LA average by 2015.
- The Nexus Approach will be in full use throughout the school with evidence of work which shows an interdisciplinary approach to learning and children successfully making connections between subjects.
- The school community will have a population of children from a range of backgrounds and will have set in place appropriate guidance and support for individual pupils dependent on need.

- There will be evidence of all pupils having some level of engagement in a wide range of extra curricular activities, including choirs, drama productions and after school clubs.
- We will expect our school to reach our proposed pupil admission numbers within two years of opening and oversubscription within three years.

Who will Be Accountable for Success?

Self-evaluation will be an on-going activity. We will regularly record the outcomes of these evaluations in Ofsted's online self-evaluation form for schools. In this way, we will ensure that all areas of progress and development are subjected to regular and rigorous scrutiny and areas of weakness are highlighted and addressed.

Accountability for Academic Development and Achievement

Class teachers, liaising with subject coo-ordinators and teaching assistants, will be responsible on a day-to-day basis for the monitoring of pupils' progress and work.

Subject Coordinators will be responsible for ensuring delivery of their subjects, for analysing data by student, topic, teaching group, cohort and gender and for the setting and monitoring of realistic and measurable targets for each group. They will scrutinise predicted achievement indicators and effect swift, interventionary measures, such as extra help for borderline level pupils and additional supervision or training for those delivering their subject.

Our School will have a management system and structure which ensures every member of staff is held accountable for the outcomes of pupils in their area of responsibility, but accountability will be supportive. All members of staff will be considered as stakeholders in developing the strength and achievements of the school and will be incentivised accordingly.

Where performance is not satisfactory, a clearly defined, well-communicated process of escalation will be put in place that supports the staff member to improve, as well as providing consequences if they do not.

The Principal will be held responsible for the ultimate success of the school in fulfilling its aims, as specified in our vision. The Principal will be answerable to the Trust and The Governing Body.

4.5 Behaviour and Attendance

One of the benefits of opening a new school is that every member of the school community will have a fresh opportunity to make a success of their education. We intend to capitalise on this fresh start in order to create a happy, safe and productive environment for all, where each person is accepted and included and is able to reach his or her full potential.

The first principle will be that we have **strong, clear policies**, known and agreed by all staff, in place before the first pupil has entered the school premises, to ensure a **consistent, unequivocal approach**. We will not wait until problems begin before we work out how to deal with them: all pupils and parents will have **written behaviour and attendance codes** which will set out the expectations of the school. The codes will set out clearly what is expected in terms of attendance, work ethic, uniform, inter-personal relationships, and respect for the learning environment. All pupils and parents will be required to sign Home-School agreements, showing that they accept and will abide by the codes of behaviour and attendance outlined in these documents.

Monitoring

We will have an effective, computer-based monitoring system in place in every classroom for every lesson. Any infringements of behaviour or attendance will be recorded on the system and collated before the end of the day. Issues can be dealt with swiftly and low level misdemeanours dealt with promptly by the class teacher.

We will offer effective, targeted support for individual pupils whose behaviour is particularly challenging, or whose previous school record is indicative of the need for extra support. This may include mentoring by a trusted, designated member of staff, or monitoring with a written Report system which encourages positive as well as negative feedback.

Rewards and Sanctions

We will implement our own coherent **positive behaviour management** system, using tradable plus points to reward all good conduct, work, punctuality and attendance in a uniform, structured way. Additionally, day-to-day successes will be celebrated with the very effective 'postcards home' scheme, and with displays featuring individual and class achievements.

Major successes, including good attendance and successful completion of areas of the Pupil Development Plan, will be celebrated in the termly School Awards ceremonies.

Poor Behaviour

We will expect to have a strong behaviour policy in place, understood and known by parents, pupils and staff. We will follow the principles and guidelines set out by the Government in the document *Ensuring Good Behaviour in Schools*, 21st April 2011, to formulate our policy, which will include the following points:

- The School Behaviour policy will be published to all staff, parents and pupils at least once a year.
- There will be a firm set of School rules for pupils of Cobham Free School which will include such items as:
 1. Pupils must show courtesy and respect for all
 2. Pupils must observe the anti-bullying code at all times
 3. Pupils must wear the correct school uniform

4. Pupils must obey the school attendance code
 5. Pupils are expected to follow the School work code
 6. Pupils are banned from bringing the following items into school: ...
- The sanctions used by the school will be clear and fair. These might include loss of privileges; loss of free time; confiscation, retention or disposal of a pupil's property; temporary or permanent exclusion, according to the severity of the infringement of the school code of conduct.
 - All staff with responsibility for pupils will be able to impose any reasonable disciplinary penalty in response to poor behaviour.
 - Allegations of abuse will be taken seriously, but allegations will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.
 - Any pupil who is found to have made malicious accusations against school staff will be suspended, pending deliberation and consultation with the Governing Body. The School reserves the right to exclude permanently the culprit. Depending on the type of exclusion, parents will, in most cases, have the right to make representations to the Governing Body. In all cases of permanent exclusion, parents will have the additional right to appeal to an independent appeal panel. Parents are expected to attend a reintegration interview following any fixed period exclusion.
 - The Principal, and staff authorised by the Principal, will have the power to search a pupil or his possessions, without consent, where it is suspected that the pupil has weapons, alcohol, illegal drugs and stolen items.
 - Parents who seek help from the School with the management of their child will be afforded guidance and support and a daily report system will be put in place to ensure regular communication. Where necessary, the School will involve external agencies for support.

ATTENDANCE

At Cobham Free School all staff are committed to working with parents and pupils to ensure as high a level of attendance as possible. The school will keep a **record of attendance** however we believe that whilst the school has a legal duty to publish its absence figures to parents and to promote attendance, equally, parents have a duty to make sure that their children attend. We will therefore ensure all parents have a copy our **attendance policy** and have **signed an agreement** to accept its conditions.

Key features of our Policy focus on:

- valuing and rewarding high attendance rates
- good practice, which encourages children to take a pride in their attendance and punctuality rates
- partnership with parents to ensure understanding, support and co-operation about high attendance rates
- encouraging children to take full advantage of their educational opportunities by attending regularly
- working in partnership with parents, carers and outside agencies to address difficulties and recognise external factors which influence pupil attendance
 - identifying patterns of non-attendance at an early stage and working to resolve personal/social difficulties
 - following efficiently the school systems for accurate recording and monitoring of attendance and punctuality

See Appendix 2 for a copy of our draft Attendance Policy

4.5 Community Engagement

In line with the Equality Act 2010, Cobham Free School will actively seek to develop links with the wider community.

- Close co-operation with the parents and carers of pupils in the school is a given: we expect to involve parents not only in the education of their children, but in the whole community of the school.
- We will actively seek to engage with Leaders within the community, such as religious leaders, councillors, and youth organisation leaders and listen to their ideas and comments.
- We will aim to forge links and partnerships with local organisations, such as sports clubs, to our mutual advantage.
- We will offer support for local charities through involving the children in annual fund raising events. We will encourage pupils to develop an awareness of those in less fortunate circumstances.
- We will arrange visits to local care homes and special schools, for example, on occasions such as Christmas, or other festivals. Our school choir, orchestra and instrumentalists will have a particular part to play in performing within the community.

- We will consider networking with local schools with the possibility for setting up a hub group for training sessions and the sharing of good practice.
- We will hire out the school premises in the holidays and evenings, where appropriate, to local groups.
- We will help pupils to develop an understanding of other cultures within the community through visits to different places of worship.

Section 5: Evidence of demand and marketing

5.1 Introduction

A demand survey has been carried out in Cobham. This comprised leaflet drops, advertising on local bulletin boards and evidence gathering via the local online parent community, 'Cobham Mums Net'. Interested parents were asked to register details of their children on a web site (<http://www.cobhamfreeschool.org.uk/>) specifically designed for this purpose.

Example of questions parents were asked:

<i>Questions asked in demand survey</i>	<i>Result</i>
Yes, I would definitely include Cobham Free School in the choices for my child if I could.	Evidence of demand
Maybe, I would need more information.	
No, I'm satisfied with our local education provision.	
How many children do you have?	
What are their CURRENT year groups, eg. Reception, Year 4?	Number of children of school age
What are their dates of birth?	Children's dates of birth
What is your postcode?	Postcode
Please give your email address if you would like to be updated on our progress.	Email
Would you be interested in joining the campaign or assisting the school in any capacity? (If you wish, please specify any potential areas of interest)	Support offers

5.2 Evidence of parental demand

An analysis of responses received so far for the two year groups for proposed opening in 2012 is shown below. We also have some evidence of demand for entry in 2013. The following have **expressed a definite interest** in registering at the school.

Based on the evidence of demand captured so far, marketing efforts will include approaching these parents to confirm their demand. This will take the form of an e-mail and a telephone call to each of the registrants.

Reaching Deprived Families

Although Elmbridge Borough is widely considered to be an affluent area there are in fact pockets with a more needy population, such as the **Cobham Fairmile area of deprivation**. As part of our vision we wish to reach out to pupils from more deprived backgrounds and will visit areas with social housing to do leaflet drops and canvas people to make them more aware of our plans.

In addition, we intend to enlist the support of The Elmbridge Housing Trust in promoting The Cobham Free School to their tenants.

Our preferred site will be within easy walking distance of the local housing estate.

5.3 Consultation and equality of opportunity

Consultation

It is the intention of the promoters of the Cobham Free School to prepare a document to be distributed throughout the community as part of a consultation process. The consultation will address issues relating to all aspects of setting up the school, including premises, transport, whether it addresses local need and how it impacts on the community at large.

The consultation process will begin in September and the document will be published on the Cobham Free School website, other parent websites and in hard copy throughout the community including relevant local bodies.

Targeted groups for consultation will include:

- Members of Elmbridge LA in order to take account of the LA's needs and advice.
- Families in the Borough
- Local businesses
- Church groups
- Local residents.
- Nursery groups, playgroups and toddler groups

As part of the process we intend to hold public Consultation Meetings in different parts of the Borough, especially in areas which include social housing, at a time and in a venue that is convenient to local parents.

Feedback

Respondents will be invited to email their feedback to us or to address us in person at the open Consultation Meetings.

We would respond to any feedback to individual messages via email and to the general public via our website or at the Consultation Meetings.

We will approach the DfE for further advice and guidance on the consultation process upon approval of this application.

5.4 Marketing strategy

We intend to use several techniques for raising awareness and for gathering information about potential attendees at the Cobham Free School. These will include, but are not limited to:

-
- Leaflet drops (especially in disadvantaged areas)
- Website
- E-mails to all website respondents
- Advertising (local papers, websites)
- Posters (in local shops)
- Business cards for promoters
- Regular contact with members of the LA
- Approach all nursery schools within the Borough
- Approach faith groups
- Approach community groups (Rainbows, Beavers, Brownies, Cubs, Guides, Scouts, youth groups, music groups, Saturday lesson groups, sports leagues, etc)
- Seek sponsorship from local businesses, sports clubs, shops, etc
- Write articles (with photographs) in local and national papers and magazines
- Social networking websites

Marketing plan

Constant attention must be paid to all of the components of the marketing strategy. However, some of these actions have most impact at different times, so are prioritised as follows:

<i>Month</i>	<i>Priority action</i>	<i>Support action</i>
Sept 2011	Upgrade website	Printing of leaflets and business cards; review housing types in LBR
Oct	Distribute leaflets to houses	Gather information on nursery schools; print posters
Nov	Approach nursery schools with leaflets and posters	Gather information on clubs schools
Dec	Approach clubs for young children with leaflets and posters	Gather information on local retail businesses
Jan 2012	Approach local shops with posters and leaflets	Gather information on local businesses
Feb	Visit local businesses to seek registration and sponsorship	
Mar	Visit local businesses to seek registration and sponsorship	
Apr	Visit local businesses to seek registration and sponsorship	Contact editor of local paper; write article
May	Visit all poster sites	Contact editors of national papers
June	Website relaunch	
July	Advertise – please register	
Aug	Advertise – last chance to register	
Sep	Advertise – thank parents for sending their children to Cobham Free School	

Routine tasks (weekly or monthly) are as follows:

- Update and add to website
- Email respondents to website
- Continue email dialogues
- Deal with postal applications
- Liaise with Local Authority
- Document activities

Section 6: Organisational Capacity and Capability

6.1 Capacity and Capability of the Company

Our proposer group consists of:

- three educationalists
- an administrator;
- a Chartered Engineer with financial qualifications and project management experience
- a commercial and technology professional

Our proposed governing body augments these skill sets and adds some new ones to the mixture, for example, legal, recruiting and property expertise. On balance, we feel that we have, in broad terms, the educational, financial and other skills necessary to set up Cobham Free School. Where particular skill sets are missing, we feel confident in our ability to identify the shortfall and take appropriate action.

The Company Limited by Guarantee

A Company limited by Guarantee was registered on 23rd May 2011. The company number is 07643387 and its name is Nexus Free Schools (Cobham) Ltd. (Ref. Sec.1)

The Memorandum and Articles of Association are appended to this application (see Annex A)

The Directors

The following are directors of the company:

██████████
██████████
██████████
██████████
██████████
██████████

The Proposers

These directors are the proposers of the Cobham Free School and, together, the team shares a range of expertise to guide the school forward. Short biographies of team members exemplify this:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

The Steering Group

Full curriculum vitae of these proposers, who will form the nucleus of our steering group in the pre-opening phase, are appended. (Appendices 3 to 8) Two of these proposers are prepared to work full-time during the pre-opening phase, whilst the others are able to devote a minimum of two days per week to the School.

We will expect to add a Principal designate, a representative from the DfE and a Project Manager to the team during the pre-opening phase.

The Governing Body

We have a strong team of proposed Governors who will add expertise to our steering group and who will offer their services to advise and guide as appropriate.

The proposed governors:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

The Supporters

To supplement the skills of the steering group and to fill any skills gaps we may discover, we have identified a large group of people through our demand survey who have offered pro bono assistance in the project once it has been approved. These include: a local councillor, a barrister, a marketing manager, teachers from the Primary School age range and specialist DT, Art, Music and Mathematics teachers.

6.2 Hiring the Principal Designate

The Principal Designate will share the vision, values, culture and ethos of our school (as outlined in Section 3 of this document.) We will expect a candidate for the post to have an excellent proven track record in education, to be able to commit to providing a quality education to children from all sectors of society, to demonstrate strong relationship management capability and to have the flexibility to see the value of activities beyond the classroom. A more detailed breakdown of the Principal's responsibilities are outlined in the staffing structure section below.

The Hiring Process

We will expect to have the Principal Designate in place by the end of December 2011, in order to gain the maximum lead time for the recruitment of other staff.

Timescale for hiring the Principal Designate

Date	Activity
September 2011	Governors and Trustees meet to agree process of hiring the Principal Designate and formulate job description
October 2011	Adverts placed in Times Educational Supplement and Eteach website
1st week November	Closing date for applications
3rd week November	First round interviews with member of interim Governing Body and Trustees.
1 st week December	Second round interviews with members of interim Governing Body and Trustees. Appointment made
3 rd week December	Appointment process complete

Pre-opening responsibilities of the Principal Designate

The Principal Designate will be expected to work with the Trustees and Governing Body to set in place the staffing and resourcing structure for the opening of Cobham Free School in September 2011. This will include:

- Recruitment of staff
- Identifying resourcing needs and managing the purchase of equipment required for opening
- Formulating policies and plans, timetabling, organising the calendar of events for the academic year and setting in place the structure of the school day
- Helping to support the Governors and Trustees in promoting the School within the community and to prospective parents

6.3 Governance

As outlined in 6.1 we already have a substantial pool of experienced professionals from which to draw our Interim Governing Body to appoint the Principal Designate and to steer us through to the opening of the School. The Governing Body in place after the opening of the School will comprise twelve members, plus ad-hoc co-optees for special purposes. It is expected that it will include: some members of the Trust; some members of the Interim Governing Body; the Principal of the School; two Parent Governors and representatives from the Local Community. Additionally, there will be an appointed clerk to the Governing Body who will have accredited training for the role.

Criteria for selecting our governors will include:

- sympathy with the ethos of our school
- balance of skill sets
- access to resources and expertise external to the School
- amount of time available to commit to the School
- availability to attend meetings
- willingness to attend NGA training courses

We expect that the range and level of skills and capabilities needed to oversee the management of a school of 160 pupils will be readily available, given the calibre and professional experience of our proposed Governors. Four of our proposed Governors already have Governing Body experience.

In terms of time commitment, it is expected that the Governor's will meet twice a month during the set-up stage. The Trustees will meet on a weekly basis.

Pre-opening responsibilities

Prior to the opening of the School the primary roles of the Interim Governing Body will be to:

- Recruit the Principal Designate
- Oversee the setup of the School
- Create the model, meetings schedules, and policies that it will follow after the opening of the School.
- Meet on a twice monthly basis

Post-Opening responsibilities

As in most schools, the Governing Body will have the responsibility for the strategic direction of the School. Members will set the overall direction, monitor and evaluate performance and determine key policies.

6.4 Financial Oversight

We will appoint an experienced Financial Manager on a part-time basis (2-3 days per week) to oversee the pre-opening phase and start up. The Financial Manager will initially report to the Interim Governing Body, and then to the Principal Designate once this appointment has been made. The Principal Designate will be accountable to the Governing Body for the financial management of the School.

The Financial Manager will be retained on a part-time basis upon the opening of the School.

The Financial Manager will be responsible for:

- Compiling the School's on-going financial plans
- Compiling the annual budget and managing the annual audit; publishing the annual report and accounts; valuing the School's assets; accounting for VAT; approving salary levels; approving expenditure plans
- Securing appropriate financial IT systems
- Setting standards for strong financial management
- Ensuring that effective financial systems are in place from the pre-opening phase onwards.

6.5 Leadership and staffing

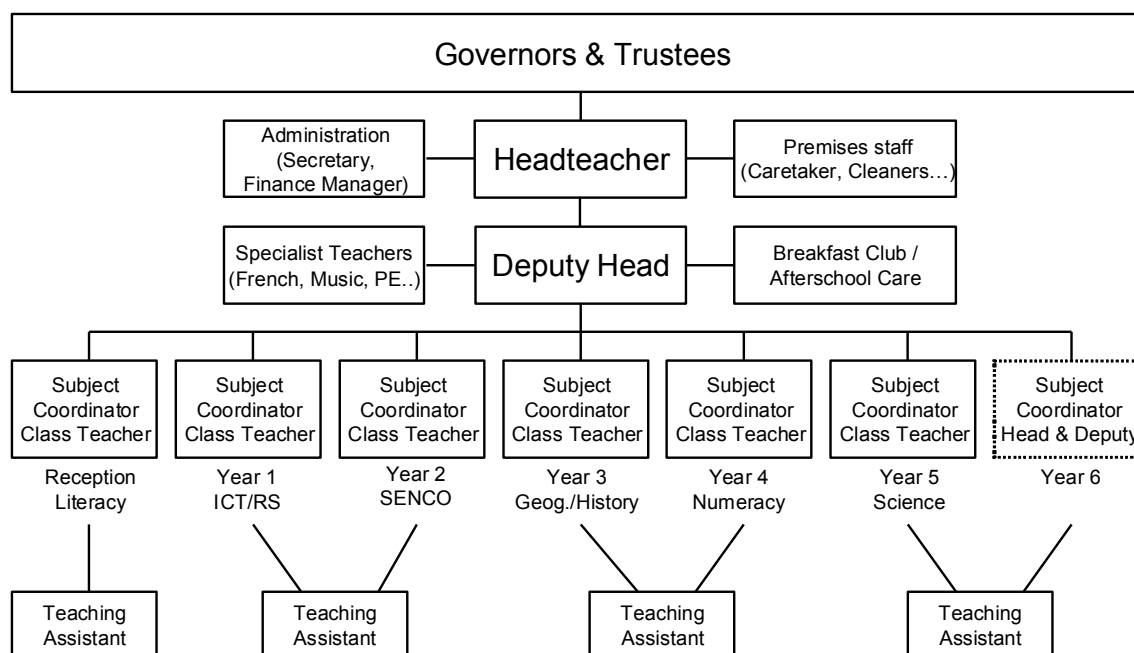
The Principal Designate will be supported by a Deputy Head Teacher in the management of a team of subject coordinators (class teachers), teaching assistants, subject specialists and administrative staff.

It is envisaged that the Principal Designate will be involved with the delivery of 0.25 of a teaching timetable and the Deputy Head with teaching 0.75 of a timetable. This will allow time for other leadership responsibilities to be fulfilled.

Outlined below is the structure for staffing requirements as the school increases in capacity:

Staff	2012/13 Yr 1 & 2	2013/14 Rec – Yr3	2014/15 Rec – Yr4	2015/16 Rec – Yr5	2016/17 Rec – Yr6
Headteacher (Principal)	1	1	1	1	1
Deputy Head	1	1	1	1	1
Subject Coordinators (Class teachers)	1	3	4	5	6
Teaching Assistants	1	3	4	4	4
Specialist Music	0.3	0.5	0.5	0.5	0.8
Specialist French	0	0.2	0.5	0.5	0.5
Physical Education	0.5	0.5	1	1	1.5
Secretary	0.5	0.5	1	1	1
Financial Manager	0.4	0.4	0.4	0.4	0.4
Premises Manager	1	1	1	1	1
Cleaner	3 hrs/day	3 hrs/day	3 hrs/day	3 hrs/day	3 hrs/day
Breakfast club / afterschool care	2.5 hr/day (in term)	2.5 hr/day (in term)	2.5 hr/day (in term)	2.5 hr/day (in term)	2.5 hr/day (in term)

Example Organisational Structure



Cobham Free School will have the following staffing structure:

Role	Responsibility
Senior Leadership Team	Headteacher (Principal) teaching 0.25 timetable Deputy Head teaching 0.75 timetable
Subject Coordinators	Class teachers with an expertise in a particular field teaching a full timetable of 36 lessons. It is envisaged that all staff will have responsibility for one area of learning, helping to promote their professional development and supporting the Nexus method. One teacher will be designated as SENCO
Specialist teachers	Music, French, PE - these may be full or part time - see separate table
Teaching Assistants	to support class teachers in their work – full time
Breakfast club and after school care	Part time - 2.5 hours x 5 days a week
Administrative staff	Secretary - part time, growing to full time once school nears capacity Financial Manager - part time
Premises management	Care taker, cleaning staff & caterers

The Senior Leadership Team

The Principal Designate

- The Principal Designate will be known as the Headteacher
- It is the role of the Headteacher to deliver the vision of the Trustees and Governors at Cobham Free School. The Headteacher will be expected to:
 - provide the professional leadership to maintain the schools success and to ensure high quality education for all its pupils and continue to raise standards of achievement.
 - actively promote the aims of the school through implementation of the policies of the Trustees and Governing body
 - manage the resources and building so as to promote and secure the achievement of both pupils and staff.
 - support an environment in which staff and pupils are enabled to achieve their full potential.

The Headteacher will be responsible for all aspects of:

Teaching and Learning:

- ensuring a broad and balanced curriculum is delivered in line with the Nexus Approach
- putting monitoring strategies into place
- promoting the effective management of pupil behaviour
- ensuring there is effective assessment in place
- encouraging new developments in curriculum planning
- teaching 0.25 timetable

Leading and Managing Staff:

- recruiting staff
- managing the performance of staff and putting into place an effective appraisal and staff development policy
- promoting an environment for good working relationships where excellent practice can be shared
- encouraging new initiatives and motivating staff to be creative in their approaches to teaching

Effective use of resources:

- preparing an annual budget to allow the school to fulfil its objectives
- managing and organising accommodation effectively and seeking to secure adequate resources for the school
- helping to ensure value for money

Accountability

- working closely with Trustees and Governors to ensure a positive relationship

- ensuring parents and pupils are well informed about curriculum attainment and progress
- developing good relationships between the school and the local community

The Deputy Head

The Deputy Head will be responsible for:

- assisting the Headteacher in delivering the vision set out by the Trustees and Governors
- assisting the Headteacher in providing professional leadership for the school, maintaining a productive, disciplined learning environment.
- assisting the Headteacher in the management, organisation and administration of the school
- deputising for the Headteacher whenever the Headteacher is not in school.
- teaching a timetable of 0.75 and be responsible for one class
- accountability to the Headteacher.

The Subject Coordinators Role (Class Teachers)

Class teachers will be hired on the basis of having an expertise in a particular field. Teachers will act as subject coordinators, supporting their colleagues in the teaching of their area and developing the curriculum. Subject coordinators will have appropriate training to keep up to date with new teaching approaches within their specialist field. It will be the job of the coordinators to liaise and ensure that links within the curriculum are developed where possible, thus putting the Nexus approach into practice. Subject coordinators will have responsibility for a class and be expected to teach across a range of general subjects in the school day.

Class teachers will need to be prepared to share in the delivery of activities beyond the classroom.

Class teachers must be willing to take part in Continuous Professional Development programmes to keep their skills up to date with developments in pedagogy. We need, for example, those who actively support new technology and ideas, and who are not afraid to learn from their pupils in the use thereof.

Teachers must be creative and innovative, able to work as an individual but also able to share ideas and work collaboratively with colleagues.

Teaching Assistants will support teachers in their work and help with playground duties and all aspects of welfare.

All full time teachers will work a basic working week of 36 hours. The school is committed to devoting resources to its *Nexus Method of Teaching and Learning*, so time will need to be allocated for this. There also needs to be time for marking and other lesson preparation. Finally, there needs to be time for outside classroom activities. Thus a typical week might be broken down as follows:

Lessons (36 x 30 minutes)	18 hours
Preparation/marking/staff meetings	6.5 hours
Assembly	2.5 hours
Outside Classroom activities	2.5 hours
Nexus Curriculum Planning	4 hours
Form/registration	2.5 hours

Specialist Teachers

Specialist subject teachers will be expected to teach their subject to whole classes or whole year groups (PE and Games.) They will not have a class but will be expected to undertake afterschool activities and lunch clubs.

Staff Recruitment

The Hiring Process

The hiring of staff will be the responsibility of the Principal Designate in collaboration with The Trustees and Governing Body. We will search for high calibre, experienced members of staff, who will be committed to our vision and ethos.

- Adverts with job descriptions will be displayed on our website from the end of January 2012
- There will be advertisements in publications such as The Times Educational Supplement and online through the Eteach website
- We will be seeking a diverse range of staff, yet our process will be non-discriminatory, regardless of candidates' ethnic status, age or gender
- The recruitment process will include interviews with members of The Governing Body and The Principal Designate

Section 7: Premises

Possible site options

Our search to date

We have been using the services of a property analyst to search for possible premises which would be most suited to the setting up of a school.

We have networked within the Cobham community to investigate possible options, particularly regarding the [REDACTED] site. We have been in contact with figures from Cobham Heritage Association and have attended an open meeting for local residents where we spoke informally to the Envisage representative. (Envisage is a group which has been set up to gather information on the views and aspirations of the local community.)

We have been liaising with [REDACTED] on a regular basis. The two possibilities we have considered so far have been:

1. The Cobham Police Station, [REDACTED], Cobham which had plans to close in April 2011. This is our preferred site and details are set out below.
2. Old School Site, [REDACTED], Cobham. This was gifted for educational use and has been used by the local authority for such purposes until recently. It now stands empty and derelict and has been the cause of much controversy within the local community. The local authority are negotiating to sell it off to a private developer, but this is not a popular decision with Cobham residents hence there are now plans for allocation of space for community use.

Details of our preferred site

Our preferred site is the **Cobham Police Station**

Address:

[REDACTED]
Cobham
Surrey
[REDACTED]

Current owners: Surrey Police

Current use:

This site has been used by Cobham Police Service who had plans to vacate the premises in April 2011. We believe it is currently vacant and due to be sold off by Surrey Police, but have not been able to view the site as yet.

Suitability:

We consider this to be an ideal location for Cobham Free School for a number of reasons:

- It is not a large site but one that could be compatible for a small primary school with one form entry, at least until The Cobham Free School expands its numbers.
- It is close to the local social housing estates in the Cobham Fairmile area and so is an ideal location for pupils from more deprived families who will be able to walk to school.
- It is very central to Cobham and has access to good public transport links (bus service.)
- It has a number of playing fields nearby which could possibly be used for PE and Games lessons. The school plans to buy a minibus to transport pupils if necessary.
- [REDACTED] tells us that she is aware of the property and we have requested that she checks its suitability.

Section 8 – Initial costs and financial viability

Summary

The financial viability of the Cobham Free School is shown in this section 8 within 3 separate models, based on the DfE template:

- Base case financial model
- Sensitivity: 90% of base case pupil numbers and 90% of base case FSM
- Sensitivity: 50% reduction in base case expected voluntary contributions

For each of these models the revenue and cost assumptions have been shown in the assumptions sheet of the model.

For the most part, the cost assumptions are pro-rata figures based on the Middle Deemed Primary School (326 pupils, 16 teachers) benchmark figures provided via the DfE benchmarking website.

Financial management

Although the financial plan demonstrates that the School is both viable and sustainable, and offers good value to the tax payer, there is considerable work that needs to be done to ensure that income always exceeds costs. To achieve this there are 3 financial responsibilities which need to be recognised:

Responsibility	Responsible group
Financial strategy	Trustees
Financial processes and reporting	Governing Body
Financial operations	Principal and SMT

Financial strategy

The trustees will set the goals for the School, including taking investment decisions. As the recipient of funds from the DfE the trustees are responsible for ensuring that those funds are spent wisely.

Financial processes

The Governing Body will set out the processes to be followed, the reports to be delivered and the frequency of reporting. It will also choose the financial management software to be used to store data, undertake bookkeeping and carry out forecasting. The Governing Body will need to set up a Finance Committee to manage this task.

Financial operations

It is the responsibility of the Finance Manager (Bursar), reporting to the Principal, to operate the processes and to conduct reporting. The bursar's role is part time, as it is expected that this role would suit an accountant either at the end of his/her career with a company, or seeking a portfolio of part time jobs. The bursar will be required to enter every item of cost and income into the chosen software, to manage payroll, to generate reports in a timely manner and to ensure that these tasks are performed correctly.

Success criteria

The financial plan shows that there is a permanent cumulative surplus, and an operational surplus from the year the School is full (in 2017/18).

Cobham Free School represents value for money for the taxpayer. There is a clear vision for the school that is embodied in the financial plan, and sensitivity analyses have been carried out to ensure that this ethos can be delivered, even if pupil levels take longer to achieve than expected. The School will fulfil the need, clearly identified during the demand survey, for additional school places to be made available in the Borough.

Cobham Free School will also be sustainable. The operating budget is balanced by the time the School is full and the sensitivity analysis shows that the School can continue even in times of financial adversity. Supported by the dedication and passion of the promoters and senior staff, this indicates a School which is genuinely aimed at long term operation.

Name of Proposed School	Cobham Free School (90% Sensitivity Model)
Local Authority Area	Surrey
Proposed Opening Date	September 2012
Type of School	Primary

Name of Proposed School	Cobham Free School
Local Authority Area	Surrey
Proposed Opening Date	September 2012
Type of School	Primary

Cobham Free School

Appendices

Appendix 1 Area Education Overview.xls

EL Elmbridge

FINAL DRAFT Nov 2010 Education Area Overview - January 2011

All Births	Births projected using Fertility trend and ONS female population projections															from	2008
School Year	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010		
All Elmbridge Births	1528	1581	1584	1513	1475	1467	1502	1540	1603	1698	1759	1780	1768	1794	1833		

School Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Elmbridge 4+ Demand	1165	1209	1236	1297	1363	1370	1405	1442	1480	1501	1518
Elmbridge 11+ Demand	834	806	817	809	815	849	807	808	834	847	876

Primary Completions & Permissions from EBC.Trajectory from EBC's "Elmbridge Housing Forecast".

EL Elmbridge

	Year	PAN	1Pref	Spare	%	YR	Y1	Y2	I	JunP	JSpar	Y3	Y4	Y5	Y6	J	Total	Cap	Surplus	%
2004/2005	2004	1258	1174	75	6.0	1183	1212	1216	3611	1124	49	1075	1062	1050	1040	4227	7838	8583	745	8.7
2005/2006	2005	1266	1230	101	8.0	1165	1178	1213	3556	1145	-23	1168	1080	1058	1047	4353	7909	8646	737	8.5
2006/2007	2006	1262	1258	53	4.2	1209	1144	1166	3519	1145	-43	1188	1147	1068	1041	4444	7963	8646	683	7.9
2007/2008	2007	1262	1411	26	2.1	1236	1217	1145	3598	1211	86	1125	1177	1130	1043	4475	8073	8646	573	6.6
2008/2009	2008	1262	1378	-35	-2.8	1297	1244	1195	3736	1219	124	1095	1108	1155	1117	4475	8211	8646	435	5
2009/2010	2009	1262	1478	-101	-8.0	1363	1283	1232	3878	1215	59	1156	1101	1091	1150	4498	8376	8666	290	3.3
2010/2011	2010	1322	1483	-48	-3.6	1370	1374	1276	4020	1217	49	1168	1143	1084	1072	4467	8487	8716	229	2.6
2011/2012	2011	1342	1534	-63	-4.7	1405	1374	1361	4140	1215	0	1215	1161	1126	1074	4576	8716	8766	50	0.6
2012/2013	2012	1342		-100	-7.5	1442	1405	1358	4205	1215	-93	1308	1205	1143	1113	4769	8974	8796	-178	-2
2013/2014	2013	1342		-138	-10.3	1480	1441	1388	4309	1275	-31	1306	1298	1184	1130	4918	9227	8796	-431	-4.9
2014/2015	2014	1342		-159	-11.8	1501	1480	1424	4405	1245	-77	1322	1297	1275	1170	5064	9469	8796	-673	-7.7
2015/2016	2015	1342		-176	-13.1	1518	1499	1462	4479	1245	-111	1356	1312	1274	1260	5202	9681	8796	-885	-10.1
2016/2017	2016	1342		-178	-13.3	1520	1515	1479	4514	1245	-145	1390	1344	1287	1257	5278	9792	8796	-996	-11.3
2017/2018	2017	1342		-188	-14.0	1530	1517	1495	4542	1245	-164	1409	1377	1319	1270	5375	9917	8796	-1121	-12.7
2018/2019	2018	1342		-199	-14.8	1541	1527	1497	4565	1245	-178	1423	1396	1350	1302	5471	10036	8796	-1240	-14.1
2019/2020	2019	1342		-205	-15.3	1547	1538	1507	4592	1245	-180	1425	1410	1369	1333	5537	10129	8796	-1333	-15.2
2020/2021	2020	1342		-216	-16.1	1558	1544	1518	4620	1245	-190	1435	1412	1383	1352	5582	10202	8796	-1406	-16

NB future PANs are subject to change

Secondary Forecast

EL Elmbridge

	Year	PAN	1Pref	Spare	%	Y7	Y8	Y9	Y10	Y11	Total	Cap	Surplus	%
2005/2006	2005	835	965	1	0.1	834	842	841	864	793	4174	4115	-59	-1.4
2006/2007	2006	805	1010	-1	-0.1	806	834	831	823	843	4137	4150	13	0.3
2007/2008	2007	805	976	-12	-1.5	817	797	807	822	798	4041	4035	-6	-0.1
2008/2009	2008	805	935	-4	-0.5	809	809	783	804	806	4011	4025	14	0.3
2009/2010	2009	840	956	25	3.0	815	811	799	780	801	4006	4200	194	4.6
2010/2011	2010	840	944	-9	-1.1	849	806	813	814	775	4057	4200	143	3.4
2011/2012	2011	840	950	33	3.9	807	848	803	820	809	4087	4200	113	2.7
2012/2013	2012	840		32	3.8	808	806	843	809	814	4080	4200	120	2.9
2013/2014	2013	840		6	0.7	834	805	800	847	802	4088	4200	112	2.7
2014/2015	2014	840		-7	-0.8	847	830	799	804	840	4120	4200	80	1.9
2015/2016	2015	840		-36	-4.3	876	843	824	803	797	4143	4200	57	1.4
2016/2017	2016	840		-102	-12.1	942	871	836	827	796	4272	4200	-72	-1.7
2017/2018	2017	840		-98	-11.7	938	935	862	839	818	4392	4200	-192	-4.6
2018/2019	2018	840		-108	-12.9	948	931	925	864	830	4498	4200	-298	-7.1
2019/2020	2019	840		-132	-15.7	972	941	921	927	855	4616	4200	-416	-9.9
2020/2021	2020	840		-155	-18.5	995	964	931	923	917	4730	4200	-530	-12.6

NB future PANs are subject to change

Total number of secondary Schools	4	Esher Church of England High	EL	0
Number of Secondary Areas	1	Heathside	EL	0
		Hinchley Wood	EL	0
		Rydens	EL	0
				0
				0
				0

Appendix 1 Area Education Overview.xls

Secondary

0

Completions & Permissions from EBC.Trajectory from EBC's "Elmbridge Housing Forecast".

ELs1

ELs1	Year	PAN	1pref	Spare	%	Y7	Y8	Y9	Y10	Y11	Total	Cap	Surplus	%
2005/2006	2005	835	965	1	0.1	834	842	841	864	793	4174	4115	-59	-1.4
2006/2007	2006	805	1010	-1	-0.1	806	834	831	823	843	4137	4150	13	0.3
2007/2008	2007	805	976	-12	-1.5	817	797	807	822	798	4041	4035	-6	-0.1
2008/2009	2008	805	935	-4	-0.5	809	809	783	804	806	4011	4025	14	0.3
2009/2010	2009	840	956	25	3.0	815	811	799	780	801	4006	4200	194	4.6
2010/2011	2010	840	944	-9	-1.1	849	806	813	814	775	4057	4200	143	3.4
2011/2012	2011	840	950	33	3.9	807	848	803	820	809	4087	4200	113	2.7
2012/2013	2012	840	0	32	3.8	808	806	843	809	814	4080	4200	120	2.9
2013/2014	2013	840	0	6	0.7	834	805	800	847	802	4088	4200	112	2.7
2014/2015	2014	840	0	-7	-0.8	847	830	799	804	840	4120	4200	80	1.9
2015/2016	2015	840	0	-36	-4.3	876	843	824	803	797	4143	4200	57	1.4
2016/2017	2016	840	0	-102	-12.1	942	871	836	827	796	4272	4200	-72	-1.7
2017/2018	2017	840	0	-98	-11.7	938	935	862	839	818	4392	4200	-192	-4.6
2018/2019	2018	840	0	-108	-12.9	948	931	925	864	830	4498	4200	-298	-7.1
2019/2020	2019	840	0	-132	-15.7	972	941	921	927	855	4616	4200	-416	-9.9
2020/2021	2020	840	0	-155	-18.5	995	964	931	923	917	4730	4200	-530	-12.6

NB future PANs are subject to change

Secondary Schools

Esher Church of England High
 Heathside
 Hinchley Wood
 Rydens

Secondary

0

Completions & Permissions from EBC.Trajectory from EBC's "Elmbridge Housing Forecast".

ELs2

ELs2	Year	PAN	1pref	Spare	%	Y7	Y8	Y9	Y10	Y11	Total	Cap	Surplus	%
2005/2006	2005	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2006/2007	2006	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2007/2008	2007	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2008/2009	2008	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2009/2010	2009	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2010/2011	2010	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2011/2012	2011	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2012/2013	2012	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2013/2014	2013	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2014/2015	2014	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2015/2016	2015	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2016/2017	2016	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2017/2018	2017	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2018/2019	2018	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2019/2020	2019	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2020/2021	2020	0	0	0	0.0	0	0	0	0	0	0	0	0	0

NB future PANs are subject to change

Secondary Schools

Appendix 1 Area Education Overview.xls

Secondary

0

Completions & Permissions from EBC. Trajectory from EBC's "Elmbridge Housing Forecast".

ELs3

ELs3	Year	PAN	1pref	Spare	%	Y7	Y8	Y9	Y10	Y11	Total	Cap	Surplus	%
2005/2006	2005	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2006/2007	2006	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2007/2008	2007	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2008/2009	2008	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2009/2010	2009	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2010/2011	2010	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2011/2012	2011	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2012/2013	2012	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2013/2014	2013	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2014/2015	2014	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2015/2016	2015	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2016/2017	2016	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2017/2018	2017	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2018/2019	2018	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2019/2020	2019	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2020/2021	2020	0	0	0	0.0	0	0	0	0	0	0	0	0	0

NB future PANs are subject to change

Secondary Schools

Secondary

0

Completions & Permissions from EBC. Trajectory from EBC's "Elmbridge Housing Forecast".

ELs4

ELs4	Yr	PAN	1pref	Spare	%	Y7	Y8	Y9	Y10	Y11	Total	Cap	Surplus	%
2005/2006	2005	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2006/2007	2006	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2007/2008	2007	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2008/2009	2008	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2009/2010	2009	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2010/2011	2010	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2011/2012	2011	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2012/2013	2012	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2013/2014	2013	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2014/2015	2014	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2015/2016	2015	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2016/2017	2016	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2017/2018	2017	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2018/2019	2018	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2019/2020	2019	0	0	0	0.0	0	0	0	0	0	0	0	0	0
2020/2021	2020	0	0	0	0.0	0	0	0	0	0	0	0	0	0

NB future PANs are subject to change

Secondary Schools

Appendix 1 Area Education Overview.xls

Births Elmbridge		Births projected using Fertility trend and ONS female population projections															from 2008	
School Year		1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010		
All Elmbridge Births		1528	1581	1584	1513	1475	1467	1502	1540	1603	1698	1759	1780	1768	1794	1833		
EL1P	Moleseys	230	226	227	223	210	202	206	209	234	227	234	245	248	254	260		

Completions & Permissions from EBC.Trajectory from EBC's "Elmbridge Housing Forecast".

EL1P Moleseys		0																			
Year	PAN	1pref	Spare	%	YR	Y1	Y2	I	JunP	JSpar	Y3	Y4	Y5	Y6	J	Total	Cap	Surplus	%		
2004/2005	2004	194	208	3	1.5	191	179	202	572	229	57	172	186	182	182	722	1294	1422	128	9	
2005/2006	2005	194	176	24	12.4	170	187	184	541	210	-12	222	174	183	180	759	1300	1410	110	7.8	
2006/2007	2006	190	181	11	5.8	179	171	185	535	210	6	204	213	165	178	760	1295	1410	115	8.2	
2007/2008	2007	190	183	10	5.3	180	178	171	529	214	6	208	201	213	162	784	1313	1410	97	6.9	
2008/2009	2008	190	207	-1	-0.5	191	177	175	543	214	48	166	196	192	206	760	1303	1410	107	7.6	
2009/2010	2009	190	223	-15	-7.9	205	189	170	564	210	10	200	166	196	186	748	1312	1430	118	8.3	
2010/2011	2010	190	237	-12	-6.3	202	206	188	596	210	27	183	202	168	195	748	1344	1450	106	7.3	
2011/2012	2011	210	236	0	0.0	210	201	202	613	210	10	200	181	200	165	746	1359	1470	111	7.6	
2012/2013	2012	210		-5	-2.4	215	209	197	621	210	-5	215	197	180	196	788	1409	1470	61	4.1	
2013/2014	2013	210		-11	-5.2	221	214	205	640	210	0	210	212	195	176	793	1433	1470	37	2.5	
2014/2015	2014	210		-16	-7.6	226	220	210	656	210	-8	218	207	210	191	826	1482	1470	-12	-0.8	
2015/2016	2015	210		-20	-9.5	230	224	216	670	210	-13	223	215	205	205	848	1518	1470	-48	-3.3	
2016/2017	2016	210		-20	-9.5	230	228	219	677	210	-19	229	219	212	200	860	1537	1470	-67	-4.6	
2017/2018	2017	210		-21	-10.0	231	228	223	682	210	-23	233	225	216	207	881	1563	1470	-93	-6.3	
2018/2019	2018	210		-21	-10.0	231	229	223	683	210	-27	237	229	222	211	899	1582	1470	-112	-7.6	
2019/2020	2019	210		-23	-11.0	233	229	224	686	210	-27	237	233	226	217	913	1599	1470	-129	-8.8	
2020/2021	2020	210		-23	-11.0	233	231	224	688	210	-28	238	233	230	221	922	1610	1470	-140	-9.5	

Moleseys NB future PANs are subject to change
 Chandlers Field St Lawrence CE (A) Junior East Molesey 0
 Hurst Park Orchard (The) (Inf) 0
 St Alban's Catholic 0 0

Births EL Elmbridge		Births projected using Fertility trend and ONS female population projections															from 2008	
School Year		1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010		
All Elmbridge Births		1528	1581	1584	1513	1475	1467	1502	1540	1603	1698	1759	1780	1768	1794	1833		
EL2P	Dittons & Weston Green	280	266	287	290	270	272	293	292	285	299	313	306	301	308	317		

EL2P Dittons & Weston Green		0																			
Year	PAN	1pref	Spare	%	YR	Y1	Y2	I	JunP	JSpar	Y3	Y4	Y5	Y6	J	Total	Cap	Surplus	%		
2004/2005	2004	300	303	18	6.0	282	293	292	867	275	26	249	245	264	226	984	1851	2030	179	8.8	
2005/2006	2005	300	306	28	9.3	272	283	291	846	285	-8	293	250	249	261	1053	1899	2040	141	6.9	
2006/2007	2006	300	308	9	3.0	291	270	284	845	285	-5	290	287	249	234	1060	1905	2040	135	6.6	
2007/2008	2007	300	330	21	7.0	279	293	269	841	285	5	280	282	280	243	1085	1926	2040	114	5.6	
2008/2009	2008	300	336	-1	-0.3	301	283	294	878	285	18	267	269	273	279	1088	1966	2040	74	3.6	
2009/2010	2009	300	396	-39	-13.0	339	300	276	915	285	2	283	267	268	272	1090	2005	2040	35	1.7	
2010/2011	2010	300	347	-28	-9.3	328	349	295	972	285	18	267	279	259	261	1066	2038	2040	2	0.1	
2011/2012	2011	300	359	-21	-7.0	321	332	344	997	285	-2	287	262	273	256	1078	2075	2040	-35	-1.7	
2012/2013	2012	300		-29	-9.7	329	325	327	981	285	-49	334	281	256	269	1140	2121	2040	-81	-4	
2013/2014	2013	300		-38	-12.7	338	333	320	991	285	-33	318	327	274	253	1172	2163	2040	-123	-6	
2014/2015	2014	300		-41	-13.7	341	342	328	1011	285	-26	311	312	319	270	1212	2223	2040	-183	-9	
2015/2016	2015	300		-44	-14.7	344	345	337	1026	285	-34	319	305	304	315	1243	2269	2040	-229	-11.2	
2016/2017	2016	300		-45	-15.0	345	348	340	1033	285	-42	327	312	297	300	1236	2269	2040	-229	-11.2	
2017/2018	2017	300		-48	-16.0	348	349	343	1040	285	-45	330	320	304	293	1247	2287	2040	-247	-12.1	
2018/2019	2018	300		-51	-17.0	351	352	344	1047	285	-48	333	323	312	300	1268	2315	2040	-275	-13.5	
2019/2020	2019	300		-52	-17.3	352	355	347	1054	285	-49	334	326	315	308	1283	2337	2040	-297	-14.6	
2020/2021	2020	300		-56	-18.7	356	356	350	1062	285	-52	337	327	318	311	1293	2355	2040	-315	-15.4	

Dittons & Weston Green NB future PANs are subject to change
 Cranmere County Long Ditton St Mary's CE (A) Jun Thames Ditton Junior
 Hinchley Wood County St Paul's Catholic Primary Thames Ditton 0
 Long Ditton Infant and Nursery Thames Ditton Infant 0

Appendix 1 Area Education Overview.xls

Births	EL	Elmbridge	Births projected using Fertility trend and ONS female population projections														from	2008
School Year	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010			
All Elmbridge Births	1528	1581	1584	1513	1475	1467	1502	1540	1603	1698	1759	1780	1768	1794	1833			
EL3P	Esher & Claygate	150	145	152	155	136	141	146	146	147	166	165	159	163	167			

Completions & Permissions from EBC.Trajectory from EBC's "Elmbridge Housing Forecast".

EL3P	Esher & Claygate																				0
	Year	PAN	1pref	Spare	%	YR	Y1	Y2	I	JunP	JSpar	Y3	Y4	Y5	Y6	J	Total	Cap	Surplu	%	
2004/2005	2004	120	113	7	5.8	113	128	106	347	90	2	88	89	90	79	346	693	840	147	17.5	
2005/2006	2005	120	114	0	0.0	120	113	130	363	120	17	103	89	88	88	368	731	840	109	13	
2006/2007	2006	120	131	0	0.0	120	115	114	349	120	-15	135	103	87	87	412	761	840	79	9.4	
2007/2008	2007	120	166	0	0.0	120	120	116	356	120	13	107	129	104	83	423	779	840	61	7.3	
2008/2009	2008	120	132	0	0.0	120	120	119	359	120	5	115	114	132	99	460	819	840	21	2.5	
2009/2010	2009	120	148	-11	-9.2	131	120	120	371	120	0	120	116	106	130	472	843	840	-3	-0.4	
2010/2011	2010	150	127	32	21.3	118	137	119	374	120	2	118	115	110	103	446	820	840	20	2.4	
2011/2012	2011	120	139	-3	-2.5	123	120	136	379	120	2	118	119	111	107	455	834	840	6	0.7	
2012/2013	2012	120		-6	-5.0	126	125	119	370	120	-15	135	119	115	108	477	847	840	-7	-0.8	
2013/2014	2013	120		-9	-7.5	129	128	124	381	150	32	118	136	115	111	480	861	840	-21	-2.5	
2014/2015	2014	120		-11	-9.2	131	131	127	389	120	-3	123	119	131	111	484	873	840	-33	-3.9	
2015/2016	2015	120		-12	-10.0	132	133	130	395	120	-6	126	124	115	127	492	887	840	-47	-5.6	
2016/2017	2016	120		-13	-10.8	133	134	132	399	120	-9	129	127	120	111	487	886	840	-46	-5.5	
2017/2018	2017	120		-13	-10.8	133	135	133	401	120	-11	131	130	123	116	500	901	840	-61	-7.3	
2018/2019	2018	120		-14	-11.7	134	135	134	403	120	-12	132	132	125	119	508	911	840	-71	-8.5	
2019/2020	2019	120		-15	-12.5	135	136	134	405	120	-13	133	133	127	121	514	919	840	-79	-9.4	
2020/2021	2020	120		-16	-13.3	136	137	135	408	120	-13	133	134	128	123	518	926	840	-86	-10.2	

Esher & Claygate NB future PANs are subject to change

Claygate	0	0
Esher Church (A)	0	0
0	0	0

Births	EL	Elmbridge	Births projected using Fertility trend and ONS female population projections														from	2008
School Year	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010			
All Elmbridge Births	1528	1581	1584	1513	1475	1467	1502	1540	1603	1698	1759	1780	1768	1794	1833			
EL4P	Walton & Hersham	476	457	477	479	462	474	430	442	448	470	490	525	542	556	569		

EL4P	Walton & Hersham																				0
	Year	PAN	1pref	Spare	%	YR	Y1	Y2	I	JunP	JSpar	Y3	Y4	Y5	Y6	J	Total	Cap	Surplus	%	
2004/2005	2004	324	270	13	4.0	311	315	315	941	204	-54	258	236	217	242	953	1894	2022	128	6.3	
2005/2006	2005	330	326	18	5.5	312	310	309	931	204	-26	230	258	235	214	937	1868	2070	202	9.8	
2006/2007	2006	330	309	9	2.7	321	305	308	934	204	-35	239	227	259	235	960	1894	2070	176	8.5	
2007/2008	2007	330	364	-7	-2.1	337	326	307	970	264	44	220	245	217	250	932	1902	2070	168	8.1	
2008/2009	2008	330	361	-31	-9.4	361	339	311	1011	270	30	240	207	240	221	908	1919	2070	151	7.3	
2009/2010	2009	330	359	-8	-2.4	338	356	333	1027	270	37	233	237	207	242	919	1946	2070	124	6	
2010/2011	2010	360	357	-2	-0.6	362	331	352	1045	270	-7	277	228	233	203	941	1986	2070	84	4.1	
2011/2012	2011	360	389	-29	-8.1	389	359	324	1072	270	-8	278	269	226	234	1007	2079	2070	-9	-0.4	
2012/2013	2012	360		-39	-10.8	399	384	349	1132	270	15	255	268	265	226	1014	2146	2070	-76	-3.7	
2013/2014	2013	360		-50	-13.9	410	394	374	1178	300	26	274	246	264	265	1049	2227	2070	-157	-7.6	
2014/2015	2014	360		-55	-15.3	415	405	383	1203	300	6	294	265	242	264	1065	2268	2070	-198	-9.6	
2015/2016	2015	360		-57	-15.8	417	410	394	1221	300	0	300	283	260	242	1085	2306	2070	-236	-11.4	
2016/2017	2016	360		-57	-15.8	417	411	398	1226	300	-8	308	289	278	259	1134	2360	2070	-290	-14	
2017/2018	2017	360		-59	-16.4	419	411	399	1229	300	-12	312	296	284	277	1169	2398	2070	-328	-15.8	
2018/2019	2018	360		-62	-17.2	422	413	399	1234	300	-12	312	300	290	283	1185	2419	2070	-349	-16.9	
2019/2020	2019	360		-63	-17.5	423	416	401	1240	300	-12	312	300	294	289	1195	2435	2070	-365	-17.6	
2020/2021	2020	360		-65	-18.1	425	417	404	1246	300	-14	314	300	294	293	1201	2447	2070	-377	-18.2	

Walton & Hersham NB future PANs are subject to change

Burhill Community Infant		
Ashley CE (A)	Cardinal Newman Catholic	Walton Oak
Bell Farm Junior	Grovelands (inf)	0

Appendix 1 Area Education Overview.xls

Births EL Elmbridge		Births projected using Fertility trend and ONS female population projections														from 2008	
School Year		1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	
All Elmbridge Births		1528	1581	1584	1513	1475	1467	1502	1540	1603	1698	1759	1780	1768	1794	1833	
EL5P	Weybridge	252	254	249	251	237	217	242	245	249	271	305	305	299	307	314	

Completions & Permissions from EBC.Trajectory from EBC's "Elmbridge Housing Forecast".

EL5P Weybridge		0																		
	Year	PAN	1pref	Spare	%	YR	Y1	Y2	I	JunP	JSpar	Y3	Y4	Y5	Y6	J	Total	Cap	Surplus	%
2004/2005	2004	210	201	13	6.2	197	206	204	607	236	-4	240	226	218	240	924	1531	1587	56	3.5
2005/2006	2005	210	217	12	5.7	198	197	210	605	236	-7	243	240	223	223	929	1534	1590	56	3.5
2006/2007	2006	210	250	1	0.5	209	202	190	601	236	-10	246	241	242	229	958	1559	1590	31	1.9
2007/2008	2007	210	273	-14	-6.7	224	211	196	631	240	3	237	243	237	237	954	1585	1590	5	0.3
2008/2009	2008	210	222	5	2.4	205	230	207	642	240	-3	243	243	241	233	960	1602	1590	-12	-0.8
2009/2010	2009	210	230	-20	-9.5	230	206	237	673	240	-2	242	243	238	244	967	1640	1590	-50	-3.1
2010/2011	2010	210	282	-44	-21.0	254	237	209	700	240	-4	244	241	240	238	963	1663	1620	-43	-2.7
2011/2012	2011	240	269	8	3.3	232	260	240	732	240	0	240	246	238	240	964	1696	1650	-46	-2.8
2012/2013	2012	240		1	0.4	239	237	263	739	240	-36	276	242	243	238	999	1738	1680	-58	-3.5
2013/2014	2013	240		-6	-2.5	246	244	239	729	240	-62	302	278	239	243	1062	1791	1680	-111	-6.6
2014/2015	2014	240		-10	-4.2	250	252	247	749	240	-34	274	304	275	239	1092	1841	1680	-161	-9.6
2015/2016	2015	240		-14	-5.8	254	255	254	763	240	-43	283	276	300	275	1134	1897	1680	-217	-12.9
2016/2017	2016	240		-14	-5.8	254	259	257	770	240	-51	291	285	272	299	1147	1917	1680	-237	-14.1
2017/2018	2017	240		-16	-6.7	256	259	261	776	240	-55	295	293	281	272	1141	1917	1680	-237	-14.1
2018/2019	2018	240		-19	-7.9	259	261	261	781	240	-59	299	297	289	281	1166	1947	1680	-267	-15.9
2019/2020	2019	240		-18	-7.5	258	264	263	785	240	-59	299	301	293	289	1182	1967	1680	-287	-17.1
2020/2021	2020	240		-21	-8.8	261	263	266	790	240	-61	301	301	297	293	1192	1982	1680	-302	-18

Weybridge NB future PANs are subject to change

Cleves (jun) (Ind)	St Charles Borromeo Catholic	0
Manby Lodge Infant	St James CE VC Weybridge	0
Oatlands (inf)	0	0

Births EL Elmbridge		Births projected using Fertility trend and ONS female population projections														from 2008	
School Year		1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	
All Elmbridge Births		1528	1581	1584	1513	1475	1467	1502	1540	1603	1698	1759	1780	1768	1794	1833	
EL6P	Cobham & Oxshott	187	180	189	190	181	172	156	168	178	188	191	213	225	232	236	

EL6P Cobham & Oxshott		0																		
	Year	PAN	1pref	Spare	%	YR	Y1	Y2	I	JunP	JSpar	Y3	Y4	Y5	Y6	J	Total	Cap	Surplus	%
2004/2005	2004	110	79	21	19.1	89	91	97	277	90	22	68	80	79	71	298	575	682	107	15.7
2005/2006	2005	112	91	19	17.0	93	88	89	270	90	13	77	69	80	81	307	577	696	119	17.1
2006/2007	2006	112	79	23	20.5	89	81	85	255	90	16	74	76	66	78	294	549	696	147	21.1
2007/2008	2007	112	95	16	14.3	96	89	86	271	88	15	73	77	79	68	297	568	696	128	18.4
2008/2009	2008	112	120	-7	-6.3	119	95	89	303	90	26	64	79	77	79	299	602	696	94	13.5
2009/2010	2009	112	122	-8	-7.1	120	112	96	328	90	12	78	72	76	76	302	630	696	66	9.5
2010/2011	2010	112	133	6	5.4	106	114	113	333	92	13	79	78	74	72	303	636	696	60	8.6
2011/2012	2011	112	142	-18	-16.1	130	102	115	347	90	-2	92	84	78	72	326	673	696	23	3.3
2012/2013	2012	112		-22	-19.6	134	125	103	362	90	-3	93	98	84	76	351	713	696	-17	-2.4
2013/2014	2013	112		-24	-21.4	136	128	126	390	90	6	84	99	97	82	362	752	696	-56	-8
2014/2015	2014	112		-26	-23.2	138	130	129	397	90	-12	102	90	98	95	385	782	696	-86	-12.4
2015/2016	2015	112		-29	-25.9	141	132	131	404	90	-15	105	109	90	96	400	804	696	-108	-15.5
2016/2017	2016	112		-29	-25.9	141	135	133	409	90	-16	106	112	108	88	414	823	696	-127	-18.2
2017/2018	2017	112		-31	-27.7	143	135	136	414	90	-18	108	113	111	105	437	851	696	-155	-22.3
2018/2019	2018	112		-32	-28.6	144	137	136	417	90	-20	110	115	112	108	445	862	696	-166	-23.9
2019/2020	2019	112		-34	-30.4	146	138	138	422	90	-20	110	117	114	109	450	872	696	-176	-25.3
2020/2021	2020	112		-35	-31.3	147	140	139	426	90	-22	112	117	116	111	456	882	696	-186	-26.7

Cobham & Oxshott NB future PANs are subject to change

St Andrew's CE VC	0	0
St Matthew's CE (A) Inf Downside	0	0
Royal Kent (The) CE VC	0	0

Appendix 1 Area Education Overview.xls

Births EL Elmbridge		Births projected using Fertility trend and ONS female population projections															from 2008	
School Year		1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010		
All Elmbridge Births		1528	1581	1584	1513	1475	1467	1502	1540	1603	1698	1759	1780	1768	1794	1833		
EL7P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		

Completions & Permissions from EBC. Trajectory from EBC's "Elmbridge Housing Forecast".

EL7P		0																			
	Year	PAN	1pref	Spare	%	YR	Y1	Y2	I	JunP	JSpars	Y3	Y4	Y5	Y6	J	Total	Cap	Surplus	%	
2004/2005	2004	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2005/2006	2005	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2006/2007	2006	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2007/2008	2007	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2008/2009	2008	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2009/2010	2009	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010/2011	2010	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011/2012	2011	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2012/2013	2012	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2013/2014	2013	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2014/2015	2014	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2015/2016	2015	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2016/2017	2016	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2017/2018	2017	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2018/2019	2018	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2019/2020	2019	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2020/2021	2020	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

0 NB future PANs are subject to change
 0 0 0
 0 0 0
 0 0 0

Births EL Elmbridge		Births projected using Fertility trend and ONS female population projections															from 2008	
School Year		1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010		
All Elmbridge Births		1528	1581	1584	1513	1475	1467	1502	1540	1603	1698	1759	1780	1768	1794	1833		
EL8P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		

EL8P		0																			
	Year	PAN	1pref	Spare	%	YR	Y1	Y2	I	JunP	JSpars	Y3	Y4	Y5	Y6	J	Total	Cap	Surplus	%	
2004/2005	2004	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2005/2006	2005	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2006/2007	2006	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2007/2008	2007	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2008/2009	2008	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2009/2010	2009	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010/2011	2010	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011/2012	2011	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2012/2013	2012	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2013/2014	2013	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2014/2015	2014	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2015/2016	2015	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2016/2017	2016	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2017/2018	2017	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2018/2019	2018	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2019/2020	2019	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2020/2021	2020	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

0 NB future PANs are subject to change
 0 0 0
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Appendix 1 Area Education Overview.xls

Births EL Elmbridge		Births projected using Fertility trend and ONS female population projections														from 2008	
School Year		1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	
All Elmbridge Births		1528	1581	1584	1513	1475	1467	1502	1540	1603	1698	1759	1780	1768	1794	1833	
EL9P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Completions & Permissions from EBC.Trajectory from EBC's "Elmbridge Housing Forecast".

EL9P		0														0					
	Year	PAN	1pref	Spare	%	YR	Y1	Y2	I	JunP	JSpar	Y3	Y4	Y5	Y6	J	Total	Cap	Surplus	%	
2004/2005	2004	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2005/2006	2005	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2006/2007	2006	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2007/2008	2007	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2008/2009	2008	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2009/2010	2009	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010/2011	2010	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011/2012	2011	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2012/2013	2012	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2013/2014	2013	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2014/2015	2014	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2015/2016	2015	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2016/2017	2016	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2017/2018	2017	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2018/2019	2018	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2019/2020	2019	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2020/2021	2020	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

0 NB future PANs are subject to change
 0 0 0
 0 0 0
 0 0 0

Births EL Elmbridge		Births projected using Fertility trend and ONS female population projections														from 2008	
School Year		1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	
All Elmbridge Births		1528	1581	1584	1513	1475	1467	1502	1540	1603	1698	1759	1780	1768	1794	1833	
EL10P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

EL10P		0														0					
	Year	PAN	1pref	Spare	%	YR	Y1	Y2	I	JunP	JSpar	Y3	Y4	Y5	Y6	J	Total	Cap	Surplus	%	
2004/2005	2004	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2005/2006	2005	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2006/2007	2006	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2007/2008	2007	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2008/2009	2008	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2009/2010	2009	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010/2011	2010	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011/2012	2011	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2012/2013	2012	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2013/2014	2013	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2014/2015	2014	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2015/2016	2015	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2016/2017	2016	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2017/2018	2017	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2018/2019	2018	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2019/2020	2019	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2020/2021	2020	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

0 NB future PANs are subject to change
 0 0 0
 0 0 0
 0 0 0

Appendix 2: Draft Pupil Attendance Policy for Richmond Free School

Principles:

Good attendance and punctuality at school facilitates a good education and job/career prospects, and minimises the risks of pupils conducting anti-social behaviour or becoming victims or perpetrators of crime or abuse. Children's social skills are also enhanced by regular attendance.

Aims:

- to share the responsibility for promoting school attendance amongst everyone in the School and the broader school community;
- to develop and implement an effective attendance policy that touches all aspects of the School's life, and relates directly to the School's values, ethos and curriculum. To these ends staff particularly strive:
 - i. to encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others, i.e. have a positive attitude to life-long learning;
 - ii. to value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.
- this attendance policy and its implementation should encourage some pupils to attend school more regularly by the implementation of specific measures, e.g.
 - i. registering pupils accurately and efficiently;
 - ii. setting attendance targets for individual pupils and year groups;
 - iii. contacting parents by text or telephone the same day when reasons for absence are unknown or unauthorised;
 - iv. regularly monitoring pupil attendance and punctuality;
 - v. reporting school attendance statistics to parents, LA and DfE as appropriate.
- to reinforce good attendance and to encourage improved attendance by using such measures as;
 - i. informal comments from pastoral and subject staff;
 - ii. by the more formal issue of attendance certificates in form periods and Awards Ceremonies;
- to monitor and evaluate this policy and its implementation by, amongst other means, rigorously collecting and analysing data about attendance to check our progress against measurable outcomes, e.g. National and LA-level targets.

SECTION 1

ROLES & RESPONSIBILITIES:

The responsibility for promoting school attendance is shared amongst everyone in the School and the broader school community.

Where problems with non-attendance become sufficiently grave for external agencies to become involved, the School itself will have made and recorded efforts to address the non-attendance through:

- action by the class teacher, as part of their day-to-day duties;

- involvement of others within the School, e.g. Leadership Team
- contact with parents and/or social worker

Referral to external agencies would normally take place if:

- a pattern of irregular attendance or lateness is either continuing or worsening;
- parents do not accept their responsibilities for ensuring the child attends school, and are refusing to discuss ways of improving attendance with the School;
- condoned, unjustified absence is increasingly a problem;
- the parents ask for excessive authorised absence.
- the student attendance rate falls below a certain predetermined level, e.g. 80% without good reason.

SECTION 2 INITIATIVES TO IMPROVE ATTENDANCE RATES:

There are many reasons why pupils miss school without permission and, therefore, there is no one solution to the problem of absenteeism. It is important that the whole school community works to support and implement attendance initiatives which:

- help children develop the habit of regular attendance;
- show parents clearly that unjustified absence will be noted, recorded and challenged;

The School has considered initiatives that are best for the School and always takes into account a pupil's individual circumstances, e.g. setting reward schemes such as certificates for 100% attendance or effort to attend. Other helpful initiatives include:

- implementing first day contact with parents of children who are absent from school without prior knowledge. It is hoped that this sends a clear signal to pupils and parents that absence is a matter of concern and will be followed up
- Implementing attendance checks every lesson through the School Management data system which is effective in monitoring post registration truancy
- having a breakfast club so pupils can be dropped at school by parents on their way to work
- having a system of pupil passes confirming authority to be out of lessons or school
- having a system in place to mentor persistent offenders and supporting them to improve their attendance.

SECTION 3 KEEPING THE REGISTER:

Registers should be treated as legal documents – indeed they may be used as evidence in court cases. For this reason they should be retained for a minimum of three years. For each pupil, the register must be marked either as present or absent. If the pupil is absent, the register will clearly

differentiate between whether the absence is authorised or unauthorised by the School by use of the appropriate absence code.

Lateness:

The School actively discourages late arrival, by staff setting a good example and by challenging it whenever it occurs. Normal register entries do not usually indicate the severity or degree of lateness and the School therefore has systems to detect patterns of late arrival, e.g. class teachers will investigate and report as necessary. Frequent lateness of pupils can provide grounds for prosecution of parents. The School allows the register to be kept open for up to fifteen minutes from the beginning of registration – however, in the case of known delays such as bus breakdowns or severe weather, the register may be kept open for longer.

SECTION 4 MONITORING, EVALUATION AND REVIEW:

The whole school policy will be reviewed annually to assess its implementation and effectiveness. Effective monitoring and evaluation of the policy and its implementation is dependent upon the maintenance of accurate and up to date records. The School Attendance policy will be promoted and implemented throughout the School and staff, pupils and parents are regularly reminded of its contents.

The criteria by which the monitoring and evaluation of the School Attendance policy is undertaken are described below:

Parents

- the degree to which the pupils and parents have been consulted during the formation and implementation of relevant policies;
- any pertinent feedback from parents;
- regular updating of the information pack for parents;
- the amount of data and information given to parents regarding the attendance rates of their children and their peers.

Pupils *and the degree to which the social inclusion targets have been met these include:*

- pupil achievement, e.g. increase in attendance over time;
- the numbers, if any, of fixed-period and/or permanent exclusions;
- any improvements in the support infrastructure for disruptive and disaffected pupils and those responsible for teaching them;
- the number, frequency or extent of incidents of poor behaviour in school;
- the rate of reintegration into mainstream education of pupils who have been out of school;
- the incidences of bullying.
- any pertinent feedback from pupils.

Outside Agencies

- the effectiveness of a partnership approach, making full and appropriate use of the experience and expertise of all agencies with relevant skills, e.g. the Education Welfare and Educational Psychology Services, voluntary organisations and the private sector wherever appropriate.

Budget

- any appropriate adjustments in budget allocation to reflect changing needs;
- the amount of school budget (expressed as £ and %) spent on initiatives which affect attendance rates.

Planning:

- the consideration of attendance issues in development planning (to include behaviour policy). Planning should have a clear implementation strategy and statement of objectives and targets, together with performance indicators against which the effectiveness of provision can be measured
- time allocated to planning for pupils with special needs related to attendance
- the effects on school ethos/atmosphere related to attendance and related policies.

Staff training

- involvement by all staff in INSET courses relating to attendance issues;
- senior management involvement in attendance issues;
- any improvements in the support infrastructure for disruptive and disaffected pupils and those responsible for teaching them.

Independent Reports

- analysis and publication of OFSTED and other reports.

The School's annual report to parents contains a report of the attendance rates and the effectiveness of initiatives and any amendments made or proposed over the year to our attendance policy. This includes:

- attendance rates, including successes with persistent absentees and (where appropriate) reductions in the level of post-registration truancy
- the number, frequency or extent of incidents of poor behaviour in school
- the numbers of fixed-period and/or permanent exclusions, if any the incidences of bullying meeting for parents which is arranged by the Governing Body.

Appendix 3 – CV: [REDACTED]



