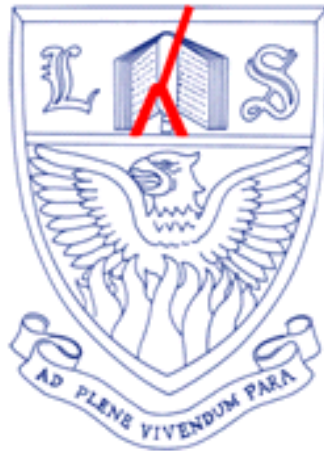


Free



Established 1920
Free School since 2013

LANGDALE FREE SCHOOL

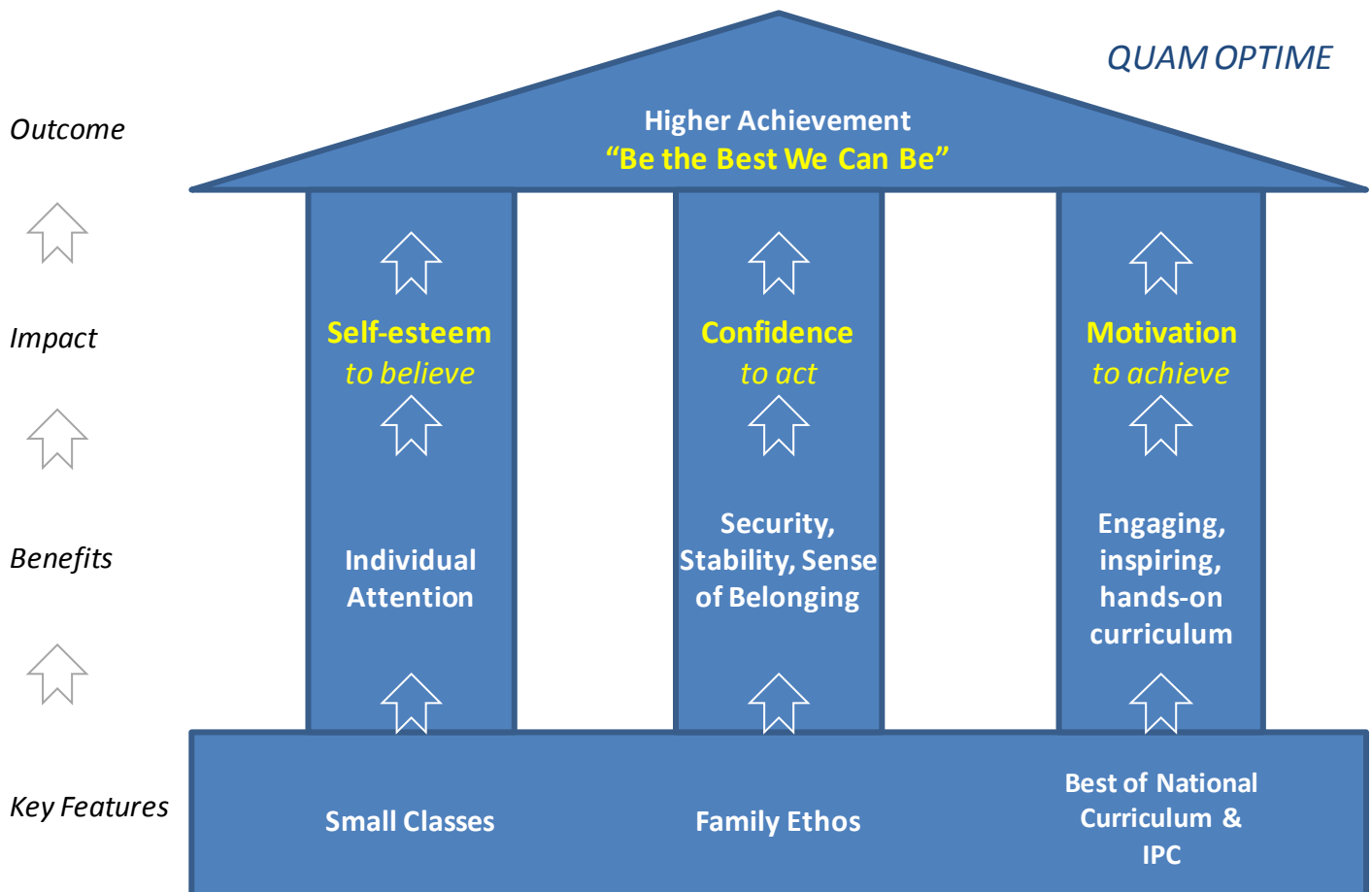
APPLICATION

23rd February 2012

Langdale Free School will bring the high standards, family values, ethos and aspirations engrained in Langdale's 92 year history and traditions, to the whole local community, regardless of their financial circumstance.

By converting to a Free School, Langdale will make available to the whole community a high and increasing standard of primary education which, through parental choice, will spur other schools in the Blackpool family of schools to further improve their own standards; the core objective of the Free Schools policy.

Langdale Free School *Vision*



The most disadvantaged will benefit the most:

- anonymous; lost in the system => individual attention
- broken/single-parent homes => family ethos & stability
- uninspired; lacking hope => engaged & motivated

Application checklist

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

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Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: c/o Langdale School [REDACTED] Blackpool [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: school – [REDACTED]; mobile – [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input checked="" type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input checked="" type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input checked="" type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other		
6.	If Other, please provide more details:		
7.	<table border="0"> <tr> <td>Has your group submitted more than one Free School application in this round?</td> <td> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8.	If Yes, please provide more details:		
9.	<table border="0"> <tr> <td>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>Yes. Montague Place Limited has contributed significantly to this application. They have provided input to all sections, especially from a</p>		

	<p>project management, finance and administration, property, planning and quality assurance perspective.</p> <p>Montague Place will continue to support Langdale Free School – free of charge – throughout the Pre-opening phase.</p> <p>Should Langdale Free School elect to outsource its business, finance and administration, property and other management services to an external educational services provider, then Montague Place would likely bid for that contract.</p> <p>Montague Place understands and acknowledges that such provision will be subject to an open tender process and appropriate EU procurement rules and regulations, and there are <u>no</u> assumption made in this proposal that are predicated on Montague Place securing this contract.</p>	
Details of company limited by guarantee		
11.	Company name: Langdale Free School	
12.	Company address: [REDACTED] Blackpool [REDACTED]	
13.	Company registration number: 764 9550	
14.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details:	
Company members		
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
16.	Please confirm the total number of company members: 3	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. [REDACTED]	
	2. [REDACTED]	
	3. [REDACTED]	

Company directors

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

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. ██████████ – Chairman of the Governing Body
	2. ██████████ – ██████████
	3. ██████████ (specialty = marketing)
	4. ██████████ (specialty = finance)
	5. ██████████ (speciality = health & safety)
	6. ██████████ (parent governor; specialty = administration)
	7. ██████████ (parent governor)
19.	Please provide the name of the proposed chair of the governing body, if known: ██████████

Related organisations

20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; Montague Place Limited • their Companies House and/or Charity Commission number, if appropriate; 0518 8835 <p>Montague Place is a potential provider of education and business services under a school-provider model. They would bid to provide the business, finance, property and management services as may be</p>	

	deemed required by the board of governors and outlined in section F. ██████████	
22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc). None	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	119830
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	4-11 years old Pupils on roll = 51 Current capacity (existing premises) = 54 (94% full) Capacity based on proposed expanded premises = 126
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: 30 September 2009 http://www.ofsted.gov.uk/inspection-reports/find-inspection-	

	report/provider/ELS/119830												
29.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>As a small, community-based independent school, we have not historically published our performance data in the public domain on any formal basis.</p> <p>We do however administer SATS and our performance over the last 3 years is:</p> <p><i>% of pupils achieving Level 4 or better at Key Stage 2</i></p> <table> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>98%</td> <td>98%</td> <td>100%</td> </tr> <tr> <td>English</td> <td>93%</td> <td>94%</td> <td>100%</td> </tr> </tbody> </table>		2009	2010	2011	Maths	98%	98%	100%	English	93%	94%	100%
	2009	2010	2011										
Maths	98%	98%	100%										
English	93%	94%	100%										
30.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p>												

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



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

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

Signed:

Position: ~~Chair of company~~ / Member of company (please delete as appropriate).

Print name: XXXXXXXXXX

Date: 23 February 2012

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

Section B: Outline of the school

1.	Proposed school name:	Langdale Free School
2.	Proposed academic year of opening:	September 2013
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	September 2014, And 86% of full capacity in September 2013
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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

Section B2: Overview and Key Improvements from our 2012 Application

Whilst we fully understand that the assessment criteria have been further refined for this 2013 application, we felt it may be helpful at the outset to address the specific reasons for our 2012 application not being successful.

Key strengths of our 2012 application

In the feedback for our 2012 application we were commended for:

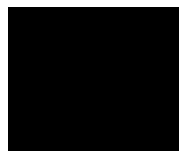
- having a clear vision which outlined the provision we would offer in a deprived area. (We believe our vision in this application is even more robust and compelling)
- a good educational plan that was clearly articulated at interview. (Our Principal, [REDACTED] led this section of our 2012 application, including at interview, and has led our entire 2013 application)
- strong evidence of demand. (Our evidence of demand in this application is significantly stronger yet again)
- excellent value for money, especially in terms of capital costs. (There are no capital cost for the department to bear in this proposal)
- an entirely achievable plan for securing premises for Langdale Free School

Specific solutions to the reasons for being unsuccessful in our 2012 application

Governance structure and the role of [REDACTED]

In our 2012 application, we understand the concerns raised around the governance structure and the role of [REDACTED]. [REDACTED]

This is not the case in this application. [REDACTED]



We believe that this approach addressed this issue, but remain open to other suggestions if our approach can be improved upon.

Options for Langdale Free School to deliver the Business Management functions should it not ultimately pursue the school-provider model

To address this concern, in this proposal we have defined the scope and resource requirement of these functions under a scenario whereby they are provided internally by staff employed by Langdale Free School.

Specifically, as detailed in Section F, these functions could be delivered successfully by a half-time Business Manager and a full-time Bookkeeper.

We maintain that, while there are some advantages to this option, these functions could be better and more cost effectively provided by an established education service provider, particularly for a small school. In addition to cost savings through economies of scale, significant additional benefits could be delivered through flexibility, economies of scope, and access to specific skills, knowledge, expertise and networks of an education service provider.

Further, given Montague Place's longstanding association with Langdale, its deep understanding of the school's history and the local community enable it to add further additional value both through the pre-opening phase and for ongoing operation, especially through continuity and drastically reducing transition risk.

Montague Place's specific suitability would of course be subject to an open tender process at a later date. They will however continue to provide support through the pre-opening phase, free of charge.

Concern that Langdale Free School may be exposed to an unspecified amount of mortgage debt currently outstanding to Montague Place

We were quite surprised with this feedback to our 2012 application as the concern, while understandable based on the assumptions that seem to have made, in no way reflected our intentions and can only have arisen as a concern due to our unclear expression of our proposal.

So to put this matter to rest, clearly and succinctly we propose:

1. regardless of whether Montague Place secures a service contract with Langdale Free School, Montague Place would lease the current and expansion property (which they would purchase on their own account) to Langdale Free School on standard commercial terms
2. there is (and for the expansion property, would be) a mortgage secured against the properties for which Montague Place would be entirely liable
3. there are no circumstances under which this debt could be transferred to Langdale Free School. The law does not allow this. (If one rents a property from a landlord, the landlord has no power to saddle the tenant with the landlord's debt.)
4. the only contractual arrangement for which Langdale Free School would be liable is the annual rent and charges as contained in the lease agreement with Montague Place as landlord

What if Montague Place went bust? We could be left with no school

This is extremely unlikely, but nevertheless prudence would dictate at least considering this remote possibility.

The course of events would be that the bank would sell the property. Any purchaser would no doubt welcome a sitting public sector tenant and the lease would simply be assigned to the new owner of the property. While inconvenient for the Business Manager for a period, it is unlikely that the school proper would miss a beat. Importantly, this risk, minor as it is, will be present in almost every property lease scenario.

We trust that the above gives the department confidence that we have listened carefully to the feedback given, written and through follow-up phone calls, and that have responded appropriately and addressed the key issues raised.

We also hope that it also provides evidence of our continued commitment to making Langdale Free School a success for the whole Blackpool North and Cleveleys community.

Section C: Education vision

C1 Rationale and Vision

The reason for converting Langdale to a Free School is to bring the high standards, family values, ethos and aspirations engrained in Langdale's 92 year history and traditions, to the whole local community, regardless of their financial circumstances.

This will:

1. Improve future generations
2. Raise expectations
3. Provide a benchmark for the Blackpool family of schools to aspire to
4. Provide additional places to cover the current shortfall in Blackpool
5. Give hope and aspiration to local families who have struggles over recent years – and many for a lot longer – both economically and socially

Specifically, our vision is to “Be the Best We Can Be”, for pupil, for staff and for the whole extended Langdale community.

Through our unique combination of small classes, family ethos and by delivering the best of the national curriculum and the International Primary Curriculum pupils from the whole community will receive individual attention in a secure and stable environment and will be inspired through our ‘hands-on’ engaging curriculum.

In such a setting they will develop the self-esteem to believe in themselves, their strengths and their potential. The stability and sense of belonging engendered will give them the confidence to act and explore their thinking and ‘put themselves out there’ in a secure environment. And the engaged curriculum will constantly hold their attention and inspire them to develop a thirst for learning and motivate them to achieve their goals, whatever they may be.

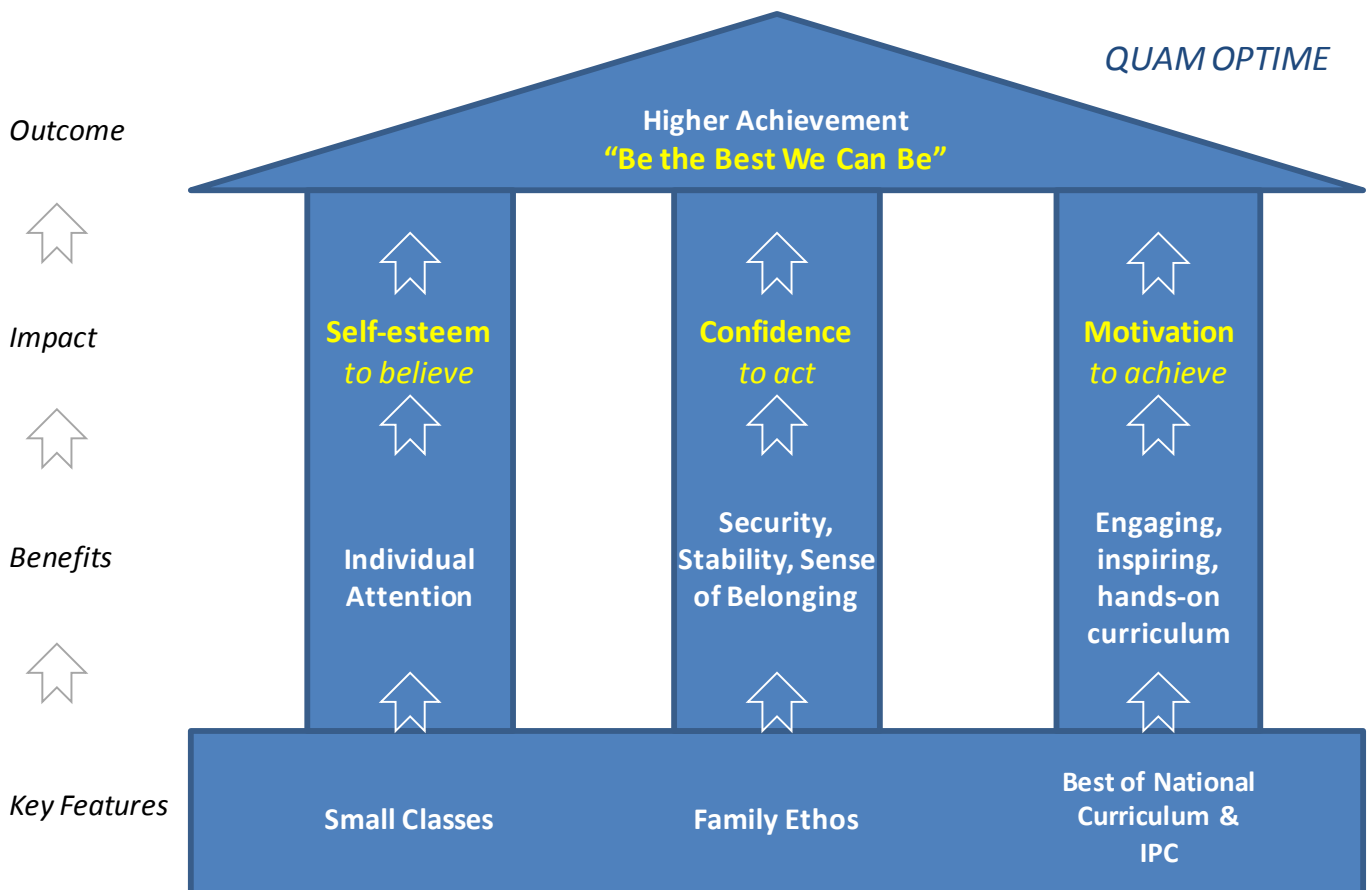
This critical combination of self-esteem, confidence and motivation will promote higher achievement for all to ensure that all pupils, regardless of their background become the best they can be and leave Langdale Free School best placed to continue to grow and develop, in their own unique way, for the rest of their lives.

Crucially, those from the most disadvantaged backgrounds will benefit, relatively, even more than the ‘average’ of more privileged pupils. Those feeling lost in the system will develop real, solid self-esteem from constant and, importantly, reliable and dependable individual attention. Those with challenging home lives will blossom in the family environment and develop confidence from the security and stability of Langdale. And those that feel innately disconnected and lack a sense of hope will be constantly engaged, stimulated and motivated.

As a touchstone for this proposal – and indeed for the pre-opening phase and ongoing operation of Langdale Free School – we have and will use the diagram below: we believe it does indeed speak a thousand words.

Langdale Free School Vision

QUAM OPTIME



The most disadvantaged will benefit the most:

- anonymous; lost in the system => individual attention
- broken/single-parent homes => family ethos & stability
- uninspired; lacking hope => engaged & motivated

Key Features

Langdale will remain a 4-11 primary school, open 8am to 6pm for 50 weeks per year to serve Blackpool North families and parents commuting to Blackpool.

Small classes of 18 pupils with support from 3 full-time teaching assistants across the school will ensure that all pupils receive individual attention.

Our family ethos is embodied in the 92-year history of Langdale and in every aspect, from the values and beliefs of our staff, to our open door policy with parents, to our mode of interaction with our pupils. Even through to our premises in two corner-block terraces converted from residential use.

Langdale's curriculum will have an emphasis on basic skills and creative learning, making use of the best elements of both the IPC and National Curriculum. Specifically, the National Curriculum will be employed for its strong emphasis on basic skills and the IPC will be adopted for its creative approach to teaching learning.

Our style will be one that both engages and includes all members of the community; which encourages teamwork and overcomes barriers to learning, leading to the development of well-rounded members of the community.

What makes us distinctive?

Langdale is distinctive because it enjoys educational excellence and a focus on family values. We pride ourselves in providing for others what we would want for our own children - to "be the best we can be", regardless of their background.

Small class sizes promote the educational aspirations of the school, allowing us to focus on the children, to personalise learning and to engage individuals readily. It creates the family feel, enhancing the relationships between pupil and teacher.

We have an open door policy for members of the Langdale family, enabling our stakeholders to feel involved and encouraging them to participate in the development of Langdale.

We believe that every child has a talent in something and it is our conviction to harness that talent and use it as a way to build each child's confidence. This way, we are able to transfer the same level of motivation to other areas of learning, in which the pupil might not be as strong.

Every teacher knows every child and vice versa. Larger schools have difficulty mirroring the relationships that we are able to enjoy with our children and parents, across the board. At Langdale, all staff are involved in pupil-specific discussions and provide quick support to correct any issues that arise at an early stage. As a small school, we are not saddled with the complicated bureaucracy that is necessary in a larger setting.

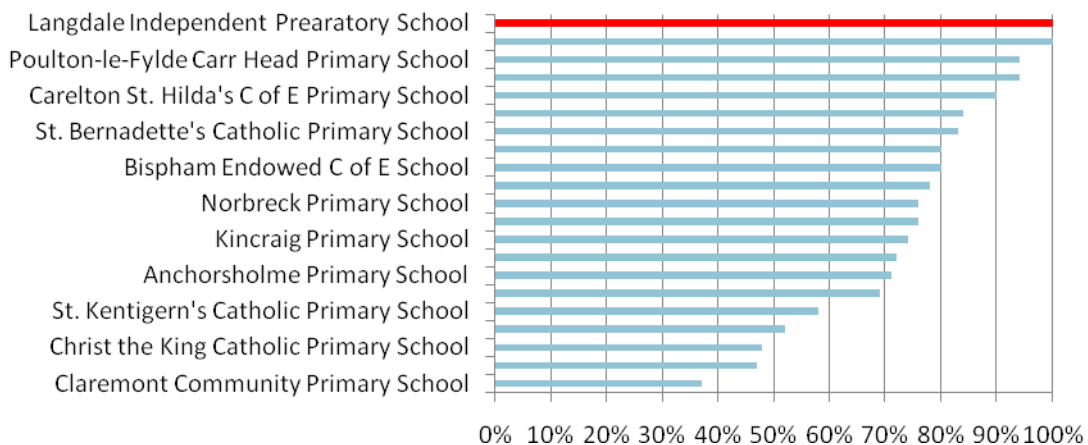
And crucially, we have a proven track record of educational excellence over many years, evidenced by our recent SATS results: 100% of children achieve Level 4 or above for both English and Maths, which far exceeds local and national averages.

Pupils achieving Level 4 or better at Key Stage 2

	<i>Blackpool area</i>	<i>Langdale</i>
Maths	79%	100%
English	77%	100%

Note: Langdale is NOT selective

Key Stage 2 - Percentage achieving level 4 or above



How does this inform our educational plan?

Our vision underpins every aspect of Langdale's education plan. The education we provide is well balanced and rigorous. It reflects and builds upon the current proven achievements of the Langdale family. Harnessing elements of both the IPC and National Curriculum, we will make the experience of learning engaging for children and support any difficulties in learning by utilising the most relevant aspects of each curriculum. The adoption of these curricula will enable us to meet the needs of all our children with greater flexibility.

Pupil Aspirations

The aspirations for our pupils are To Be the Best We Can Be. Specifically:

- Achieve better than expected academic progress
- Make the most of each pupil's academic potential
- Produce well-rounded individuals
- To develop a sense of belonging and community spirit
- To leave Langdale Free School with the solid foundation of skills, knowledge and – critically – confidence to ensure ongoing growth and development through the rest of their lives in whatever path they ultimately pursue.

School Aspirations

Aspirations for the Langdale Free School as a whole are:

- To be oversubscribed
- To have a reputation consistent with our values, vision and ethos
- Ideally, no pupil exclusions
- High attendance rates
- High stakeholder satisfaction

Our aspirations are appropriate because they are achievable, part of our existing culture and they will ensure that we realise our vision and ethos.

How will our ethos be reflected in our curriculum?

Langdale's ethos will be reflected through all aspects of school life. For us it is a lifestyle and so every interaction will be an opportunity to reinforce our values.

In order for our children to "be the best they can be", we place a particular emphasis on the acquisition of basic skills, allocating more timetable time to these skills. The flexibility to select the best of the IPC and the National Curriculum means that we provide the best elements for the development of our pupils.

Section D: Education plan

Part 1

Error! Not a valid link.

Explanation of how pupil numbers will build up over time

As an existing school, with commitments from 100% of our existing parents and the strong, early evidence of additional, new demand described in Section E, we expect to be at full capacity in September 2014.

Consequently, we do not face nearly the degree of inherent uncertainty and risk of a new school planning a progressive ramp-up of year groups and pupils over many years.

The only difference from our full capacity, September 2014 structure and our opening structure in September 2013, is that in September 2013 we will have a combined Year 5 and Year 6 class, and thus one less class teacher (six in total, compared to seven in September 2014) and one of the three teaching assistants will be half-time in the opening year. Should demand in September 2013 ultimately, in the next 18 months, justify separate classes for Years 5 and 6, then we would obviously recruit this additional teacher (and the additional 0.5 FTE teaching assistant) from the outset.

Part 2

D1 - Curriculum and Qualifications

Langdale's curriculum is specifically designed to help our children be 'the best that they can be', in terms of both academic and personal outcomes. An engaging curriculum will support our children's excellent behaviour and attendance. The small class sizes offered mean that we are able to understand our children's needs well and have a flexible curriculum in order to meet those needs.

The financial implications of our curriculum choice can be seen in Section G.

Langdale Free School will offer a broad and balanced curriculum to all children, enriched by visits, visitors and extra-curricular activities. This enrichment is important in terms of bringing the curriculum “to life”, inspiring children and providing the first hand experiences that will be necessary to our free school intake. Throughout the curriculum there is an emphasis placed on the mastery of basic skills and the understanding of underlying concepts. Such an emphasis on reading, writing, and numeracy reflects the needs of local children and also forms the cornerstone of access to other curriculum areas. The curriculum reflects the achievement of high standards, social training, good manners and learning to live happily together as a family that are all important facets of our school.

The National Curriculum for English and Maths sets out clearly programmes for the development of mathematical thinking and linguistic skills. It ensures that learning in these areas is consistent and based on the knowledge, skills and understanding required in each subject. With clear standards or attainment targets in each subject, good use can be made of the National Curriculum to measure the child’s progress and plan the next steps of their learning. The National Curriculum in itself goes some way towards meeting the academic needs of our children, however to meet the diverse needs of our school population and to fully engage children in their learning, more is needed. The principle of the International Primary Curriculum is to focus on a combination of academic, personal and international learning, combined with innovative and exciting ways to learn that helps to engage even the most disaffected and disadvantaged of pupils. It is a curriculum with a cross-curricular approach, where children have many and varied opportunities to develop new skills as well as to use and apply them. It is so relevant for our school because of its involving, inspiring nature, offering first hand and exciting experiences. The philosophy and practice of each curriculum is complementary when used in combination, giving opportunities to explicitly teach skills whilst giving an exciting context in which to apply them.

Children in Reception will continue follow the EYFS curriculum as is already in place at Langdale School, supplemented by themed units from the International Primary Curriculum (IPC). Pupils in Key Stage 1 and Key Stage 2 will follow the National Curriculum programmes of study for the delivery of the core subjects (Mathematics, English, ICT and Science) plus PE. RE will be taught using the Lancashire Agreed Syllabus for RE and the International Primary Curriculum (IPC) will be used to deliver the foundation subjects (Art, Music, Geography, History, RE, Internationalism & Citizenship, and PHSE). There will be a heightened focus on Literacy and Mathematics, at all levels and for all abilities, as indicated above.

The National Curriculum’s Primary Frameworks for Literacy and Numeracy offer progressive and comprehensive coverage of two key areas of learning, whilst the programmes of study for both Science and PE place significant weight on skills acquisition. The school feels that the National Curriculum is best suited to deliver the core subjects of English and Maths due to the rigour of the curriculum, its clear outcomes for pupils and the continuity and progression it provides within its structure across the primary year groups.

The IPC has been chosen specifically because it offers a cross-curricular and creative approach, which caters for a variety of learning styles and inspires excitement about and engagement in learning. It is also a rigorous approach, with distinct learning goals cross-referenced to the English National Curriculum, ensuring the coverage needed to reach the high standards expected by the school. In addition, it offers opportunities for personalised learning, fosters research skills and encourages international mindedness. The combined curriculum on offer means that our proposed school curriculum will be well suited to meet the needs of all groups of children and to prepare them for their future lives in a diverse and global society.

Already being trialled in the school with excellent results, the IPC has been praised by OFSTED in several recent school inspections (see annexe 1). Children are excited by the topics and as a result, they are fully engaged and eager to learn. This not only affects their motivation at school, but parents also see a difference in their children wanting to learn more at home. Parents have noted that children are more engaged, talking excitedly about what is done in class and are also more confident about coming to school. Parents enjoy listening to children talk about their learning and feel involved in topics, sending things in and attending open events, such as a class fashion show for a topic on clothes. Parents talk about their children being really interested in learning. Teachers say that the exciting curriculum mix has inspired and motivated both them and the pupils.

The IPC has an Early Years' Programme designed for children between the ages of 4 and 5, written by practising Early Years' specialists, providing the same mix of practical, rigorous support for teachers and exciting appropriate work for children as the IPC 6-12 Programme. Based on the very best early years practice, the units of work help children develop in a way which is wholly appropriate for their age. The IPC at Key Stage 1 and 2 contain learning goals appropriate for 5 to 7 year olds, 7 to 9 year olds and 9 to 12 year olds. The goals are linked directly to the English National Curriculum. There are subject learning goals for Language, Arts, Mathematics, Science, ICT, Design Technology, History, Geography, Music and Society. There are also personal goals and international goals.

The school also places particular importance on the development of ICT skills in preparing children for life in an ever changing world and this is reflected in the curriculum allocation of dedicated ICT time for all children. ICT skills will be introduced and specifically taught during this time, with children being given regular opportunities to make use of these skills in other lessons across the curriculum. The school will make available the use of lap-tops, so that children can access this technology in their own classrooms.

Both the English National Curriculum and the IPC make provision for children of all abilities to have equal access to the learning opportunities contained within each programme of study, topic or theme. Gifted and talented pupils will be able to extend their skills and knowledge through differentiated activities planned by the teachers; children with SEN and disabilities will have individual

Education Plans (IEPs) that identify key learning activities that are specific to their needs; learning for children with EAL requirements can be adapted to make use of visual aids, translated material and IT-based solutions such as laptop computers; and delivery of the curriculum for children who have social, emotional and behavioural difficulties can be adapted to suit their learning styles, as the IPC in particular identifies specific activities for kinaesthetic, auditory and visual learners. It is intended that the SEN Coordinator, together with the class teacher, the child and the child's parent or carer will all work together to ensure that the main curriculum is adapted to meet the individual needs of that particular child. This way, the child continues to be included in whole-class activities and maintains the all important sense of belonging amongst peers.

The IPC's topic or theme-based curriculum utilises cross-curricular links and encourages children to use what they already know as a platform for future learning. The starting point for each new topic is a 'Knowledge Harvest', where decisions are made as a class concerning what skills and knowledge have already been acquired. New learning goals are then identified (in conjunction with the scheme's topic plans which lists the key skills and knowledge targets for each subject area within the topic) and the topic commences with an 'Entry Point' activity that puts the topic into a real-life context (e.g. the topic of 'Holidays' might begin with the children bringing in a suitcase, making passports, airline tickets and boarding passes, travelling to the 'airport' in the school hall and going through the process of boarding an aeroplane). This real-life context will enable children to deal confidently with related scenarios both inside and outside of the school environment. Each topic has AfL (Assessment for Learning) opportunities and individual pupil assessments can be recorded online.

The curriculum choices made by the school reflect the key learning that children will need to engage in to give them a fully rounded education that is age appropriate, while furnishing them with the key skills that they will need as a basis for their secondary education. Langdale Preparatory School already has excellent relationships with local secondary schools and liaises with these schools in order to ensure successful and relevant learning experiences that feed well into the secondary curriculum. Langdale Preparatory School already supports children in transferring very successfully to local secondary schools and prepares children appropriately for Key Stage 3 through programmes of study with appropriate National Curriculum links. Langdale Free School would continue to build on this success through adherence to the current model and continued involvement in the Blackpool Primary / Secondary school transfer and induction opportunities.

Classes will be small and the staff to pupil ratio will be correspondingly low, resulting in greater opportunities for staff to ensure that learning is relevant, individualised and enjoyable. In addition, children will also study a minimum of one modern foreign language, and have the opportunity to access speech and drama lessons and specialised music coaching.

Langdale Free School will be a non-denominational school. The school will,

however, make regular use of the local church, St Stephen's, for significant assemblies and for important events such as the Christmas Nativity and Easter. Langdale Free School will also celebrate religious occasions of other religions as appropriate.

Curriculum and Organisation of Learning

Learning at Langdale Free School will be undertaken with an expectation that it will be both fun and purposeful, while providing a safe and stable learning environment for children. Teaching will be delivered by qualified professionals who enjoy what they do, with the result of nurturing young learners who will be confident, capable, independent and productive members of society.

Facilities at Langdale Free School will include a dedicated computer suite, interactive whiteboards and a well-stocked and vibrant library alongside access to local sports facilities, including a swimming pool, playing fields, the shorefront and squash and tennis courts.

Curriculum Model

Langdale Free School will continue to value the individuality of all our children and will continue to be committed to giving all of our children every opportunity to achieve the highest standards by taking account of pupils' varied life experiences and needs. As a result of combining the very best from the National Curriculum of England with the IPC, Langdale Free School will offer a broad and balanced curriculum that will encourage an ethos of high expectation from all. The achievements, attitudes and well-being of all the children matter and teachers will actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that Langdale Free School will endeavour to ensure that equality of opportunity is a reality for all of its children, fostering the family-like support between teachers and pupils and, indeed, between pupils themselves.

The National Curriculum and Primary Frameworks are the starting point for planning a curriculum that meets the specific needs of individuals and groups of children for Literacy, Numeracy, Science, ICT and PE; the IPC will be used to address the needs of the children for the Foundation subjects. We will meet these needs through:

- Setting suitable learning challenges
- Responding to children's diverse learning requirements
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Providing other curricular opportunities outside the National Curriculum and the IPC to meet the needs of individuals or groups of children. (This includes, but is not limited to, speech and language therapy and mobility training through local education authority support)

Langdale Free School will promote excellence in pupils' achievement by continually reviewing what is achieved and through asking ourselves the following key questions:

- Are all of the children achieving their best?
- Are there differences in the achievement of different groups of children?
- What is being done for those children who are not achieving their best?
- Are these actions effective?
- Is success being achieved in promoting racial harmony and preparing pupils to live in a diverse society?

Using the assessment tools that are linked to our adopted curricula, the attainment of different groups of pupils will be analysed to ensure that all pupils are achieving as much as they can. On-going assessments will also be made of each child's progress. Teachers will use this information when planning their lessons and it will enable them to take into account the abilities of all their children. When teaching the core subjects, programmes of study from earlier key stages may be used. When using the IPC, attainment will be linked directly to individual ability, as each child will be encouraged to set their own learning goals.

Should the attainment of a child fall materially below the expected level, teachers will enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers will use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Langdale Free School teachers will ensure that all of the children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their actions;
- Participate safely, in clothing that is appropriate to their religious beliefs;
- Are taught in groupings that allow them all to experience success;
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Are encouraged to participate fully, regardless of disabilities or medical needs.

Proposed Cycle of Lessons Throughout the Week

Year group	Literacy	Numeracy	P.E	IPC/ Topic	ICT	Science	R.E	MFL	PSHE	Total no. Teaching hours
Reception	5	5	2	2	1	1	1	1	1	22.5
Y1	5	5	2	2	1	1	1	1	1	22.5
Y2	5	5	2	2	1	1	1	1	1	22.5
Y3	5	5	2	2	1	1	1	1	1	22.5
Y4	5	5	2	2	1	1	1	1	1	22.5
Y5	5	5	2	2	1	1	1	1	1	22.5
Y6	5	5	2	2	1	1	1	1	1	22.5

The development of literacy and numeracy skills will be a key focus area at Langdale Free School, and there will be an expectation that every child spends 1 hour per day engaged in activities that promote learning in each of these areas. The school aims to ensure that every child has the opportunity to reach his or her highest level of personal achievement, and these core curriculum subjects, together with Science and ICT, form the foundation upon which all other layers of learning and skills are built. The table above gives an indication of what will be taught, for how long, and to whom. This is further clarified in the sample timetable in section D2. QCA programmes of study would form the basis of detailed curriculum delivery and would continue to be developed and overseen by subject coordinators.

Handwriting, spelling, reading and writing are disciplines that will be taught across all year groups, although they may be combined with other subject areas (e.g. notes from a Science experiment might be written up as a handwriting exercise), as part of a cross-curricular planning approach. This will also apply to the teaching of numeracy, since there may be opportunities to deliver aspects of the programmes of study for maths through IPC topic themes, Science, ICT or even PE activities. Cross-curricular learning will allow children to identify confidently those skills which can be applied across a range of areas.

Science will be taught as a discrete subject, although there is also a strong Science-bias in many of the IPC topic units which will allow different year groups to further extend the Science curriculum beyond the hours allocated. Developing the ability to formulate theories, make predictions, test for outcomes, record observations and ask relevant questions are key skills that are specific to the study of scientific phenomenon, but they are also cross-curricular skills that can be practised and refined as part of Langdale Free School's learning-focused approach.

This is also the case for the ICT and PE programmes of study, since the IPC curriculum has sufficient flexibility to allow teachers to further enhance ICT and PE provision by choosing topics which incorporate a greater number of ICT or PE-focused skills, for example. Because of the increase in PE and Science

time for children in Years 3 to 6, however, the IPC topic units chosen by the teachers for these year groups might have a greater Humanities bias.

The allocation of time for IPC topic work incorporates all of the foundation subjects and will be flexible in terms of subject focus according to the IPC topic or theme that is being studied. Over the course of a school year, the children will study a minimum of 6 IPC topic units which will ensure broad and balanced curriculum coverage as each unit will be chosen to compliment the learning needs of each particular year group.

Example of Rolling Programme overview for IPC topic units:

	Term 1 (A)	Term 1 (B)	Term 2 (A)	Term 2 (B)	Term 3 (A)	Term 3 (B)
Reception	I Live Here	At the Zoo	My family	Helping Hands	Colours	Festivals
Year 1	The Circus	Day and Night	Food	Celebrations	Holidays	
Year 2	The Environment		Myths, Legends & Fables	Toys	Talking it through	Clothes
Year 3	Treasure	Health and Fitness	The Active Planet		The Olympics	Saving the World
Year 4	Do you live here?	Explorers and Adventurers	Home and Away	Paintings, Pictures and Photography	Before People	Chocolate
Year 5	The Big Picture	Water	Mission to Mars	Leading the World	Fit for Life	Weather
Year 6	How we learn	Communication	Rivers	It's a Fair Trade	Artists Impressions of the World	Location

The school also, of course, pays due attention to the personal, social, moral and spiritual education of children. This will be addressed through the SEALS (Social and Emotional Aspects of Learning) Programme of study, which offers a comprehensive skills and attitudes based programme for all year groups. The school will also follow the Lancashire agreed syllabus for RE, already successfully used in schools throughout Blackpool and agreed by representatives from all major religious groups. Langdale Free School will seek to develop pupils who are caring, confident, reliable, and are able to form good relationships with others, who will ultimately go on to be good citizens in future life. The school will make use of a values based education where the core values that make people respected, trusted and liked are explored and upheld. Values such as honesty, respect, co-operation and caring will matter hugely in our school society, so that children are able to transfer these values to their life and dealings with others in the wider community. These values reflect the

small, caring community we would continue to foster as Langdale Free School and would further instate the ethos of nurturing children as a member of the school “family”.

The chosen school curriculum will be enriched through a range of extra-curricular activities. These will include some activities where there will be a moderate fee, payable directly to a qualified tutor – i.e. Piano, Squash, Tennis, and Spanish, and others which will be free and will reflect the talents, skills and interests of the staff, for example Dance, Chess, Fit for Fun, Reading, Craft, ICT and Homework Clubs. The school will also take children on trips related closely to topic work, in order to enrich their learning experience; for example, children engaging in a chocolate topic may take part in a visit to Cadbury World.

The chosen school curriculum will raise outcomes for pupils in an academic sense, as knowledge, understanding and skills are all further developed at every stage. The emphasis on basic skills will enable children to access other curriculum areas with increased ease. Personal and social skills will also be developed, leading to more caring and confident pupils who will be better prepared to take up their future roles in society.

The school recognises its statutory obligations with regard to Key Stage assessment. In order to measure pupil progress and achievement in the subjects of Mathematics and English, Langdale Free School will offer Key Stage 1 and Key Stage 2 tests for so long as the National Curriculum continues to make provision for the End of Key Stage tests. Should the current requirements be replaced with an alternative, we will offer these. If there becomes no mandated requirement however, the school would construct its own testing regime drawn from best practice both nationally and around the world, including but not limited to the IPC and the International Baccalaureate (IB). Notably, Langdale Preparatory School has access to best practice of the IB's Primary Years Programme via a 'sister school' within the group of which Langdale Preparatory School is currently a part. As a Free School, Langdale would continue to benefit from this knowledge.

D2 – School Timetable and Calendar

Organisation of Learning

Langdale Free School will maintain its current schedule, which is:

- 38 weeks per year (term dates largely in line with local state primary schools)
- The compulsory School day is split into 2 sessions (morning and afternoon), with the morning session running from 9am – 12 noon, and the afternoon session running from 1pm – 3.30pm. This provides a total of 22.5 teaching hours per week (excluding morning playtime).

As a family orientated school and as one wishing to meet the needs of our

many working parents, we additionally offer out of school care from 8am until 9am and from 3.30pm until 6pm, with Holiday Club running for 11 weeks in the school holidays.

The organisation of the school day maximizes the learning time available to children and allows for a focus on key skills in the morning and at the times of day when the children are most receptive, with more creative subjects usually being enjoyed in the afternoons. This maintains motivation by allowing children to explore subjects in a way that is both varied and tailored to maximise their learning. Any additional optional school time will make available to children an even wider variety of visits and enriching activities – for example, a circus themed day, where there is face painting, circus themed food and learning activities and a circus skills workshop from the Blackpool tower circus group. There would also be opportunities for children to complete homework or have additional lessons with a private tutor – e.g. for reading or Spanish after school. Before School, After School and Holiday Clubs would all be offered at a minimal rate.

Langdale Term Dates 2012/2013																														
	January (2012)					February					March					April					May									
Monday		2	9	16	23	30		6	13	20	27		5	12	19	26		2	9	16	23	30		7	14	21	28			
Tuesday		3	10	17	24	31		7	14	21	28		6	13	20	27		3	10	17	24		1	8	15	22	29			
Wednesday		4	11	18	25	1	8	15	22	29		7	14	21	28		4	11	18	25		2	9	16	23	30				
Thursday		5	12	19	26	2	9	16	23		1	8	15	22	29		5	12	19	26		3	10	17	24	31				
Friday		6	13	20	27	3	10	17	24		2	9	16	23	30		6	13	20	27		4	11	18	25					
Saturday		7	14	21	28	4	11	18	25		3	10	17	24	31		7	14	21	28		5	12	19	26					
Sunday	1	8	15	22	29	5	12	19	26		4	11	18	25		1	8	15	22	29		6	13	20	27					
	June					July					August					September					October									
Monday		4	11	18	25		2	9	16	23	30		6	13	20	27		3	10	17	24		1	8	15	22	29			
Tuesday		5	12	19	26		3	10	17	24	31		7	14	21	28		4	11	18	25		2	9	16	23	30			
Wednesday		6	13	20	27		4	11	18	25		1	8	15	22	29		5	12	19	26		3	10	17	24	31			
Thursday		7	14	21	28		5	12	19	26		2	9	16	23	30		6	13	20	27		4	11	18	25				
Friday	1	8	15	22	29		6	13	20	27		3	10	17	24	31		7	14	21	28		5	12	19	26				
Saturday	2	9	16	23	30		7	14	21	28		4	11	18	25		1	8	15	22	29		6	13	20	27				
Sunday	3	10	17	24		1	8	15	22	29		5	12	19	26		2	9	16	23	30		7	14	21	28				
	November					December					January (2013)					February					Weekends									
Monday		5	12	19	26		3	10	17	24	30		7	14	21	28		4	11	18	25		Bank Holidays							
Tuesday		6	13	20	27		4	11	18	25		1	8	15	22	29		5	12	19	26		School closed							
Wednesday		7	14	21	28		5	12	19	26		2	9	16	23	30		6	13	20	27		Holiday Club							
Thursday		1	8	15	22	29		6	13	20	27		3	10	17	24	31		7	14	21	28		School days						
Friday		2	9	16	23	30		7	14	21	28		4	11	18	25		1	8	15	22	29		Special Event						
Saturday		3	10	17	24		1	8	15	22	29		5	12	19	26		2	9	16	23	30		INSET - school closed to pupils						
Sunday		4	11	18	25		2	9	16	23	30		6	13	20	27		3	10	17	24	31								

The organisation of the school year is designed to fit in with that of local maintained schools and nurseries in order to facilitate a family's time together, where they may, for example, wish to organise a family holiday. The length of the school day is also consistent with other settings to allow for convenient family collection times at the end of the day. It is also the organisation currently

used successfully by Langdale Preparatory School. Staff training time is provided for through INSET days outside allocated teaching time.

Pupil Organisation of Learning for Academic purposes

Pupils will be organised in single year group classes, of 18 pupils per class. The children will be allocated a class in relation to their age, which will be a mixed ability class. The school already has, and will continue to recruit, excellent teachers, who are able to modify work appropriately for different groups of pupils. In class, children will be grouped according to need and ability. These groupings will be flexible to allow for movement between groups and different groupings for different subject areas. The school believes that grouping pupils in this way encourages co-operation, social integration and provides all children with learning role models they can benefit from and aspire to. Pupils will be taught in small classes of no more than 18 children. This class size will be beneficial and appropriate for Blackpool children who face more challenges, allowing the teacher to focus intently on the needs and developments of each individual child. These class sizes not only reflect our family atmosphere – which is such an integral part of the school’s character – but they also convey our aspiration to provide the highest possible standards of achievement for children of all social milieus.

Organisation of Pupils for Non-Academic Purposes

Pupils will be organised within year groups for extra-curricular activities, such as school trips and sports teams. Activities such as Chess will be age appropriate, but other extra-curricular activities such as a Homework Club or Dance Club would be open to children across year groups. Certain activities would be organised on a whole school basis – for example, a visit to watch a pantomime show.

Pastoral care will be supported through the involvement of the class teacher, who will act as a key worker for children, having oversight of all the pupils’ pastoral and academic needs. This arrangement is reflective of the family atmosphere and values of the school.

The school will also adopt a house system, where teamwork is rewarded and valued, as well as individual effort. Each house will contain pupils from every year group. House grouping may be used for sporting activities, such as sports day, for gaining collective reward points. It can also be used for whole school visits. This provides an opportunity for older children to act as “buddies” to younger children, creating positive cross-age relationships, comparable to a family unit. House grouping also provides opportunities to develop personal and leadership potential.

HOUSE	COLOUR	LETTER
Ash House	Red	A
Beech House	Yellow	B
Cedar House	Blue	C

D3 - Special Education Needs (SEN)

In order to “be the best we can be”, children in need of additional support in order to overcome barriers to learning will benefit from early identification and the nurturing environment of our school’s “family” ethos.

Langdale Free School’s SEN policy will take advantage of our small class sizes to ensure early recognition. As a small school, there will be some limit to our capability to provide full support to the most challenged. However, the school’s existing policy has proven highly effective to date in identifying special needs early; dealing with them internally where possible; and ensuring rapid referral where necessary at the earliest possible stage.

It is anticipated, using the DFE school comparison tool and taking an average from local schools, that Langdale Free School may have 26.5% of children who have a Special Educational Needs, with approximately three of the children in the school having a statement of Special Educational Needs. Langdale will participate fully in local fair access protocol arrangements in order to ensure that such pupils are admitted equitably. (See section D5).

In our school, we have regard for the Special Educational Needs Code of Practice on the identification and assessment of children’s special educational needs and we make provision for children who have SEN in line with this code of practice. We recognise and value each child as individual with their own unique abilities, skills and talents. All of our children have the same entitlement to the full range of the school curriculum and we are committed to making the curriculum accessible to all children through differentiation of work, varied teaching styles and providing a range of resources and equipment according to individual needs.

Parents and carers are kept fully informed about their child’s progress and are advised at an early stage if a teacher is worried about the child’s progress, thus enabling children with special educational needs to be identified and supported appropriately. Through the school’s general assessment procedures and processes, class teachers identify children who may have special educational needs and bring them to the attention of [REDACTED] who acts as Special Educational Needs Coordinator (SENCO). All children identified as having a special educational need will have an Individual Education Plan (IEP) and provision map produced by their teacher. The targets set are monitored half-termly by both the teacher and the SENCO.

Specifically, Langdale Free School’s SEN Policy is:

- The school offers equal access to a broad and balanced curriculum to all children through the provision of Special Educational support
- Teachers are encouraged - through the use of observation, assessment, pupil-teacher-parent discussions, previous records and consultation with

other support staff - to highlight areas of individual need and work with the SEN coordinator to address those needs.

- The school has a Graduated Response policy that provides access to SEN support at all levels of need;
 - i. Class Action (differentiated activities within the classroom)
 - ii. School Action (where the child may be withdrawn to work with a small group or may have one-to-one sessions with another member of staff)
 - iii. School Action Plus (where outside agencies may be used, i.e. Educational Psychologists / Speech Therapists / Physiotherapists)
- The school's SEN Coordinator, together with other members of the school, is responsible for the development of our inclusive ethos, policy and practices. In partnership with the teaching and learning delivery within the school, inclusive approaches promote both child and parental participation and also ensure the self-esteem of the child.
- The school encourages and supports the participation of children in their own learning. Particular recognition is given to:
 - i. Class Action (differentiated activities within the classroom)
 - ii. The importance of ensuring access for all children to all the activities within the life of the school
 - iii. The use of the school's pastoral support arrangements
 - iv. The need for training and encouraging children to take part "right from the start of their education"
 - v. The need for a genuine commitment and wish to make the participation of the child succeed
 - vi. The need to make special arrangements to help those children with hearing impairment and/or communication difficulties
 - vii. The role of the child in setting, monitoring progress and reviewing targets for provision
- The school encourages the children to contribute to the Statutory Assessment Process in:
 - i. Class Action (differentiated activities within the classroom)
 - The initial assessment phase
 - ii. An annual review
 - iii. The point at which a move to another school is being considered (i.e. at the end of Year 6)

Statements of Special Educational Needs:

In a very small number of cases the child's needs may be such that their teachers cannot enable them to make adequate progress, despite all their best efforts at School Action and School Action Plus levels. In these circumstances a review meeting will be called, involving the parents / carers, the child (where appropriate) and the relevant professionals.

If the parents / carers and the professionals agree that, despite everyone's best efforts, the child's needs are still not being met, a request will be made for the LEA to consider carrying out a **Statutory Assessment**. If the LEA agrees to carry out the statutory assessment and the result is a statement of Special Educational Needs, then the child's targets will reflect the objectives in the statement and the information in the document will inform the strategies and approaches to be used by all who teach her / him. Where resources are specified, these will be targeted appropriately.

All children with statements will have short-term targets and strategies in place to meet these targets. These will be set out in an **Individual Education Plan**, which will be reviewed termly. There will also be a more formal annual review to which parents, pupils (where appropriate) and the professionals involved with the pupil are invited.

In making our graduated response to children's needs, our aim is to enable all children to become independent learners, who are able to make progress in all aspects of their development, achieve their full, identified potential and are happy members of our school community.

Staff Roles and Responsibilities

The Principal is responsible for ensuring that the staff follow good practice in relation to children with SEN. These include:

- Setting up appropriate staffing
- Ensuring all teachers can and do identify children with SEN
- Overseeing the provision for children with SEN
- Ensuring children with SEN join in all aspects of school life
- Reporting to the governing body annually on SEN matters
- Developing and monitoring the SEN policy

The Principal is the "responsible person". He or she is responsible for ensuring that all policies relating to SEN provision and the wellbeing of the children in general are implemented at classroom and school level. The Principal ensures that when a child has SEN, those needs are made known to all those who teach him/her.

The **SEN Coordinator** takes responsibility for the day-to-day operation of provision made by the school for children with SEN and provides professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all children.

The SEN Coordinator's fundamental task is to ensure that all staff recognise the importance of planning their lessons in ways that will encourage the participation and learning of all children. The SEN coordinator should seek to ensure through active collaboration with subject leaders, that the learning of all children is given equal priority, and that the available resources are used efficiently in support of this purpose. The SEN Coordinator plays a key role in supporting, guiding and motivating colleagues, particularly in disseminating examples of effective practice in relation to children with SEN. The SEN Coordinator also develops effective working relationships with parents / carers.

The SEN Coordinator, with other members of the school, is responsible for the development of inclusive ethos, policy and practices. Inclusive approaches should promote child and parental participation in partnership with the teaching and learning delivery within the school. The SEN Coordinator promotes a multi-agency approach to the teaching of all children. The SEN Coordinator works alongside subject coordinators to promote a multi-agency approach to the teaching of all children. The SEN Coordinator works alongside subject coordinators to promote high expectation and relevant targets for all children, ensuring that every child's progress is tracked, monitored and, ultimately, supported by using current and relevant national and school data.

All **Class Teachers** are responsible for meeting the learning, social, emotional, physical and behavioural needs of the children in their care. All teachers are required to plan and teach to the highest of standards and to regard meeting the individual needs of all children as the most important aspect of their work. All **Teaching Assistants** are required to support class teachers in meeting the needs of all children as directed by the class teacher.

Parents and Carers are partners in the education of their child. We have a responsibility to communicate effectively with parents / carers. The key principles involved in communicating with and working in partnership with parents / carers include:

- Having positive attitudes towards parents/carers, respecting the validity of differing perspectives
- Providing user-friendly information and procedures, and being aware of the needs parents/carers may have in respect of a disability or communication and linguistic barriers
- Recognising the pressures a parent may be under because of the child's needs

- Acknowledging the importance of parental knowledge and expertise in relation to their own child
- Gaining parental permission before referring them to others for support

Equally, parents / carers have a responsibility to communicate effectively with any professionals who may be involved with their child. They should:

- Communicate regularly with the school, alerting us to any concerns or new information
- Fulfil their obligations under our home-school agreement

Supporting Disabled Pupils

Sometimes children in our school will have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All of our classroom entrances are wide enough for wheelchair access, and the designated point of entry for our school allows wheelchair access.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- Takes account of the effort and concentration needed in oral work, or when using for example visual aids
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- Allows opportunities for them to take part in educational visits and other activities linked to their studies
- Includes approaches that allow hearing-impaired children to learn about sound in Science and music, and visually impaired children to learn about light in Science, and to use visual resources and images both in art and design and in design and technology
- Uses assessment techniques that reflect their individual needs and abilities.

Langdale Free School will meet its legal and moral duties to support each pupil following consideration of the individual child's needs and will meet the aims of the 2010 Equality Act; eliminating any discrimination, harassment or victimization both through its Personal and Social Education program and also through adherence to its strict behaviour policy. The school will advance equality of opportunity through making any necessary alterations or necessary resources available. Fostering good relationships as part of our values based education where we are all included and accepted as a part of our school family.

Actual SEN Example (Class Action)

A child, "Sam" joined the Year 1 class mid-way through the academic year and, after a number of weeks of observation and class-based assessment, the class teacher noted that there were gaps in Sam's Maths knowledge that indicated that key Reception and Year 1 skills had not been embedded. The teacher met with the SEN Coordinator and identified a number of learning goals for Sam, which were then discussed with Sam and his parents. An IEP (Individual Education Plan) was then agreed, listing the learning targets and their success criteria, together with a review date. Sam was able to consolidate the new skills and make significant improvements. Once the learning targets had been achieved, there was no further need for Class Action and Sam continued with normal maths activities.

Actual SEN Example (School Action Plus)

"Mark" joined the Nursery Class with significant behavioural difficulties. Following a period during which excellent relationships were established with Mark and extensive observation, target-setting and strategies were put into place, the school involved the local authority and sought further advice. An individual behaviour plan and provision map is now in place for this child, who has settled well into his reception class. Mark now has access to the services he needs, including speech therapy and a PIPs worker and, as a result of this individual support, is making good progress towards all targets and is developing self-esteem.

Meeting All Children's Needs

In seeking to meet the needs of all children, it is recognised that a percentage of Langdale Free School children will have **English as an Additional Language (EAL)**, particularly as this is a growing issue for our local area. Using the DFE schools comparison tool and taking an average from local schools, Langdale Free School may expect roughly 2.9% of children to have English as an Additional Language. These children will be identified on entry and an initial interview will be held with parents, where the child's home language and present level of language acquisition can be discussed. The child will then be assessed using Blackpool's EAL intensive learning and assessment tool and if necessary they will be able to access the associated Intensive Language Programme.

“New arrivals” will have a classroom buddy to ensure that they feel welcomed into the family fold of the school, to help them to integrate with the wider school community and to find their way around the school. They will also have access to all the visual aids they need in order to make their needs understood and to access learning. The school values teaching in any case that reflects a variety of learning styles, including audio, visual and kinaesthetic, and the appropriate use of ICT to support learning. Making these facilities accessible is particularly important in terms of bringing learning to life for these children. It is recognised that other learning – for example, mathematical ability – may be far in advance of their language acquisition and this will be taken into account when differentiating learning tasks. EAL children will not be withdrawn from classes, but will benefit from being immersed in language with their peers and from any individualised support they may need.

The school has already successfully integrated and educated a number of EAL children and “new arrivals”, both from the Polish and Indian communities, as families move from time to time because of the companies they work for. This good practice will, therefore, form the core of the Langdale Free School policy and approach to supporting children with EAL needs.

Case Study:



Supporting Gifted and Talented Children:

Children are defined as gifted and talented in the areas of general intellectual ability, specific aptitude in one or more subjects, in Creative or Performing Arts or in Sport. Children will be identified through teacher observation and assessment, through the expertise of subject coordinators and through parent nomination. As the school seeks to provide an enriched curriculum for all children, we will make it possible to identify and provide well for these children with the combined advantage of individual attention from our small class sizes.

In terms of school organisation, the school can be flexible enough to meet these children’s needs. It should be possible to address the needs of these children within the appropriate year group. However, there will be times when it will be appropriate for children to work together with older children, through curricular activities and through visits to secondary schools. Mentoring is also of salient importance, promoting our family ethos. It is warmly welcomed and the school will provide mentors from adults within the school.

Enrichment / extension work is provided by all teachers in all classes, as part of normal differentiated provision. This is shown on planning documents. It is recognised that differentiation should provide activities requiring higher order thinking skills and that the role of the teacher is vital in challenging the thinking of the gifted child.

Extra-curricular activities are an important part of the provision (particularly for the talented child) and the school will seek to provide a good range of clubs, as well as access to private tuition - for example, in Dance and Music at a moderate cost. The school will also seek to make use of day and residential visits, the use of specialist teachers from secondary schools, visiting artists and authors – all in addition to its broad, creative curriculum, giving all children a chance to thrive.

The school will identify a Gifted and Talented Coordinator to work with the governor, who has responsibility for gifted and talented children. The progress of this group will be closely monitored by the Senior Management Team and, as with all other areas parents and teachers; they will work closely together to meet the needs of these children.

Children Looked After by the Local Authority:

The school would anticipate meeting the needs of an average of 6 children per year who would be looked after in this way, this number having been taken as an average of such children in local Blackpool schools. The school would appoint a Designated Senior Person with responsibility for managing the needs of these children, this role currently being carried out by the Principal. These children would be provided with an individual education plan within 20 days of their placement and a meeting convened between the carer / parent (as appropriate), social worker, school and child (if appropriate) to discuss the plan. This plan would be reviewed on a six-monthly basis and the school would work closely with the virtual school in Blackpool responsible for overseeing the provision and monitoring process for these children.

Supporting Children with Social, Emotional and Behavioural Difficulties:

Is further explained in D6, but, again, these needs will be identified and additional support provided as necessary at an early stage.

Supporting Children on Free School Meals:

Using the DFE comparison tool, the school anticipates a pupil intake where approximately 23% of children will be eligible for free school meals. The school will work closely with the local authority in the identification of these pupils and will use any pupil premium funding should it be available in order to maximize the learning potential for these children, providing such intervention as may be required to meet their needs.

All children relating to these groups with a variety of additional needs and barriers to learning will be clearly identified and their progress tracked and monitored half-termly by both the class teacher and school Principal.

D4 – Measuring and Tracking

The development and achievement of its pupils to the very best of their ability is the ultimate goal for Langdale Free School. If all children are to “be the best that they can be” then we must set credible yet ambitious targets for all pupils based on prior performance. Langdale Free School will carefully track and analyse pupil performance in order to inform individual and whole school target setting.

Definition of Success:

The school will define success as:

Pupil success:

- All pupils having made at least Nationally expected progress in English and Maths or more - that is at least 2 levels of Progress in each Key Stage
- All pupils to have gained a celebration certificate each term
- All pupils to have gained at least 10 house points per half-term
- All pupils to have taken part in at least one extra -curricular activity or visit per year.

School success:

- There are no pupils exclusions
- The school is oversubscribed
- High levels of stakeholder satisfaction

High standards as defined through end of Key Stage tests in relation to National performance tables.

Pupil Targets

These will be set half-termly and on the basis of prior attainment from which expected levels of progress will be calculated. These levels of progress will be seen as a minimum requirement. As a school with a particular focus on high standards of achievement, we will want to close the attainment “gap” where required and to set aspirational targets in general. We not only want children to gain confidence achieving what is possible, but we also want them to have the self-esteem to strive beyond what they know. Our focus on targets will help to guide them towards being the “best that they can be”.

The school would expect pupils to achieve at least the standard national average of Level 4 in both English and in Maths at Key Stage 2. They would

require at least the national average to make the expected level of progress between Key Stage 1 and Key Stage 2 in English and Maths.

Self-Evaluation:

In addition to external measures such as OFSTED inspections and performance tables, a key part of measuring the school's success will be a constant and rigorous self-evaluation. This process would include:

- Analysis of performance and progress
- Judgment of the quality of teaching and learning
- Pupil attendance
- Behaviour
- Pupil's enjoyment of school
- The attitude of parents / carers

The day-to-day monitoring of the school will be sharply focused on these indicators.

All staff, pupils and parents will be fully involved in this continuous self-evaluation process. As a result, strengths and weaknesses will be identified and further linked to future targets in order to improve performance. Langdale will also compare itself with similar schools nationally and will use this information to set challenging targets.

Accountability:

Within the school there will be a clear system of accountability for all. For example:

- The Principal will be regularly held accountable for the success of the school by the Governing Body
- All staff will have clear job descriptions including specific responsibilities and accountabilities
- The line management system will ensure a positive focus on accountability
- Accountability will be supportive and based on incentives for performance through a performance management system
- Where performance is not satisfactory, procedures will be put in place to support and develop the member of staff
- Ultimately, a disciplinary or competency process will be put in place, if all else fails

Assessment and Tracking Pupil Progress:

We believe assessment and the tracking of children's progress to be essential in ensuring that every child achieves the highest possible standards personally achievable.

In order to measure pupil progress and achievement in the subjects of Mathematics and English, Langdale Free School will offer Key Stage 1 and Key Stage 2 tests for so long as the National Curriculum continues to make provision for end of Key Stage tests. Should the current requirements be replaced with an alternative, we will offer these. If there becomes no mandated requirement however, the school would construct its own testing regime drawn from best practice both nationally and around the world, including but not limited to the IPC and the International Baccalaureate (IB). Notably, Langdale has access to best practice of the IB's Primary Years Programme via a 'sister school' within the group of which Langdale is currently a part.

Children in the Reception Class will continue to have their progress across the 6 areas of learning recorded in the Foundation Stage Profile and progress will continue to be measured in terms of the profile scales.

A baseline on entry into the Reception Class will be established and the data entered in the profile by the end of the autumn half term. Where pre-school profiles have been moderated and are accurate, these will be used as the baseline. Other assessments, usually in the form of observations, will be undertaken by the staff in the Reception Class throughout the child's first year at school. All information will be recorded on the Foundation Stage Profile, which will be updated termly.

The vast majority of children will be expected to progress to the national performance indicator or to exceed it. An average child, for example, would be expected to reach at least 78 points with 6 points in all scales. Children's progress will be reviewed termly and any additional support and plans will be provided where necessary to help children to achieve their maximum potential. The school will continue to take part in moderation activities to ensure the accuracy of the school's record of progress for children in Reception Class.

At Key Stage 1 and 2, pupil progress will be identified in Maths and English through on-going teacher assessment and recorded on the "brick wall" trackers half-termly. These will form the basis of termly progress review meetings where target groups for intervention can be identified. The majority of children will be expected to work within levels 1-3 at Key stage 1 and within Levels 2-5 at Key Stage 2. Expected attainment for the majority of children at the end of Key Stages will be Level 2 at age 7 and Level 4 at age 11. These would be the levels that the average child would be expected to achieve. However, it is recognised that some children may be working at a level either above or below the national average and that they will have been identified and their needs provided for appropriately in line with school policy.

The school will make full use of assessment for learning strategies; for

example, planning lessons with clear learning objectives, giving children regular feedback on their learning and making good use of questioning so that we have a clear picture of what has been achieved in the lesson and what the next steps for groups of children and individuals need to be. We will also make use of assessing pupil performance grids in English and Maths on a half-termly basis, using a collection of evidence over the half term to make judgements in relation to what children now know, can do and understand.

All children will work towards half-termly targets in English and Maths, which will be shared with the children and their parents. Parents will have a termly opportunity to meet with teachers to discuss their child's progress and will receive an annual report of progress in all curriculum areas during the Summer Term.

The following documents will be used in monitoring and tracking pupil progress:

Sample Reception Tracking sheet:

Name	Dispositions & Attitudes	Social Devt	Emotional Devt	Lang. for Comm'n & Thinking	Linking Sounds & Letters	...etc	SubTot Personal & Social Ed'n	SubTot Comm'n, Lang & Lit	SubTot Prob Solving & Reasoning in No.s	Total	Baseline	Dif	Attainment	Progress
Child 1							0	0	0	0		0		
Child 2							0	0	0	0		0		
Child 3							0	0	0	0		0		
Child 4							0	0	0	0		0		
Child 5							0	0	0	0		0		
Child 6							0	0	0	0		0		
Child 7							0	0	0	0		0		
Child 8							0	0	0	0		0		
Child 9							0	0	0	0		0		
Child 10							0	0	0	0		0		
Child 11							0	0	0	0		0		
Child 12							0	0	0	0		0		
Child 13							0	0	0	0		0		
Child 14							0	0	0	0		0		
Child 15							0	0	0	0		0		
Child 16							0	0	0	0		0		
Child 17							0	0	0	0		0		
Child 18							0	0	0	0		0		
Cohort														
Mean	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
Difference	-4.5	-4.5	-4.5	-4.5	-4.5	-4.5	-13.5	-18.0	-13.5	-59.0	-39.0	-20.0		
						Progress	Attainment							
						35+	59+							
						30-34								
						21-29								
						20 or less								

Sample Key stage 1 and 2 Tracking Sheets:

Primary School - Targets Tracker – Cohort Y2

Subject:

Term 3b	WP7	WP8	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	
Term 3a	PIVAT S	WP7	WP8	1C	1B	1A	2C	2B	2A	3C	3B	3A	
Term 2	PIVAT S	WP7	WP8	1C	1B	1A	2C	2B	2A	3C	3B	3A	
Term 1b	PIVAT S	PIVAT S	WP7	WP8	1C	1B	1A	2C	2B	2A	3C	3B	
Term 1a	PIVAT S	WP7	WP8	1C	1B	1A	2C	2B	2A	3C	3B		

Primary School - Targets Tracker – Cohort Y3

Subject:

Term 3b	W8	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	
Term 3a	W7	W8	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	
Term 2	W7	W8	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	
Term 1b	WP6	WP7	WP8	1C	1B	1A	2C	2B	2A	3C	3B	3A	
Term 1a	WP6	WP7	WP8	1C	1B	1A	2C	2B	2A	3C	3B		

Pupil Intervention:

Effective use will be made of intervention, where pupils can make up for shortfalls in their learning and accelerate their progress. These may be run by the Principal, teaching assistant or in some cases by the class teacher themselves. These interventions will be in relation to basic skills development and will focus on “narrowing the gap” for the bottom 20% of pupils. Examples of interventions used may be Reading Recovery (the Principal is a trained Reading Recovery teacher), the Early Literacy Support intervention programme or IT based programmes such as RM maths and LEXIA.

Performance Management:

There will be a clear process of assessing the overall performance of teaching assistants, teachers and the Principal in the context of their job description,

including provision for their future development with reference to the schools targets and school development plan.

There will also be a focus on professional development – learning that enables all staff to develop the skills they need to do their job effectively and advance their careers. Again, this would be linked to the performance management system of the school.

D5 - Admissions

Langdale Free School will work closely with Blackpool Council's School Admissions Team, who will coordinate admissions arrangements for the school. Parents must apply for a place at the school using Blackpool Council's Admissions Application form "Admission to Primary Schools", which must be returned to the authority as specified on the form.

We have already had detailed conversations with [REDACTED] from the LEA – who we have known for many years – to synchronise our admissions process with the LEA.

Subject to the timing of our approval, we may, in our first year as a Free School, operate our own admissions process, in which case parents will apply to the school directly.

Legal Framework

Langdale Free Schools' Admissions Policy has been formulated in accordance with the provisions of the School Standards and Framework Act 1998, the Education and Inspections Act 2006, the Schools Admissions (Admission Arrangements) (England) Regulations 2008 and the Schools Admissions (Coordination of Admission Arrangements) (England) Regulations 2008. This policy is also in accordance with that of the Blackpool Council for 2013-2014, and allows for an inter-Blackpool co-ordinated approach, which is also fully co-ordinated with Lancashire County Council.

Starting Primary School & Deferred Entry

The Education Act 1996 states that a child is required to attend primary school from the start of term following his / her fifth birthday.

At Langdale Free School, all children whose fifth birthday falls within the academic year may start school in the Autumn term.

However, parents may, with the agreement of Langdale Free School and the Children, Adult and Family Services, choose to defer entry for their child for up to 2 school terms. Under these circumstances, school places will be reserved.

Allocation of Places

- Wherever possible, pupils will be allocated to a school in accordance with parental preference.
- Parental preference will be met provided that the demand for places does not exceed the agreed admission number listed against the school.
- Langdale Free School's Board of Governors will be responsible for implementing the admission arrangements in compliance with Government legislation and Blackpool Council's Admissions Policy

2013-2014.

- If, during its first year of operation, Langdale Free School is running its own admissions process, application forms can be obtained from the Principal (1st week September 2012) and should be completed by the date stipulated on the forms (18th January 2013). The school will notify parents about the school place on 16th April 2013. In subsequent years, parents must obtain application forms from the Blackpool School Admissions Team in the Children, Adult and Family Services department.
- Where Langdale Free School has been nominated as the preferred school, first choice, or only choice, and provided that there are sufficient places for everyone who has applied, Langdale Free School will offer every child a place.

Children with Statements of Special Educational Needs that Name Langdale Free School in the Statement.

Where a child has a Statement of Special Educational Needs that names Langdale Free School in that Statement, Langdale Free School will, in accordance with Schedule 27, section 324 of the Education Act 1996, admit that child to the school, irrespective of whether there is a place available.

Published Admission Number

The published admission number is the number of children the school can accommodate. The standard number in each year group (Reception to Year 6) is currently 7. We will keep this number under review and the School's Board of Governors will apply to change the number throughout as the approval process and expansion of capacity progresses

Oversubscription Arrangements

In the event that demand for places exceeds availability, the School's Board of Governors has set out the following criteria and list of priorities for the allocation of remaining places:

1. Looked-after children or children fostered under an arrangement made by the local authority.
2. Children who have a serious medical condition, or whose parents or carers have a serious medical condition, where they contend that attendance at Langdale Free School is appropriate. Supporting evidence from a specialist / consultant doctor (not a GP) must be produced at the time of application. It should be noted that Langdale Free School already makes provision for special educational needs, and can accommodate children with common conditions such as asthma, epilepsy and diabetes.

3. Children for whom there are exceptional sensitive and compelling family circumstances, which are directly relevant to being allocated a place at Langdale Free School. Supporting evidence in the form of professional reports, e.g. from a social worker, police officer or educational psychologist must be produced at the time of application. Priority will be given to the child if the submitted report unequivocally proves the circumstances and demonstrates why an alternative school is unsuitable.
4. Children with brothers or sisters who will be at school at the start of the academic year. We will give priority for brothers and sisters if they are living in the same house and we receive their applications by the closing date. This includes full brothers and sisters, half brothers and sisters, step brothers and foster brothers and sisters. Full brothers and sisters who do not live at the same address will still be given priority as a sibling. Half, step and foster brothers and sisters who do not live at the same address will not be classed as siblings.
5. Children who have the school as their nearest school measured in a straight line from their front door to the school's entrance (according to Google Maps data).

Tie-break

Should a situation of full subscription be reached at any point in the allocation process, the places remaining for that category of priority will be given to children living nearest to the school, as measured in a straight line between the home front door and the school's entrance (according to Google Maps data).

Admission Appeals

If a child is not offered a place at Langdale Free School, it is because to do so would prejudice the education of other children by allowing the numbers in the school to increase beyond our capacity constraints.

Any parent who wishes to appeal against a decision can do so by writing directly to the School's Board of Governors. Appeals will be addressed by an independent appeals panel. Parents will receive notification of the date and time of their appeal hearing, to which they can go and make their case. The clerk to the appeals panel will write to parents with their decision.

N.B: With respect to an independent appeals panel, Langdale Free School will approach both Blackpool and Lancashire Education Authorities for support, guidance and training in order to comply with the legal requirements of making such decisions.

Waiting List

If, during its first year of operation, Langdale Free School is running its own admissions process, the school's Board of Governors will draw up a waiting list of unsuccessful applicants, giving priority in accordance with the tie-break arrangements. Any places that become available will be filled from the waiting list. In subsequent years, the waiting list will be maintained by Blackpool Council's School Admissions Team.

N.B: In accordance with the DfE School Admissions Code, places on the waiting list are maintained according to the pupil's priority against the school's admission criteria, not simply the length of time that they have been on the waiting list.

Late Applications

Applications received after the published closing date would be treated as late applications. Only in exceptional circumstances and where appropriate evidence is provided will those applications received after the closing date (and before offers of places have been made) be considered concurrently with those received on time.

Change of Preference

Parents may not change their preference once the closing date for applications has passed, unless there is a significant reason for doing so, such as relocation.

D6 - Promoting Good Behaviour and Addressing Discipline Issues

Langdale School's approaches to the behaviour of the pupils are built on a clear set of values, which we agree as being relevant for all people in an orderly, happy society. As such they are clearly important within our school family in order to secure a happy and successful learning experience for all. The school's Behaviour Policy has a strong link to the high expectations and desire for learning excellence that characterises our school and as we become Langdale Free school our high expectations will continue to be evident, albeit within a framework which will support an increasingly diverse school population in meeting this challenge.

Specifically, the Behaviour Policy for Langdale Free School will be as follows:

The values listed should apply both in and out of school. These values are that we believe all people should:

- Be friendly, considerate and respectful to all people and their property
- Have a strong sense of self-worth
- Be self-confident
- Be non-aggressive
- Be enthusiastic
- Praise others when they achieve success

We aim to create a school which upholds these values and recognise that we, the staff, have a clear leadership role in upholding them ourselves by visibly demonstrating them through our own behaviour in school and out of school activities.

Behaviour Expectations

The values are translated into key behaviours, which all people associated with the school can recognise, understand, teach and follow.

These are:

- We look for and acknowledge the good in other people
- We treat others in a caring, gentle way
- We treat the property of others in the way in which we would treat ours
- We will be polite and friendly
- We encourage and help others to be successful in all aspects of school life

- We behave in a calm, confident way, knowing our place in school and not wishing to push ourselves forward or be boastful about our achievements

Where children choose to ignore the rules, teachers and members of staff should verbally remind the children of the consequences and apply the Behaviour Action Plan if the child fails to respond in a positive way.

Rules in School

We recognise that the expectations of behaviour must be made tangible, in particular settings, for pupils. These are, therefore, basic rules that will be taught each term and will be reinforced by the teacher within the classroom. These will be displayed in each area of school.

Children's Rules

This is the basic spine of rules, which will be taught to each class at the start of each term and which are reviewed annually by the school council. This will ensure that the children know and understand them in practical day-to-day situations and that they are of direct relevance to the children. All staff reinforces the following rules:

- I am kind
- I look after everyone and everything
- I always move calmly around my school
- I am polite
- I do as I am asked the first time

Staff Rules

We recognise that the staff, in stipulating these behaviours for the children, must equally follow a set of rules, which reflect the values and behavioural expectations. These include valuing and supporting each other. For example:

- I will speak positively and respectfully, both to children and colleagues
- I will always start a lesson on time, with sufficient resources
- I will have the lesson fully prepared
- I will notice and acknowledge children behaving in accordance with the school's behaviour expectations and rules
- I will provide work, which is at the pupil's level of capacity
- I will always give more rewards than sanctions in a lesson
- I will support, uphold and reinforce the school's positive behaviour expectations and rules

Rewards

The school firmly believes that people will fulfil the behavioural expectations, on the basis of encouragement and praise, rather than punishment.

Praise and celebration of achievement, however small, underpin all our interactions with one another, in line with the school's behavioural expectations. We behave towards each other as we would in a happy and orderly family. The ratio of rewards to sanctions, in all lessons, will be biased in favour of rewards.

The rewards we use are:

- Demonstrable pleasure – a smile
- Verbal praise
- Stickers
- Applause from class
- Sending well-behaved, hard-working children to the Principal
- Certificates during “presentation” assembly
- “Monitor” responsibility, to encourage good behaviour
- “Golden Time” for good work or behaviour
- Verbal acknowledgements to parents
- A “Class Prize” system

Behaviour

In the event of a pupil's behaviour falling below the standards the school expects, the following action plan will be followed:

- Stage 1 – the pupil will be seen by his/her class teacher and the child reminded of the corresponding school rule and rationale for this. “Time out” would be given as appropriate and the parents would be advised orally
- Stage 2 – if the poor behaviour continues, the pupil would see the Principal. The child would be reminded of the corresponding school rule and the rationale for this and would be given “time out” in another class as appropriate
- Stage 3 – if the standard of behaviour does not improve, the pupil's parents are encouraged to withdraw certain privileges at home
- Stage 4 – if there has been no improvement in behaviour, a behaviour chart would be set up in school relating to the achievement of specific behaviour targets within a specified time period, to be monitored by the class teacher and shared daily with parents
- Stage 5 – if the behaviour is still a cause for concern, then a meeting would be convened with parents and the child (where appropriate), an

individual behaviour plan drawn up, with outside agencies involved as appropriate

Meeting the Challenge:

Where pupils display particular difficulty in adhering to school rules or display particularly challenging behaviours, it is recognised that additional support may be required in order to meet the high standards expected by the school. This may take the form of Individual charts and behaviour plans linked to specified targets and time periods as detailed above. It may also involve additional support from the teaching assistant or the involvement of outside agencies.

Regular training opportunities for staff in relation to a values based, restorative approach and behaviour management strategies would be offered through dedicated staff meetings and in-service training opportunities. It should be noted that all existing school staff already have experience of teaching in other Blackpool schools and so have, in many cases, considerable experience already in helping children to overcome such barriers with learning. Future staff will also be specifically recruited with the future intake of Langdale Free School in mind.

Exclusions

In the event of behaviour that is deemed to be unacceptable, the Principal, in consultation with the chair of Governors **may** decide to exclude that child from school for a specified period of time or permanently. Parents may appeal against exclusions; the matter would then be referred to the school governors.

The school firmly believes that fulfilling our behavioural expectations is a necessary pre-requisite for learning excellence. We have a strong commitment to the all-round education of all the children in our care and wish to create the conditions where all children can thrive and meet their full potential within a happy, family atmosphere free from violence, abuse, bullying or racism.

Case study:

4 years ago, Langdale was approached by the mother of [REDACTED],

[REDACTED]
Mother gave us the full history and we agreed to enrol [REDACTED]. He was

[REDACTED]
This was all made possible with excellent team work from within all teaching staff at Langdale and **daily** meetings with [REDACTED] and his mother. A reward system was introduced and applied when work **and** behaviour (it had to be both) were acceptable, but never if only one or the other applied. [REDACTED] then understood that both went "hand in glove".

[REDACTED]

Bullying

We are committed to providing a caring, friendly and safe environment for all our pupils, so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Langdale School. If bullying does occur, pupils should be able to tell a teacher or other adult and know that incidents will be dealt with promptly and effectively. We are a “telling” school. This means that anyone who knows that bullying is happening is expected to tell the staff.

We define bullying as the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying can be emotional (being unfriendly, excluding or tormenting), physical (pushing, kicking, hitting, punching or any use of violence), racist (racial taunts, graffiti, gestures), sexually abusive (physical contact or comments), homophobic (because of or focusing on the issue of sexuality) and verbal (name calling, sarcasm, spreading rumours or teasing).

Responding to Bullying:

Everybody has the right in our school to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Bullying can cause stress and can affect a child’s health and well-being. We therefore have a responsibility to respond promptly and effectively to issues of bullying. Specifically, we aim for all children to feel welcomed into our family and for them to feel safe in all parts of the building. We expect through working in partnership that all staff, pupils and parents will have an understanding of what bullying is and be familiar with the school policy on bullying. It is expected that all reports of bullying will be taken seriously. All pupils and parents should be assured that they will be supported when bullying is reported.

Signs and Symptoms:

A child may indicate by signs or behaviour that he or she is being bullied. Adults will be aware of these possible signs and will investigate if a child, for example, becomes anxious or withdrawn, frightened or suddenly unwilling to come to school.

Prevention:

A structured programme of personal, social and health education in the form of SEALS (Social and Emotional Aspects of Learning Programme) will be used to raise self-esteem in pupils. Circle Time and Golden Time will form a part of this programme and be used to encourage positive behaviour. There will be a constant assessment of the school buildings and grounds to ensure that a safe and secure environment is maintained and an open door policy in the school for parents to discuss and report concerns.

Procedures:

It is recognised that incidents of bullying occur in all schools. It is essential that

all such incidents are taken seriously and dealt with in an appropriate manner. A pupil or parent may report an incident to any member of staff, but the responsibility for ensuring that all incidents are consistently dealt with lies jointly with the teachers and the Principal. The Principal will be responsible for embedding anti-bullying awareness in the policy and practices of the school. All incidents deemed by the Principal to involve bullying will be logged and parents contacted for the incident to be discussed the same day. Immediate support from staff or an outside agency if necessary will be available to the victim and the perpetrator(s) will be subject to disciplinary procedures in order to change or modify their behaviour (e.g. loss of Golden Time, mentoring and discussion about the effects of bullying, use of positive behaviour strategies and restorative practice).

Langdale Preparatory school already has a very successful track record in dealing promptly and effectively with any incidents and this good practice would be used as a template for Langdale Free School.

Securing Good Attendance

Introduction

Langdale Free School will provide an environment which enables and encourages all of the children to reach out for excellence and to “be the best that they can be”. For the children to gain the greatest benefit from their education it is vital that they attend regularly and children will be expected to be at school on time and every day that the school is open unless the reason for the absence is unavoidable.

It is very important, therefore, that parents or carers ensure that their child attends regularly and this Policy sets out how this will be achieved.

Why Regular Attendance is Important

Any absence affects the pattern of a child’s schooling and regular absence will seriously affect their learning. Any pupil’s absence disrupts teaching routines, so may influence the learning of others in the same class. Ensuring that children attend school regularly is the legal responsibility of the parent or carer and permitting absence from school without a good reason creates an offence in law and may result in prosecution.

Promoting Regular Attendance

Helping to create a pattern of regular attendance is everybody’s responsibility - parents, pupils and all members of school staff.

To help everyone to focus on this, Langdale Free School will:

- Provide details on attendance in school newsletters
- Report to parents on a termly basis as to how each child is performing

in school, what their attendance and punctuality rate is and how this relates to their attainments

- Celebrate good attendance by displaying individual and class achievements
- Reward good or improving attendance through class competitions, certificates and outings/events
- Run promotional events when parents, pupils and staff can work together on raising attendance levels across the school

Understanding Types of Absence

Every half-day absence from school has to be classified by the school (not by the parents), as either AUTHORISED or UNAUTHORISED. This is why information about the cause of any absence is always required, preferably in writing.

Authorised absences are mornings or afternoons away from school for a good reason like illness, medical/dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

Unauthorised absences are those which the school does not consider reasonable and for which no "leave" has been given. This type of absence can lead to the Authority using sanctions and/or legal proceedings. This includes:

- Parents/carers keeping children off school unnecessarily
- Truancy before or during the school day
- Absences which have never been properly explained
- Children who arrive at school too late to get a mark
- Shopping, looking after other children or birthdays
- Day trips and holidays in term time which have not been agreed

Whilst any child may be off school because they are ill, sometimes they can be reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents and the child. If a child is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and this attitude usually makes things worse.

Persistent Absenteeism (PA)

A pupil becomes a 'persistent absentee' when they miss 20% or more schooling across the school year for whatever reason. Absence at this level is doing considerable damage to any child's educational prospects and the school will expect the parent or carer's fullest support and co-operation to tackle this.

All instances of absence are thoroughly monitored. Any case that is seen to have reached the PA mark or is at risk of moving towards that mark is given priority and parents or carers will be informed of this immediately.

All PA pupils and their parents or carers will be subject to an Action Plan and the plan may include: allocation of additional support through a Mentor, use of circle time, individual incentive programmes and participation in group activities around raising attendance. All PA cases are also automatically made known to the Education Welfare Officer.

Absence Procedures

In the events of a child being absent, parents or carers must:

- Contact the school as soon as possible on the first day of absence;
- Send a note in on the first day they return with an explanation of the absence – this must be done this even if a telephone message has already been received; or
- Parents or carers can call into school and report to the school office, who will arrange for an appointment with a member of staff

If a child is absent the school will:

- Telephone or text parents or carers on the first day of absence, if there has be no prior information
- Invite parents or carers in to school to discuss the situation with the Principal if absences persist
- Refer the matter to the Pupil Attendance & Education Welfare Officer if attendance moves below 87%

Telephone Numbers

Langdale Free School will maintain a list of current telephone contact numbers, and regular checks will be made throughout the year to ensure that this information is correct.

The Education Welfare Officer

Parents will be expected to contact the school at an early stage and to work with the staff in resolving any problems together. If difficulties cannot be sorted out in this way, the school may refer the child to the Pupil Attendance & Education Welfare Officer from the Local Authority. He / she will also try to resolve the situation by agreement but, if other ways of trying to improve the child's attendance have failed and unauthorized absences persist, these Officers can use sanctions such as Penalty Notices or prosecutions in the Magistrates Court. Full details of the options open to enforce attendance at school will be available from the school or the Local Authority.

Alternatively, parents or children may wish to contact the PAEWO themselves to ask for help or information. They are independent of the school and will give impartial advice.

Punctuality at Langdale Free School

The school day starts at **9am** and children will be expected to be on time and ready to start learning by this time.

Registers are marked by **9.10am** and any children arriving after that time will receive a late mark if they are not in by that time.

For children who develop a persistent late record, their parents or carers will be asked to meet with the Principal to resolve the problem.

Holidays During Term Time

Taking holidays in term time will affect a child's schooling as much as any other absence and the school will expect parental support over this issue by not taking children away in school time.

There is **no** automatic entitlement in law to time off in school time to go on holiday.

All applications for leave should be made in advance and at the discretion of the school. A maximum of 10 days in any academic year may be authorised. In making a decision, the school will consider the circumstances of each application individually, including any previous pattern of leave in term time.

Any period of leave taken without the agreement of the school, or in excess of that agreed, will be classed as unauthorised and may attract sanctions, such as a Penalty Notice.

School Targets

Langdale Free School will set targets to improve attendance and each child will have an important part to play in meeting these targets.

Targets for the school and for classes will be displayed in the school.

The school's aim will be to exceed the stated attendance target because good attendance is an important key to successful schooling and serves as a reflection of the excellence and enjoyment achieved by the children.

Through the school year, absences and punctuality rates will be monitored for evidence of where improvements need to be made.

Information on any projects or initiatives that will focus on these areas will be provided in the school's newsletter.

Summary

Langdale Free 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.

D7 – Community Engagement

The Langdale Community is an important part of our school family and our involvement is just one of the ways in which we demonstrate our values. We hope that all of our children will “be the best that they can be” in a personal sense and make a valuable contribution to our society.

As an established independent primary school, Langdale School already has long-standing and productive links with the local community.

Key groups, who we have established regular contact with include:

Parents

Langdale School has been in operation since 1920 and has provided quality education to generations of local families who continue to support the school through word-of-mouth recommendations to their own relations, friends and co-workers.

The school values and respects the importance of the relationship between all of its stakeholders, and takes care to ensure that these relationships are nurtured and protected.

The Local Authority

Langdale School also has a healthy and positive relationship with Blackpool’s LEA as its nursery is part of the Blackpool Sure Start Programme and the school benefits from LA support with programmes such as Healthy Eating,

Road Safety, Fire Awareness and other community-centred learning activities. [REDACTED] represents the PVI sector on the Schools Forum.

Business and Business Organisations

The name of Langdale School is already an established one amongst local business organisations and there is a history of business relationships that stretch back many years. These relationships will stand the school in good stead for the future and offer the potential to act as springboards to new opportunities as the status of the school changes.

Charities

Langdale School has, over the years, established links with local, national and international charities and has made contributions in the form of time and/or monetary donations. Raising funds or offering support to those in need will continue to be a focus for Langdale Free School in the future.

Other Schools in the Area

Langdale School has good relationships with other nursery schools in the area,

and also with several local primary schools. [REDACTED] has been invited to attend Blackpool's Principal Group. Resources are shared, as is staff expertise, and joint community projects have been undertaken in the past. In addition, Langdale School offers placement opportunities for Year 9 and Year 10 work experience students from several local secondary schools.

This would all be expected to continue in the future, with the potential for even greater cross-school links being developed, which could result in additional learning opportunities for the children and the staff alike.

Colleges and Universities

Langdale School currently offers placement opportunities with Blackpool and the Fylde College, Victoria Hospital and both Cumbria and Lancaster Universities, and has a reputation for offering strong support to trainee teachers and nursery nurses. As Langdale Free School, we would continue to offer placement opportunities.

Faith Groups and Churches

Langdale School resides within the parish of St. Stephen on the Cliffs and the children were recently invited to help design and make a mosaic that has now been laid into the floor at the entrance to the church.

The school has established links with the church, although they are community-based rather than religious, since Langdale is a non-denominational school. Langdale also teaches all the children about other faiths such as Judaism and Islam.

The Local MP

Langdale School's intent to apply for Free School status has the full support of Mr. Paul Maynard, the MP for Blackpool North and Cleveleys. Mr. Maynard has visited the school and was a special guest at an assembly, where he presented the children with Star Badges and Certificates of Merit. [REDACTED].

Langdale Free School will continue to engage, maintain and strengthen relationships between all of these groups through a variety of means including, but not limited to, the following:

- Invitations to attend School Open Days
- Invitations to be a 'Special Guest' at Sharing Assemblies
- Providing support at community events (e.g. a group of children to help run a stall at the local parish church Christmas Bazaar)
- Attending college events to help promote careers in education or offering support for student teachers
- Arranging visits to local business (as part of Staff Development, or field trips for the children)

- Creating extra-curricular links with local schools to extend choices and promote a positive, competitive environment.
- Becoming directly or indirectly involved with local education committees.
- Weekly visits to local library

Monthly visits by years 5 and 6 to care homes in the community.

Section E: Evidence of demand and marketing

Summary

We have confirmed expressions of interest for Langdale Free School as the first choice school for 237 pupils in September 2013. This comprises 100% of 62 current pupils 43 and 175 confirmations from the broader community. We are over-subscribed by almost 4 times for pupils new to the school.

		% of total Confirmations
<u>Current Langdale SCHOOL Pupils</u> <i>(less 8 graduated by Sept'13)</i>	43	18%
<u>Current Langdale NURSERY Pupils</u>	19	8%
<u>New pupils</u>		
Local nurseries and Sure Start Centres	42	
Confirmations from press release, enquiries, website and postcards to whole 20,000 household catchment	74	
Parents network / word-of-mouth	59	
TOTAL NEW PUPILS	175	74%
Total confirmations as <u>first choice</u> school	237	
Langdale Free School total capacity	126	
Langdale Free School capacity, September 2013	108	
Times <u>over</u>-subscribed in September 2013	2.2	

Of this total, we fairly assume that ALL current parents of the school and of Langdale Nursery would attend in September 2013 (apart of course from minor movements of leavers and new joiners due to relocation, etc)

Langdale Free School capacity, September 2013	108
less current Langdale School pupils	-43
less current Langdale Nursery pupils*	-19
Remaining places to be filled	<u>46</u>

Confirmations from parents previously unknown to Langdale*	175
Times <u>over</u>-subscribed by new parents in September 2013	3.8

** notwithstanding that current Langdale Nursery pupils would have to go through the same admissions process as everyone else, as detailed in Section D.*

Note: current capacity of Langdale School is 54 pupils. With 51 pupils on-roll, we are 94% full. The above analysis is based on our expanded capacity if approved.

Part 1

Demand has been confirmed for the first two years of operation as the first choice, by year group, as below:

	2013						2014				
	A	B	C	B+C	D		A	B	C	B+C	D
Reception	18	6	50	56	311%		18	0	9	9	50%
Year 1	18	13	31	44	244%		18	6	50	56	311%
Year 2	18	13	22	35	194%		18	13	31	44	244%
Year 3	18	12	20	32	178%		18	13	22	35	194%
Year 4	18	4	18	22	122%		18	12	20	32	178%
Year 5	12	10	8	18	150%		18	4	18	22	122%
Year 6	6	4	10	14	233%		18	10	8	18	100%
Total	108	62	159	221	205%		126	58	158	216	171%

Note: whilst in 2014 demand in Reception appears low at this stage pupils, this year group is only currently 2-3 years old and we fully anticipate Reception in 2014 being as oversubscribed as it is for 2013 – or even more so – by this time next year.

NBB: only those confirming that they would select Langdale Free School as their first choice for their child/children are included in these figures.

Part 2

E1: Evidence of demand for the first two years of operation, including confirmation that they would select Langdale Free School as the first choice for their child

Age and postcode of CURRENT pupils (includes school and nursery pupils)

Year Group in Sept' 13	DOB	Age in Sept '11	Entry 2013/14	Entry 2014/15	Postcode
R	05/12/2008	2.7	Y		FY1
R	12/11/2008	2.8	Y		FY1
R	17/07/2009	2.1	Y		FY3
R	29/11/2008	2.8	Y		FY2
R	07/12/2008	2.7	Y		FY3
R	01/01/2009	2.7	Y		FY1
1	11/08/2008	3.1	Y		FY2
1	20/12/2007	3.7	Y		FY3
1	25/06/2008	3.2	Y		FY2
1	11/08/2008	3.1	Y		FY3
1	08/03/2008	3.5	Y		FY5
1	25/01/2008	3.6	y		FY3
1	22/07/2008	3.1	Y		FY2
1	15/11/2007	3.8	Y		FY1
1	16/07/2008	3.1	Y		FY2
1	27/10/2007	3.8	Y		FY2
1	04/08/2008	3.1	Y		FY3
1	14/11/2007	3.8	Y		FY1
1	05/11/2007	3.8	Y		FY2
2	30/12/2006	4.7	Y		FY1
2	23/09/2006	4.9	Y		FY2
2	21/10/2006	4.9	Y		FY5
2	10/11/2006	4.8	Y		FY1
2	16/02/2007	4.5	Y		FY2
2	16/01/2007	4.6	Y		FY1
2	26/07/2007	4.1	Y		FY1
2	04/07/2007	4.2	Y		FY2
2	09/11/2006	4.8	Y		FY2
2	22/12/2006	4.7	Y		FY2
2	23/05/2007	4.3	Y		FY1
2	10/11/2006	4.8	Y		FY2
2	23/04/2007	4.4	Y		FY2

Year Group in Sept'13	DOB	Age at Sept '11	Entry 2013/14	Entry 2014/15	Postcode
3	05/11/2005	5.8	Y		FY2
3	19/07/2006	5.1	Y		FY2
3	17/11/2005	5.8	Y		FY3
3	19/12/2005	5.7	Y		FY3
3	02/06/2006	5.2	Y		FY2
3	02/12/2005	5.7	Y		FY1
3	11/01/2006	5.6	Y		FY1
3	11/01/2006	5.6	Y		FY1
3	31/07/2006	5.1	Y		FY2
3	31/07/2006	5.1	Y		FY2
3	31/05/2006	5.3	Y		FY4
3	04/05/2006	5.3	Y		FY3
4	12/08/2005	6.1	Y		FY2
4	28/10/2004	6.8	Y		FY1
4	22/09/2004	6.9	Y		FY8
4	30/04/2005	6.3	Y		FY2
5	08/03/2004	7.5	Y		FY2
5	27/10/2003	7.8	Y		FY3
5	31/01/2004	7.6	Y		FY2
5	18/03/2004	7.5	Y		FY2
5	13/11/2003	7.8	Y		FY2
5	07/07/2004	7.2	Y		FY2
5	21/05/2004	7.3	Y		FY2
5	28/03/2004	7.4	Y		FY5
5	18/02/2004	7.5	Y		FY2
5	30/10/2003	7.8	Y		FY3
6	19/12/2002	8.7	Y		FY3
6	01/07/2003	8.2	Y		FY3
6	31/10/2002	8.8	Y		FY2
6	04/03/2003	8.5	Y		FY3

NBB: **only** those confirming that they would select Langdale Free School as their **first choice** for their child/children are included in this table. However this is 100% of our current pupils

Age and postcode of pupils who DO NOT CURRENTLY ATTEND school

Year Group In Sept' 13	Source P=postcard, phone W=web O=other nursery/SSC N=network/ WOM	DOB	Age	Entry 2013/14	Entry 2014/15	Postcode
R	N	29/07/2009		Y		FY2
R	N	01/01/2009		Y		FY1
R	N		3	Y		FY1
R	N		3	Y		FY4
R	N		3	Y		FY3
R	N		3	Y		FY2
R	N		3	Y		FY2
R	N		3	Y		FY1
R	N		3	Y		FY2
R	O		3	Y		FY2
R	O		3	Y		FY2
R	O		3	Y		FY8
R	O		3	Y		FY2
R	O		3	Y		FY2
R	O		3	Y		FY2
R	O		3	Y		FY2
R	O		3	Y		FY3
R	O	18/03/2009		Y		FY2
R	O	16/02/2009		Y		FY1
R	O	20/08/2009		Y		FY1
R	O		3	Y		FY5
R	O		3	Y		FY3
R	O		3	Y		FY4
R	O		3	Y		FY6
R	P	12/02/2009		Y		FY2
R	P		3	Y		FY4
R	P		3	Y		FY1
R	P		3	Y		FY1
R	P	10/10/2008		Y		FY4
R	P		3	Y		FY1
R	P		3	Y		FY1
R	P		3	Y		FY3
R	P		3	Y		FY5
R	P		3	Y		FY2
R	P		3	Y		FY2
R	P		3	Y		FY1
R	P		3	Y		FY3
R	P		3	Y		FY1
R	P	21/01/2009		Y		FY2
R	P	21/01/2009		Y		Fy2
R	P	24/12/2008		Y		FY2
R	W	23/07/2009		Y		FY4
R	W	19/07/2009		Y		FY2
R	W	28/04/2009		Y		FY1
R	W	15/03/2009		Y		FY2
R	W	15/03/2009		Y		FY3
R	W		3	Y		FY4
R	W		3	Y		FY1
R	W		3	Y		FY1
R	W		3	Y		FY1

Year Group In Sept' 13	Source P=postcard, phone W=web O=other nursery/SSC N=network / WOM	DOB	Age	Entry 2013/14	Entry 2014/15	Postcode
1	N	09/05/2008		Y		FY3
1	N		4	Y		FY1
1	N		4	Y		FY1
1	N		4	Y		FY3
1	N		4	Y		FY3
1	N		4	Y		FY2
1	N		4	Y		FY1
1	N		4	Y		FY2
1	N		4	Y		FY2
1	O		4	Y		FY5
1	O		4	Y		FY5
1	O		4	Y		FY2
1	O		4	Y		FY5
1	O		4	Y		FY2
1	O		4	Y		FY4
1	O		4	Y		FY5
1	O		4	Y		FY7
1	O		4	Y		FY5
1	P		4	Y		FY2
1	P		4	Y		FY2
1	P		4	Y		FY1
1	P		4	Y		FY2
1	P	14/04/2008		Y		FY2
1	P	12/11/2007		Y		FY1
1	W	14/04/2008		Y		FY2
1	W	22/01/2008		Y		FY2
1	W	03/10/2007		Y		FY2
1	W		4	Y		FY1
1	W		4	Y		FY1
1	W		4	Y		FY4
1	W	01/08/2008		Y		FY1

Year Group In Sept' 13	Source P=postcard, phone W=web O=other nursery/SSC N=network / WOM	DOB	Age	Entry 2013/14	Entry 2014/15	Postcode
2	N	22/09/2006		Y		FY2
2	N	17/12/2006		Y		FY3
2	N		5	Y		FY2
2	N		5	Y		FY4
2	N		5	Y		FY3
2	N		5	Y		FY1
2	N		5	Y		FY4
2	N		5	Y		FY2
2	N		5	Y		FY2
2	N		5	Y		FY3
2	N		5	Y		FY3
2	N		5	Y		FY2
2	O		5	Y		FY3
2	O		5	Y		FY3
2	O		5	Y		FY3
2	O		5	Y		FY5
2	P	11/07/2007		Y		FY2
2	P	17/05/2007		Y		FY2
2	W		5	Y		FY1
2	W		5	Y		FY1
2	W		5	Y		FY1
2	W		5	Y		FY2
3	N		6	Y		FY4
3	N		6	Y		FY3
3	N		6	Y		FY3
3	N		6	Y		FY2
3	N		6	Y		FY2
3	N		6	Y		FY2
3	N		6	Y		FY3
3	N		6	Y		FY3
3	N		6	Y		FY2
3	O		6	Y		FY2
3	O		6	Y		FY6
3	O		6	Y		FY3
3	P		6	Y		FY2
3	P		6	Y		FY3
3	W		6	Y		FY4
3	W		6	Y		FY2
3	W		6	Y		FY3
3	W		6	Y		FY3
3	W		6	Y		FY1
3	W		6	Y		FY1

Year Group In Sept'13	Source P=postcard, phone W=web O=other nursery/SSC N=network / WOM	DOB	Age	Entry 2013/14	Entry 2014/15	Postcode
4	N	19/11/2004		Y		FY2
4	N		7	Y		FY2
4	N		7	Y		FY3
4	N		7	Y		FY1
4	N		7	Y		FY4
4	N		7	Y		FY2
4	N		7	Y		FY3
4	N		7	Y		FY4
4	O		7	Y		FY2
4	O		7	Y		FY3
4	O		7	Y		FY5
4	O		7	Y		FY5
4	P		7	Y		FY4
4	P	01/07/2005		Y		FY3
4	P	25/10/2004		Y		FY2
4	W		7	Y		FY3
4	W		7	Y		FY2
4	W		7	Y		FY1
5	N	15/01/2004		Y		FY3
5	N		8	Y		FY2
5	N		8	Y		FY2
5	N		8	Y		FY3
5	N		8	Y		FY2
5	O		8	Y		FY7
5	P		8	Y		FY3
5	P	18/05/2004		Y		FY
6	N	01/04/2003		Y		FY2
6	N		9	Y		FY1
6	N		9	Y		FY4
6	P		9	Y		FY2
6	P	19/12/2002		Y		FY2
6	P	15/07/2003		Y		FY2
6	W		9	Y		FY1
6	W		9	Y		FY1
6	W		9	Y		FY2
6	W		9	Y		FY4
-1	N	07/04/2010			Y	FY2
-1	N		2		Y	FY3
-1	O	21/09/2009			Y	FY1
-1	O	11/02/2010			Y	FY3
-1	O	09/06/2010			Y	FY1
-1	O	15/05/2010			Y	FY2
-1	O	11/09/2009			Y	FY2
-1	O	09/05/2010			Y	FY1
-1	W	17/10/2009			Y	FY4

NBB: **only** those confirming that they would select Langdale Free School as their **first choice** for their child/children are included in this table.

How we have engaged directly with the whole community

Given the socio-economics of the area, Langdale already has a very diverse pupil base, very different from most other independent schools in the country.

The parents of Langdale specifically, and the area in general, are not the 'sharp-elbowed, pushy middle-class parents' frequently demonised by opponents of the Free School model. Indeed quite the contrary. They are exactly the working/lower middle-class parents, struggling to make ends meet, starved of access to sufficient high-quality education for their children, that the policy is designed to support.

There are numerous pupils at Langdale today with significant fee reductions, many of up to as much as 95% discount. At this level, parents are paying only £10 per week! Across the school, bursaries, scholarship and discount already total 30% of fee income.

Nevertheless, we are acutely aware that we need to access the entire community to engage with and inform of our plans to become a Free School. To achieve this, we have confirmed demand for Langdale Free School through six channels.

1. **Existing Parents of Langdale School** – 100% of existing parents have confirmed that they would keep their children at Langdale should it convert to a Free School. This parent base comprised 51 current pupils from Reception to Year 6 currently, eight of whom will graduate by September 2013.
2. **Existing Parents of Langdale Nursery** – 100% of existing parents of 19 Langdale Nursery children have confirmed that Langdale Free School would be their first choice one their children are of school age. Historically, about 65% of nursery pupils move to the state sector one the Nursery Grant for 3 and 4 years old runs out.
3. **School Network / Word-of-mouth** – Since publicly announcing our intention to convert to a Free School, 59 pupils have been identified for Langdale Free School through our existing school network and word of mouth. 17 of these pupils have already joined Langdale in anticipation of converting to a Free School.
4. **Regular Postcard distribution** – 80,000 copies of the postcard shown later (with minor variations and updates) have been distributed to over the last 12 months to an area covering 20,000 household and an estimated 44,000 residents. The distribution area covered four miles to the north of Langdale, two miles to the east, one mile to the south and two blocks to the west. This area equates to the expected catchment of Langdale Free School. It is larger than our current catchment for Langdale and includes numerous additional areas of social disadvantage and council estates.

The reasons for the limits in each direction were:

- We felt a population area of 20,000 households (44,000 people at an average of 2.2 per household) was appropriate for the size of our school.
 - Method 1: Assuming our 4-11 age range is about 15% of the population, this should cover about 6,000 primary aged pupils.
 - Method 2: there are currently ~12,000 primary aged pupils in Blackpool. Based on our knowledge of the area (and that Blackpool is 'elongated' north-south along the coast) we estimate about a 50:50 split between north and south Blackpool, ie: about 6,000 primary aged pupils
 - While natural subject to our assumptions, the reconciliation of both methods gives us confidence that our assumptions seem sound.
 - With 126 places available, Langdale Free School would serve about 2% of the primary aged pupils in the catchment area.
- Four miles to the north covers all the next conurbation, Cleveleys, and given the high/medium density of the area and the traffic congestion at school opening and closing times, we felt this was a practical limit
- Two miles to the east starts becoming a 'no man's land' of light industrial property and pastoral land
- One mile to the south is the centre of Blackpool which is overwhelmingly commercial property
- Two blocks to the west is the sea

The distribution schedule was:

Date	Number	Area
25 January 2011	10,000	1 mile in each direction
10 May 2011	10,000	1 mile in each direction
13 June 2011	10,000	1 mile in each direction
16 September 2011	10,000	1 mile in each direction
17 January 2012	20,000	4m north; 2m west; 1m south
7 February 2012	20,000	4m north; 2m west; 1m south

5. **Local press release** – a formal press release was issued via the main local paper, The Gazette on Monday 23 May 2011. In only two weeks days, this press release and the 10 May postcard elicited 34 confirmed registrations of interest for Langdale Free School. 15 of those have already joined Langdale in anticipation of our conversion to a Free School, most of whom are paying a token 10% of fees, only £10 per week. Since last May, further articles and editorials have been placed in The Gazette on every 4-8 weeks, depending on the time of year, to ensure that the whole community is continually informed and updated on developments at Langdale and our plans to convert to a free school.

The most recent article in January 2012 followed a school excursion to the Houses of Parliament with local MP, Paul Maynard, who fully supports our conversion to a Free School.

Given the diverse make-up of the area, this repeated blanket mailing and press releases to the whole community is ensuring that parents from all backgrounds in the local area, including those from the most deprived households, are being kept informed our intentions.

And we know for a fact that this approach is indeed reaching the most disadvantaged. Since announcing our intention to convert to a Free School in January 2011, we have been contacted by many parents from such backgrounds. They comprise most of the evidence of demand detailed earlier in this section. Further, many of these parents – about 30-40% of current parents – **have already joined** Langdale on bursaries of up to 90% of fees (so that are paying only £10 per week) in the hope that our conversion to a Free School will be approved.

Having these parents and children already join Langdale proves three critical aspects of our proposal and vision:

- 1. We are indeed reaching the most disadvantaged**
- 2. The Langdale vision and ethos is indeed attractive to disadvantaged sections of our community**
- 3. Despite our independent heritage, Langdale still achieves its goals with a broader pupil and parent base**

Going forward we will continue to ensure that those from the most deprived households are continually informed of our plans and progress, and the opportunity for their children to attend Langdale Free School. This will be detailed further in the Section E2.

- 6. Local Nurseries and Sure Start Centres** – 42 pupils have been identified for Langdale Free School through engaging with every nursery and Sure Start Centre in the catchment area. [REDACTED] has [REDACTED].

Templates of the survey forms

The following pages contain the templates used to evidence demand and contain *the exact questions we asked in each survey*:

- Survey form for local nurseries and Sure Start Centres
- Postcard distributed to the local area
- Website form

We confirm that we have registered our holding of personal details collected through the application process with the Information Commissioners Office.

Updating evidence of demand

Following submission of this application we will continue our marketing efforts to generate demand for Langdale free school, discussed in the following section, and we will provide a further update of this additional evidence of demand at interview, should we be invited.

Survey form for current pupils, parent network/word-of-mouth, local nurseries and Sure Start Centres

Langdale FREE School – Register Now!

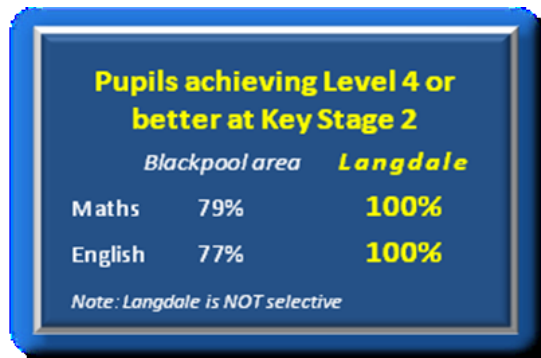
Deadline for registering interest is Tuesday 21st February

Free School Support Survey

We are currently collecting surveys to measure support for our application. We may share this information with the Department of Education as part of our application.

Langdale School has been at the heart of the community on Warbreck Drive in Blackpool North since 1920.

Through its maximum class size of 18, family atmosphere and dedicated and nurturing staff, Langdale achieves results far superior to the Blackpool average.



The reason for converting to a Free School is to bring the high standards, aspirations and family ethos engrained in Langdale's 92-year history and traditions to the whole community regardless of their financial circumstances and ability to pay.

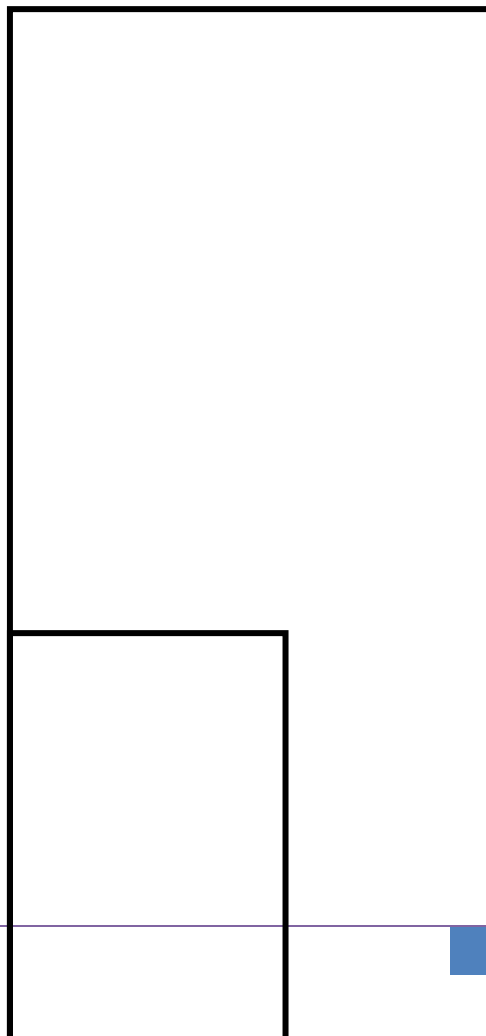
By filling in the petition below, you are expressing the view that you would choose Langdale Free School as your first choice for your child/children. If you provide us with your contact details we will keep you updated on the progress of the campaign.

Name	Number of Children	Year Group(s)	Post Code	Email / Phone number (optional)	Looking to join: A – immediately B – September 2012 C – September 2013 D – September 2014

Postcard distributed to the local area*Front side****Proposed catchment area***

Our catchment area is shown below. All 20,000 households (an estimated 44,000 people) have received at least two postcards advising of our plans for Langdale Free School. Those in the inner square representing 10,000 households (an estimated 22,000 people) have received six postcards over a 12 month period.

A = current and proposed site for Langdale Free School



Website survey form

Langdale School

Independent Preparatory School and Nursery

EYFS / Nursery, KS1 and KS2
National Curriculum Education

telephone: [REDACTED]
web: [REDACTED]
email: [REDACTED]

Evidence of Demand Questionnaire

Langdale School has applied to become a Free School from September 2013

As a Free School, Langdale School will continue to provide excellent education for boys and girls aged 3 – 11.

Langdale Independent Nursery and Preparatory School provides a happy, secure and caring learning environment for boys and girls between the ages of 3 and 11 years old. Established last century, the school was founded to meet the specific needs of Blackpool.

Today it continues to offer educational excellence that is relevant to the demands and needs of the current climate. This is evidenced through our SATs attainment of 100% of children in Langdale achieving a level 4 for KS2. Located in [REDACTED] in [REDACTED], the school is easily accessible from all parts of Blackpool, Thornton, Cleveleys and Fleetwood.

Please complete this short questionnaire. Your views are very much appreciated.

Title: *

First Name: *

Second Name: *

Your Postcode: *

Evidence of Demand

Would you consider sending your child to Langdale School as a Free School?: *

- Yes, definitely
- No
- Not sure
- I require further information

(Please tick the appropriate box)

Would you consider putting Langdale School as first choice school on the 'common

application form' for your child: *

- Yes, definitely
 No
 Not sure
 I require further information

(Please tick the appropriate box)

Please tell us about your children

Child 1 Year Group: *

Age: *

Gender: *

Child 2 Year Group:

Age:

Gender:

Child 3 Year Group:

Age:

Gender:

Child 4 Year Group:

Age:

Gender:

Child 5 Year Group:

Age:

Gender:

If you would like to provide any comments about Langdale School becoming a Free School, please do so here: *

Like to find out more?

If you would like more information about Langdale School becoming a Free School, please provide these extra details below.

Address: *

Telephone Number: *

Email address: *

Submit

E2: How we will reach out to the wider community, including children from a range of backgrounds, faiths and abilities and, as an independent school, beyond our existing pupil and parent base

How we have and will continue to make Langdale Free School attractive to pupils of different backgrounds and abilities, including pupils from deprived or disadvantaged families

Marketing strategy

We developed our marketing strategy in February 2011 and continue to execute this relentlessly.

Our marketing strategy has already been very successful in attracting pupil from the broader community, including the most disadvantaged. As mentioned on the previous section about 30% of current pupils have joined from disadvantaged families since announcing our intentions a year ago on token fees of just £10 per week. This proves beyond question that we are reaching the most disadvantaged and that Langdale is attractive to them.

We will continue and extend our marketing activities over spring and summer 2012 and beyond. Specifically, we will continue to engage the whole community through a range of media, activities and forums as summarised below.

Who	How
Current parents	Give current parents and pupils the best experience available so that they have sufficient positive messages to talk to others about Langdale. Provide them with current fliers, access to prospectuses for friends and family, business cards for Head teacher to give to people that express interest, update website with current news to keep them informed.
Parents that have registered interest	Send them weekly newsletters via email or in hard copy to keep them up to date with Langdale developments, what the children have been up to, statistics and messages about the high standard of education and key dates, for example open days, sharing assemblies etc.
Local Authority	Build personal relationships with admissions teams keeping them up to

	date with current admissions, places available etc. Build upon current excellent relationships with local councillors. Send regular updates about Langdale, send invitations to events such as end of term assemblies.
Radio	Use radio advertising during rush hour times to boast our results, availability of places, how to contact us. Keep local radio stations informed of events and achievements.
Newspaper	Advertise Langdale in local newspapers, especially the Blackpool Gazette with whom we have a long-standing and excellent working relationship, and keep them up to date with newsworthy items such as pupil achievement, school developments, events and how Langdale is getting involved within the community.
Local nurseries and Sure Start Centres	Have meetings with Nursery managers to talk about Langdale as an option for children leaving their provision. Do powerpoint presentations for parents, hold meetings, leave prospectuses and fliers with them. Invite Nursery managers to look around Langdale to show what we have to offer. Send them via email and post, updates in Langdale, pupil achievements and how many places are available.
Job Centres and DSS centres	Display fliers advertising excellent education for free
Charities	Target charities that work with children for example Gingerbread, a charity for single parents, giving them fliers and prospectuses, ask them to put link to Langdale's website on theirs so that parents can contact us
Parenting forums eg Netmums	Have a link to Langdale school on website. There are often places to put schools on there so that parents can search schools in their areas.
Parent and Toddler groups	Periodically visit parent and toddler groups to show what Langdale has to offer their children in the future. Do

	presentations and if anyone shows interest, get details so that we can keep them up to date with Langdale developments. Advise them of open days and events taking place
Current nursery parents	Invite them to school open days. Have meetings to show them schemes of work. Include them in Langdale Free School events so that they can see first hand how the school operates. Give them all information for 'word of mouth' advertising.
Local meeting groups eg Churches, fitness classes	Give fliers, prospectuses and offer to be present and do talks with interested parties.
Trade exhibitions eg Bump and Beyond	Get a stand at trade exhibitions, with presentations, fliers, prospectuses and examples of work available for interested people. Have a banner on the stand to attract people and have business cards to hand to people that wish to have further contact. Have an enquiries form for people that wish to register interest and keep them up to date with newsletters.
Local Estate agents	Give them prospectuses and fliers for people that move into the area
Local businesses	Give fliers and prospectuses for businesses to display for employees should they be looking for school places

The types of media we use and will continue to use even more so are:

- Fliers – Reviewed on every production run will highlight a specific message, for example open days or events that will take place, test results in comparison to other providers and national averages
- Prospectus – In both a glossy detailed A4 booklet and a mini prospectus which will be an A4 sheet printed back to back and folded, highlighting the schools performance, contact details and what Langdale has to offer
- Website – Based on current website www.langdaleschool.co.uk which will give all information on the school formation, staffing, pupil achievement, events, aims and objectives, ethos, contact details as well as an area for the children to access links for useful information and projects and links to Ofsted reports and newsletters.
- Face to Face – Meeting local organizations and prospective parents face to face to talk about the virtues of Langdale Free School. This will be done primarily by the Head teacher and the Business Manager

- Word of mouth – By giving existing pupils and parents of Langdale the best experience available, we are confident they will tell their friends and family and will highly recommend us, forever being supporters of our school

The types of events that the school already holds and will continue to hold even more frequently:

- Open Days – To be held every half term or more when agreed. Invite the community to view what Langdale has to offer, to view schemes of work, examples of the work that the children produce, invitation to complete a form to register interest in Langdale
- Coffee Mornings – Held weekly for 2 hours, inviting current and prospective parents to absorb the Langdale atmosphere over a tea or coffee and biscuits
- Family Fun Days – Held at least twice annually with current parents, children and prospective to join in a day of fun and frolics at Langdale. In the summer a barbeque, bouncy castle, face painting, cake stalls, raffles etc will be provided and in the Winter, activities for the children including painting, competitions, raffles and a Santa Claus to give out small gifts.

Detailed Marketing Schedule

Our detailed Marketing Schedule is shown over.

Error! Not a valid link.

How we are planning to use Langdale Free School as a resource for the wider community and how this will be managed

As a small school, despite our expansion on converting to a Free School, we have limited physical resources at our disposal to share with the local community. We do however have considerable intellectual resources and time to be able to add addition value to the whole community.

Wrap around care

We will continue to be open from 8am to 6pm Monday to Friday for 48 weeks of the year. Outside the formal school day from 9am to 3:30pm, we would make our After School Club available to the whole community. This would be of particular value to our community as given the socio-economics of the area, whether two-parent households or one, most parents must work. Even of our current parents, very few of those from two-parent households can afford not to be in full-time employment.

Homework club

In addition to wrap around care, we will establish a rota for one teacher to work back one night a week to run a Homework Club from 4-5:30pm. This will assist local working parents that do not have sufficient time available – or indeed the capability – to supervise and assist with their children’s homework. We will make this facility available to the whole community.

Holiday club

As mentioned above, most parents in our community have full-time jobs. The only get 4-5 weeks annual leave at best. Given the socio-economics of the area, many also work a second job, take contract work through their holidays – especially the summer holidays to service the tourist influx through summer – or are self-employed and in the current economic climate cannot afford to take much time off at all. To add further value to the wider community, our Holiday Club which runs throughout the school holidays every week except the Christmas week and one week over the summer holidays, will be made available for all local pupils.

We would expect to offer all of the above services to the broader community at cost.

Teacher exchanges

We will instigate and co-ordinate a rolling programme of week-long teacher exchanges within the Blackpool family of schools to ensure that best practice is shared across the area, both bringing insights from the independent sector to the state sector and vice versa.

Management approach

While the above service will be available to a larger community base, we have been offering the services themselves for many years and are confident that the additional workload will be minimal and easily digestible my the Business Management function

Details of discussions we have had with the local authority about pupil admissions

Numerous discussions have already been held with Blackpool Council, in particular, with [REDACTED] who is the [REDACTED] for Blackpool [REDACTED]. She has provided all details for the council's admission processed which we will adhere to and are detailed in Section D. Our marketing strategy will ensure that the whole community, including those from the most deprived households, is aware of Langdale School and we will admit pupils based on the criteria set out in our Admissions Policy as detailed in Section D.

In addition, [REDACTED] has long-established working relationships with most key players in Blackpool education. He and [REDACTED] are in contact with many/most of these people on a monthly basis, especially through his involvement in [REDACTED]

These people include:

- Paul Maynard – MP, Blackpool North and Cleveleys
- Joyce Delves – Councillor, Warbreck Ward, Blackpool North
- Simon Blackburn – Leader of the Council, Blackpool
- [REDACTED] – [REDACTED], Children, Families and the Elderly, Blackpool Council
- [REDACTED] – [REDACTED]
- [REDACTED] – [REDACTED]
- [REDACTED] – [REDACTED]
- [REDACTED], [REDACTED]
- [REDACTED], [REDACTED]
- [REDACTED] – [REDACTED], Blackpool Council
- Gordon Marsden – MP, Blackpool South

In particular, Langdale has the full-throated support and backing of our local MP, Paul Maynard and our local councillor, Joyce Delves. Their letters of endorsement are on the following pages.

Finally, our newly appointed Principal, [REDACTED] has [REDACTED].

Paul Maynard, MP – Blackpool North and Cleveleys

Joyce Delves, Councillor – Warbreck Ward, Blackpool North

██████████

Details about the need for more (high quality) school places in the area

In Blackpool North and Cleveleys there is demographic pressure and a lack of school places which provides important context and further support for Langdale providing additional high-quality capacity by converting to a Free School and expanding.

In summary:

1. There is insufficient high-quality primary education within the locality. Langdale has a proven track record for excellent results that are well above the national average and better than all but one primary school in the local area
1. There is currently a shortage of primary school places specifically in the immediate area. Langdale is currently only able to provide places for 54 pupils and is effectively full to its current capacity
2. According to Blackpool Council data, there is currently a shortage of ~400 primary places across Blackpool
3. This shortage of places is set to increase significantly in the short term. The number of children under the age of 5 in Blackpool has increased by 12% in the five years to 2009.
4. In 2009, the population in Blackpool of
 - 5-9 year olds was 7,400
 - 0-5 year olds was 8,200So, as these pupils roll through in the five years to 2014, there will be an increase of 800 places required.

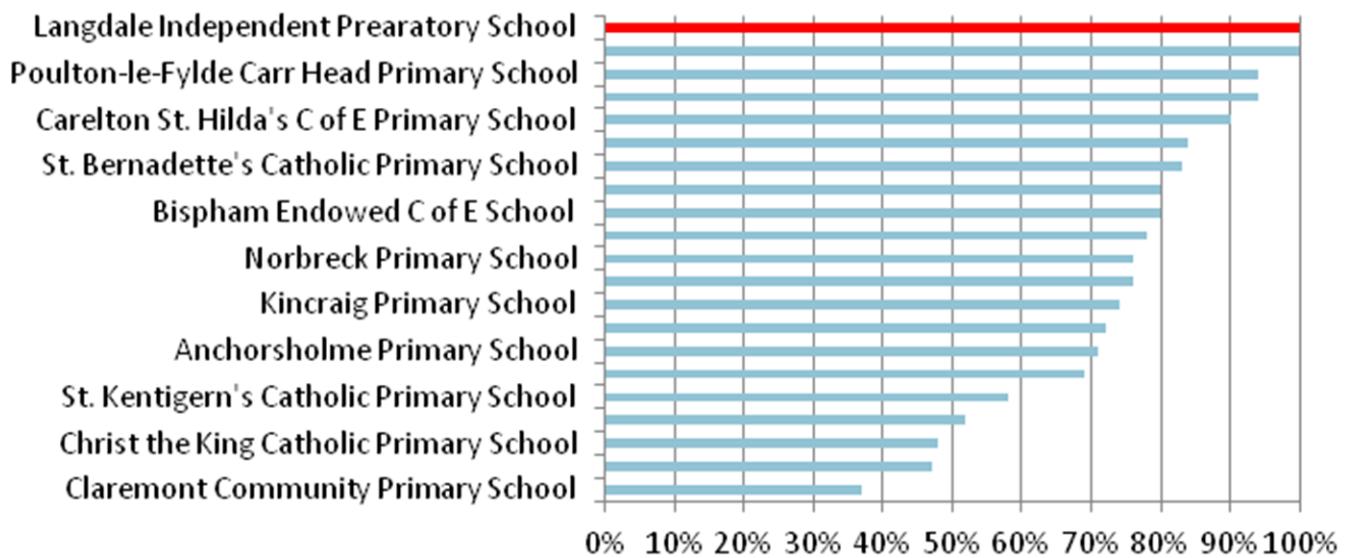
In addition to the current shortage of 400 places, there will therefore be a shortage of 1,200 primary school places over the next 5 years. This is 10% of the ~12,000 currently available places.

5. This local baby boom and shortage of places is well known in the area and across the country as illustrated articles from the Blackpool Gazette of 23 February 2011 and the Guardian of 24 January 2010
6. The recent sharp rise in fertility rates will mean that demand will continue to increase significantly

Taking each of the above points in detail:

1. There is insufficient high-quality primary education within the locality. Langdale has a proven track record for excellent results that are well above the national average and better than all but one local primary school

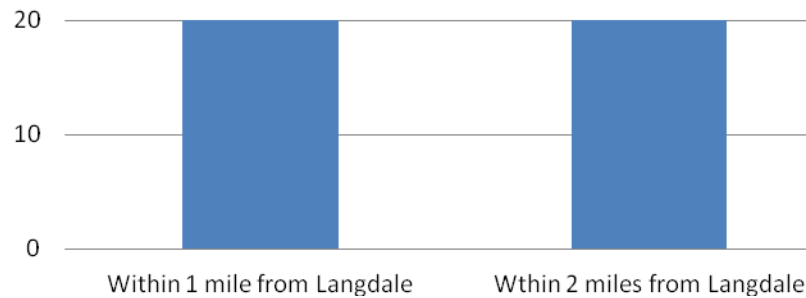
Key Stage 2 - Percentage achieving level 4 or above



Note: other schools in the area do not publish SATS results (or do not administer SATS exams)

2. There is currently a shortage of primary school places specifically in the immediate area. Langdale is currently only able to provide places for 54 pupils and is effectively full to its current capacity

Shortage of places in local area

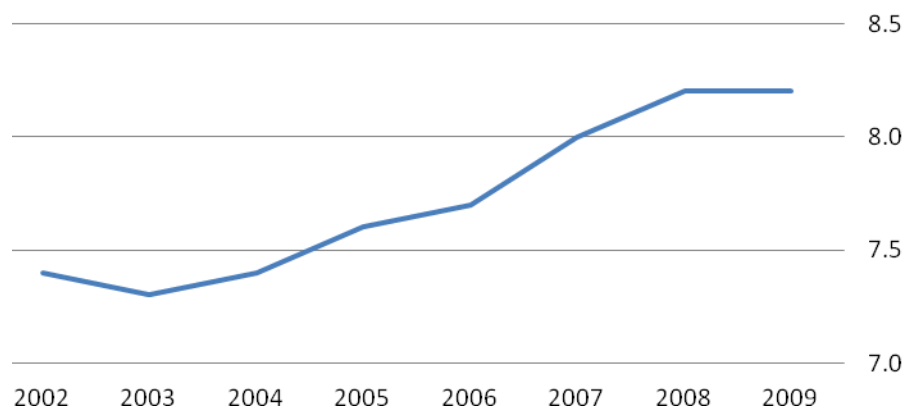


3. According to data sourced directly from Blackpool Council, there is currently a shortage of ~400 primary places across Blackpool

- Total number of places = 11,548
- Total pupils on roll = 11,952

4. This shortage of places is set to increase significantly in the short term. The number of children under the age of 5 in Blackpool has increased by 12% in the five years to 2009.

Population of 0-5 year olds in Blackpool ('000)



5. In 2009, the population in Blackpool of:

- 5-9 year olds was 7,400
- 0-5 year olds was 8,200
- Source: Office for National Statistics at www.statistics.gov.uk/statbase/Product.asp?vlnk=15106

So, as these pupils roll through in the five years to 2014, there will be an increase of at least 800 places required (excluding 10 and 11 year olds)

In addition to the current shortage of 400 places, there will therefore be a shortage of 1,200 primary school places over the next 5 years

6. This local baby boom and shortage of places is well known in the area and across the country as illustrated articles from the Blackpool Gazette of 23 February 2011 and the Guardian of 24 January 2010

Temporary classrooms the future in Blackpool?

By

Published on **Wednesday 23 February 2011 09:05**

TEMPORARY classrooms could be the future for hundreds of Blackpool primary school pupils as demand for places soars above capacity.

The town desperately needs to build another primary school to the south of the town centre.

But as Government building budgets are slashed, concerns are growing about where the £5m funding to build the school will come from.

Yesterday The Gazette revealed how schools across the country are facing an 80 per cent reduction in their maintenance budgets.

Collapse

On top of this, education bosses are braced for the expected collapse of the Government's 14 year Primary Capital programme, which set out to rebuild half the country's primary schools.

But with five classes needed in total, and only enough cash in the coffers for three, education bosses are preparing to put their case directly to the Department for Education.

[REDACTED], director for children and adult services at Blackpool Council, said: "We have to find the money it's as simple as that.

"The question is where it is going to come from.

"We're awaiting the outcome of the James Review in March which is studying the way schools get funding.

"When this is clear we'll be putting additional bids into the Department for Education and looking into selling off any surplus buildings."

Anchorsholme, Hawes Side and Roseacre Primary were all next on the list to be rebuilt but plans have had to be shelved.

The resort has been penalised financially because of unusual population trends.

Although the number of primary pupils is now growing, secondary numbers are falling which has ruled out some streams of funding.

Years ago, falling numbers meant classes were removed at Revoe, Claremont and Thames primary schools.

But as need grows, increasing the size of the schools again is not the solution to helping to drive up achievement according to [REDACTED].

Building work has started at Mereside Primary School to provide an extra form of entry.

Two forms have also been created at Unity College in North Shore but when the Government's Building Schools for the Future programme collapsed in June, their hopes for a new primary building were dashed.

Now younger pupils are being housed in temporary cabin-style classrooms, which see toilets freeze in winter.

Unity staff are desperately looking for ways to access extra funding so new facilities can be built on the site.

[REDACTED] said: "We were disappointed when the Building Schools for the Future funding collapsed.

"We continue to work in partnership with the local authority to develop strategic plans which require capital investment.

"The temporary classrooms are not a long term solution, but they are of an excellent standard and do not impact on the quality of teaching and learning for our students.

"Unity now takes children right from birth to 16 and this is not only innovative, but proving exceptionally popular with young people in Blackpool,

"What we're looking for is school buildings which will match our high aspirations and unique, innovative curriculum."

State primary schools face biggest influx of pupils in a decade

Scores of extra classrooms created as demand for places soars

guardian.co.uk, Sunday 24 January 2010 22.00 GMT

Pupils in the playground at St Mark's in Shirley, Southampton. Photograph:

Cities and towns across England are creating scores of extra classrooms to prepare for the largest influx of pupils starting primary school for more than a decade.

Demand for state primary places this September has soared because of a baby boom and the fact that some [parents](#) have changed their minds about sending their [children](#) to private [schools](#) to save money in the recession.

But even with the extra classes, schools may not be able to accommodate all those who apply. This means that when they make offers, between March and May, many parents are still likely to miss out on their first-choice school.

Kingston upon Thames, in south-west London, is boosting the number of classes for children aged four and five in its [primary schools](#) by 10 – equivalent to 300 children. In September 2011, it will create at least another four classes. This will mean that between 2009 and 2011, the number of places will have risen by 28%.

The local authority is about to consult residents about building a new primary school and permanently expanding "many other" schools to meet demand. Bristol has had 4,597 applications so far this year – an increase of 8% on last year. The city is expanding the number of classes for those starting primary school by nine – the equivalent of 270 extra pupils.

Leeds is expanding by almost the same number – the equivalent of 260 children. Applications are up by 5% on last year and, although the deadline has passed, the local authority expects to receive more before it gives out offers.

Cambridgeshire is creating eight more classes for September – three of which are in the city centre.

Brent, in north-west London, is expecting to boost its number of classes by four to accommodate its growing population. Nearby Barnet, in north London, is doing the same with an estimated 120 more pupils starting this September than last.

Sheffield has had 164 more applications than this time last year. It is adding only one extra class, but is developing plans for "wider-scale expansion" next year.

Applications for places in Manchester have risen by the "low hundreds" on last year's 5,300. The local authority said it was reviewing whether to expand its number of places. Brighton is expanding by 60 places, the same as it did last year. This is the

equivalent of two extra classes. Bromley is consulting on expanding four of its primary schools.

The birth rate in England and Wales has risen since 2001 and is the highest since 1991. In 2007, more than 690,000 babies were born. Local authorities said the baby boom, an influx of families to cities and towns and fewer parents opting for private schools had led to a surge in demand for school places.

However, in some parts of the country, competition for places is unlikely to be stronger than usual. Hull, Wolverhampton and Lancashire are expecting applications to be down on last year, while Hartlepool and Portsmouth expect figures to be the same as last year.

Parents said they were mainly in favour of bigger schools because it meant their children were more likely to learn with peers of the same ability and have a wider group of friends, but that large schools could be daunting for quiet youngsters.

One mother, who did not want to be named and whose children attend a school with three classes in each year, said big schools gave "huge benefits provided the school buildings, infrastructure are properly adapted to cope with the numbers".

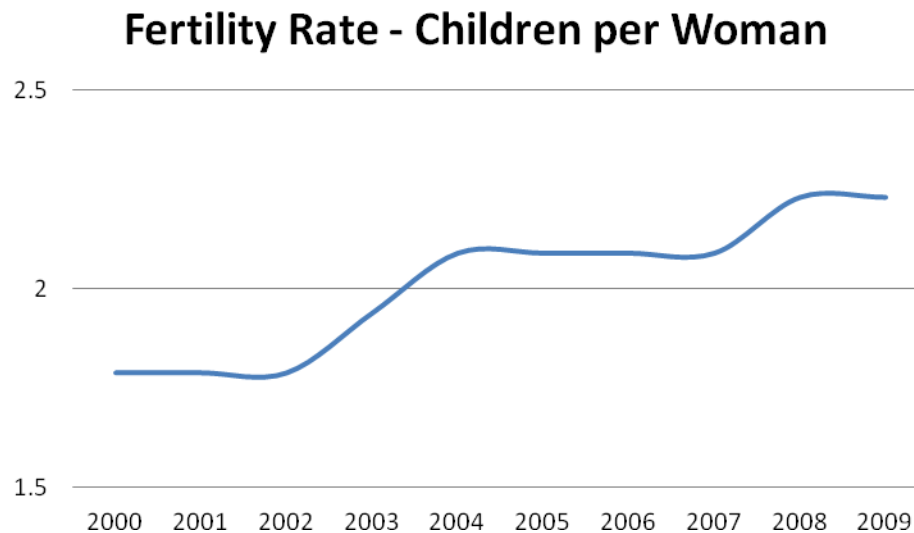
She said: "My children have a huge pool of friends across the three classes, as every couple of years the classes are reorganised, at which point they make new friends as well as keeping old ones.

"From a teaching point of view, it means children can be divided for maths and literacy based on ability."

The government has invested £300m this year to provide new primary places in parts of the country with shortages.

Vernon Coaker, the schools minister, said: "It is a matter for local authorities to make sure there are sufficient school places available to meet parental demand. "We are aware of the continuing pressure that some authorities will continue to face with growing numbers of primary pupils for several years and this will be an important consideration for the next spending review in 2011."

7. The recent sharp rise in fertility rates will mean that demand for places will continue to increase significantly



8. The social geography of Blackpool North and Cleveleys is uniquely suited to the policy objectives of the Free School model. There is a particular local geography gap.
- Much of the opposition to the Free School model has focused on the fact that early adopters of the model are from quite affluent areas of the country. Conversely, the policy is intended to most benefit the less well to do. The parents of Langdale specifically, and the area in general, are not the 'sharp-elbowed, pushy middle class parents' so frequently demonised by opponents of the model. Indeed quite the contrary. They are exactly the working/lower middle-class parents, struggling to make ends meet, starved of access to quality education for their children, that the policy is designed to support.
 - Unsurprisingly, there are no other independent primary offerings in the Blackpool North and Cleveleys area
 - Two-thirds of the wards in Blackpool are currently in the bottom 10% of deprivation in the country.
 - There is a widely held expectation that the 2011 census will show Blackpool as the most deprived council in the country; it will certainly be in the top few
 - The social economics of the area are such that many pupils in the area will also be entitled to the Pupil Premium and fully 24% of pupils in Blackpool are entitled to FSM; another clear alignment with policy objectives

Section F: Capacity and capability

Overview

Langdale Free School will continue to have the organisational capacity and capability to run the school, as it has done successfully as Langdale Independent Prep School:

- since establishment in 1920,
- more recently since [REDACTED] took over as Director 15 years ago (in 1997), and
- since [REDACTED] was recruited in May 2011 to be Principal, specifically to lead Langdale through its conversion to a Free School and beyond.

In addition, Langdale will continue to receive management, operational, property, marketing and finance & administration support from Montague Place, as it has done for the last eight years (since 2004), through the Pre-opening phase, for free.

Once approved as a Free School, the Langdale Free School Board of Governors will decide whether to continue to source this support from an external education provider or whether to in-source this to a half-time Business Manager and full-time Bookkeeper & Contracts Manager.

Our preference at this stage would be to continue to source this support from Montague Place as we have a long experience of tried and proven management practices that have made Langdale successful to date. We fully acknowledge however that an open tender process conforming to EU procurement regulations would be required

In addition to the historical leadership structure, an additional five Governors have been appointed to complete the Langdale Free School Board of Governors. We believe the Board as now constituted comprises all the requisite functional skills, capabilities and experience to ensure the successful conversion and operations of Langdale Free School as will be detailed later in this section

In terms of teaching staff, we intend to hire an additional four teachers and 2.5 teaching assistants to be in place for September 2013.

F1: Access to appropriate and sufficient EDUCATIONAL EXPERTISE to deliver our vision

Resources, people and skills to set-up and operate

Langdale has proven and in-place educational expertise to deliver our vision. The school has demonstrated this successfully for many years, as evidenced in our September 2009 Ofsted which rated Langdale 'Good' across the board, with many Outstanding features.

Converting to a Free School will of course bring the significant additional challenges of teaching and inspiring a broader pupil base to include pupils from deprived backgrounds and those with special educational needs. Indeed bringing in these pupils is core to our vision and our single reason for converting to a Free School.

To achieve this, the school is led by [REDACTED], Principal. [REDACTED] has been a teacher since 1986 and has been recruited to Langdale specifically to lead the school through its conversion to a Free School and beyond. [REDACTED]'s entire career has been in the state sector in Blackpool. As such she knows the area, the Local Authority and the specific educational challenges in Blackpool intimately. She is perfectly placed to understand the requirements of working with a fully representative pupil base as she has been doing so – in Blackpool – for her entire career. We believe that this experience makes [REDACTED] uniquely placed therefore to the challenges and nuances of converting to a Free School. [REDACTED] gained NPQH status in 2004. [REDACTED] detailed CV is presented later in Section F5.

[REDACTED]. She is supported by two full-time teachers and a full-time school secretary. The senior teacher, [REDACTED] has [REDACTED].

To meet Langdale's expanded capacity following approval we will to hire an additional four teachers (one of which will be an Assistant Head) and 2.5 teaching assistants to be in place for September 2013. Our approach to recruiting these professional will further bolster our educational expertise to deliver our vision and is explained in detail in Section F5.

At a leadership level, [REDACTED] is supported by [REDACTED] who has been [REDACTED], [REDACTED] who has [REDACTED].

Confirmed time commitment

Should approval to convert to a Free School be granted, we will immediately recruit a half-time teacher to release [REDACTED] to lead the Pre-opening phase.

Plans for identifying and securing educational expertise currently missing from our group

As a fully functioning school we do not believe that we are currently missing any material educational expertise in our groups. That said, we are in constant contact with key people from the local authority to take their counsel on specific operational matters that will assist the smooth integration to the Blackpool 'family of schools', in particular:

- [REDACTED], [REDACTED], Children Families and the Elderly, Blackpool Council
- [REDACTED], [REDACTED]
- Lead Officer, [REDACTED], Schools Admissions Manager
- SEN and Cognition and Learning, Lead Officer, [REDACTED]
- Children and Adult Services (CAFS) Funding, Lead Officer, [REDACTED]

F2: Access to appropriate and sufficient FINANCIAL EXPERTISE to manage our school budget

Langdale already has entirely complete financial expertise to manage our budget through both the Pre-opening phase and once operating as a Free School.

PRE-OPENING

Resources, people and skills and time commitment

Financial expertise has been provided to Langdale for the past 15 years primarily by the Director, [REDACTED]. [REDACTED] will continue will dedicate 100% of his time to Langdale Free School during the Pre-opening phase.

[REDACTED] – Chair of Governors

[REDACTED]

Since 2004, Langdale School has also receive governance, management, marketing, finance, accounting, property and operational support on a full-time basis from Montague Place. Specifically, this support is provided by:

[REDACTED] – Director of Langdale and [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] – [REDACTED], Montague Place

[REDACTED]

Plans for identifying and securing financial expertise currently missing from our group

[REDACTED], [REDACTED] and [REDACTED] have together run successfully all finance, commercial, property, legal and administrative functions of Langdale variously for the last 15 years. At an operating level, no financial expertise is missing from our group for the Pre-opening phase.

Nevertheless, we acknowledge that a fresh, new perspective would be beneficial to the process of converting to a Free School and we have addressed this need already. To provide an outside perspective on the financial aspects of our conversion to a Free School, in June 2011 we recruited [REDACTED] to the Board of Governors of Langdale Free School.

█ – Governor (finance specialty)

█

POST-CONVERSION

Resources, people and skills and time commitment

Financial Roles

Once operating as a Free School, financial **oversight** will be fulfilled the same individuals as in the Pre-opening phase.

Specifically, the Board of Governors, and in particular [REDACTED] as Chair, would have ultimate accountability to the DfE. [REDACTED] will be supported specifically in this regard by fellow Governor, [REDACTED].

[REDACTED]'s time commitment post-conversion will be up to one week per month (25%).

[REDACTED]'s time commitment post-conversion will be for termly governors meetings.

In terms of financial **management**, as a small school we believe that it is crucial that [REDACTED] as Principal has full control of all decisions that impact the school finances. Consequently she would be ultimately responsible for delivering the budget as approved by the Board of Governors and as such will be the '*responsible officer*'. She would be overseen by the Board of Governors, and take particular counsel from [REDACTED] and [REDACTED].

[REDACTED] will be supported by dedicated financial expertise and resource in one of two forms:

Option A – a half-time Business Manager and full-time Bookkeeper & Contracts Manager; or

Option B – an education service provider

What is the required time commitment of this function?

Given our intimate familiarity with the finance and administration effort required to run Langdale, we do not believe that the workload justifies a full-time Business Manager, notwithstanding that Langdale Free School will have capacity for a greater number of pupils.

The current finance, accounting and broader business administration workload is about 1.5 FTEs. Presently, this comprises about 0.7 of [REDACTED], [REDACTED] and [REDACTED]'s time combined and about 0.8 of Sandra's staff's time combined.

We have also considered in detail how the nature of the finance, accounting and business administration workload will change on conversion to a Free

School.

A driver of a material reduction in workload is that invoicing for fees will be all but eliminated (except for ancillary items) and along with that will be the effective removal of work required to chase outstanding debts which, in Blackpool, is significant.

Offset against this however we anticipate that there will nevertheless be a treasury management function to perform in receiving and managing funds from the government and along with that we expect a greater reporting requirement because of the criticality of accounting precisely for the use of government funds. In addition, Langdale Free School would have a (relatively) increased workload on purchasing due to various procurement and due process requirements.

To the best of our collective experience and judgement (from [REDACTED] having run Langdale, [REDACTED] with her experience in the state sector, [REDACTED] with eight years experience as Finance Manager at an state-funded FE college, and [REDACTED] with wide ranging industry and public sector experience), we expect that, net net, the finance, accounting and business administration workload would remain for practical purposes about the same at 1.5 FTEs.

We should note that included within this includes management of ICT, property, HR and other business and ancillary services.

Should Langdale Fee School choose to manage this internally, this workload would be met by a half-time Business Manager and a full-time Bookkeeper & Contracts Manager, with a combined cost of approximately £40-50k per annum.

The advantages of providing this function internally are:

- Increased control, not relying on Service Level Agreements (SLA's)
- Increased flexibility to make changes, you can make decisions internally without having to renegotiate SLA's or wait for external feedback from Service Provider (SP)
- Flexibility to use Business Management staff for other business tasks. So if you needed help answering the phones etc you will not necessarily get that from an external SP
- Gives a greater presence having more staff on site

This function could be outsourced to another external service provider. The generic advantages of outsourcing to an external provider are:

- Economies scale in processing, accounting and reporting
- Economies of scope in contract management, marketing, legal, insurance (very significant), HR, recruiting, property management
- Economies of scale in purchasing

- Allows the Principal, teachers and staff to focus on core role of educating and developing the pupils
- Enhances service levels. No need to manage or prioritise
- To reduce transaction and implementation costs
- If staff members are sick or leave, it is not your responsibility to find replacement staff or services as the SP will have to continue to provide the service that you have paid for
- You do not have responsibility for the employment laws associated with having an in-house service so saves management time in having to appraise staff, monitor progress, deal with employment contracts and variations.
- Saves on employers NI, pension costs, holiday cover
- Shortens implementation time of function as service providers are already set up to deliver services

Montague Place expects to be able to provide fully the same scope of service, and more, for approximately the same cost as hiring a half-time Business Manager and full-time Bookkeeper. However a raft of significant additional benefits would flow from having this service provided by Montague Place in particular. These additional benefits would be detailed exhaustively – and service levels specified – through a future open tender process, but in summary, some of the main benefits include:

Immediate benefits unique to Montague Place:

- continuity of involvement, understanding and belief in our vision, and value-added from the application to funding agreement to implementation to opening and operations
- continuity of involvement, understanding and belief in our vision, and value-added from the application to funding agreement to implementation to opening and operations
- a seamless, (near-)zero risk transition to a Free School from a Business Management perspective
- zero recruiting risk
- retained institutional knowledge of the detailed operations, people, context and finances of Langdale over more than eight years

Ongoing benefits in addition to generic benefits of using an external provider

- Proven market leading expertise in purchasing. Montague Place is able to procure office and educational supplies and resources at typically 15% to as much as 50% less than the state sector and 10-30% less than other private sector providers that we know of. This is because of three factors:
 1. we can 'shop around' on each purchase and are not tied to approved supplier arrangements

2. motivation & personal ownership. At an individual level, it is more important to us to get the best deal possible compared to someone, however capable and motivated, simply 'doing a job'. We firmly believe that the more money we can save per transaction, the more money that can be spent elsewhere on the children
 3. skills and experience. [REDACTED] has 12 years and [REDACTED] 22 years experience in purchasing and procurement in, crucially, highly cost-constrained enterprises
- access to an established and expanding network of top academic schools from which to learn and share best practice with highly experienced and successful Heads. NB: this would of course be in addition to best practice shared amongst the Blackpool family of schools, so they too would ultimately benefit from this ongoing dialogue and exchange
 - [REDACTED]' ongoing development as a Principle. [REDACTED] would continue to be intensively mentored by [REDACTED] and the Head of one of our sister schools only an hour's drive away, Yorston Lodge. Yorston was rated 'outstanding' across the board in its most recent Ofsted inspection

For the remainder of this application, for simplicity, we will refer to this combined role as the Business Management function, however ultimately provided.

Financial **planning** will require co-ordinated involvement from all three 'levels' of the financial accountability chain. The Governors will set the strategic objectives and plans for the school on a rolling 3-5 year basis. [REDACTED] will then work hand-in-hand with the Business Management function to translate these operationally into detailed annual budgets. These would then be reviewed and modified by the Governors iteratively until signed-off. It will then be for [REDACTED], with the operational support and counsel of the Business Management function, to delivery this budget.

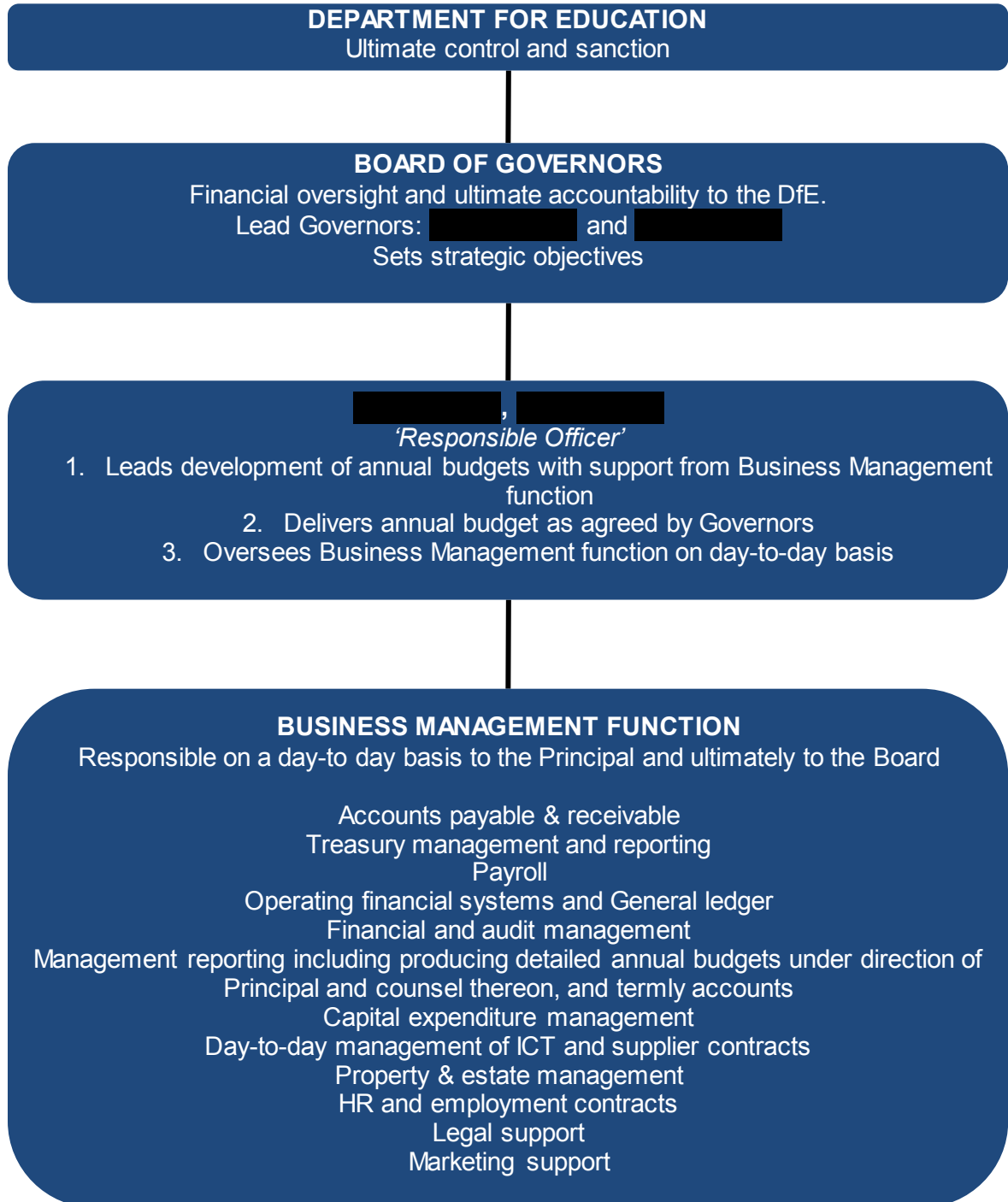
Financial Responsibilities and Obligations

[REDACTED] has been [REDACTED]

Up to an appropriate point (subject to tendering for the Business Management function), [REDACTED] would continue to be supported by the [REDACTED], [REDACTED]. [REDACTED] has been a Company Director for over 12 years and also has first-hand experience of all financial and fiduciary responsibilities and obligations. Should Montague Place be successful in being awarded Business Management contract, [REDACTED] would be the Montague Place executive responsible for delivering on that contract and Langdale would continue to benefit from his experience and expertise.

***Financial Management Framework
and the Role of the Business Management function***

From a roles and accountability perspective, our financial framework can be summarised as:



F3: Access to OTHER RELEVANT EXPERTISE to manage the operation of our school

Details of our group, including the members, and their particular areas of expertise

From a leadership and expertise perspective, our group comprises:

Members



Governors



Steering Group / Executive – Application, Interview and Pre-opening phases



Amongst this group of nine people, we have the full gamut of expertise required for both the Pre-opening phase and to operate Langdale Free School for the long-term.

We must highlight that all of the above people are already on board mostly, since last summer.

The background and specific expertise of each individual is summarised over, as well as their competencies and time commitments.

Other relevant expertise, such as individuals or organisations with successful experience of setting up a new organisation or business, school governance, human resources, ICT, property/construction, marketing and project management

In addition to the broad and deep mix of expertise illustrated on the previous pages, [REDACTED], [REDACTED] and [REDACTED] have a particular strength in project management of new ventures.

For example, in [REDACTED].

[REDACTED].

[REDACTED].

This evidences the Steering Group's ability, not just to get going – rapidly – but also, crucially, to deliver outstanding educational outcomes.

Plans for identifying and securing any necessary expertise currently missing

We do not believe there is any material expertise missing from our group to ensure a successful Pre-opening phase and ongoing successful operation of Langdale Free School. But nevertheless, we continue to work closely with the local authority – especially with regard to admissions, pupil welfare and SEN – to ensure that we fully leverage their detailed knowledge and expertise in these areas.

If approved, one area that we would welcome the department's guidance is on procurement. We have read a digested much to the information suggested – and are reasonably clear on this – but would welcome further detailed guidance on some of the finer details of the procurement guidelines.

F4: How our STAFFING STRUCTURE will deliver the planned curriculum

Approach to staffing – Beginning with the end in mind

Core to our vision is to maintain the high standards and family ethos for which Langdale has long been held in high regard, and to make this available to the whole Blackpool North community.

This influences our approach at staffing at a fundamental level:

1. In maintaining small classes of 18 pupils
2. In the attitudes and beliefs of the staff we hire

Small classes ensure that all pupils receive individualised attention to both raise their performance and ensure that they develop the self-esteem that flows from being paid attention and nurtured as an individual in their own right.

This clearly has implications on the finances of the school. Our teacher costs as a percentage of the total will therefore be higher than other schools. This must not be misconstrued as ‘under-investing’ in support staff and non-staff cost – which on a per pupil basis we will not – but more correctly as a reflection of the lower pupil to teacher ratio that is core to achieving our vision.

The attitude and beliefs of the staff we hire is even more paramount. It is these attitudes and beliefs that permeate every facet of school life. Our current staff live and breathe our family ethos every day. For them, the challenge will be to maintain these values for a broader base of pupils from more challenging backgrounds as, for these pupils, developing a sense of security and stability is even more central to their confidence and ability to develop and achieve; to be the best that they can be.

When hiring new staff, we will put particular emphasis on new teachers’ ability to empathise with pupils from more challenging backgrounds. We see this as just as important as their fundamental teaching abilities per se. They need to be able to understand the context and realities of these more challenged pupils in order to be able to connect with them at a personal level, understand their challenges and, mindful of these, nevertheless be able to inspire and engage these pupils to develop and achieve.

Staffing numbers over time

- **Plans for a phased build up in line with pupil numbers**
- **Arrangements for staffing and delineation of roles and responsibilities on Day 1 and for the longer term**

As an existing school, with commitments from 100% of our existing parents and the strong, early evidence of additional, new demand described in Section E, we expect to be at full capacity in September 2014.

Consequently, we do not face nearly the degree of inherent uncertainty and risk of a new school planning a progressive ramp-up of year groups and pupils over many years.

The only difference from our full capacity, September 2014 structure and our opening structure in September 2013, is that in September 2013 we will have a combined Year 5 and Year 6 class, and thus one less class teacher (six in total, compared to seven in September 2014) and one of the three teaching assistants will be half-time in the opening year. Should demand in September 2013 ultimately, in the next 18 months, justify separate classes for Years 5 and 6, then we would obviously recruit this additional teacher (and the additional 0.5 FTE teaching assistant) from the outset.

For simplicity, in the remainder of this section we have not dwelt on this ever so minor 'ramp-up' in staffing and refer primarily to our September 2014, 'at-capacity' staffing structure. We have however of course modelled the ramp up in Section G.

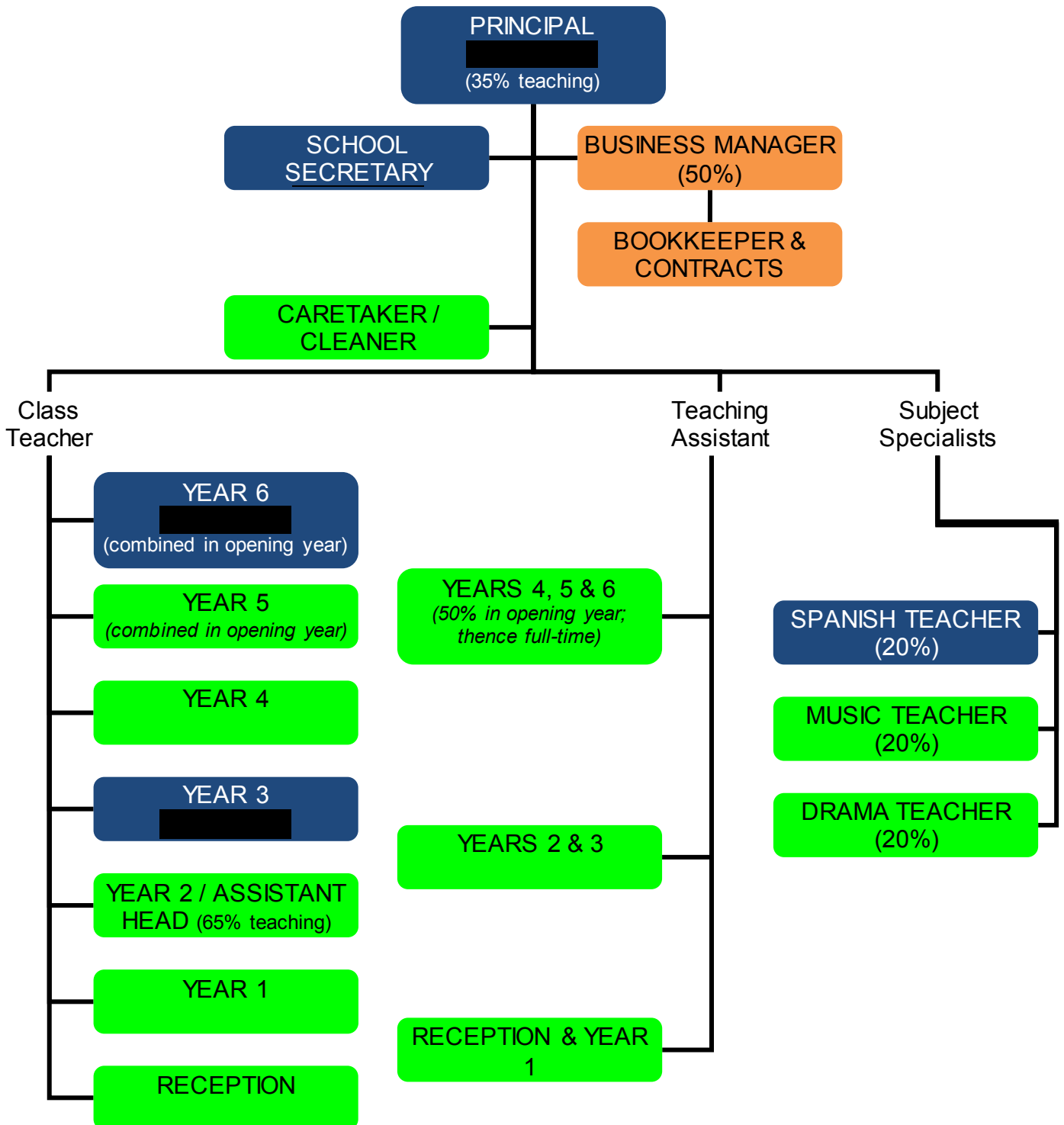
Our staff structure

Our staffing structure is shown below

Blue = current staff

Green = new staff

Orange = either new staff or functions provided by external educational services provider



Roles and Accountability of staff

The **Principal** has overall responsibility for the school, its staff, its pupils and the education they receive. To ensure that the Principal remains 'fully connected' with the pupils of this small school – and doesn't simply become an administrator – the Principal will have a teaching commitment of 35% of the school day week. [REDACTED] is a dynamic leader who is able to inspire and motivate the staff, the children and the rest of the school community, as well as being able to lead the school forward as it seeks to fulfil its vision.

The **Assistant Head** will support the head with the management of the school and taking particular responsibility for the curriculum and continuous improvement of academic standards. This post will be a class-based, 65% timetable position which will be class shared with the Principal.

The non-contact time of the Principle and Assistant Head will be for school management, and will provide opportunities for Planning, Preparation and Assessment (PPA) time and also offer opportunities for SEN withdrawal groups or one-to-one teaching if needed.

When operating at full capacity, there will be one **Class Teacher** per year group. Each teacher will be accountable to the Principal for the progress of their class throughout the year. Class Teachers will be responsible for the delivery of the curriculum to the children within their classes, the pastoral care for those children and with overall responsibility for the success gained and achievements made by each child within the class.

Teachers will be supported by three **Teaching Assistants** allocated across the year groups. Teaching Assistants will provide crucial support to the class teachers under their day-to-day direction and ultimately accountable to the Principal. They will allow the class teachers to direct their attention and efforts where it can be of most benefit to the class as a whole and to individuals in particular.

SENCO (Special Educational Needs Coordinator) – responsible for Managing school-based provision; Providing professional guidance to school staff on matters relating to SEN; Advising the school leadership on SEN strategy; and Liaising with parents, carers, external agencies, professionals and the LA. This role will initially be the responsibility of the Principal.

Additional curriculum support will come in the form of **Subject Specialists**: a peripatetic music teacher and a peripatetic speech and drama teacher, and the school will also employ a Modern Foreign Language (MFL) teacher who will provide Spanish lessons to all classes from Year 1 to Year 6. Each of these three subject specialist will be employed for one day per week (0.2 FTEs each)

The class teacher will maintain a minimum of 90% contact time with their classes, with non-contact time being provided primarily when each of the three subject specialist is taking their class (about 10% of the week in total) or on

occasion by the Principal or the Assistant Head.

As well as being accountable for their own year group, each teacher will have on an additional role for which they are responsible across the whole school. These **Curriculum Coordinators** will be responsible for a particular area of the curriculum, including monitoring and improving standards.

We would obviously look to align the cross-school responsibilities with teachers' skills and interests, and this would be a factor in the recruitment process. By way of illustration, for September 2014, responsibilities may be allocated as below:

Class	Staffing	Cross-school Responsibility	Support
Reception	1 teacher	Science & ICT Coordinator	1 Full time Teaching Assistant to be shared between 2 classes
Year 1	1 teacher	Numeracy Coordinator	
Year 2	1 teacher	Shared Principal & Assistant Head (also Assessment Coordinator)	1 Full time Teaching Assistant to be shared between 2 classes
Year 3	1 teacher	IPC & Humanities Coordinator	
Year 4	1 teacher	Gifted and Talented & PHSE Coordinator	1 Full time Teaching Assistant to be shared between 3 classes
Year 5	1 teacher	Arts and Music Coordinator	
Year 6	1 teacher	Literacy Coordinator	

Qualities of staff

Langdale Free School will be using a combination of the National Curriculum together with the International primary Curriculum (IPC) to deliver a broad, balanced curriculum to primary aged children from Reception to Year 6.

Selecting from the best of each curriculum will help us achieve our vision of engaging and exciting our pupils to keep them motivated. It will also encourage them to develop a broader, international view and in doing so inspire them to raise their expectations. For the most disadvantaged, this will be particularly valuable in raising their sights beyond their current environment in Blackpool to the wider world.

This has two specific implications for staffing, in addition to those described in the 'Approach to staffing' section (which focussed on empathy, beliefs and attitude).

Our use of the IPC will require teachers to:

1. Have an international outlook themselves. This may not naturally fit with their need to be able to empathise with the challenges of the most disadvantaged in our community, but is crucial to achieving our vision so will also be an important quality for staff to possess
2. To be mentally flexible to be able to switch from on curriculum and philosophy to the other

How our staffing structure is sufficient, affordable and appropriate to deliver the educational vision and plan

As described earlier in the 'Approach to staffing' section, providing individual attention in a secure, stable environment is central to our vision for Langdale Free School.

Our staffing structure with a maximum of 18 pupils per class will provide this. With the inclusion of Teaching Assistants, our Pupil-to-Teaching staff ratio will be 11-to-1.

<u>Pupils</u>		<u>Teaching Staff</u>	
Classes	7	Teachers	7
Pupils per Class	18	Principal	1
		Teaching Assistants	3
		Subject Specialists	0.6
Total Pupils	126	Total Teaching Staff	11.6

Pupils-to-Teaching staff 10.9

In terms of affordability, staff costs will comprise 76% of the total budget. This is at the low end of the typical range (of 75-85%) because, notwithstanding our low pupil-to-teacher ratio, we operate from small premises and the energy, cleaning and maintenance and repairs expenditure is very low by comparison with a 'more normal' school. These staffing levels enable us to meet budget as detailed in Section G.

Structure of the senior leadership team

As a small school, Langdale Free School a small, focused Senior Management Team will comprise the Principal, the Assistant Head and the Business Manager (or equivalent if outsourced).

The SMT will meet:

1. Weekly for an hour to discuss and address operational matters;
2. monthly for two hours to track progress on longer-term strategic and continuous improvement projects;
3. half-termly for two hours for a detailed review of the annual budget and to adjust plans accordingly to ensure that the budget is met; and
4. termly for a full day to for a detailed review of strategic plans. Ideally this would be a week or two before the termly Board of Governors meeting

Roles and responsibilities of support staff

As a small school there is only a limited requirement for support staff.

The Business Management function has been described in detail earlier in this section.

A full-time School Secretary is already in place. She will continue to provide administrative support to the Principal and the Business Management function as required. She also answers all incoming phone calls in the first instance.

The Caretaker / Cleaner will have full responsibility for all cleaning as well as day-to-day maintenance of the properties. They will carry out minor repairs themselves. Any work beyond their capabilities will be flagged-up to the Business Manager or Service Provider who will then arrange for work to be completed.

Independence

Langdale already benefits from the effective management methods tried and proven over many years at Langdale and right across the Montague Place group.

Should Montague Place be awarded the contract to continue providing Business Management function, it would continue to bring to bear its many years of proven successful experience in running Langdale and provide access to best practice from its network of successful schools. In particular, best practice would be actively transfer from Langdale's sister school, Yorston Lodge, just an hour's drive away in Knutsford. Yorston's most recent Ofsted inspection was 'Outstanding' across the board. A précis of Yorston is attached over from *In Cheshire* magazine in . The Knutsford community is obviously starkly different to Blackpool. But nevertheless many operational best practices will apply, and [REDACTED] in particular will benefit from the ongoing mentorship of [REDACTED], [REDACTED].



F5: Realistic plans for RECRUITING a high quality principal designate, other staff and governors in accordance with our proposed staffing structure and educational plans

Recruiting a high quality principal designate

Our Principal is already in place. [REDACTED] was recruited in May 2011, played an integral role in our 2012 Free School application and joined us full time over the summer holidays.

[REDACTED] has been a [REDACTED]

[REDACTED] CV is included over.

The role they will play in the implementation phase

[REDACTED] is currently a [REDACTED]. As mentioned earlier in this section, immediately upon approval we would recruit a half-time teacher to free-up 50% of her contact time to lead all aspects of the implementation phase with full-time support from [REDACTED] and ongoing support through the Start-up phase from [REDACTED] and [REDACTED].

Capability and assessment of our Principal

[REDACTED] led most of our interview with the DfE for our 2012 Free School application. She was highly commended by the DfE interview panel and no material concerns with our vision, educational plan or [REDACTED]'s ability to make Langdale Free School a success have been raised.

██████████ – Principal

PERSONAL SUMMARY

██████████

PREVIOUS CAREER HISTORY

- ██████████

KEY STRENGTHS

- ██████████

PROFESSIONAL EXPERIENCE

- ██████████

PREVIOUS CAREER HISTORY

██████████

ACADEMIC QUALIFICATIONS

██████████

Our plans for recruiting high quality members of staff

Class Teachers and Teaching Assistants

As an existing school, our recruiting needs are relatively modest. We have an outstanding team already in place to provide the core of our future staffing requirements.

Our approach to recruiting staff has proven successful over many years. Put simply, our approach has been:

1. Is the potential recruit appropriately qualified for the role? (This is a 'binary' criteria)
2. Do they complement and add to the existing skills and experience mix in a way that will help us achieve our vision?
3. Do they share our ethos and passion for education? Specifically, do/will they:
 - a. Understand and believe in a community-based, family environment?
 - b. Understanding and believing in the power of small class sizes?
 - c. Understanding and believing in the benefits of mixed-ability classes?
 - d. Have a 'can-do' / 'glass is half full' attitude and will do absolutely everything possible to get the job done in the best interests of the children?
 - e. Genuinely like people; pupils, parents, peers and the community at large?
 - f. 'Live and breathe' Langdale, and put the best interests of the children at the heart of everything they do?
4. Overall, do they 'fit' and share our vision?

This clear and simple framework has worked successfully for many years and has made Langdale the great school that it is today. Our teachers and staff are of course our greatest asset.

Our historical approach will be modified significantly however to achieve our

vision for Langdale Free School, specifically to take account of an even greater diversity of intake, especially for the most deprived children and those with SEN, and thus the need for an even wider range of skills and experience. Hiring [REDACTED], specifically, as Principal is evidence of our commitment in this regard

Recruiting staff would commence immediately following approval to give us the maximum possible time to attract the best possible candidates. This will be a particular challenge because of the unique combination of skill, experience, attitudes and behaviour that we require to achieve our vision, in particular the understanding of the local context, particularly the most disadvantaged, and also having in international outlook and optimistic view of the world.

To find this combination of perspectives, in addition to recruiting locally, we would also target our recruiting in other disadvantaged areas of the country.

Other key factors would be to recruit a mix of youth and experience, as well as a balance of state sector and independent sector experience to ensure that a range of views, perspectives and best practice are brought into the school.

In terms of process, we would use the usual mainstream channel to ensure maximum possible exposure (TES, eTeach, etc). But we would also use local papers in selected disadvantaged areas to further improve our chances of satisfying the combination of perspectives above.

In addition we have had a number of dealings with Teach First. We are particularly enamoured by their mission and success to date and would meet with them personally to plan a strategy for tapping into their talent pool both in the immediate and longer term.

We would expect all staff to commence work at Langdale Free School by 1 August 2013 to give a full month to prepare for converting. Having a short holiday for one summer to ensure a successful conversion will not deter the right candidates!

Business Management function

A critical strategic choice will be required of the Governors immediately following approval as to whether to recruit this function internally or whether to outsource it to an external provider.

If the Board elects to in-source this function or use an alternative service provider, we believe that the Business Manager and Bookkeeper, or service provider, would need to start work by 1 May 2013 at the latest to give sufficient time for data transfer and the assignment of contracts.

If the Board elects to continue with Montague Place, there is no necessarily fixed deadline, other than to allow sufficient time to conclude the service contracts and lease agreements.

If approved, we will take the departments guidance on appropriate timescales.

Recruiting Governors

- **Skills and experience of individuals already identified**
- **Governors to oversee successful implementation and operation are already on board and have been since last summer**

Whilst we continually test and challenge our thinking in this regard, we believe that, as evidenced in the skills and competencies matrix in section F3, we have the requisite breadth of skills required to oversee a successful implementation and operation **already identified, on-board and in place**.

We would of course welcome additional input from the department that would further strengthen our Board of Governors.

CVs of our six Governors are included on the following pages:

1. [REDACTED]
2. [REDACTED]
3. [REDACTED] (included in previous section)
4. [REDACTED]
5. [REDACTED]
6. [REDACTED]
7. [REDACTED]

[REDACTED] – Chairman of Governors

Address

[REDACTED]

Telephone

Blackpool
home: [REDACTED]
mobile: [REDACTED]

DOB

[REDACTED]

CIVIC

[REDACTED]

EMPLOYMENT

[REDACTED]

EDUCATION

[REDACTED]

[REDACTED] - [REDACTED]

[REDACTED]
[REDACTED]

[REDACTED]

Mostly recently [REDACTED]

- [REDACTED]

[REDACTED]

EDUCATION & QUALIFICATIONS

[REDACTED]

CAREER HISTORY

[REDACTED]

INTERESTS

[REDACTED]

[REDACTED] – Member, Governor (marketing specialty)

TELEPHONE
DoB
EMAIL
ADDRESS

[REDACTED]
[REDACTED]
Blackpool [REDACTED]

EMPLOYMENT

[REDACTED]

EDUCATION

[REDACTED]

—Governor (health & safety specialty)

██████████ – Parent Governor

██████████

██████████ – Parent Governor

██████████

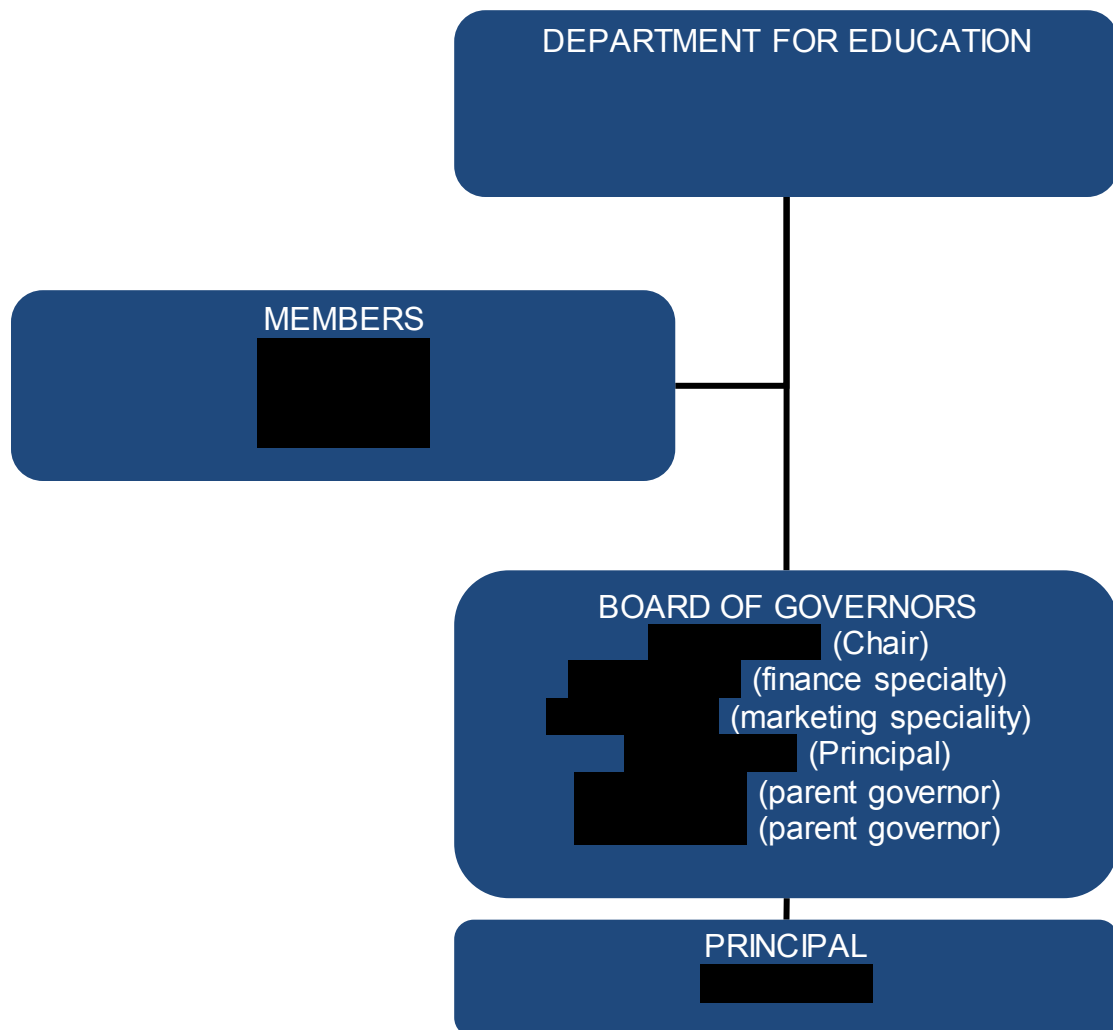
F6: Demonstrate a clear understanding and describe the RESPECTIVE ROLES of company members, governing body and principal designate in running the school

Clearly describe in both writing and in a diagram the STRUCTURE, LINES OF ACCOUNTABILITY and METHODS OF ESCALATION between company members, our governing body and the principal

Clearly define and set out the respective ROLES AND RESPONSIBILITIES of the company members, the governing body and the principal

Structure

The governance structure of Langdale Free School will be:



Roles and accountability

Department for Education

As the provider of government funds the Department for Education has effective control over Langdale Free School. The scope and requirements of Langdale Free School would be set down in the funding agreement that would be created in the months following approval to operate as a Free School. This document, and any modifications to the memorandum and articles of association that arise, then set the constitution and rules of operation for the Langdale Free School legal entity over which the members have control.

Members

The members have legal responsibility for Langdale Free School. They are the ultimate owners of the company and are governed by the memorandum and articles of association of Langdale Free School, a company limited by guarantee, and the funding agreement with the DfE. As legal owner of the company, they appoint directors (governors) to act on their behalf. Once the members have appointed governors to act on their behalf, they are not in this capacity involved in the running of the school. That is the responsibility of the governors. Members' primary ongoing involvement is mostly limited to appointing governors on a rolling basis (see below) or, in rare circumstances, modifying the memorandum and articles of association if required as only they are empowered to do. It is conceivable that this may be required when the initial funding agreement expires and is renegotiated with the DfE for subsequent periods.

Board of Governors

The Governing Body will be responsible for maintaining the vision and ethos of the school, setting strategy and direction, and for holding the Principal, [REDACTED], to account for the school's success. The Governing Body in turn will be directly accountable to the DfE.

In addition they have fiduciary responsibilities to ensure that the company acts to appropriately manage the balance of interests of the various stakeholders, including customers (pupil and parents), staff, suppliers, the DfE and the community within which Langdale operates.

They also have legal reporting responsibilities such as signing off on audits and filing accounts with Companies House and reporting to the DfE as required and set down in the funding agreement.

The board provides strategic direction and sets the aims and objectives for the school, the appropriate policies to facilitate achieving these and specific targets by which to measure progress towards them.

Langdale is already a small, dynamic school. We feel it therefore paramount that the Governing Body should reflect this ethos and attitude. As such we

have limited the number of Governors to seven to ensure that it itself is a focused, dynamic group able to act quickly and decisively in the best interests of Langdale Free School.

We fully understand that a smaller group of Governors is, by definition, less representative than a larger group. We will manage this by, for example:

- Continuing to run our active and highly engaged *Friends of Langdale*, our PTA forum. The Friends currently meet twice a term – every six weeks – and this would continue
- Continuing to hold whole-class meetings each term where all parents come in one evening per term for an open forum discussion with the relevant teacher, Principal, Head Teacher and Executive Director
- Above all, as a small school, the entire ethos of the school is founded on a community-based, family atmosphere where ‘everyone knows everyone’ and has daily contact and discussion with each other. This is a core strength of Langdale and would continue

The Governors will meet formally once per term to focus on the strategic, forward looking aspects of the school, as well as the quality of education and service delivery.

Standing agenda items will include:

- Year-to-date financial performance
- Progress against 3-5 year development plan
- Delivery and of in-year project that have become due
- Progress on continuous improvement agenda to continually raise academic and behavioural standards (from an already high base)
- Progress on every widening our engagement with the community, especially to the most disadvantaged, as well as sister schools in the area

The Governors will also consider, on an ongoing basis, performance of the Principal, fulfilment of legal, statutory and regulatory obligations, delivering value for money and external fund raising.

In our case, all of our three members have also been appointed governors initially. Once operating, we would envisage that governors come up for re-election on a regular basis. We would envisage the following re-election frequency:

- Member governors – every three years
- Functional specialist governors (finance, marketing, etc) – every two years
- Parent governors – every year

These elections would be held at the annual general meeting, held every summer.

The rolling-cycle of governors elections takes consideration of the varying depth of involvement and ability to commit of each group and will ensure good balance between continuity and the injection of fresh perspectives and ideas.

The board is also a 'critical friend' and mentor to the principal to support her on specific, complicated matters beyond her expertise and to guide her ongoing development.

Principal

The principal is responsible for leading the school on a day-to-day basis and delivering the aims and objectives as laid down by the governors. This includes both the strategic aims and objectives as well as delivering the annual budget.

She is responsible for management of all staff and contractual arrangements, notwithstanding that the board make take responsibility for negotiating larger contracts such as premises leases and provision of service by an external education services provider.

The principal translates the broad aims, objectives and policies of the board into specific operational plans and then in turn, leads her staff in the the delivery of these plans.

The principal is accountable to the board and will meet with them formally in board meetings every term. She will also liaise with them informally as required on specific matter in which they may have particular expertise.

Methods of escalation

Once approved detailed policies will be developed to set down processes and protocols for escalating issues beyond the principal. It is important to be crystal clear on such escalation processes in some key areas, including:

- Safeguarding and child welfare
- Parent complaints
- Staff grievances
- Serious staff disciplinary or competence matters (lesser matters would remain for the principal to deal with directly)
- Right of appeal against the principal's decision for a school stakeholder. In this regard however it is important that the principal's authority is not undermined and the board not called on to make operational decisions. Should be used rarely

While the specific detail of each of the above processes will vary, it is critical to the world at large that the principal is indeed seen as the leader of the school.

All matters except the most very serious should be dealt with by the principal in the first, second and even third instance. Only once the principal herself has exhausted all avenues should matters be escalated to the governors.

In some cases, even once escalated to the board, their response could well be to delegate the matter back to the head, but they will judge each matter on its merits, and be mindful of any associated legal implications as they are legal responsible on behalf of the school.

As a small, dynamic school – overseen by a small, dynamic group of Governors – Langdale will not operate a traditional, formal committee structure. Instead, to ensure quick and efficient decision making, we will allocate tasks to the subset of Governors best able to go into detail on an issue most effectively based on their detailed skills and experience.

For example, should a specific legal issue arise, [REDACTED] and [REDACTED] would liaise to discuss and explore the matter.

Have arrangements that seek to ensure that any potential CONFLICTS OF INTEREST are avoided and that deliver INDEPENDENT CHALLENGE TO THOSE WITH EXECUTIVE FUNCTIONS

Conflicts of interest

We see two potential conflicts of interest and believe we have suitable arrangements in place to manage these.

[REDACTED]'s minority interest in [REDACTED]

[REDACTED].

[REDACTED].

[REDACTED].

[REDACTED].

We believe that this approach addressed this issue, but remain open to other suggestions if our approach can be improved upon.

[REDACTED]'s role as Principal, Governor and Member

[REDACTED] is the most integral person to Langdale Free School. She has led the development of this application and has been the driving force of or move to convert to a Free School since being recruited for this specific purpose in May 2011.

Further, whilst the principal is the central figure of any school, this is especially true of small schools where the schools whole character and ethos is essentially an extension of the principal's believe and personality. [REDACTED] suitability to lead Langdale Free School is most obvious in her to total belief in and indeed embodiment of the school vision of bringing high standards and or family ethos – with all its attendant benefits – to the whole Blackpool North community

It is right and proper that she is a member of Langdale Free School and a requirement of all Free Schools that she be a governor.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Independent challenge

Independent challenge will be provided through three forums.

Formal challenge at board of governors meetings

Governors will meet formally every term. In addition to the activities outlined earlier, a key purpose of these meetings will be to provide independent challenge to the principal, and indeed to each other. We will benefit in particular by ensuring that we always have one or two governors not directly involved in the day-to-day Langdale community and thus avoid 'group-think'.

Informal challenge by individual governors on specific matters

Governors with functional specialties will provide independent challenge to the principal (and other governors on an informal basis as issues on such topics arise. Once again, having one or two governors from outside the community will be valuable in this regard.

Informal challenge by an educational services provider (or the Business Manager)

If Langdale Free School goes down this path, one of the enormous benefits of being supported by a specialist educational services provider is exactly this ability to draw on a wide base of relevant experience. The Business Manager would also provide such challenge though by definition will have a more limited experience base to draw on compared to an established service provider.

Section G: Initial costs and financial viability

<Redacted>

Section H: Premises

Details of our preferred sites

Our current site

Langdale has been operating in its current premises since 1925. The property is a converted three storey house including a converted attic on a corner block. Significant renovations were undertaken in 2005 and 2007 to modernise all three floors of the building. It is in excellent condition and satisfies the current pupil numbers.

The current premises are perfectly 'fit for purpose'. Langdale. The school has been well known and respected in the community for many years. The school was noted as having achieved some "outstanding features" in its September 2009 Ofsted inspection. Specifically, ***"The pupils flourish in this family environment, the parents enjoy the close knit community that the school encourages and staff excel in a setting where they are able to work closely together"***.

As a converted house in a residential area, the Langdale premises fits perfectly with the school ethos of creating a family environment for pupils of all abilities to thrive.

The school is located at [REDACTED], Blackpool, [REDACTED]. The current freeholder is [REDACTED].

The current site covers a footprint of approximately 450m². The current configuration of rooms and capacity is:

Floor	Room #	Use	Current Capacity
Ground	0	Nursery (outside of this application)	24
	1	Class 1 (Reception – Yr2)	18
	2	Pupil Toilets & Cloakroom	
First	3	Class 2 (Yr3 – Yr4)	18
	4	IT Suite & Library	18
	5	Class 3 (Yr5 – Yr6)	
	6	Staff Room	
	7	Staff Toilet	
	8	Staff Toilet	
Second	9	Resources Room	56
	10	Secretary's Office	
	11	Principal's Office	
CURRENT SCHOOL CAPACITY			56

Our proposed expansion site

Central to our vision for Langdale Free School is to make the excellent education currently delivered, available to the whole Blackpool North community, regardless of their financial circumstances.

Further, Langdale can become an even more vibrant environment by expanding its capacity to have a (whole class per year group rather than smaller, combined classes) and yet still maintaining the family feel that with remain central to its ethos as a Free School.

Based on this objective and the confirmed registrations of interest evidenced in Section E however, Langdale cannot service this demand fully and 'be the best it can be' from its current premises alone.

Consequently we have searched the area for and identified an appropriate expansion site.

We searched the local area in the vicinity of approximately ½ mile radius of the school for other suitable properties. We kept the search radius to this limit because:

1. we felt it important to ensure that Langdale Free School continued to served the same community that it has done since 1925,
2. parents in the area have expressed their desire for more high-quality education in this area particularly,
3. for operational reasons, it makes sense for the second site to be in very close proximity to the current premises, and
4. this locale also provides excellent access to the seafront as well as local parks and sporting and community facilities that Langdale uses extensively already, and where children's learning is supported by numerous trips and activities.

Map of Area around Langdale School

Shaded area indicates area searched for potential sites



Within this geographic area the options for an expansion site are limited because most properties are semi-detached or terraced housing with little outside space. For such properties, we would also anticipate significant *change of use* objections. Further, much of this housing has been converted to flats and would require excessive modification to convert for use as a school.

Some commercial properties are available but these are currently mixed use with shop frontages on the ground floor and residential accommodation above. These also tended to have flats attached to them and so are also not seen as suitable for conversion.

In this area, only 'end-of-terrace properties' have sufficient space for outdoor areas.

Fortunately, an ideal, perfectly suitable expansion site remains **currently available directly across the road** at [REDACTED], Blackpool, [REDACTED].

This site will provide capacity for an additional 72 pupils, which will bring the total capacity for Langdale Free School to 126 pupils; seven classes from Nursery to Year 6 of 18 pupils per class.

The site will also provide space for a mixed-use school assembly hall, ICT/Media suite and additional library, as well as a specific room for music. It will also provide significant – and much needed! – additional central storage space (in the site's garage) for less-used resources.

The proposed expansion site is similar in layout to our current school and so we are entirely certain that the school and its pupils will continue to excel in this expanded environment. In fact, it will provide the exact same environment that our current parents enjoy and wish for their children, and in which those petitioned have registered their interest.

The site provides good room sizes and ample outdoor space for break times. Rooms will be appropriately fitted and decorated, similar to the current site.

The current freeholder is [REDACTED] and has been known to the school for many years.

This site also covers a footprint of 450 m² and has been unoccupied for at least 3 years. It is in good condition having been refurbished over the last two years. Some minor work remains to be done but this could be completed comfortably within four to eight weeks in parallel with converting the bedrooms to classrooms.

Details of how the two sites would be organised are shown over.

Site 1 – Current Site

Floor	Room #	Use	Capacity
Ground Floor	0	<i>Nursery (outside of this application)</i>	24
	1	Reception	18
	2	Pupil Toilets & Cloakroom	
First Floor	3	Year 1	18
	4	IT Suite & Library	
	5	Year 2	18
	6	Staff Room	
	7	Staff Toilet	
	8	Staff Toilet	
Second Floor	9	Resources Room	
	10	Secretary's Office	
	11	Principal's Office	
CURRENT SCHOOL CAPACITY			54

Site 2 – Expansion Site

Floor	Room #	Use	Capacity
Ground Floor	12	Year 3	18
	13	Multi-purpose Assembly Hall, ICT/Media suite and Library	
	14	Staff Toilet	
First Floor	15	Year 3	18
	16	Year 4	18
	17	Year 5	18
	18	Music Room	
	19	Pupil Toilets	
Garage		Central Storage	
EXPANSION SITE CAPACITY			72

TOTAL SCHOOL CAPACITY**126**

Capital investment

The expansion property has been vacant for many years and is currently for sale.

We have known the present owner for 14 years and are confident we can complete a purchase of the property short order.

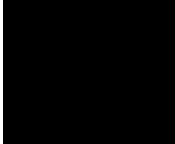
Montague Place has committed to purchasing this property on its own account immediately once approval is granted. This means that there would be no capital investment requirement for premises from the government, nor completion risk for the Langdale Free School legal entity.

Langdale Free School would lease the both premises from Montague Place at an arms-length commercial rate.

In order to ensure both sites are fully equipped, a modest amount of capacity expansion capital is required for equipment, furniture and resources as estimated below.

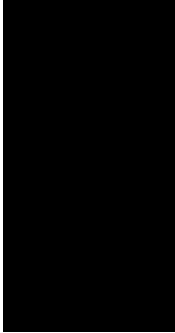
Montague Place has also committed to financing these items on arms-length commercial terms, thus further negating the need for capital investment from the government.

Current Site

Refurbishment	<i>None Required</i>	
Furniture	<i>None Required</i>	
Resources	Reading Books	
	Text Books and Library Books	
	Teaching Equipment	

Total

Proposed Site

Refurbishment	Flooring, Lighting, Toilets, Cabling	
Furniture	Desks, Tables, Chairs	
Resources	Reading Books	
	Text Books and Library Books	
	Teaching Equipment	
	ICT	
	Music	
	Art	

Total

TOTAL EXPANSION COSTS

