

Free Schools in 2013

Application form

Mainstream and 16-19
Free Schools

Completing your application

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

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

Section A: Applicant details and declaration

Section B: Outline of the school

Section C: Education vision

Section D: Education plan

Section E: Evidence of demand and marketing

Section F: Capacity and capability

Section G: Initial costs and financial viability

Section H: Premises


Section I: Due diligence and other checks

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

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

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

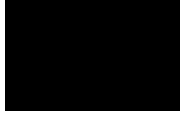
You need to submit all the information requested in order for your application to be assessed.

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

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

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

Free Schools Applications Team
Department for Education

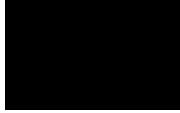


London SW1P 3BT

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

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

Due Diligence Team
Department for Education



London SW1P 3BT

Data Protection

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

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	X	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	X	<input type="checkbox"/>
Section B: Outline of the school	X	<input type="checkbox"/>
Section C: Education vision	X	<input type="checkbox"/>
Section D: Education plan	X	<input type="checkbox"/>
Section E: Evidence of demand and marketing	X	<input type="checkbox"/>
Section F: Capacity and capability	X	<input type="checkbox"/>
Section G: Initial costs and financial viability	X	<input type="checkbox"/>
Section H: Premises	X	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	X	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	X	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	X	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	X	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to [REDACTED] between 13 and 24 February 2012	X	<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, [REDACTED], [REDACTED], [REDACTED], London SW1P 3BT, between 13 and 24 February 2012	X	<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, [REDACTED], [REDACTED], [REDACTED], London SW1P 3BT, between 13 and 24 February 2012.	X	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Winterfold Cottage, [REDACTED] Guildford, Surrey GU5 9EL
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	<p>Please state how you would describe your group:</p> <p> <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 Other </p>
6.	<p>We are an independent school but one which is free to all - we do not charge fees to any parents for the main school, but raise the money to operate the school from the local community.</p> <p>We have operated Peaslake School under a charitable Trust – The Peaslake Schools Trust since 1994. More details on the history of the Trust are provided in Annex 2. The impetus to establish the Trust and operate the school has come from parents past and present, as well as other members of the community and supporters. These same constituencies of parents and the community are behind our application for Free School status – which they believe will be the best way to secure the long-term future for the school. We propose to be a promoter-run school where the group applying takes complete legal responsibility for the school.</p>
7.	<p>Has your group submitted more than one Free School application in this round?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p>
8.	If Yes, please provide more details:
9.	<p>In addition to any support/advice from the New Schools Network, did you put together this application with</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p>

	support from another company or organisation?	
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:	
Details of company limited by guarantee		
11.	Company name: Peaslake Free School Limited	
12.	Company address: Peaslake School, [REDACTED], Surrey GU5 9ST	
13.	Company registration number: 07925067	
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. Name: [REDACTED]	
	2. Name: [REDACTED]	
	3. Name: [REDACTED]	

Company directors

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

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

1. Name: [REDACTED] - [REDACTED]

2. Name: [REDACTED] - [REDACTED]

3. Name: [REDACTED] - [REDACTED]

4. Name: [REDACTED] - [REDACTED]

5. Name: [REDACTED] - [REDACTED]

6. Name: [REDACTED] - [REDACTED]

7. Name: [REDACTED] - [REDACTED]

8. Name: [REDACTED] - [REDACTED]

9. Name: [REDACTED] - [REDACTED]

10. Name: [REDACTED] - [REDACTED]

11. Name: [REDACTED] - [REDACTED]

12. Name: [REDACTED] - [REDACTED]

13. Name: [REDACTED] - [REDACTED]

14. Name: [REDACTED] - [REDACTED]


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

Related organisations

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

Yes
 No

	School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	
21.	<p>If Yes, please provide the following information about each organisation: their name; their Companies House and/or Charity Commission number, if appropriate; and the role that it is envisaged they will play in relation to the Free School.</p> <p>The Peaslake Schools Trust (Charity Commission Number 1034412)</p> <p>This is the Trust that has operated Peaslake School as a free school for the community since 1994. It has also operated an integrated Nursery and has the right of ownership of the buildings in which the school is currently housed and in which the Free School is planned to be housed.</p> <p>It is envisaged that the Trust will continue to exist, with reduced responsibilities, in parallel to the new Free School company and that it will provide the school with space in the building for the Reception, Year 1 and Year 2 groups and related facilities. It will continue to operate the Nursery from which we expect the majority of children to join the Free School and it will provide specific funding support as required for special projects (particularly capital projects) for the Free School. The Nursery receives early years funding for all 4 year olds and charges for the younger children. It is envisaged that there will be complete overlap of membership between the Trust Executive Committee of the Peaslake Schools Trust and the Governing body of the new Free School entity.</p>	
22.	<p>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).</p> <p>There are no specific religious institutions connected to our application. The school is non-denominational and plans to remain so. It has retained strong links to the local Church of England Parish of Shere and Peaslake.</p>	
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:	125449
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:	Our Main School age range is Rising 5 -7. We have 30 current children on roll and a maximum capacity of 33 We operate a separate Nursery in the school that takes children from age 3. There are currently 14-18 children in the Nursery.
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: Our most recent Ofsted inspection was 1 May 2008 – Inspection Number 322025 – DCSF Number 936/6572  See Annex 3 for a copy of the report	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: Our last three year SATS results are attached – Annex 1	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	
Please tick to confirm that you have included all the items in the checklist.		X

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: [REDACTED].

Print name: [REDACTED]

Date: 20th 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:	Peaslake School
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input 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 checked="" type="checkbox"/> Other If Other, please specify: 5-7
4.	Date proposed school will reach expected capacity in all year groups:	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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
9.	If Yes, please specify the faith, denomination, etc of the proposed	The school will be non-denominational and will have a Church of England ethos.

	school:	
10.	Postcode of the preferred site of the proposed school:	██████████
11.	Local authority area in which the proposed school would be situated:	Surrey County Council
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
13.	<p>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.</p>	

Section C: Education vision

The community of Peaslake has operated a high-achieving free school with a unique spirit at the heart of the village for eighteen years. We have been able to raise the necessary funds from the community over this period and attract the majority of parents in the village to use the school.

This success is now under threat from:

- the rise in operating costs, particularly teacher salaries;
- a natural limit to covenant support from our small village;
- the ceiling of fund raising effort which can be expected from the small parent group;
- a reputation for high parental burden of activities and fund raising to support the school which is putting off some potential parents, particularly those from dual working families.

We are applying for Free School status because we believe it is the best way:

- to secure free early years education at the centre of our village;
- to build upon our unique eighteen year track record of a school run for the community by the community;
- to become more relevant and inclusive to all parents in our community;
- to deliver our vision for on-going excellence of education.

We need the financial security that Free School status will bring to secure the long-term future of the school and, by reducing the parental burden, to reinforce its position as the school of choice for all members of our community.

If Peaslake School were to cease to operate children would need to travel to other schools several miles from the village (e.g. Shere, Ewhurst). These other schools are mainly full and their class sizes and PANs would be stressed by the sudden increment of Peaslake children. The role that the school plays as part of the glue of village life would be compromised by more dispersed parental and child networks and the vibrancy and attractiveness of the community would be diminished, as has happened in other local villages that have lost their early years schools. These were the fears behind the original fight to keep a school in the village in the early 1990's and the creation of the Peaslake Schools Trust (See Annex 2 for background to Trust). They re-emerged in our recent consultation on the future of the school.

There has been a proven demand to educate at least 30 children aged 5-7 over the years. We believe we can secure this level of demand and attract new parents who may currently be less able to contribute to fund raising and school duties due to background or work pressures.

Since its formation in 1994 The Peaslake Schools Trust has been committed to:

- provide excellent early years education in the community, close to where the children live;

have small class sizes where children can enjoy high levels of individual attention and child-centred teaching is a reality;

create a secure and enjoyable transition from Nursery to infant school;

develop a flexible curriculum which meets core needs and takes full advantage of the position of the school and surrounding countryside;

provide an outstanding transition to the next stage of education;

encourage high levels of parental involvement in school activities.

We have provided free education for children aged five to seven and developed a very successful integral Nursery, which caters for children from the age of three. We have created a unique community-led school, which, sitting in a prime position at the heart of our village in the Surrey Hills, has built up a reputation for excellence. In the most recent OFSTED report (See Annex 3) it was noted:

“Peaslake School provides an outstanding quality of education and care, and meets its aims. It is led, managed and supported by a cohesive community, and the trustees and Head Teacher give the school clear direction”

“The curriculum is outstanding. It is directly relevant to pupils’ needs and enables them all to make at least good progress in their personal development as well as basic skills”

“Provision for pupils’ spiritual, moral, social and cultural development is outstanding...Pupils thoroughly enjoy coming to school, as reflected in their excellent attendance, their outstanding behaviour and attitude to learning”.

We are committed to a strong focus on numeracy, literacy and science in a flexible and enjoyable learning environment. We use the Creative Learning Journey curriculum approach to bring evolving themes to life. Our most recent OFSTED commented:

“The curriculum is carefully balanced to provide pupils with a well-rounded education through a wide range of creative and physical, as well as „academic“ activities, a deliberate emphasis on a practical approach to learning and a varied enrichment programme”

We have placed a strong emphasis on behaviour and safeguarding and the OFSTED stated:

“Robust policies and procedures have been established to promote pupils’ welfare, health and safety at all times and this aspect of provision is outstanding”

We have built up a strong teaching team who work well together and who, through being largely drawn from the local community, reinforce the spirit and intent of the school. OFSTED commented:

“Teachers are well qualified and plan their work well together, ensuring continuity and progression of pupils’ learning”

As a result, our SATS results regularly exceed the regional and national levels of attainment (See Annex 1). Our 2011 Foundation Stage Profile (See Annex 4) showed us exceeding the Surrey average across all assessment areas. In June 2011 our Foundation Stage Profile Moderation (See Annex 5) commented:

“Teachers have excellent communication and knowledge of individual children which feeds into profile scoring. Reception and Year 1 mix helps children to develop and move forward by aiming high.”

The desire to secure this special ethos, which comes from local children, small class sizes, friendly staff, a flexible curriculum and deep parental involvement, is at the heart of our Free School application. Over the next twenty years we also know the school will need to continue to raise the calibre of its results and strengthen the skills and resources that it deploys.

We know that we must develop the school, in a world of rising costs, particularly for our teaching staff, and where the facilities, especially in areas such as technology, will need to become more and more sophisticated. We need to do this in a way that attracts new parents to our school. We have not had children join the school recently from the more deprived areas of our village and we have seen some evidence of parents choosing to leave the school due to the fund raising burden. On the more positive side, the mere fact of our application for Free School status has encouraged some dual working parent families to come forward and express interest for the first time.

We therefore see success in the future being measured by several key outcomes:

continuity of happy, fulfilled, confident and well-rounded children who are able to travel easily to school and enjoy the company of their peers;

sustained high quality early years provision in the village with SATS results which exceed regional standards, outstanding OFSTED evaluations and successful progression of children to the next stage;

a more diverse and inclusive school which attracts parents in the village of all circumstances and working patterns;

outstanding quality of well qualified teaching staff, trained in the latest techniques and well rewarded for their efforts;

a broad and flexible curriculum which incorporates new, technology enabled models for learning and teaching and which supports to an even higher degree Individual Education Plans and Special Educational Needs;

high quality facilities for learning and play with a greater investment in the use of technology;

greater capacity to respond to changes in demand and flexibility to increase the numbers of children and the dedication of facilities.

close connections to and involvement of the wider local community in the operations and development of the school.

If we achieve this vision, Peaslake School will thrive and secure its future. We will have reversed some of the emerging negative trends and overcome the barriers to success which we currently face.

The Peaslake Schools Trust has successfully managed the school since 1994. We plan to continue to operate a reduced-scope Trust in parallel with the Free School organisation. It will continue to provide the school premises, operate the connected Nursery and support capital projects.

We have a highly talented Trustee team bolstered by some additional skills, that we foresee becoming the new governing body for the Free School.

We believe that we are a good case for Free School status and funding because:

we face real challenges to sustain our vital village school in its current form;

we have a proven track record of operating a highly successful school;

we have a talented, committed and proven parent and community team dedicated to professional management, education excellence and the on-going progress of the school;

we have shown clear demand for such a school over the past eighteen years and have evidence of growing relevance and need;

we have clear plans to increase inclusiveness and the attractiveness of our school to local parents;

we have a clear vision to develop the school that will reinforce its role at the centre of our community for the long term.

We are excited about the potential to re-join the State system and being in a position to take full advantage of the development ideas, staff training and innovation networks which have been harder to access in our current form.

We see the potential to channel and renew the special relationship that has been created between the school and the community in a new partnership for successive generations of parents and children.

Section D: Education plan – part 1

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

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

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception	11	11	11	11	11	11	11	11
Year 1	12	11	11	11	11	11	11	11
Year 2	7	11	11	11	11	11	11	11
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	30	33	33	33	33	33	33	33

The Main school numbers have been between 27- 31 over the past decade, with 30 children on roll in the current year. Our maximum capacity with the current facilities is c33. This is because we are committed to relatively small class sizes and we find it hard to deliver excellent provision with more than 16-17 children in each classroom, particularly with our shared years model. We have often had a small waiting list where we lacked the capacity in an individual classroom. We have a high success rate of the Nursery feeding the school with only an average of one child per year not choosing to go on to the Main school. The precise numbers can fluctuate between the year groups with individual departures and new families joining the village.

The numbers shown above are directionally correct. We hope that the more inclusive approach that we are planning will have at least the incremental overall impact shown above (i.e. a move from c30 to c33). It is possible that it will prove even more successful and if the numbers were looking to exceed this 10% uplift and are closer to 15-20% on a regular basis we would have to engage in a capital project (see below).

The decision by the LEA to close the school in July 1994 was taken on the basis of a demographic analysis of the area that was subsequently proven to be flawed. The movement of young professionals looking to start their

families in the village, away from London, over the last twenty years has been a steady trend. The result has been that Peaslake School has remained full, with demand often exceeding availability.

The majority (at least 80%) of our children come from Peaslake village itself. The village has some 400 households and at any one time some twenty sets of parents make up the Main School. There is a mixed set of backgrounds and housing stock in the village. Recently there has been a trend for the school to appear slightly more attractive to the more affluent members of the village community. From the start we have planned to be as socially inclusive as possible and therefore we are very keen to attract parents from all parts of the village, including the small Council estates.

The 20% balance of our pupils comes from other local communities of Shere, Abinger Hammer, Farley Green, Albury and Ewhurst. Of these other villages Shere and Ewhurst have State schools that provide for the same age group in larger class size environments.

Our application for Free School status is motivated by our desire to maintain our role as the school of choice in the village and therefore maintain our numbers, despite the changing needs from dual working parents. We can see a near-full year already committed for 2013, with 26 of the following year already committed. There has been some recent limited evidence of parents not selecting our school, or withdrawing their children after a year, as a result of the perceived burden of fund raising or due to the hours of opening. As we only have a small school, with limited numbers by design in each year group, we are concerned if these early signals of local attitudes were to result in a meaningful loss of children, the school's overall viability could come into question.

We also expect that the Free School status will, over time, lead to some increase in our numbers as the reduction in the fund raising burden and more amenable hours of coverage will attract more dual working parent families to the school. We can envisage this filling the school to its full current capacity of 33. There is some limited early evidence already that our consideration of Free School status is persuading some wavering parents to apply for places at the school. We do not expect a wave of demand to be unleashed but a steady increase, as shown in the table above, up to capacity is a reasonable assumption.

If the school was to prove even more popular, we would need to plan some expansion of the facilities by creating a separate Nursery building on the same site and having three classrooms, with 12-15 in each ideally, for a total new capacity of 45. We are not planning for this explicitly at this time but would be ready to move to this if necessary.

Section D: Education plan – part 2

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

D1: Set out a viable curriculum plan with appropriate focus on core areas of learning

We will provide a broad and balanced curriculum across the three age groups in our school: Reception, Year 1 and Year 2. We will provide this curriculum in two separate classroom settings: Pine Class – Reception and Younger Year 1 and Oak Class - Older Year 1 and Year 2, with significant opportunities for specific year-based teaching for all years.

We will be committed to teach the children the basic skills of literacy, numeracy, science and IT, through targeted ability groups, practical activities and research. We will enrich the basic skills through topic based working around set themes as well as specific subject lessons for children in areas such as art, music, PE, and drama. All of this activity will seek to take advantage of the countryside environment within which the school is situated.

The table below shows a high level view of our weekly timetable:

Peaslake School Timetable 2011/12

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Registration	Registration	Registration	Registration	Registration
9:10	Letter & Sounds	Letter & Sounds	Letter & Sounds	Letter & Sounds	Guided Reading
9:30	Literacy	Literacy	Numeracy	Literacy	Numeracy Year Groups
10:40	Milk/Play	Milk/Play	Milk/Play	Milk/Play	Milk/Play
11:00	Numeracy	Numeracy	French/Literacy Grammar Year Groups	Numeracy	Swimming
12:00	Lunch/Play	Lunch/Play	Lunch/Play	Lunch/Play	Lunch/Play
13:00	PE/ICT/Art Year Groups	Library/Guided Reading	Guided Reading	Guided Reading	Library Reading
13:30 (Monday 14:30 – 15:00)	Circle Time	Topic/Science Year Groups	Drama/Topic	Music Year Groups	Topic/PE
14:45	Candle/Prayer	Candle/Prayer	Parents' Assembly	Candle/Prayer	Assembly Polly/Sara

The table below shows the high level picture of our planned curriculum model, showing the hours spent on each subject by each year group each week:

	Year R	Year 1	Year 2
Literacy	6.6	6.6	6.6
Maths	4.5	4.5	4.5
Science	See Foundation	1.5	1.5
ICT	-	0.4+	0.4+
PE	1.5	1.5	1.5
Music	1.0	1.0	-
PSHE	0.5+	0.5+	0.5+
Foundation	5.5	4.0	4.0
French	0.4	0.4	0.4
Assembly	1.0	1.0	1.0

We will therefore provide a clear structure of teaching and learning which has at its heart the core skills we see as a vital foundation for future learning, as well as opportunities to broaden the inputs that the children will receive. We will enable all children to learn and develop their skills to the best of their abilities through a high staff-to-pupil ratio, core subject teaching in ability groups and a topic-based creative curriculum – based around the Creative Learning Journey (CLJ). It will be this combination of a core, structured timetable and a flexible thematic content vehicle (the CLJ), which will ensure our education coverage remains high.

Curriculum Model – The Creative Learning Journey

Our curriculum will be centred around the Creative Learning Journey

“The Creative Learning Journey is an innovative purposeful curriculum for all Primary Schools, designed to enable schools to develop an original, exciting and creative curriculum to re-ignite children’s learning.” (from the CLJ website)

We will use the creative learning journey to help us set out our own original, exciting and imaginative curriculum to inspire and motivate the children and develop personalised learning skills and acquisition of knowledge. The CLJ will provide us with thematic wheels that we will adapt to provide a balanced range of subjects over the year, allowing us to fulfil the objectives of the National Curriculum.

The Creative Learning Journey thematic wheels will allow us to create connected learning activities for each of our Classrooms under the headings of:

- Problem solving, reasoning and numeracy.
- Communication, language and literacy.
- Knowledge and understanding of the world.
- Personal, social and emotional development.
- Creative development.
- Physical development.

We include an example of our thematic planning wheels for the King of the Castle theme as Annex 6. In this one can see integrated activities which include a castle visit, measuring the depth of water in a moat, writing a letter to the Queen, baking tarts for the Queen of Hearts, medieval dancing, making sand castles, placing castles on a map of the UK, designing a flag etc.

The thematic plan for the past four years has been:

2008 – This is your life, Patterns and prints, Rainforest to the Hurtwood.

2009 – Stones and bones, Out of this world, The green scene.

2010 – Let's celebrate, King of the castle, Sunflowers.

2011 – Fire and ice, All things bright and beautiful, London Olympics.

Our thematic plan for the Creative Learning Journey for the next four years will be:

2012 – Food glorious food, Home and away, The circus and fair.

2013 – Family, Trains, planes and automobiles, Dig down deep.

2014 – Festivals around the world, Curtain up, Recycle, reuse, reduce.

2015 – In the blink of an eye, Percy the park keeper, Time travellers.

Using this approach we expect that our children will become enthusiastic independent learners and acquire skills to know how to learn. We will also encourage them to question and investigate a range of elements from the world around them, including provision of enabling resources to allow pupils to access the information required to fulfil their curiosity and desire for learning.

The different components of the Creative Learning Journey wheels will allow our teaching staff to interact with the children individually and in groups, collectively across years and within specific year groups. It will allow the children to show their capabilities across multiple different dimensions and develop a rounded set of experiences and knowledge, as well as have fun.

Our prospectus states “the curriculum is all the planned activities we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum but also a range of extra-curricular activities that enrich the children’s experiences”. Our Creative Learning Journey curriculum is also “designed to promote the spiritual, moral, cultural and physical development of our pupils and to prepare them for the opportunities, responsibilities and experiences of adult life.” We will do this in school through our connections with the local church and services, through teaching RE and PSHE and by covering different religions to demonstrate how people belong to different cultural groups and have varied beliefs.

A Flexible Structure for Learning

The structure of the Creative Learning Journey Curriculum will suit us because it will allow the children to develop at their own pace and explore paths that interest them. While teachers will always have the National Curriculum objectives in mind, our method will ensure that the children are inspired by their learning and motivated to do well. It will give us the freedom to be cross-curricular and not feel constrained to a particular path of learning.

An example of this in practice: *Whilst studying the life on board the Victory with Lord Nelson last year, the children met the criteria of the National Curriculum in History by finding out about people's lives in the past; they also used timelines to find out how long ago it was. They put together a performance for parents and adapted to the roles of sailors – thus exploring drama and speaking and listening objectives.*

The CLJ will allow us to be cross-curricular so that aspects of Design Technology can be delivered in Literacy through written evaluations for designs or science activities. Teachers will have the freedom to extend their lessons if they wish. Teachers will not feel constrained by paperwork and rigid planning as the CLJ will give us the flexibility and confidence to expand and explore other routes.

CLJ will also allow us to follow the children's interests and curiosity. Another example of this in practice: *A skeleton of a dead deer was brought into school and, although not timetabled, led to investigating skeletons and bone structure – it was also used in Andy Goldsworthy inspired art projects.*

Our curriculum will facilitate us in making exceptional use of the location of the school within the village and surrounding countryside. Another example: *A walk in the adjoining Hurtwood forest gave us the opportunity to cover a range of diverse subjects from conservation and wildlife identification, human impact on the woods, map reading skills and history through to exploration of the Iron Age fort and art sculptures using natural materials. This encouraged pupils to respect and care for their local environment (PSHE).*

The flexible curriculum will enable us to enrich the children's lives via a range of extra-curricular activities. Examples here include: *In the summer term we hold a Teddy Bear's picnic that the Year 2 children host to welcome the children who will be entering the Reception class in September. Year 2 children cook (maths and science), write labels and create banners (literacy, ICT and art), as well as play host (PSHE). Or the Harvest celebration that is shared with the community in Church – after the children have prepared a harvest breakfast for themselves in the school.*

Most importantly, the flexibility of the CLJ will enable teachers to differentiate work so that children can work at different paces. We will form small focus groups to access specific areas within the curriculum and carve out individual time with Teaching Assistants to support children on Individual Education Plans (IEP's). We will create ability groups for letters and sounds and guided reading so children can work at a pace suited to their ability. Children on IEP's

often need 5 minutes of practice on their targets and our flexible curriculum will enable this to happen with minimal disruption to the individual and the rest of the class.

Development of Learning Skills

Teachers will provide differentiated activities that are challenging for each group, whether it is a more able group that needs stretching or a group that needs scaffolded support. Activities will be achievable so that children gain confidence and feel successful. We will encourage independent learning and thinking by giving opportunities for independent research, both in books and on designated websites. Children will be encouraged to feed back and talk about their discoveries, and also encouraged to continue their work at home and bring it back into school.

Teachers will direct questions to children that are appropriate for the individual and ensure that a mix of both open ended and closed questions are used. We will leverage the use of Teaching Assistants (TA's) in lessons to support or challenge groups. TA's will also act as an invaluable extra eye and ear to aid observations to ensure accurate assessment. Lessons will be evaluated in detail to help the teacher plan the next steps.

An example of Story Writing which uses differentiated approaches for groups with varied abilities:

Group 1 - Create own story opening after seeing one modelled

Group 2 - Write the whole story with use of a writing frame

Group 3 - Perform independent writing with questions to prompt each stage of the story development

Group 4 - As 3, but encouraged to use exciting vocabulary, connectives and accurate punctuation.

Targets will be set for each group and an interactive white board will be used to model and demonstrate. Story writing will take place after the children have read a story together, talked about the story and investigated different openings, endings and problems. They will have shared writing parts of the story together and seen it successfully modelled. Work will be marked and comments to improve will be communicated quickly either directly to the pupils or written in their books.

Enrichment Programmes

We will also undertake a number of enrichment programmes. Small focus groups will be created as required to deep dive into specific topics. One to one time will be timetabled with a TA or teacher. Parents and the community will be encouraged to get directly involved in listening to children read and school trips and visits that cover a broad range of topics and activities will be organised. We will also provide after-school clubs for French and Sports.

We will promote a positive attitude to lifelong learning and creativity through active involvement of children in topic planning, independent working and problem solving, regular question and answer sessions, fieldwork and trips,

as well as the creation of a fun learning environment with enthusiastic staff.

We will teach children about the wider world, including how their environment and society have changed over time by including history and geography in our topics, having members of the community visit and talk to the children about life in the village past and present, and building upon the Bronze and Silver ECO-schools awards already achieved to gain a sense of conservation in the local area.

We will help children to understand our cultural heritage through historic site trips, involvement with local church services and participation in national celebrations. We will also help them to respect and understand that people belong to different religious groups and cultures through exposure to world religions.

We will encourage the spiritual development of the children through frequent visits from the local Rector for collective worship, weekly circle time discussions on issues and moral dilemmas and, most importantly, promoting an ethos of caring, sharing, truth, fairness and friendship to ensure that they grow up committed to equal opportunities for all.

All of this will be intended to help the children build respect for themselves and the confidence and self esteem which will allow them to succeed and work with others. We will showcase their work throughout the school, provide regular praise, awards and certificates and encourage the older and more able children to assist the younger and less able. We will use PE to develop the children's competence and confidence in a range of physical activities. This will include dance, games, gymnastics, swimming, athletics and outdoor adventure activities. We will structure both individual and group or team activities and will use creativity and enthusiasm to encourage enjoyment and progression.

We will teach PSHE and Citizenship to enable our children to become healthy, independent and responsible members of society. We will encourage our pupils to play a positive role in contributing to the life of the school and the wider community, which our special relationship allows. For example we will organise for the children to deliver harvest boxes to the elderly or infirm in the village. We will continue to have children leave our school with the confidence, self-esteem and relationship skills to enable them to thrive at their subsequent schools.

We will look to build confidence at all levels in the school. Due to our mixed years in each classroom the children will be well prepared for the transition between year groups. Reception children will share a class with Year 1 children and therefore move up into the next year group confidently and without problems. The Nursery children will feel confident coming into the Reception class as they have been part of the school and have had opportunities to mix with the older children at play and lunch times. Siblings will attend the weekly assemblies so that they can see what will be expected of them. They will also have opportunities to spend time in the Reception class before they start full time in September.

Children will be encouraged to play a positive role in the life of the school and wider community. In school the older children will be given the responsibility of looking after the younger ones at lunch times, where they will lead the table and act as good role models to the younger children. Children will be encouraged to look after their classrooms and play an active part in trying to keep the school tidy. They will look after the vegetable patch with the help of an adult and each year harvest a crop of vegetables that they will use to cook lunch for the whole school at the end of the Summer term.

Through active circle time sessions children will participate in discussions exploring themes such as friendships, change, bullying and resolving conflicts or problems that they may encounter. Through weekly assemblies children will have the opportunity to read and celebrate their work with parents. This will aid confidence in speaking-out to an audience. In class children will be nurtured so that they are not afraid to make mistakes and want to try new concepts and learn from their errors. They will be encouraged to evaluate their work and say what they like about it and what they think they can improve.

Children will leave Peaslake School with confidence. They will have a good sense of who they are and high self worth. Historically the feedback we have had from the schools they have gone on to has been very positive. The schools are happy to have Peaslake children join them as well as parents who are so dedicated and committed.

We will continue to leverage the closeness of the parental involvement in school activities such as reading, swimming and lunchtime duties and shared fund raising to create a shared learning environment.

D2: Provide a coherent and feasible school timetable and calendar

We will organise our school into two mixed age classes – Pine Class for Reception and Younger Year 1 and Oak Class for Older Year 1 and Year 2. We will organise many year-specific activities, which in particular bring the Year 1 group together for shared learning.

Year 1 children will be allocated to classrooms based primarily upon relative age, with occasional override by the Teachers where special learning needs dictate. The table in D1 above shows how we expect that the year groups will spend their time on subjects in a typical week.

Each year group will usually contain a maximum of 11 children and they will be taught in a classroom containing a maximum of 16-17 children. Each classroom will have a dedicated Teacher and Teaching Assistant available at all times. The timetable will be divided into two main kinds of activity: classroom teaching for the whole mixed age group and year teaching for the specific years. Coordination will occur across the whole teaching team to ensure that the timetable is efficient and no children miss out on year group specific time.

The Teachers and Teaching Assistants will plan their time so that the dedicated year group teaching can take place and there is a balance of input

from them both to the respective groups. We see value from both these learning settings, with the classroom providing mixed age and ability experience in larger, more critical mass groups where children can be collectively stretched and the year groups enabling deeper dives into specific topics and peer groups assessment of progress.

Our three terms (10-14 weeks in duration) will remain closely aligned to the wider State system calendar to facilitate family holidays with siblings at other schools. We will have a school year of approximately 37-38 weeks per year and a regular school day from 9.00 am to 3.00 pm.

Our outline term schedule for the year commencing September 2013 will be:

Autumn Term 2013

Thursday 5th September to Wednesday 18th December

Half term – week beginning Monday 28th October

Spring Term 2014

Monday 6th January to Friday 4th April

Half term – week beginning Monday 17th February

Summer Term 2014

Monday 29th April to Friday 18th July

Half term – week beginning Monday 26th May

School will also be closed on Bank Holiday Monday 5th May

Our weekly timetable will be designed to ensure that the basic skills in numeracy, literacy are covered each day, alongside topic-based and thematic subjects to consolidate learning and bring variety. Activity based subjects will be included in each day to break up the pattern of the day and provide the children with a variety of experiences. We will also ensure that guided reading and work with letters and sounds are part of each day's work. We have a full school assembly or prayers lesson at the end of each day to bring the children together to reflect upon the day and set the tone for the next day, as well as to celebrate achievements.

{See next page}

Peaslake School Timetable 2011/12

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Registration	Registration	Registration	Registration	Registration
9:10	Letter & Sounds	Letter & Sounds	Letter & Sounds	Letter & Sounds	Guided Reading
9:30	Literacy	Literacy	Numeracy	Literacy	Numeracy Year Groups
10:40	Milk/Play	Milk/Play	Milk/Play	Milk/Play	Milk/Play
11:00	Numeracy	Numeracy	French/Literacy Grammar Year Groups	Numeracy	Swimming
12:00	Lunch/Play	Lunch/Play	Lunch/Play	Lunch/Play	Lunch/Play
13:00	PE/ICT/Art Year Groups	Library/Guided Reading	Guided Reading	Guided Reading	Library Reading
13:30 (Monday 14:30 – 15:00)	Circle Time	Topic/Science Year Groups	Drama/Topic	Music Year Groups	Topic/PE
14:45	Candle/Prayer	Candle/Prayer	Parents' Assembly	Candle/Prayer	Assembly Polly/Sara

We will ensure that pupils receive a balanced number of hours of learning across all subjects and in both classroom and year group models.

Hours spent per subject per week:

	Year R	Year 1	Year 2
Literacy	6.6	6.6	6.6
Maths	4.5	4.5	4.5
Science	See Foundation	1.5	1.5
ICT	-	0.4+	0.4+
PE	1.5	1.5	1.5
Music	1.0	1.0	-
PSHE	0.5+	0.5+	0.5+
Foundation	5.5	4.0	4.0
French	0.4	0.4	0.4
Assembly	1.0	1.0	1.0

Classroom Teaching

Learning within each Classroom will be delivered via ability and mixed ability groupings:

Maths will be taught for 4 ½ hours per week for each year group.
Literacy will be taught for 4 x 1 hour sessions a week plus 4 x 20 minute guided reading sessions and 4 x 20 minute letters and sounds sessions.

Science will be taught in the older Oak Class for 1 ½ hours per week. Science in Pine class will be part of Knowledge and Understanding of the World in the Foundation Stage Curriculum.

ICT will consist of 1 x 20 minute lesson and time to use computers independently.

PE will be 3 x ½ hour sessions including 1 x 30 minute swimming lesson.

Music will be taught through 1 x ½ hour individual year group plus 1 x ½ hour whole school music lesson.

PSHE will consist of 1 x ½ hour whole school Circle time lesson plus discrete daily units.

Foundation will be 4 hours including Geography, History, RE, Art, DT and PSHE.

Assembly will take the form of 15 minutes of whole school or class collective worship each day.

Year Group Teaching

Above and beyond the Classroom model outlined above, the children will be taught in year groups for:

French – taken by French teacher 1 x 20 minute session per week.

1 Maths lesson each week where the Teacher leads Year 1 and a TA takes Reception.

1 Grammar lesson each week (same model as above).

1 Music lesson each week taken by a specialist music teacher.

We will operate two After-school clubs per week from 3.00-3.45 (optional).

We are looking to provide some form of early day coverage and after-school support for the dual working parent families in the village as part of our Free School vision. This will require some additional staffing (in the plan).

Early day cover will probably take the form of a simple breakfast club model with supervised play and/or reading. We plan for this to be overseen by a Teaching Assistant.

The later day cover model is still under planning. We will look to provide supervised, structured activities that will be an extension of the curriculum and we may look to share this provision with other local schools that have adopted this approach as we expect that the numbers interested in this extra coverage will be relatively small.

D3: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met

We aim to be an inclusive school, which recognises that children learn in different ways and plan to support all learners. We will provide teaching to those with Special Education Needs including the more gifted and talented. Peaslake village is in a part of the country where pupils from very deprived backgrounds, children in care or those who do not speak English as a first language are very rare. We have not had any children with these

characteristics over the past eighteen years. We have however had a number of children with Special Education Needs (roughly one per year requiring particular strategies). If we were to have any children join the school from the previous categories we would look to provide targeted resources.

We will ensure that we are able to cater for gifted and talented pupils, pupils with SEN and disabilities, pupils from deprived backgrounds, those who are learning English as an additional language, children who are in care and learners with social, emotional and behavioural difficulties. We will apply a comprehensive assessment system which will identify the learning needs of all our children and create targeted lesson plans, schemes of work, seating plans and teaching styles to meet these needs. We will identify clear staff and governor accountability for the progress and wellbeing of identified individual children. We will employ specialist additional staff as necessary. We will have access to experienced senior teaching personnel, including the former Head of the school, who have experience in dealing with children with SEN as well as social, emotional and behavioural difficulties.

We will be seeking to make the school more attractive to children from deprived backgrounds, recognising that Peaslake does not have a prevalence of such circumstances. We will be open to assist with Free school meals and incremental hours of provision to increase the flexibility for working parents. We will provide additional teaching assistant support where practical for children for whom English is not a first language, recognising that the area the school sits within may constrain access to all language skills required. Our small class sizes and the relatively high teacher pupil ratio that we plan to have in the school will also facilitate our support for individual children requiring extra help.

The school will abide by the provisions of the Equality Act (2010) and the SEN Code of Practice. It will recognise the need to cater for children with a wide range of impairments, including learning difficulties, dyslexia, diabetes, deafness, blindness, epilepsy etc., where the effect of the impairment on the pupil's ability to carry out normal day-to-day activity is adverse, substantial and long term. We will ensure that any children impacted in this way are not subject to discrimination or harassment (either direct or indirect). For example we will look to involve all the children in out of school activities and trips. We will look to make reasonable adjustments to our provision including changes to our practices or procedures, physical facilities, learning and teaching models and providing extra support and aids.

We will plan to engage with other specialist local agencies, national charities and community sector groups to bolster our provision in areas where local resources are less accessible.

Children with Special Educational Needs or on Individual Education Plans

We aim to build on our good experience of applying additional dedicated resources to assist those requiring more personal attention, particularly those who have statement status. We will plan to develop children's understanding through the use of all available senses and encourage full participation in physical and practical activities as well as manage behaviour. For those

children without a statement we will use Individual Education Plans (IEP's).

We will abide by the requirements of the SEN Code of Practice and will have a Special Educational Needs Coordinating Officer (SENCO) who will be a qualified teacher whose primary role will be to oversee the IEP's and support the teachers in identifying the targets for the children. The SENCO will work with the Head Teacher, teachers, teaching assistants, parents and carers to ensure that any children with additional requirements for individual action are identified and supported fully to achieve their potential.

The SENCO will work with the Head and the trustee responsible for Curriculum and Policy to make sure that the curriculum is accessible to such children – for example when developing the activities in the Creative Learning Journey thematic wheels to think ahead to individual challenges for specific children as well as identifying opportunities for targeted interventions in the scheme to stretch and assist such children.

The SENCO will work with the Head and sometimes with the trustees to plan the staffing coverage for a particular child, whether gifted or struggling, and see whether this can be catered for within the standard classroom staffing profile or require additional provision.

The SENCO will also coordinate the identification and procurement of any specific specialist equipment or materials to meet the needs of the child in question (e.g. large text books, audio enhancement, special classroom seating etc).

We will support children who are subject to Statements. We will prepare and manage the statutory paperwork for our pupils. If statutory assessment leads to a Statement of Special Education Needs the school will support all necessary provision and compile the paperwork for the Annual Review of a given pupil's Statement and prepare an Annual Review report.

Children with IEP's will have been identified by teachers as having difficulty accessing areas within the curriculum at the pace and level of the other children in the class/group. They will usually be working below the national expectation for their age. It will not always mean that there is a problem as children develop at different rates and children who are on IEP's can make enough progress to be removed from this status.

Children who are to be subject to an IEP will be identified as such by their teacher. The teacher will have assessed their written and oral work in the classroom. Their work will be benchmarked against the national descriptors from P scales to the Level 3. (P scales are for children working below level 1).

The style and content of an IEP will vary according to the need of the child and will be discussed with the SENCO. The IEP will identify what the problem is and the strategies to be put in place to help solve it. They will say who will work with the child, how long for and how he/she will be monitored. For example: *a child with an IEP for maths – will be weak in certain areas so specific targets are identified and recorded with a time to assess and evaluate. Parents will be informed and work with the teachers to support their*

child in meeting their targets. Once the target is met others will be set.

Teachers will make the targets achievable and realistic. They will find a teaching method that suits that particular child and make resources available to help support the learning. As a small school we will be able to cater for the specific needs of individuals.

Good communication between all staff will ensure that the child's needs are catered for. It is appreciated that children work at a different pace and that some will need time to build confidence in themselves and their learning. An example of how we can use the school in a flexible manner follows: *In the Autumn term two children in Oak class were finding the faster pace hard and spent time in Pine class for the Literacy lesson, they have now been integrated back to Oak class and, although working at a slower pace, are making good progress.*

Focus groups will be established when needed – for example small groups of children will work with a TA overseen by a teacher on specific skills such as sentence building, or number bonds to 10 etc.

We will use the Creative Learning Journey as the starting point to ensure we are planning to meet the needs of individual children and groups. Those identified as “more able” or “very able” will have their progress regularly reviewed and activities to extend and enhance their learning will be planned accordingly.

Use of ICT

We will use ICT, including digital technology, keyboard and internet skills for research and information gathering, as well as for visual and audio recording. We will utilise whiteboard technology, handheld videos, audio boxes and other devices to stimulate learning. We will be looking to stay abreast of emerging technology advances, including the widespread use of tablet technology, for individual learning for the very young. We will use this to augment the access to PC's in all classrooms and in the reading room. We will make high use of other agencies, such as local workshop groups, theatres, science centres and field trips to stretch our children, as well as take advantage of the unique relationship with parents and the local community to read, tell stories and provide historical and geographic context.

All of the above interventions will be in the framework of the curriculum plan and the Creative Learning Journey approach to thematic learning referenced above. It will be used to enable the teaching of the basic skills of literacy and numeracy as well as cross-curricular learning.

D4: Tell us how your definitions and measures of success will deliver your aspirations for achievement

Our overall measure of success is that the school will continue to be the provider of choice for early years learning in our village and that the kinds of long term benefits for the children, parents and wider community which we aspire to are achieved.

We have identified some key outcomes in our vision for the school:

continuity of happy, fulfilled, confident and well-rounded children who are able to travel easily to school and enjoy the company of their peers;

sustained high quality early years provision in the village with SATS results which exceed regional standards, outstanding OFSTED evaluations and successful progression of children to the next stage;

a more diverse and inclusive school which attracts parents in the village of all circumstances and working patterns;

outstanding quality of well qualified teaching staff, trained in the latest techniques and well rewarded for their efforts;

a broad and flexible curriculum which incorporates new, technology enabled models for learning and teaching and which supports to an even higher degree Individual Education Plans and Special Educational Needs;

high quality facilities for learning and play with a greater investment in the use of technology;

greater capacity to respond to changes in demand and flexibility to increase the numbers of children and the dedication of facilities;

close connections to and involvement of the wider local community in the operations and development of the school.

We wish to see substantive progress against our goals in the first two to three years of Free school operations.

We want our school to be thriving and oversubscribed. We wish to see that a very high proportion (at least 80%) of the children in the village who match our target age range attend the school. We wish to see a very high proportion of the children who live closest to the school, and are therefore able to walk to the school, on roll. We particularly wish to see that children from the more deprived areas of our village are attracted to the school and that we are able to provide for children of all abilities and special needs.

We wish to see that we are attracting more children of parents who are both working. We wish to see that our hours of provision and our reduced fund raising burden have indeed made the school more inclusive and attractive to all families in the village. We will be using the channels developed as part of the Free School consultation process to validate our progress as well as the assessment of our parent profile.

We wish our school to be measured for its educational excellence and continue to achieve strong metrics in external evaluations, including OFSTED inspections and SATS tests. We will continue to perform End of Key Stage 1

tests for Literacy and Maths. We wish all our children to make at least “expected progress” and for the results of the school to exceed the national and regional averages.

We wish to take advantage of external perspectives and evaluations of our progress wherever possible. We wish to be evaluated as “Outstanding” in our OFSTED evaluations and receive high performance in our Early Years Stage Profile Moderations. For example we recently experienced a very positive Early Years Foundation Stage Profile Moderation (See Annex 5).

We will use individual assessment folders to measure attainment levels for current work and targets for subsequent activity. We will set Literacy and Maths targets for Year 1 and Year 2 children. Pupil profiles will be completed for Foundation Stage children to measure achievement and progression. Writing assessments will be completed on a half-termly basis, while Maths is subject to on-going evaluation.

Weekly assemblies will be used to celebrate the children’s achievements and certificates will be awarded. We will set a high focus on the regular dialogue with parents about the progress of individual children and their attainment of individual targets. We will track individual children, classes, year groups and any special groups we create.

The staff team will work in the first instance with the Head to perform and respond to the results of these reviews. We will as a Trustee body receive updates from the Head on children or groups who are falling behind or showing development needs and will look to provide whatever remedial interventions are necessary, within our available resources. We will seek additional external support if necessary for specific pupils with more significant challenges.

Another measure of our success will be the effectiveness of the transition of the children from our school to the next stage of their education. We are very proud of our track record of successful integration of pupils from Peaslake into subsequent state or private education. We will view the confidence and leadership shown by our alumni as a key measure of success as well and expect to hear positive feedback from the Heads of subsequent schools as to the attitude, aptitude and contribution of Peaslake School children.

We wish to have a high performing staff team, who are respected and well liked by parents and who meet external benchmarks for quality and currency of knowledge. We will have an annual performance assessment system for all staff, including the Head. The Head will administer the staff assessments and conduct twice-yearly review sessions. These sessions will be in reference to structured job descriptions and objectives for the individual staff members.

The Chairman will perform an annual review of the Head, based around the Development Plan for the school (see below) and drawing upon 360-degree feedback from all staff. These assessments will be discussed by the governing body and will lead to the creation of teacher training and Development Plans. We will encourage open dialogue and regular feedback

and will undertake regular training and development interventions for the staff to meet our needs and to develop their careers.

We will expect to see a broadening curriculum that remains relevant to best practices and the latest techniques. We will evaluate our adoption of new models and technology as an explicit part of our annual review of the Development plan (see below).

We will also assess our progress with regard to the quality of facilities which we are able to provide, including the fabric of the main school building, the dedication of rooms to specific needs, the external school facilities and playground, and greater support for both individual and group activities. If we are very successful and oversubscribed for a sustained period we will look to invest in a separate Nursery building and free up a third classroom for the Free School and to enable more year-specific teaching.

We wish to retain and build upon the close connections to the local community that have been a hallmark of the school. We will use the regular Annual General Meeting with the wider community to report upon the progress of the school and gain approval for the governance group to continue. We will also track the wider support for our activities through participation in and support for our on going fund raising activities. The many interactions that the school children will have with the village (See D7) will have a beneficial impact on their development and awareness of the environment they live in.

The Trustees will review at least once per year the Development Plan for the school that will be produced by the Head Teacher, the staff and the Trustees. It will incorporate curriculum enhancements, additional facilities and process developments (e.g. performance management, health and safety etc.). This plan will be assessed at the end of the year and any continuing gaps programmed for the year ahead.

This plan will be the core building block for self-evaluation of the school, together with reviews of external inputs and assessments. We will include a review of attainment and progress, quality of learning and teaching, pupil attendance, behaviour and wellbeing, parental attitudes and financial management performance. The key aspects of the plan and our performance against it will feature in the Annual General Meeting for scrutiny and comment by the wider community.

D5: Describe your admissions policy, confirming commitment to fair and transparent admissions practices

Our admissions policy will be in accordance with the School Admissions Code, the School Admission Appeals Code and admissions law as it applies to maintained schools.

Peaslake Free School will provide free education for children from the ages of rising five to seven who live in Peaslake and the surrounding villages. There is also a Nursery for children from three to four years. The main principle of admission to Peaslake School and Nursery will be to maintain the character of

the school as a school serving the local community. It will be an inclusive school that welcomes children from all backgrounds and abilities. In accordance with the School's Articles, the admission of pupils to the school will be the responsibility of the School Trustees.

The school will have an annual Planned Admissions Number of 11 children against a total of 33 children at capacity. We expect to run our own admissions process for September 2013 in line with the expressions of interest and commitments received from parents as part of the Free School application process and any changes which may occur to this picture between now and the start of the Free School. We will review our admissions picture for September 2012 and for September 2013 during the Summer Term of this year. This will allow us to understand the actual levels of demand for Reception places against our overall capacity, as well as our emerging numbers balance across the years. Our mixed classroom model does give us the flexibility to admit slightly more than 11 children in a given year, if the numbers for previous years or subsequent years are lower than expectations.

Admission Criteria

We will admit children with a Statement of Special Needs that name the school and children who are in public care as required by law regardless of our PAN.

Where applicants exceed the number of places available the following criteria will be applied in order of priority:

Children who have siblings in the school (including step-siblings and half siblings).

Children who live in Peaslake (as defined by the Peaslake postcode).

Children who are already in the Nursery.

Children for whom Peaslake is their first choice.

Where there is a need for a tie breaker decision to be made within a priority area and other factors are broadly equal, distance from the school, measured as the crow flies, will be the deciding factor. All decisions will be the responsibility of a sub-committee of the Trustees that will include the Chair and the Head Teacher.

Waiting List

Where the school has to refuse a place, a waiting list of those applicants will be kept, ranked in accordance with the priorities set out above. If a place becomes available it will be offered to the applicant at the top of the list. Those applying for admission outside the normal admission time – e.g. moving into the area in the course of the school year – will be considered in the same way as those applying for entry at the normal time.

Annual Review

The admissions policy will be subject to annual review by the School Trustees.

Our admissions policy will continue to be open and equitable, with no selection criteria relating to ability. We will also reflect the availability of schooling in other local communities where Peaslake would be a natural local choice. We also appreciate the value of children staying in the school as they pass from the Nursery to the Main School and reflect this in our prioritisation of places.

We do hope that the potential to extend the school that may result from Free School status, will allow us to meet even more local community needs, though we do recognise that any increase in attractiveness of the school in the short term may require further use of our admissions policy than historically.

D6: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes

In our school we will value each child as an individual. We believe in raising children's self esteem by praising achievement. We will celebrate good behaviour and a positive attitude to learning.

We believe that children, staff, parents and Trustees all have an individual responsibility to ensure our school environment is a safe and happy one and we will work to implement the policies which we have agreed between all involved parties.

We will aim:

- To create a caring environment in which children feel safe, secure and valued.

- To encourage a calm, purposeful and happy atmosphere within the school.

- To foster a positive attitude towards everyone, regardless of their gender, race, culture, disability or ability and to acknowledge and value achievement at all levels.

- To create a positive environment in which children can learn and teachers can teach.

- To encourage children to always try their best.

- To promote kindness, honesty and good manners.

- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.

- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.

- To make boundaries of acceptable behaviour clear to ensure safety.

- To raise awareness about appropriate behaviour.

- To help the children, staff and parents work together with a common purpose.

- To ensure staff are appropriately updated in behaviour management strategies through CPD and training.

Expectations

We will expect our staff:

- To treat others with respect.
- To co-operate with all the children, other staff members and parents.
- To work to the best of their abilities within our school indoor and outdoor environment.
- To set and differentiate work of an appropriate level to foster self-esteem and self-worth.
- To establish a high standard of classroom organisation.
- To support children in the development of self-discipline.
- To keep parents informed of their child's behaviour in school; good or bad.
- To establish and communicate clearly the measures to ensure good order, respect and discipline.
- To support, praise and reward children's good behaviour.
- To apply sanctions fairly and consistently.
- To ensure all staff model good behaviour and promote positive behaviour through the active development of children's social, emotional and behavioural skills.

We will expect our parents:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with staff and other parents.
- To support the school in the implementation of behaviour policy.
- To be aware of the school rules and expectations.

Rules, Rewards and Sanctions

We will implement a clear discipline plan in each classroom and throughout the school that constitutes rules, rewards and sanctions. Class rules will be discussed and agreed with the children, and must be followed at all times. They will be displayed in each classroom.

Our Golden Rules in each class will be as follows:

- We are gentle
- We do not hurt anybody
- We are kind and helpful
- We do not hurt the feelings of others
- We listen to others
- We do not interrupt
- We are honest
- We do not cover up the truth
- We work hard
- We look after our property and school grounds

We will reward children when we see them being good. In each classroom

good behaviour/work/kindness towards others and good manners will be rewarded instantly with a special sticker.

A merit award system will be in place where each child works towards collecting a total of 10 stars/merits a week for excellent behaviour/work and manners etc. The children who gain the most points at the end of each week will receive a special award certificate in our weekly Celebration Assembly with parents.

If a child chooses to disregard a school rule or stops themselves or others working to the best of their ability they will be given a verbal warning. They will be reminded of their responsibilities and be excluded from the working area for a short period of time before being allowed to re-join the group. We expect that normally this will be sufficient to help in the restoration of a positive, purposeful environment.

However if they ignore this warning, they will be asked to take their work into another classroom. The Head Teacher will be notified and immediately become involved if the child persistently misbehaves or if there is very serious behaviour. Examples of serious behaviour include:

- Wilfully hurting other children.
- Wilfully destroying property.
- Stealing.
- Overtly refusing to do what he/she is told.
- Serious behaviour that stops the class from working.
- Disrespectful behaviour to any adult in school.
- Any incident of a racist nature.
- Any incident of a bullying nature.

At this stage the class teacher and / or Head Teacher will

- Meet with parents.
- Set up an individual behaviour plan or contract.
- Set up a date to review progress.
- Contact outside agencies for help if it was felt necessary.

Should this, and all previous strategies, fail to bring about an improvement in behaviour then fixed term or permanent exclusions will be considered in consultation with the Trustee body of the school.

Consequences of inappropriate behaviour at lunchtime or playtime will be:

- Verbal warning.
- "Time out" which will mean walking round with an adult or sitting on the bench for a short space of time. The children are then allowed to resume playing.
- If the inappropriate behaviour continues the child will miss playtime and walk round with an adult for the rest of the playtime.
- If the child repeats the same offence within the week they will be reported to the Head Teacher who will give an additional warning and record the behaviour.

If there is no improvement parents will be contacted.
In the final instance children may be suspended from lunch playtimes for one week.

Bullying

We will regard any bullying activity as serious and take action against it. Children will be made aware of what bullying is and the different forms it can take. They will be encouraged to work against it and report any incidents to their parents or any member of staff. Parents will be encouraged to make contact with the school at the early stage of any signs of bullying and staff will act to prevent and protect children from incidents of bullying.

It will be the School's policy to work closely with parents to ensure the happiness and development of all our children. Should a parent feel anxiety concerning the happiness or well being of their child or other children, we will suggest that they:

Notify the School and arrange for an appointment to discuss the situation with the class teacher or the Head Teacher or any other member of staff.

Encourage their child to talk to someone they trust in school.

Reassure their child that talking about the problem and working with the School will improve the situation.

We will encourage parents to make contact with the school at an early stage, as this is so much better for both the victim and the aggressor, thus often preventing a more serious situation.

Intrinsic in the life of Peaslake School will be the assumption that staff should, by their example of care and concern for others, provide a positive role model to children and colleagues. Therefore every effort will be made to supervise areas where bullying could take place and at times when it is most likely to occur. Any incident of bullying will be acted upon immediately in the first instance to protect the victim from any repetition.

If any member of staff is approached by a child or a parent regarding a possible bullying problem that information will be shared with the Head Teacher and with the classroom teacher. Strategies planned for dealing with individual cases of bullying will be discussed and agreed with the Head Teacher. Strategies can and will vary according to individual circumstances. We do not believe that a single 'off the shelf' strategy can effectively address all cases of bullying in its varied forms. Possible whole school strategies to address issues will include well planned circle time activities, collective worship and weekly class discussions to allow children to understand the negative influences that any kind of bullying has on our school community. Children will be spoken to individually and/or in a small group as is appropriate.

All strategies will include provision for long-term monitoring, recording and evaluating of the situation to ensure that the 'cure' is permanent, will include parental involvement and will involve working with both the victim(s) and the

aggressor(s).

The most important factor in our Behaviour Policy will be the positive reinforcement of good behaviour.

Pupil Wellbeing & Safeguarding

Alongside strict policies with regard to bullying, Peaslake School will place the overall protection of children in its care as one of its major priorities and responsibilities. We will recognise that teachers, along with other adults associated with the school, because of their unique position are well placed to observe children and note any signs or symptoms, which can lead to the early detection of child abuse. We will recognise that the relationship between teachers and pupils, which fosters confidence and trust, can lead to the discovery of abuse and the consequent protection of children. We will also ensure that children are fully protected against any abuse of this position of trust by a member of staff.

Staff Responsibilities

In order to prepare staff for their responsibility in relation to the protection of children, the school will recognise the need to develop awareness of the incidence, gravity, signs, symptoms, nature and categories of abuse. It will also stress the availability of the support networks that exist to give information to staff from the Education Support Service and other agencies.

The Head Teacher has undertaken the Surrey Safer Recruitment course training and the Designated Person training in Child Protection (CP). This training will be undertaken at 2-yearly intervals, and the staff team will undertake Child Protection training every 3 years. New staff will be given a copy of this policy and will undertake the necessary training as required.

All adults in the school will be role models for the children in our care. At all times they will show appropriate behaviour to each other and to the children:

Staff must never be over familiar with the children: touching, hugging or talking to a child in a manner that could be misinterpreted by the child or an observer e.g. swearing, suggestive language or actions.

Staff will never ridicule a child, harass or bully them i.e. single a child out for particular punishment when another child may not have been punished as severely for a similar offence.

Staff will be aware of procedures to deal with physically aggressive children, to protect themselves and the child from harm.

To protect themselves from unfounded accusations, staff should never be alone with a child for more than a few minutes. When talking to a child they will always have the door open. In the interests of confidentiality the door may be half shut in order that someone else may be witness.

Volunteers who do not have CRB clearance will never be left alone with a child or group of children.

Any differences the staff may have amongst themselves will not be resolved in front of the children.

Recruitment

In advertising for a post to be filled, attention will be drawn to our policy for Child Protection and how highly we value it.

References will always be followed up, and posts will be offered only on the basis “subject to satisfactory references”.

Gaps in the CV of long periods between posts will be thoroughly questioned.

No candidate will be employed before CRB clearance is obtained.

Questions will be devised to discover those candidates who have an inappropriate attitude to punishment, dealing with challenging behaviour or who have unrealistic ideas of what a child should know or how they behave.

Candidates will have a copy of this policy in their application pack, and reference to the standards of behaviour expected of them will be referenced at interview.

At the earliest opportunity a new member of staff will be sent on CP training.

We will document and publish clear definitions of abuse in our policy:

Neglect

“persistent or severe neglect...or failure to protect a child from exposure to any danger, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child’s health or development, including non-organic failure to thrive: not providing appropriate food, clothing or shelter; not responding to a child’s emotional needs” Such children are often withdrawn, or may show aggressive behaviour to others, and find forming friendships difficult.

Physical Abuse

“Actual or likely physical injury...or failure to prevent physical injury or suffering: hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating. Physical harm can also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.” Children may show bruising over a period, unexplained injuries, and possible absences to hide abuse.

Sexual Abuse

“Actual or likely sexual exploitation of a child or adolescent. The child may be dependent and/or development immature. Forcing or enticing a child to take part in sexual activities including prostitution, whether or not the child knows what is happening. This includes physical contact, or involving children looking at or being in the production of images”. Such children show a precocious knowledge of sexual matters, may shrink from physical contact, may show sexual behaviours to other children, and may find it difficult to form relationships with adults or children in school.

Emotional Abuse

“Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection.” All abuse involves some emotional ill-treatment. Bullying, harassment and ridicule all constitute emotional abuse. The category should be used where it is the main or sole form of abuse.

Note that these categories may overlap. (*Reference: “What to do if you’re worried a child is being abused” DfES*)

Designated Teacher: Roles and responsibilities

We will have clear responsibilities within the management team regarding wellbeing and safeguarding. The designated Child Protection Trustee will be [REDACTED]. The designated Child Protection Person in school will be the [REDACTED]. Her responsibilities will be to:

- Make all staff aware of role and responsibility.
- Be familiar with local protection procedures.
- Develop skills to identify signs and symptoms of abuse.
- Decide whether to refer according to school policy and CP procedures.
- Co-ordinate record keeping within the school.
- Check Child Protection Register.
- Make, or ensure that appropriate representation is made at Case Conferences.
- Promote good working practices and relationships with other agencies.
- Disseminate information.
- Ensure that staff receive training in this area.

Procedures for Staff

Any member of staff will report to the Head Teacher and Designated Child Protection person whenever they:

- have a suspicion that a child is marked or bruised in a way which is not readily attributable to normal knocks which a child may have received in normal play;
- note behaviours, actions or over-familiarities in a child which give rise to suspicions that a child may have suffered abuse or have sexual knowledge way above their years;
- note indications that a child is suffering from a lack of care or treatment or that a child is suffering as a result of emotional maltreatment;
- receive hints or a disclosure of any type of abuse from a child or from one of his/her friends.

The procedures outlined in the guidance will be followed regardless of whom the allegation is made against. Any concerns a member of staff may have about a child that do not seem grave enough by themselves to warrant a

referral will be noted on a Child protection sheet (In staff room) and filed in a separate folder and locked in the filing cabinet. These records individually may not be of grave concern, but if a child has several records made, that may show a pattern that does give rise to concern that needs to be followed up.

The Head Teacher will be the designated member of staff for Child Protection. (Any allegation made against the Head Teacher will be made to the nominated Trustee). The Head Teacher will look into any reported matter and may speak to the child, the member of staff or others and/or seek the advice from the Education Support Staff or other agencies as appropriate, including inquiry to the Child Protection Register Administrator. When the Head Teacher has collected information and taken advice as appropriate, an informed decision will be made whether or not to refer the case.

Should it be deemed necessary, a referral will be made to the Social Services Department via their Customer Relations Unit. The referral should then be followed up in writing, confirming all details passed over the telephone. If the designated teacher is unavailable any member of the school staff is entitled to liaise/consult and make a referral.

Protection of the child will be paramount; it will be essential, therefore not to make any approach to the parents at this stage or any other person alleged to have committed the abuse.

The Head Teacher will inform the Educational Social Worker for the school or their manager. A full record of the incident and any action taken will be recorded. If, at any stage of an inquiry or an investigation it is decided not to proceed further, the action taken up to that point will be fully documented with the reasons for it, and the reasons not to proceed further. This information will also be made available to the Education Social Worker for the area, if considered appropriate. All documentary evidence will be kept under lock and key in a separate folder.

The Trustees will review the Child Protection Policy on a regular basis. The Chair of Trustees will undertake regular training on safeguarding and in particular recruitment safeguarding.

Absenteeism

We will take a very serious view with regard to absenteeism. We believe that it is the responsibility of parents and Peaslake School to provide secure education for the children on roll as well as a welcoming atmosphere that makes pupils feel safe and valued. We will give priority to ensuring high attendance by all pupils.

Parents will have a duty to make sure that their children attend school regularly and that their children arrive at school on time (before 9.00 am) and are collected from school on time. It will be the parents' responsibility to tell the school as soon as possible why a pupil is absent and to provide any further information that the school needs.

The class teacher will record attendance of the child at the start of the morning and afternoon sessions. If the child fails to attend regularly, or is absent for more than a week, the Trustees will be informed.

It will be the parents' responsibility to ensure that their children are collected promptly from school as soon as the school day finishes, or after school clubs if they apply. Parents will be responsible for making proper arrangements for the collection of their children by a responsible adult or designated person and for informing the school of these arrangements and personnel.

We will expect to have a very low target for unauthorised absence. Only the school will be able to authorise an absence. Parents will seek approval for absence in writing from the Head Teacher with good notice. The Head Teacher will use her discretion to decide whether or not to approve the absence. If absence figures rise the Trustees will be informed and will communicate directly with the parent body to reinforce the policy. We will take a particularly strong view of absence requests around existing holidays.

The Head Teacher will be able to authorise absences for family holidays during term time up to ten school days in one school year. Parents will be strongly encouraged to take holidays in school breaks and only seek such permission in exceptional circumstances. Parents will be very strongly encouraged not to seek permission around SATS.

Certificates will be awarded at the end of each term for children who have completed a full term without absence. Unauthorised absences will be recorded and reported to the governing body on a regular basis.

D7: Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community

Relationship with the Local Community

Peaslake School will remain very closely connected to the community it serves. The community has shown great dedication to retaining early years provision at the heart of the village over the years and the recent consultation process on our Free School application has reinforced this sense of connection and goodwill.

The village of Peaslake will continue to be a vibrant community of some 400 households of varied demographic and wealth bands. There are long term villagers whose children have gone beyond school age but who recognise the value of the school as well as young families and professionals who move into the village to bring up their families. We will work hard to stay connected to all of the different groups involved and in particular seek to understand the needs of the newer, younger, often dual-working parents who increasingly populate the village. We wish to be even more inclusive and available to parents of all backgrounds.

The village has had a very close connection with the funding for the school over the past eighteen years. They have shown their commitment through

regular covenants from community members of all backgrounds as well as parents past and present. This support has manifested itself in covenants of up to £60,000 per year to support the school. We expect that the Free School will retain the spirit underlying this generosity and we will work to maintain this.

We will encourage members of the local community to come into the school for reading and to share their stories about village life. The Annual General Meeting will be a formal point in the school year for the community to hear about the progress of the school and appoint the Trustees and Directors. There will be regular school-sponsored events that will also look to engage the wider community in their support for the school. There has been a tremendous track record of community attendance and support – often some £40,000 per year is raised in this manner.

We will encourage our children to engage in the local community in a positive way by frequent formal and informal interactions as part of the school calendar. We will expect them to display the same positive behaviours when interacting with the village that we will reinforce when in the school.

The school will take a particularly active role in the Village Fair. This is a centre of the community year and the School will provide more than half of the stalls and attractions and drive a high proportion of the fund raising, which is subsequently shared with many village institutions, including the village hall and WI.

The children will participate in the annual Christmas Village Evening performing songs from the Nativity. The school will also take part in the Hurtwood Green and Clean day, where the children help to pick up litter to improve the environment. They will also produce pictures for an exhibition held on the day.

We will have a very close relationship with the local church. The Vicar will come to the school at least fortnightly to take assembly and lead prayers. The children will visit St Mark's Church to learn the Christian faith and will help to lead the Sunday service each term for the local community. The Vicar will lead our Nativity and Harvest celebrations in the church. The children will also attend the Remembrance Service each year and lay a wreath on behalf of the school at the memorial in the centre of the village. The children will also have a display board within the church where their work can be displayed. The Vicar will also attend the children's Leavers celebration in July and give blessings, prayers and books of bible stories to the children to take on to their next schools. The children also will bring harvest boxes to the local church in the Autumn term and distribute them to the old and infirm in the village.

We will continue to have a vibrant relationship with other local schools: for example: *We will share concerts with Shere School which are also led by the Vicar. We will attend the Glebelands community science challenge; we will participate in the Lanesborough schools sports competition etc. We will also continue to have a strong relationship with local services. The local Police Officer will come into the school every year to discuss road safety and the*

Fire Officer will come in to discuss what to do in case of a fire.

We will consider working with other local schools, notably Shere and Ewhurst, to investigate positive ways to deliver after school provision. The school will also support other charities – including Macmillan coffee morning and the Samaritan's purse shoe boxes to reinforce the fact that we care about the wider world outside our village.

Broadening Local Appeal

We recognise the need to broaden awareness of the school and, in particular, to publicise the "New Deal" for parental involvement that we hope to achieve through Free School status.

We will re-launch "Peaslake Free School" in the run-up to September 2013 with a clear new identity that represents its new status. We will ensure that, while the core elements of the philosophy of the school remain unchanged, the nature and degree of expectation of parents will be different. We will be able to describe a significantly lower level of fund raising demands for each potential family and also new hours of provision to extend our day to be more in line with parental work patterns.

We will be able to take advantage of the security provided by our Free School status to reinforce the sustainability of the school. We will also stress the value of the enhanced re-connections to the advisory services and support which being a Free School will bring. We will use this opportunity to publicise the key aspects of our vision for the school and showcase the key investments that we plan to make in staffing, facilities and materials.

We will create a new Prospectus for the Free School that captures these elements and we will ensure that every household in the village receives a copy. We have been able to engage the whole community in the process of considering a Free School application and we will utilise the channels we have created with each household and via bodies such as the Community Council to reinforce our messages. We will expect that this awareness of the New Deal will also pass by word-of-mouth among the young parents of the village and encourage all to consider the school.

Section E: Evidence of demand and marketing – part 1

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

If your school is new provision:

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

In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.

Leave **column C** blank.

In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

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

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

In **column B** please provide the number of children already on roll at your school.

In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.

In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e. $D = ((B+C)/A) \times 100$.

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	11	0	8	72%	11	0	8	72%
Year 1	11	0	10	90%	11	0	8	72%
Year 2	11	11	0	100%	11	0	10	90%
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	33	11	18	87%	33	0	26	79%

Section E: Evidence of demand and marketing – part 2

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

E1: Provide evidence of demand from parents of children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as the first choice for their child

The primary evidence we have for demand for the school is the fact that the school has operated at or near capacity throughout its life since the return to the school buildings in school year 1997/98. We have capacity for 16-17 children in each of our two main classrooms, or c11 in each year group, and have had between 27 and 31 on roll throughout this period.

The majority of the children on roll have come from Peaslake itself – normally between 80-85% - with the remaining children coming from other communities very close to Peaslake which lack local schools (e.g. Gomshall and Farley Green) or where parents have chosen to send their children to Peaslake School rather than the local school (e.g. Shere and Ewhurst).

We have a vibrant school at the present time and we have Admissions Forms completed for many future children in the Main School. The children currently on roll in the Reception class will be in Year 2 in September 2013. We also have children in our current Nursery who are committed to join Reception in September 2012. They will be in Year 1 in the following year. We also have children in our Nursery who are committed to join Reception in September 2013.

To confirm the position for our Free School application we asked the parents who had completed Admissions Forms to complete a Free School survey to reconfirm their interest – the Current Parent Survey. This resulted in 20 parental responses. It is important to recognise that given the integrated Nursery model of the current school, this included the majority of parents who did not have children on roll yet in the Main School.

We also publicised the existence of a separate survey for parents who had not shown an interest to date nor completed an Admissions Form to allow us to capture any incremental demand – the New Parent Survey. In addition to known parents who had yet to confirm a place, opinion was sought through the local crèche and the parish magazine and generated an incremental 7 parental responses over the two years. The surveys used are inserted in the section below after the map of postcode responses. (see Annex 7 for the summary results of the Demand Survey including the lists of postcodes for both the surveys).

The outcome of this process is that we are able to name 29 children already for September 2013, with 11 in Year 2, 10 in Year 1, and 8 in Reception.

For 2014 we can name 26 children already, with 10 in Year 2, 8 in Year 1, and 8 in Reception.

For 2015 we can name 19 children already, with 8 in Year 2, 8 in Year 1 and 3 in Reception.

The map inserted below shows the postcode locations of the children who will make up the school in 2013 and includes both those who are currently on roll and those who have committed to take a place by 2013. It shows that some 55% of the children will live within 1km of the school and 67% within 2km.

The home locations of the parents who have committed to place their (29) children in the Free school in September 2013 is shown below:



We have engaged with the community throughout the life of the school since the community took over operations in 1994. We have undertaken regular Annual General Meetings that have been open to all members of the community as well as specific meetings and consultations around the original establishment of the Trust and the purchase of the school buildings.

We have undertaken a specific consultation with regard to the application for Free School status. This involved the creation of a 20 page Consultation Document (PDF attached in Annex 8) called Peaslake School – Charting the Future. Some 400 copies of this were distributed to every household in the village and a further 150 copies were posted to friends and supporters.

We held a well-attended consultation meeting in the village hall on Saturday 19th November where over 60 members of the community from across the generations came together to hear about the vision for the school, the alternative funding models and the implications of the Free School model. We encouraged villagers and others to complete an online survey with regard to the vision, the importance of the school and the nature of the relationship with the community as well as the options for funding. The result was that:

The overall commitment to the retention of an early years school in the village remains high.

The vision which we outlined to continue to develop the school has a high degree of support.

There is strong recognition of the need to maintain the bonds between the school and the village.

The vast majority of respondents believed that the Trustees should apply for Free School status as the best means to fulfil the vision.

95% of respondents supported the application for Free School status. There was a strong sense that this was the best way to ensure the long term position of the school, enhance its inclusiveness, invest in its continuing development and excellence as well as allowing some of the fund raising which is currently dedicated to operations to be used for capital investment and potential extension of the facilities (See Annex 9 for Consultation Survey Summary).

The overall approach and Free School plan was discussed at length by the Trustees of the Peaslake Schools Trust and put to the Annual General Meeting held at the School on February 2nd 2012. This meeting, which was attended by some 50 people, approved the Free School submission unanimously.

There was an equally strong view that regardless of the success of the application the strong links between parents and the school, and the school and the community must be maintained and reinforced.

We used the following survey of parents with children currently in the Main School or the Nursery to confirm that they would select Peaslake Free School as a first choice for their child(ren):

Peaslake School - Charting The Future - Parents		
Free School - Future Demand		
<p>It is a few weeks since the distribution of our consultation document -Charting the Future and subsequent open meeting in the village hall. As a result of input provided from both parents and the wider community the Trustees have decided to move ahead with the application process for Free School status. In summary it is clear that:</p> <ul style="list-style-type: none">• The overall commitment to the retention of an early years school in the village remains high• The vision which we have outlined to continue to develop the school has a high degree of support• There is strong recognition of the need to maintain the bonds between the school and the village <p>As part of the formal application process we are required to evidence demand for the school should it be granted Free School Status in 2013. We would therefore appreciate any parent with a child currently attending the school and who will still be at the school in September 2013 to complete this short survey to help us with the application.</p>		
<p>*1. Please enter the following details about yourself; these will be used to verify authenticity of the survey.</p>		
Surname	<input type="text"/>	
Firstname or Initial	<input type="text"/>	
Postcode	<input type="text"/>	
<p>2. If you will have no children at Peaslake School in September 2013 please tick the box and skip the next question</p>		
<p><input type="radio"/> No Children</p>		
<p>3. Please use the table below to show how many children you propose on sending to Peaslake School as your preferred choice and the year they will be in :-</p>		
	2013	2014
Reception (Squirrels)	<input type="text"/>	<input type="text"/>
Year 1 (Badgers)	<input type="text"/>	<input type="text"/>
Year 2 (Owls)	<input type="text"/>	<input type="text"/>
<p>4. Please enter any other comments you have in the box below</p>		
<input type="text"/>		
<p>Thank you completing this survey and helping with the application. Only numbers will be aggregated and used as part of the application.</p>		

We used the following survey form to gather details of demand from parents not yet at the school or in the admissions system:

Peaslake School - Charting The Future - Future Demand																			
Key Questions																			
<p>It is a few weeks since the distribution of our consultation document - Charting the Future and subsequent open meeting in the village hall. As a result of input provided from both parents and the wider community the Trustees have decided to move ahead with the application process for Free School status. In summary it is clear that:</p> <ul style="list-style-type: none">• The overall commitment to the retention of an early years school in the village remains high• The vision which we have outlined to continue to develop the school has a high degree of support• There is strong recognition of the need to maintain the bonds between the school and the village <p>As part of the formal application process we are required to evidence demand for the school should it be granted Free School Status in 2013. We would therefore appreciate any parent who is intending to send their child to Peaslake School between September 2013 and 2015 to complete this short survey to help us with the application.</p> <p>*1. Please enter the following details about yourself; these will be used to verify authenticity of the survey.</p> <p>Surname <input type="text"/></p> <p>Firstname or Initial <input type="text"/></p> <p>Postcode <input type="text"/></p> <p>2. Please use the table below to show how many children you propose on sending to Peaslake School as your preferred choice and the year they will be in :-</p> <table border="1"><thead><tr><th></th><th>2013</th><th>2014</th><th>2015</th></tr></thead><tbody><tr><td>Reception (Squirrels)</td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr><tr><td>Year 1 (Badgers)</td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr><tr><td>Year 2 (Owls)</td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr></tbody></table> <p>3. Please enter any other comments you have in the box below</p> <p><input type="text"/></p> <p>Thank you completing this survey and helping with the application. Only numbers will be aggregated and used as part of the application.</p>					2013	2014	2015	Reception (Squirrels)	<input type="text"/>	<input type="text"/>	<input type="text"/>	Year 1 (Badgers)	<input type="text"/>	<input type="text"/>	<input type="text"/>	Year 2 (Owls)	<input type="text"/>	<input type="text"/>	<input type="text"/>
	2013	2014	2015																
Reception (Squirrels)	<input type="text"/>	<input type="text"/>	<input type="text"/>																
Year 1 (Badgers)	<input type="text"/>	<input type="text"/>	<input type="text"/>																
Year 2 (Owls)	<input type="text"/>	<input type="text"/>	<input type="text"/>																

E2: Demonstrate how you intend to reach out to the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities. Independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base.

The Peaslake Schools Trust was explicitly established to maintain free schooling in the village and we have never charged fees for attendance of any child. We have sought to make the school as inclusive as possible and worked to flex our policies and approaches to meet the needs of parents of all backgrounds in the village. Peaslake is in a relatively affluent part of the country but there is a wide range of demographics and economic circumstances represented in the 400 households.

Due to the need to raise £170,000 per year the school has developed a reputation as one where high degrees of parental involvement in activities and fund raising are required. There is some evidence that this has, or in the future may, become a deterrent to certain dual working, less advantaged, parents in the village when considering the school for their children. We have not had many children in recent years come to the school from the most disadvantaged parts of the village.

One of the important outcomes of our securing Free School status, and the subsequent reduction in the need for the high levels of fund raising necessary, is therefore the potential to attract more of the less advantaged and more time-constrained parents to the school. This will reinforce the original intent of the Trust.

We do not know how many additional children will result and, of course, any significant increase in numbers will trigger some capital expenditure to expand the classroom provision in the main building. The survey process outlined above did result in a small number of new expressions of interest from outside our known group.

Due to the focused nature of the school facilities there is limited opportunity to make them available for other uses by the wider community. The school buildings are accessed for certain village events where this makes sense and we would plan to continue this.

We have not had discussions with the local authority recently about pupil admissions or the need for school places in the area. Our experience has been that the information used for these calculations has flaws and in particular does not allow for the “attraction” effect that the positioning of a school in a particular community or village can create. Peaslake School has been at capacity since its opening, as have the majority of the local State primary schools in the area, despite the official lack of demand for places which lay behind the original decision to close the school in 1994.

We expect the need for early years places in the locale to remain steady in the years ahead based upon the normal levels of families moving into the village that we have experienced over the past two decades. We have confirmed demand, which will mean that the main school will be as full as it has ever been over the next two years (this is the period for which we have the greatest visibility). There is some evidence that other local schools are anticipating increased class sizes and this could increase the demand for Peaslake School places for those living nearest to us.

Indeed the newly published Parish Plan for Albury, a nearby village, stresses the need for additional local primary school provision.

In the previous section – Broadening Local Appeal – we have described the actions that we plan to take to increase awareness of the Free School and the “New Deal” for parents that it will represent. We have recent evidence that a) the fund raising burden has the potential to cause 1-2 children per year to leave the school and also that b) the potential for Free School status is attracting new parents to the school. Several have come forward during the consultation process and the survey outlined above. We think that this could result in a minimum increase of 10-15% in the numbers of children.

We will re-launch the Peaslake Free School and take full advantage of all of our current vehicles of communication including our Newsletter, AGM and other channels opened up through the consultation process to ensure that all parts of the village are fully aware of the changed circumstances of the school. We will engage in specific door-to-door consultation with the more deprived parts of the village to ensure that any outstanding concerns with regard to the attractiveness of the school are addressed.

Our planned timeline of activities to reach out beyond the existing pupil base to engage the wider community is as follows:

Summer 2012

- Learn of Free School status and communicate to whole community.
- Undertake initial September 2013 admissions review and incorporate any confirmed new interest.

Autumn 2012

- Develop New Free School Prospectus and distribute to all families in the village.
- Review September 2013 admissions status and update plan.

Spring 2013

- Canvass and communicate with prospective additional parents.
- Undertake AGM.
- Perform final September 2013 admissions process and confirmation.

Section F: Capacity and capability

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

F1: Show how you will access appropriate and sufficient educational expertise to deliver your vision.

We have established a company limited by guarantee for the Peaslake Free School. We are drawing upon the expertise of the current Executive Committee of Trustees of the Peaslake Schools Trust (PST), all of whom will be appointed as Directors/Governors of the Free School. This body has been responsible for the operation of Peaslake School since 1994. It is drawn from the community and the parental group and takes advantage of the relevant skills of its members.

The Members of the Peaslake Free School company (with current roles and years of PST experience) are;

[REDACTED] ([REDACTED]) (18 years)
[REDACTED] ([REDACTED]) (9 years)
[REDACTED] ([REDACTED]) (New Trustee)

The Directors of the company (with current roles and years of PST experience) are:

[REDACTED] ([REDACTED]) (9 years)
[REDACTED] ([REDACTED]) (2 years)
[REDACTED] ([REDACTED]) (2 years)
[REDACTED] ([REDACTED]) (2 years)
[REDACTED] ([REDACTED]) (3 years)
[REDACTED] ([REDACTED]) (4 years)
[REDACTED] ([REDACTED]) (2

years)

[REDACTED] ([REDACTED]) (1 year)
[REDACTED] ([REDACTED]) (4 years)
[REDACTED] ([REDACTED]) (new Trustee)
[REDACTED] ([REDACTED]) (new Trustee)

[REDACTED]: [REDACTED]. The Chairman has been in post since 1994.

The above named Members and Directors of the new company, as individuals, and their forbears, working as the Trustees of the PST, have continued to meet at least every half term since the formation of the Trust and have overseen a number of committees also made up of volunteers with appropriate skills. (Please see the attached Trustee Organisation Chart at the end of this section). We believe the longevity and structure of the existing PST clearly demonstrates expertise in Governance. We are also exploring the possibility of joining the National Governors' Association to ensure we have access to current views and debate on current board structures and policy.

All the members of the current school Trustee body, named above, have agreed to become participants of the new governing body, with the most recently appointed Trustees bringing complimentary, additional skill sets. We continually look to bolster the education knowledge and skills of the team. All of the above individuals have been involved in the project thus far and will continue to play an active role. We have analysed the requirements necessary to deliver our vision and believe our current structure demonstrates our ability to succeed. The new Trustees joining the team this year have been closely involved with the Free School application and bring incremental skills in the areas of company law, business management and local authority finance and IT.

The new Trustees/Directors were voted onto the governing body at the February 2nd AGM meeting.

All members have been voted onto the existing Trustee group at public AGM's over the past few years and will continue to be subject to regular re-election or will stand down as appropriate. All were explicitly appointed at the AGM of February 2nd for two years as the governing body for both the Trust and the new company.

All the current Trustees outlined above have a track record of dedicating time to the school and have committed to do so for the next two years at least. The time commitment for the individual Trustees and Directors will vary depending upon their duties. The Chair, on average, expects to spend up to 1 day per week on school business leading to 3-4 per month. The Treasurer and the finance team will commit 3 days per month to the enterprise on a regular basis with more time required at Year End. The other Trustees will spend on average 2 days per month on school business.

This means that approximately 30-32 days per month of time will be dedicated by the group to the school. This level of involvement is close to the historic levels experienced by those who have already been Trustees of the school. The one area where we expect time to diminish is the fund raising leadership – which has been at very high levels over the past few years. This will probably be made up in the future by some of the additional administrative and marketing activities of the Free School. The group will meet formally at least once every half term for governance meetings lasting on average 2-3 hours.

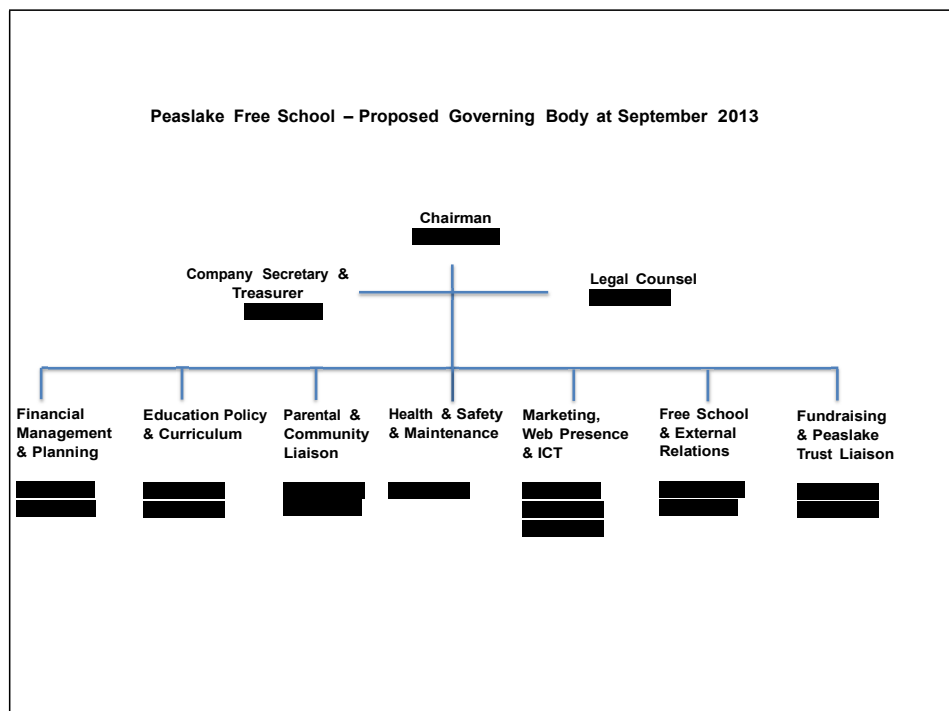
We believe that as the team are already involved in running the current school that we understand and can demonstrate the requirements necessary to operate successfully as a Free School.

Educational Expertise

With regard to educational experience on the team. Of the current Trustee body, [REDACTED] has chaired the School since 1994, [REDACTED] is a qualified teacher and currently teaching secondary school pupils, and [REDACTED] is a qualified teacher, currently teaching pupils of primary school age.

In addition, we continue to look to further bolster the educational expertise of the group and are currently in discussions with a number of senior (head of year/head of school) individuals whom we hope to have recruited ahead of September 2013.

The roles, time commitment pre and post Free School status, capabilities and abridged CVs of all Governors can be found under section F3. As the team currently operates the existing school we believe the time commitment pre and post opening will, in the main, be broadly similar, save for a number of individuals specifically tasked to ensure a smooth a successful transition to Free School status – this includes the Principal, Chairman, Finance team and Governor’s charged with Free School liaison.



F2: Show how you will access appropriate and sufficient financial expertise to manage your school budget.

We have operated the finances of the school successfully over the past 18 years and have produced our accounts each year in line with Charity Commission requirements. Our accounts have been independently audited over this period and no significant issues have arisen. Over this period the annual funds attracted and spent by the Trust have risen to approximately £170,000 per year. This is closely aligned with the levels of funds we will be required to oversee as a Free School.

During the life of the school we have proven our ability to set an annual plan and manage within a budget. We have operated small surpluses in some years and rarely had to dip into our reserves, which have been built up steadily since our formation as a Trust.

Aside from the oversight of our Treasurer, we have also a highly qualified Financial Controller and a proven school administrative function. Over the years this group has had experience in both the operational management of inflows and outflows of funds, with regular reporting to Trustees, as well as the management of significant capital and fund raising activities. The group has experience in payroll management for the staff, procurement of key resources and covenant management. The school office is also run by very experienced staff – one of which has been with the school since the formation of the Trust in 1994.

The current Finance team are committed to remain with the school-governing group for at least two years (as with the other Trustees). We are bolstering the financial management skills of the group with the additional Trustees (see CVs). The finance team will commit on average 3 days per month each to the task, with the expectation and acceptance that there will be additional time commitments in the run-up to establishing the Free School in September 2013.

A specific Financial Management Sub-committee meets half termly to review the finances and agree policy and report to the full governing body. This will continue. We operate basic accounting systems and have plans to upgrade these, alongside enhancements to payroll administration, which we plan to outsource.

F3: Show how you will access other relevant expertise to manage the opening and operation of your school.

We have a proven and highly skilled and committed group dedicated to the oversight and management of the Free School. The full backgrounds of the group follow:

Name: [REDACTED]

Role: [REDACTED].

Time Commitment (Pre-opening): [REDACTED]. Time

Commitment: (Post-opening): [REDACTED].

Key Skills: [REDACTED].

Abridged CV:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Name: [REDACTED]
Role: [REDACTED].
Time Commitment (Pre-opening): [REDACTED]. Time
Commitment: (Post-opening): [REDACTED].
Key Skills: [REDACTED].

Abridged CV:

[REDACTED]
's

Name: [REDACTED]
Role: [REDACTED].
Time Commitment (Pre-opening): [REDACTED]. Time
Commitment: (Post-opening): [REDACTED]. 7
Key Skills: [REDACTED].

Abridged CV:

[REDACTED]

[Redacted] s's
[Redacted]

Name: [Redacted]
Role: [Redacted].
Time Commitment (Pre-opening): [Redacted].
Time Commitment: (Post-opening): [Redacted].
Key Skills: [Redacted].

Abridged CV:

[Redacted]

Name: [Redacted]
Role: [Redacted].
Time Commitment (Pre-opening): [Redacted]. Time
Commitment: (Post-opening): [Redacted].
Key Skills: [Redacted].

Abridged CV:

[Redacted]

Name: [Redacted]
Role: [Redacted].
Time Commitment (Pre-opening): [Redacted]. Time
Commitment: (Post-opening): [Redacted].
Key Skills: [Redacted].

Abridged CV:

[Redacted] s's

Name: [Redacted]
Role: [Redacted].
Time Commitment (Pre-opening): [Redacted].
Time Commitment: (Post-opening): [Redacted].
Key Skills: [Redacted].

Abridged CV:

[Redacted]

Name: [Redacted]
Role: [Redacted].
Time Commitment (Pre-opening): [Redacted].
Time Commitment: (Post-opening): [Redacted].
Key Skills: [Redacted].

Abridged CV:

[Redacted]

Name: [REDACTED]
Role: [REDACTED].
Time Commitment (Pre-opening): [REDACTED].

Time Commitment: (Post-opening): [REDACTED].

Key Skills: [REDACTED].

Abridged CV:

[REDACTED]

Name:

[REDACTED]

Role: [REDACTED].

Time Commitment (Pre-opening): [REDACTED].

Time Commitment: (Post-opening): [REDACTED].

Key Skills: [REDACTED].

Abridged CV:

[REDACTED]

Name:

[REDACTED]

Role: [REDACTED].

Time Commitment (Pre-opening): [REDACTED]. Time

Commitment: (Post-opening): [REDACTED].

Key Skills: [REDACTED].

Abridged CV:

[REDACTED]'s

Name:

[REDACTED]

Role: [REDACTED].

Time Commitment (Pre-opening): [REDACTED].

Time Commitment: (Post-opening): [REDACTED].

Key Skills: [REDACTED].

Abridged CV:

[REDACTED]'s

Name: [REDACTED]
Role: [REDACTED].
Time Commitment (Pre-opening): [REDACTED].
Time Commitment: (Post-opening): [REDACTED].
Key Skills: [REDACTED].

Abridged CV:

[REDACTED]

Name: [REDACTED]
Role: [REDACTED].
Time Commitment (Pre-opening): [REDACTED].
Time Commitment: (Post-opening): [REDACTED].
Key Skills: [REDACTED].

Abridged CV:

[REDACTED]

We have, within this group, significant skills in new business establishment, school governance, human resources, legal affairs, health and safety, ICT, marketing and project management. We have successfully planned and executed construction projects. We are able to draw upon an extended group of skilled individuals from within the village for specific purposes, both those within the various sub-committees and beyond.

We have drawn upon the expertise of the New Schools Network to assist us in our application and we expect to be full and active members of this network in the future should our application be successful.

F4: Show how your staffing structure will deliver the planned curriculum.

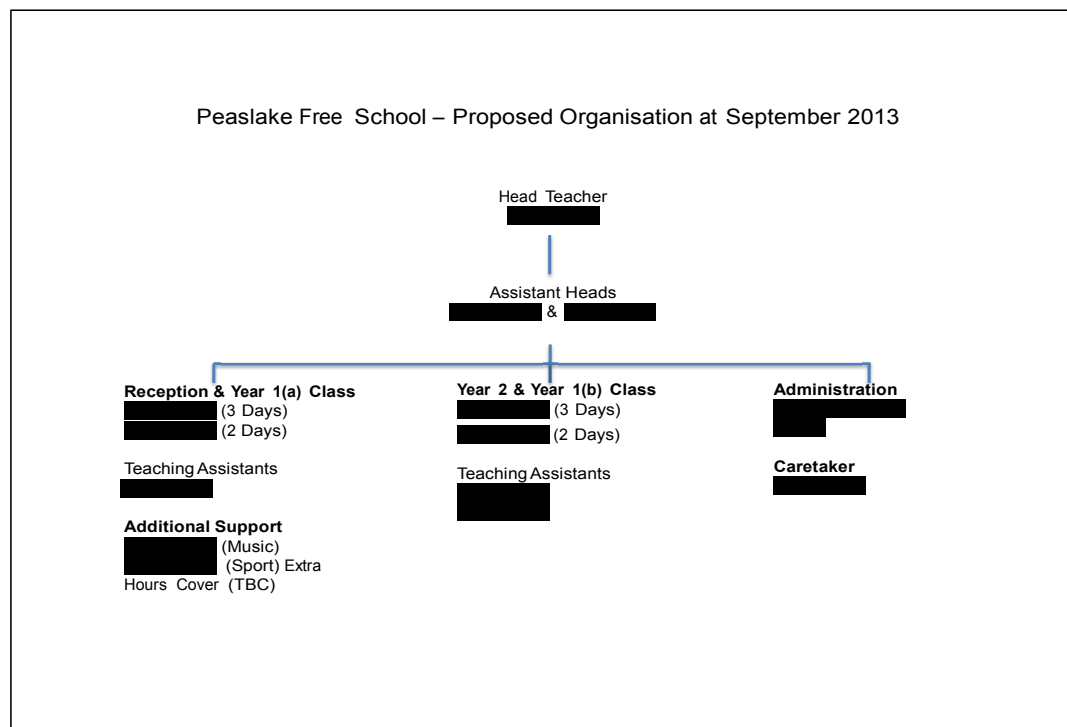
We have a fully staffed school team, which has a proven track record of leading the school, teaching the children and managing the school operations.

The team consists of a full-time Head, [REDACTED], two part-time Assistant Heads/Class Teachers, [REDACTED] and [REDACTED], an additional part-time Class Teacher, [REDACTED], three part-time Classroom Assistants, [REDACTED], [REDACTED] and [REDACTED]. We bring in specialist Music support ([REDACTED]) and PE and Sports help after school ([REDACTED]). We also have two part-time office administrators, [REDACTED] and [REDACTED] and a Caretaker.

The staff team are highly motivated and committed to getting the best out of their pupils. They display a high degree of attention to detail to ensure that the children are inspired and want to achieve. They are quick to identify pupils who need extra support and time and create experienced support teams to work with small focus groups to polish skills and give confidence.

We utilise a balanced team of Teachers and Teaching Assistants to allow us to provide specific Year-based teaching across our two classrooms. As can be seen from Section D2, our Curriculum Plan is dependent upon such teamwork, with Teachers and Teaching Assistants moving between the years to provide the right degree of focus and qualified teaching input. We use our additional specialised staff for Drama, Music, French, Art and Sport

to provide targeted inputs to the curriculum and broaden our team coverage. The below chart shows the organisational structure of the staff team.



The model means that each c15 child classroom has on average two dedicated members of staff in attendance at any one time. This allows us to provide very high levels of individual attention and is at the heart of our child-centred approach. We are also experienced in adding to the class teams with additional Teacher or Teaching Assistant support if required for Special Needs or children on IEP's. This allows all the children to have the individual attention they deserve and they feel valued and listened to.

We are committed to the development of the staff team and have provided regular opportunities for training and further qualifications over the life of the school. In the past year alone members of staff have engaged in Continuing Professional Development in areas such as Letters and Sounds, Paediatric First Aid, Safeguarding Children, The Creative Learning Journey, Fun with Phonics, Early Years Foundation Stage Planning and Assessment and How and Why Children Chatter. We see Free School status as an excellent opportunity to be even more exposed to new development initiatives and also a chance to hire staff over time that have even higher qualifications.

This staffing structure is well able to meet the needs of the initial planned size of the school and its payroll is funded within the current school budget. We do foresee the need to increase some of the staff salaries over time as they gain experience and seniority, and we may need to bring other, more experienced staff on board. We will be required provide pensions for all teaching staff from 2013 and we have included the additional costs for this.

We also wish to provide early day coverage and end of day oversight for those children whose parents are working and find the timing of normal school pick-up difficult. This will require us to hire an additional part-time Teaching Assistant working the equivalent of half a day per day. We have included this cost in our financial plan, as well as the income we would expect to receive from parents for providing this service. This is the only incremental hiring we envisage at this time, and may be covered by extending the hours of an existing member of staff.

As part of the “New Deal” and the reduced burden on parental duties, we do foresee some incremental provision of staffing support in areas such as lunch hour supervision and swimming oversight that are currently performed partially by parents.

The fact that we have a number of part-time staff with flexible working patterns and arrangements means that we are well able to flex our provision to any changing needs or numbers across the school. We have the benefit of a staff team that is also predominantly drawn from the local community. We have found that this is the best way to sustain our vision for the school and we would plan to maintain this policy approach as long as we are able to attract candidates and staff of sufficient calibre. We have always been able to manage our staff costs within our means since the formation of the Trust.

We also take full advantage of the connections with the local community, with many parents and members coming into the school on a regular voluntary and unpaid basis to oversee reading with the children and other important activities. We currently have 6-7 members of the community providing reading support. One other provides French teaching. Others oversee the library, perform gardening duties and others yet provide maintenance support for the boiler and wider school. Parental support to school operations will continue to be important.

F5: Provide realistic plans for recruiting a high quality principal designate, other staff and governors in accordance with your proposed staffing structure and educational plans.

We have an existing successful Head, [REDACTED], who at the time of application has been in post for just over a year. [REDACTED] has been associated with the school for many years, being both Head of the Nursery and latterly a Classroom Teacher and Assistant Head. We would propose that [REDACTED] be retained as the school's principal designate under the Free School model.

We expect that, in this role, [REDACTED] will be fully involved, as she has been to date, with the application and implementation process, while continuing to lead the school in its current form. [REDACTED] is well known to the local community, having lived in it all her life and has her own family who live in the village and who have passed through the school in the past.

She has developed her career through multiple positions at the school over the past decade, as well as outside posts. [REDACTED] has been instrumental in the hiring and staffing plan for many of the current team through her current and prior positions and is a well-respected and clear leader as the Head. [REDACTED]'s CV is attached (See Annex 10).

Governor and Additional Skills

The skills of the Governors of the school and our planned additions are outlined in section F1 and CV details are provided in F3.

Within our team we have skills in the following areas:

- Leadership;
- Education;
- Finance/business/accountancy;
- Legal;
- Strategic planning;
- Safeguarding;
- HR/Health & Safety;
- Buildings;
- Marketing/PR.

We also represent the following competencies:

- Commitment to the education vision of the school;
- Experience in parent and community liaison;
- Operational management of the school;
- Problem solving;
- Team working;
- Project management;
- Risk management;
- Evaluation and quality assurance;
- Effective decision-making;
- Communications;
- Fund raising.

We will work to ensure that the Trustee/Director body remains representative of the wider community and the generations of parents in the school. We like to have a balance between the professional expertise of the members and representatives of the parental group. We are careful to ensure the independence of our Trustees and to keep an appropriate balance of skills and backgrounds. The members are subject to regular rotation and re-appointment by the community at the annual AGM. On the rare occasion where skills access means that we have married Trustees we ensure that they are not responsible for independent use of funds and that their duties are discrete and in distinctively differing areas. The same policy applies to relatives.

In addition to the members of the governing body we will be able to draw upon incremental "committee" skills in many of the key departments of the

school operations, including incremental financial, curriculum, maintenance and communications skills.

We do have access to additional fund raising and event management skills that have been built up by the generations of parents who have passed through the school since we became independent. This unique capability has resulted in the current parental group raising c£1,250 per family each year, primarily through nine events that raise over £3,000 each. These are events that range from open gardens, mountain bike orienteering to classical concerts and performances that are run for the community and wider public. They are run at village sites and are publicised widely through the internet, local press and in community publications. They engage with the community as customers, publicise the existence and contribution of the school and provide the children with a first hand education in what it means to be part of a bigger society.

We plan to use this fund raising capability to provide £10,000 per year of incremental operational funding for the school, as well as provide the basis for building up capital funds in the parallel Trust as necessary.

While one of the reasons that we are applying for Free School status is to reduce the burden on the limited number of parents we have arising from leading and participating in such activity, we are committed to retain a level of key events which will maintain these skills and connections. We have created an outline plan for this on-going activity as part of the financial plan for the school.

F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school.

The organisation chart for the proposed Governing body is shown under section F1. We expect the Governing body of the Free School and that of the retained Peaslake Schools Trust to overlap. We recognise that we will need to have some elements of independent governance (e.g. separate AGMs) for the two groups and that they will operate under separate documents of governance. The Free School company will have a reporting relationship with the Secretary of State and the Department of Education.

The three members of the company will be its legal owners and have a strategic role in the running of the school. They include both the long term Chairman and Vice Chairman of the Peaslake Schools Trust as well as an additional member brought on board for legal skills and representation of the Free School working party.

These three members have appointed a body of Directors of the company that is the same as the Trustee group for the Peaslake Schools Trust. The Directors will be responsible for the day-to-day management and governance of the school and will become the governors of the Free School.

The governing body will establish a strategic framework for the school by:

- developing the vision for the school;
- setting aims and objectives;
- establishing policies for achieving those aims and objectives;
- setting targets.

The governing body will monitor and evaluate progress towards its aims and objectives and perform regular reviews of progress. The school Development Plan will be a key document in defining and agreeing the annual goals and will be developed and discussed by the governors and the Principal.

The governing body will provide advice to the Principal and receive updates from the Principal in all regular meetings of the group.

The Principal will be responsible for the internal organisation, management and control of the school and the implementation of the Development Plan established by the governing body. The Principal will develop the policies for the school and establish the specific action plans and targets to achieve the aims and objectives of the school and its vision.

The Principal will report to the governing body once per year on progress against the Development Plan. The Principal will be responsible for the hiring of the staff, drawing upon additional support from the governing body as necessary.

In addition, as stated elsewhere, we also intend joining the National Governor's Association and will look to adopt „best practice“ as outlined in their most recent guidance, “Governance Guide for new Governors”.

Section G: Initial costs and financial viability

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

G1: Show how the school will be financially viable and offer good value for money up to the point where there are pupils in each year

G2: Show how the school will be financially sustainable once there are pupils in each year

G3: Show how the school will be financially resilient to reductions in income

G4: Provide realistic financial plans that are consistent with other aspects of your application

G5: Provide sound financial plans that are based on realistic and evidenced assumptions about income and expenditure



Section H: Premises

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

Peaslake School has an existing functioning building sitting in a perfect location at the heart of the village, surrounded by the wonderful Hurtwood forest. It has been on this site for nearly 100 years. It is our intention that the Free School will operate on the same site and in the same buildings as it does in its current independent form.

The address of the school is:

Peaslake School



Surrey



The freeholder is the Peaslake Schools Trust

The site is half an acre.

The school consists of three classrooms, a reading room, a library space, an office, a kitchen and toilet facilities for staff and children. There are also outbuildings for storage of equipment and cleaning materials as well as fuel storage. One classroom is in use by the Nursery for much of the time, though the school does use it when available.

The current premises are owned by the Peaslake Schools Trust, which proposes to lease the use of the buildings to the Peaslake Free School for a peppercorn rent. The Trust proposes to make the school buildings available on this basis for the duration of its time as a Free School. The Trust plans to continue to be responsible for any significant upgrade of the buildings during the life of the Free School. We have planned for the Free School to cover basic on-going maintenance costs in the Financial plan attached.

The premises are shared with an integral Nursery school, which provides the majority of the children for the Main School and we would intend that this continue to be the case. We propose that the Nursery will be operated by the Peaslake Schools Trust in such a way that it will continue to support the operation of the Free School.

The Peaslake Schools Trust owns the buildings and the site, as well as any access rights, subject to continuing to operate a school on the site. If the site ceases to be a school it would revert to the members of the village who purchased it in 1997 on behalf of the Trust. We are happy to share more details with regard to this arrangement during the application process.

Annexes

Annex 1.	SATS Results 2009-2011
Annex 2.	Peaslake Schools Trust Background
Annex 3.	Most Recent OFSTED
Annex 4.	Foundation Stage Profile 2011
Annex 5.	Foundation Stage Profile Moderation 2011
Annex 6.	Example of Curriculum Plan - Creative Learning Journey Thematic Wheel
Annex 7.	Demand Survey Summary
Annex 8.	Consultation Document
Annex 9.	Consultation Survey Summary
Annex 10.	Principal Designate CV
Annex 11.	Peaslake Schools Trust Accounts 2010 and 2011
Annex 12.	Financial Plan 2013-2015 – 100% Case
Annex 13.	Financial Plan 2013-2015 – 90% Case