



Department
for Education

Free School Application Form 2013

Mainstream and 16 to 19

Insert the name of your free school here.

**SURBITON PRIMARY SCHOOL and TWICKENHAM
PRIMARY SCHOOL**

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Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit. Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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

Section I, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Data Protection

Personal data is collected on the Word and Excel templates 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

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 22 November?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>

<p>8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below?</p> <ul style="list-style-type: none"> ▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Independent schools include existing alternative provision and special school institutions that are privately run*

*** If your application is larger than 9MB please split the documents and send two emails*

<p>Section I of your application</p>		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

****This must be signed by a company member on behalf of the company / trust****

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;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

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

Print name:

Date:

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

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



Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.



SECTION A: APPLICANT DETAILS

1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. Please can all applicants fill in section A, even if they have previously applied for a free school. This will ensure that records are kept up to date.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)
[Jump to further details about the group](#)
[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	
Name of proposed school:	Twickenham Primary School
Is this a route one application or a route two application?	Route two
Name of lead applicant:	<Redacted>
Address of lead applicant:	The GEMS Learning Trust, 3rd Floor, The Tower Building, 11 York Road, London, SE1 7NX
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	An academy chain
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	Yes
If 'Yes' and the name of the school was different, please say what the original name was:	New Malden and Tolworth Free School, Kingston Upon Thames
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Wave four Jan 2013

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	The GEMS Learning Trust
Company address:	3rd Floor, The Tower Building, 11 York Road, London, SE1 7NX
Company registration number:	8346116
Date when company was incorporated:	3rd January 2013
Please confirm the total number of company members (must be a minimum of 3):	3
Please give the names of all company members:	<Redacted>
	<Redacted>
	<Redacted>

Please give the names of all company members:	

Please list all company directors, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>
	<Redacted>

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
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Further details about the group

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.	No
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Are you an approved academy sponsor?	Yes
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How many existing free schools or academies are run by your group?	0
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	Please select
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	
--	--

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	
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How many free schools are you seeking to open in this application round?	2
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Links to other organisations

Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g.. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	Yes
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<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. 	<p>Their name; GEMS Education Solutions Ltd Their Companies House and/or Charity Commission number, if appropriate; and Registered in England and Wales No. 07669775 The role that it is envisaged they will play in relation to the Free School. Providing the expertise of the Directors and Members in governance and quality assurance.</p>
<p>Please specify any religious organisations or institutions connected to your application (local, national and international). There would include mosques, churches, gurdwaras, temples and other places of worship. 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 (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	<p>N/A</p>
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>Surbiton Free School</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>Some help</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>No</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	



1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

<p>This application form is designed to be used for mainstream applications and 16-19 applications. 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. You will also need to address these differences in more detail in the relevant sections of the application.</p>	
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In which local authority is your preferred location?	Kingston
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Proposed opening year:	2015
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Age Range:	5-11
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If 'other' please specify	
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Will the school have a sixth form?	No
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	Please select
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	
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Maximum capacity of proposed free school:	420
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Please say which year groups the school will have in first year and the PAN for each	Reception 60 places
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Date proposed school will reach expected capacity in all year groups:	2021
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	
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Please say how many people will sit on your governing body:	6-10
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Use of freedoms

Will you operate a non-standard school day?	Yes
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	Yes
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Will you adopt non-standard terms and conditions for teachers?	Please select
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Do you plan to make employ teachers without QTS?	Please select
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Please list any other freedoms you intend to use	
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Section C: Education vision

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

C1

The GEMS Learning Trust

The GEMS Learning Trust is the not-for-profit arm of GEMS Education Solutions global organisation who have unrivalled experience of running successful schools across the world. The vision of the Trust is to be a leading provider of quality education transforming children's life chances. The GEMS Learning Trust has a world class leadership team that combines business and education expertise from around the globe. The UK core education team are experts with 15 years or more experience in their chosen specialism and will provide the relevant expertise to establish and lead outstanding new primary schools in Kingston and Richmond.

GEMS Education dates back to 1959 when the company can trace its roots to a single school in Dubai, delivering education where there was no state provision. Today the GEMS group owns and operates 46 schools, 30 of which are in the UAE. In addition, GEMS provides education services to 68 private and government schools worldwide. GEMS currently has more than 11,000 staff from more than 80 countries, teaching approximately 130,000 pupils from more than 151 nationalities. GEMS is the official education partner of UNESCO and works strategically with governments around the world. GEMS' pupils have been accepted into the best universities across the UK and the world; 567 universities across 37 countries. Five of GEMS' schools are based in the UK.

GEMS Learning Trust vision for a new chain of schools

- Establish new free schools and academies in areas of basic need, in collaboration with local authorities, **starting with Surbiton Primary School in Kingston and Twickenham Primary School in Richmond, both opening in 2015**
- Sponsor small clusters of failing primary schools in similar areas to those above, including neighbouring authorities
- Operate in areas around GEMS' existing private schools to share expertise, CPD, coaching and our wider network
- To grow slowly, by geographic region and to reach a maximum of 40 schools in the chain over 10-15 years
- To offer an independent school approach, ethos and set of aspirations to children and their families
- Develop globally competitive students with a worldwide view
- Significantly improve outcomes for children
- Provide fit for purpose community hubs for children and their families in areas which reflect the needs and interests of the locale.

What will both new primary schools be like?

The schools will be inclusive, multi-cultural and high performing. We aim to attract families from all cross sections of the community so that the Surbiton Primary School, Surbiton and Twickenham Primary Schools are at the heart of the community. The schools will offer quality wrap-around care and enrichment clubs so that the parents can access the school from 8am until 6pm each day. The GEMS Learning Trust is driven to ensure that all children receive a first class education. High expectations, high challenge and a high level of feedback and support will be offered to both staff and pupils to create a high achieving school. The proposed schools will focus firmly on the core basics of phonics, reading, talk for writing, writing, and mathematics on a daily basis. In addition, creative approaches to learning, independent thinking and collaborative problem-solving skills and the arts will be used to engage and motivate the children to love learning and understand how they learn. A blend of basic skills, rigour and attention to detail will underpin the cross curricular planning. There will be an energy and buzz amongst the staff and the children, and no child will be allowed to slip through the net.

This academic rigour and focus will continue throughout the school so that the children of this school will also achieve at or above national outcomes at Level 4, 5 and 6. This school will have high aspirations for the children's education and future career prospects. It is ambitious for them and will offer a strong international flavour, capitalising on GEMS network of schools. Languages will be a strength of the school, as French/Spanish will be taught from Reception class. As the school grows, the languages offer will increase with enrichment clubs in, for example, Mandarin, Russian, Arabic, Latin. Gifted linguists amongst the pupils will be identified and extended. The school will actively recruit teachers with expertise and interest in languages. New technologies and language learning programmes, currently used by other GEMS schools, will be introduced into this school and new opportunities exploited.

In short, our children will:

1. Be happy at school; develop positive attitudes, strong personal and social skills and a lifelong love of learning
2. Achieve high levels in reading, writing, mathematics and science all throughout primary school and make exceptional levels of progress from their starting points
3. Enjoy a creative and enriched curriculum profiling art, music and drama, underpinning academic success
4. Understand the relevance of their learning to future careers in a globalised, competitive and multi-lingual world
5. Benefit from an extended school day with programmes for both enrichment and remedial teaching, and quality wraparound care from 8am to 6pm

Why the GEMS Learning Trust want to start new primary schools in Kingston and Richmond

Further to our growth strategy as an educational trust, there are a number of reasons

why we are particularly keen to establish two new primary schools in the neighbouring boroughs of Kingston and Richmond. These are explained below and separated into the two areas.

1. There is a high level of basic need for new primary school places in Kingston

The Royal Borough of Kingston Council have predicted a shortfall of 86 primary school places, equating to almost three forms of entry, required within Surbiton and Tolworth at reception level in 2015, as part of an overall forecast shortfall of four to five forms of entry across the borough. In 2015 the need is calculated at 79 new places and is set to continue to rise over the next seven years. The school we are proposing will go some way to meeting the basic need for places in these specific areas and the catchment area overlaps a number of the wards where the need is most acute.

2. The second main reason to establish a new primary school in Kingston relates to the educational performance of the current primary schools on offer in these particular wards.

There are currently two outstanding primary schools amongst twelve surrounding primary schools to our proposed location, both of which select their pupils on the basis of faith. Five of the schools achieve lower rates of progress than the borough average. There are five schools which have been graded ‘3’ by Ofsted – satisfactory under the older measure and requiring improvement under the new standards. This comes to a total of 1753 pupils attending such schools in the academic year 2011/2012. The school we are proposing aims to offer local families a better choice of school and to achieve levels of attainment and rates of progress equal to the best schools in the borough, as well as striving to ensure that there are no in school variations of performance between groups of pupils.

3. The third main reason for establishing the new primary school in Kingston is in response to the level of parental demand for the school we are proposing.

The table below demonstrates the number of signatures from interested parents collected from the launch of the campaign for the proposed new Surbiton Primary School. Their signatures indicate that they would send their child to the Surbiton Primary School proposed by GEMS. More detail can be found in section E.

Year of birth (Academic Year)	Number of parental signatures collected*
2009-10 (2014)	57
2010-11 (2015)	87
2011-12 (2016)	69
2012-13 (2017)	68

2013-14 (2018)	8
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Richmond

1. There is some basic level of need for new primary school places

The borough is experiencing a trend in growth in the population of young couples and families and of children in the 0-4 and 5-9 categories, with a population growth of 18.3% and 12.3% respectively since 2001. The borough has 13% more residents in the 0-9 year old categories than the national average.

The three closest wards to the proposed location of the free school have seen varying population change over the last decade, however most notably St Margarets and North Twickenham (near the proposed site for the new free school) has experienced the borough’s largest population growth of 23.7%. The borough’s need for primary schools is demonstrated by the fact that it was the 11th most over-crowded borough, with 33% of schools reporting being full or above intended capacity.

The area adjoining the proposed location in Twickenham is one where non-religious parents have, in the last two primary application rounds, experienced considerable difficulty in finding a non-faith school place for their children within two miles from their home, so this proposal would directly remove that difficulty on a permanent basis.

2. The second main reason to establish a new primary school in Richmond relates to the educational performance of the current primary schools on offer in these particular wards.

The GEMS Learning Trust is keen to provide parents with a choice for a new school with very high ambitions for all pupils to make exceptional progress. All outstanding schools locally are oversubscribed and nearby options of local primary schools are large with only two having fewer than 400 pupils. We will present parents with an option for fixed classes of 30 pupils and a fixed school size of 420.

Attainment levels in Richmond schools are high, with average results for the authority well above average for England. Of the closest primary schools to the proposed location of the free school, ten have consistently achieved Outstanding or Good ratings in their most recent OFSTED reports. The only exception to that is Nelson Primary School which received an Inadequate rating in March 2013 and which is being converted to academy status as part of Waldegrave School Academy Trust. Chase Bridge and Nelson Primary Schools are the only two that have performed consistently below the Local Authority average over the last four years, with very few of the others having any years where they were not above the borough average.

3. The third main reason for establishing the new primary school in Richmond is in response to the level of parental demand for the school we are proposing.

The table below demonstrates the number of signatures from interested parents collected from the launch of the campaign for the new free school in September 2013. Their signatures indicate that they would send their child to the Twickenham Primary School proposed by GEMS. More detail can be found in section E.

Year of birth (Academic Year)	Number of parental signatures collected*
2009-10 (2014)	26
2010-11 (2015)	72
2011-12 (2016)	76
2012-13 (2017)	39
2013-14 (2018)	7

** As of 6th January 2014*

Nature of the pupils in Kingston and Richmond

We anticipate the following profile of pupils, again based on the demographics of the neighbouring primary schools as well as the demographics of the Richmond and Kingston boroughs. More detailed information can be found in Section D.

Assumptions in Kingston

- 6 in every 10 children will have English as an additional language at some level, far higher than the national average of approximately 1.5 in 10 children. However the breakdown of population by ethnic group indicates that most minority groups are now native to the UK and that few are learning English as beginners.
- The number of children on free school meals is roughly half the national average and the number of children with SEN and statements is in most schools below the national average although there is above average SEN in some individual schools
- Pupils in this borough, where attainment is significantly higher than the England average, will need ambitious stretch targets in order to maximise their potential
- There may be more boys than girls.

Assumptions in Richmond

- 2 in every 10 children will have English as an additional language at some level, just above the national average of approximately 1.5 in 10 children. However the breakdown of population by ethnic group indicates that most minority groups are small in number, native to the UK and that few are learning English as beginners.
- The number of children on free school meals is roughly a third the national average and the number of children with SEN and statements is half of the national average although there is above average SEN in one individual

school

- Targets must be even more ambitious for pupils in a borough where attainment is significantly higher than the England average
- There may be more boys than girls.

These assumptions about the nature of the pupils have led us to develop distinct sets of targets for the pupils as well as to the development of a tailored curriculum – relating to our expectations that we are more ambitious for our pupils, we expect them to make exceptional levels of progress and we expect them to be socially skilled for globally competitive learning and employment opportunities.

Ambitious targets for teaching and outcomes

It is clear from the analysis of both sets of data that both Kingston and Richmond are boroughs which tend to do much better than the national average in terms of attainment at primary level. We intend to measure the success of our schools in four main areas:

- 1. Consistently high quality of teaching and learning**
- 2. Very high levels of attendance and very low incidences of very poor behaviour**
- 3. Exceptional levels of progress and high levels of attainment**
- 4. Strong indicators of parental involvement and high levels of satisfaction with the school**

1. Consistently high quality of teaching and learning

The leadership of the quality of teaching and learning will be a priority so that 100% of teaching is judged 'Good or outstanding'. Quality staff, who subscribe to the professional self-improvement observation model established in the school, will be recruited. Performance management will include a target on the quality of teaching and pupil outcomes and each teacher will be reviewed termly.

2. Very high levels of attendance and very low incidences of very poor behaviour

School attendance figures in Kingston and Richmond continue to be among the best in the country. We recognise the need to maintain such expectations and will be more ambitious in terms of the targets we will set. Attendance targets will be set at 96.5% in Kingston and 96.1% in Richmond (currently 96.1% and 95.9% respectively). Our target for the number of fixed and permanent exclusions is set at zero for both areas. A more detailed breakdown of these targets can be found in Section D.

3. Exceptional levels of progress and high levels of attainment

The leadership team and staff will engage in rigorous analysis of children's achievement and progress on a half termly basis and set challenging targets so that all children, pupil premium and other significant groups, **make or exceed expected attainment and progress by the end of KS 1 and exceed expectation by the end of KS2**. See tables below for our expectations at the

end of key stage two for pupils in Kingston and Richmond.

Kingston

Anticipated target projections based on the profile of families and pupils in the nearest 12 primary schools to the proposed site in Kingston. These projections are based on a 60 pupil cohort 10% SEN+/S (6 pupils), 15% FSM/PP, 28% EAL). Attainment in Kingston is currently 9% at level 3 or below, 83% at level 4 or above and 31% at level 5 or above.

KS2 Projections

	L3or below	L4 or above	L5 or above	L 6	2 levels of reading progress KS1 to KS2	L4+ En+M	L5+ En+M	L6 E+M
Reading	3/60 5%	57/60 95%	30/60 50%	9/60 15%	58/60 97%	93%	45%	10%
Writing	4/60 5%	56/60 93%	27/60 45%	8/60 13%	56/60 93%			
Mathematics	3/60 5%	57/60 95%	30/60 50%	12/60 20%	58/60 97%			

Richmond

Anticipated target projections based on the profile of families and pupils in the nearest 9 primary schools to the proposed site in Richmond. The following projections have been made anticipating that in a 60 pupil cohort 6% SEN+/S (6 pupils), 26% EAL, 13% FSM. Attainment in Kingston is currently 3% at level 3 or below, 91% at level 4 or above and 48% at level 5 or above.

KS2 Projections

	L3or below	L4 or above	L5 or above	L 6	2 levels of progress KS1 to KS2	L4+ En+M	L5+ En+M	L6 E+M
Reading	2/60 3%	58/60 97%	40/60 67%	12/60 20%	59/60 98%	95%	63%	10%
Writing	3/60 5%	57/60 95%	38/60 63%	9/60 15%	58/60 97%			
Mathematics	2/60 2%	58/60 97%	40/60 67%	14/60 23%	59/60 98%			

4. Strong indicators of parental involvement and high levels of satisfaction with the school

We expect 100% attendance from parents at parent's evenings and to become heavily involved with the education of their children. We also expect the majority of parents to contribute to the wider life of the school – fundraising, the Local Advisory Board, volunteering etc. We set this figure at 75% of parents consistently involved year on year and will keep records in order to measure this. We will survey our parents annually and expect 95% to report very high levels of satisfaction with the school.

How the schools will be different to other schools in the area

- The curriculum day will start at 8 30 and finish at 4pm providing more time for core learning, enrichment activities and opportunities to stretch all pupils
- The school will offer families the opportunity to pay for wraparound care from 8-6
- After school activities and extension and catch up teaching will be offered from 4-5pm
- First foreign language learning will begin in Reception, second foreign language learning will begin in year 3 enhanced by links with GEMS international network of schools: consistently modelling global opportunities to our pupils
- The school will be strongly committed to providing extensive opportunities in music and the arts
- Additional classes for the most academically able pupils will be offered after school in reading, writing, mathematics, science and languages in upper key stage 2

How the academy freedoms will be used to achieve our vision

- The school day will start at 8.30am and finish at 4pm. The increased mandatory hours for the curriculum will ensure substantial time is allocated to the core subjects but that there is no compromise on the enriched broad and balanced education which is important to the all – round academic, social and personal development as well as to the health and mental well-being of the children.
- Staff will be recruited to agree with our model of excellence and be remunerated to reflect this additional expectation of their time.
- Teaching staff will be expected to be on site from 7:45am until 5pm each day and later on planning day and the senior team is expected to be on site until 6pm.
- The national curriculum will be used as the baseline from which to develop our enhanced curriculum and we will extend the knowledge and skills which we teach within topics in response to the ability and interests of pupils in our school.
- We will teach a MFL from Reception year and offer a second foreign language in KS2 to talented linguists as an afterschool option; afforded by our extended school day.
- Within the curriculum framework we will ensure that the pupils develop both independent and collaborative learning skills and that they understand the benefits and limitations of both ways of working. We want to prepare our pupils with the skills needed for success at secondary school, university and the workplace beyond; the time to explore both options afforded by our extended school day.
- However, a key feature will be not what we teach but how we teach it. Our approach will involve the pupils in understanding how they each learn and to help them to be active learners who are fully involved in planning and setting

targets for their learning, taking feedback, acting on it and accessing advice in a virtuous and continuous cycle of self-improvement; the time to do so afforded by our extended school day.

- The staff will be hired on their willingness to embrace this ethos and so model this approach to the pupils in all that they do e.g. taking feedback from the pupils about what worked in the lesson, what didn't, what might they do differently to help the pupils to learn more effectively and in conferencing with pupils about their learning and reviewing progress on a regular basis.

We believe that we have a unique combination of academy freedoms that will allow us to find the right staff to enable us to achieve our vision and ambition for our pupils. Staff will be expected to go above and beyond expectations not only to make sure that children make exceptional progress regardless of their background but to ensure that they are well rounded and happy individuals, confident to be stretched and challenged throughout their school lives. We believe that the length of the school day provides enough curriculum time to do so and we believe the freedom to enhance the national curriculum will give our children the edge when it comes to languages and a grasp of their role in a globalised society.

In short, our children will:

1. Be happy at school; develop positive attitudes, strong personal and social skills and a lifelong love of learning
2. Achieve high levels in reading, writing, mathematics and science all throughout primary school and make exceptional levels of progress from their starting points
3. Enjoy a creative and enriched curriculum profiling art, music and drama, underpinning academic success
4. Understand the relevance of their learning to future careers in a globalised, competitive and multi-lingual world
5. Benefit from an extended school day with programmes for both enrichment and remedial teaching, and quality wraparound care from 8am to 6pm

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 more than one school you will need to complete a separate table for each.

If you are making a case to open in 2014, please add a column at the beginning. If you are proposing to open later than 2015, please leave the relevant earlier columns blank.

Kingston	2015	2016	2017	2018	2019	2020	2021
Reception	60	60	60	60	60	60	60
Year 1		60	60	60	60	60	60
Year 2			60	60	60	60	60
Year 3				60	60	60	60
Year 4					60	60	60
Year 5						60	60
Year 6							60
Totals	60	120	180	240	300	360	420

Richmond	2015	2016	2017	2018	2019	2020	2021
Reception	60	60	60	60	60	60	60
Year 1		60	60	60	60	60	60
Year 2			60	60	60	60	60
Year 3				60	60	60	60
Year 4					60	60	60
Year 5						60	60
Year 6							60
Totals	60	120	180	240	300	360	420

Section D: Education plan – part 2

Please refer to the relevant section of the ‘How to Apply’ guidance and the assessment criteria booklet for what should be included in this section. In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

An enhanced curriculum

The rationale for the curriculum model is based on three of our key ambitions for the pupils as well as an understanding of their typical demographic and educational profile:

- Pupils must achieve high levels in reading, writing, mathematics and science all throughout primary school and make exceptional levels of progress from their starting points
- Pupils will enjoy a creative and enriched curriculum profiling art, music and drama, underpinning academic success
- Pupils will understand the relevance of their learning to future careers in a globalised, competitive and multi-lingual world

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Early Years Reception Class	30	M	The blend of teacher directed and child initiated will be 40:60 in September moving to 50:50 by Spring.
Physical development	3	M	Gross motor skills planned throughout the day and specific PE curriculum sessions dance, gymnastics, ball skills etc
Communications and Language: Phonics and Reading Handwriting and writing for	5	M	The children will have 1x 30 minutes synthetic phonics teaching and 1x30 minutes reading session daily Opportunities to read and listen to fiction and non-fiction throughout the day will be on offer Handwriting will be taught and

purpose	5	M	<p>practised each day(activities to develop fine motor skills will be planned into the other activities on offer during the day)</p> <p>Children will be encouraged to record their thoughts, ideas, create stories, recount trips, copy common non-phonetic words and apply their phonic knowledge as they use writing in response to learning with a member of staff and in self-initiated contexts and role play(which will be facilitated by staff in the setting) on a daily basis</p>
<p>Personal, Social and Emotional development</p> <p>Note: PSED is a crucial important aspect within EYFS and in addition to 4 discrete sessions will be included in all sessions.</p>	2	M	<p>PSD underpins all planning. Developing strong learning behaviours and attitudes in the pupils so that all the children will be successful at school will be a focus.</p> <p>All other subjects will be integrated into the cross-curricular planning to provide a stimulating and engaging learning experience each day</p>
Mathematics	5	M	<p>Mathematics- number and calculation will be taught each day 1x30 minutes and use and application of the learning and the teaching of shape and space shape and space will be provided in activities and opportunities in the setting</p>

MFL	1	M	MFL will be taught in small bursts of learning used on a daily basis within the classroom- initially songs, basic greetings and simple instructions and games which can be incorporated into the daily routine. 5x10 minutes
Expressive Arts:			
Music	2	M	In addition to curriculum music, Suzuki violin teaching will be on offer with a small charge to parents as an option for musical pupils.
Art	2	M	
Drama		M	
Understanding the World:			
Humanities	2	M	The allocated time slots will afford children the time to explore and make sense of their physical world, people, technology and the environment by, observation, play, discussion and practical application.
Science	2	M	
Computing Skills	1	M	
Key stage 1	30		
Phonics	7	M	The children will have 1x 30 minutes synthetic phonics teaching and 1x30 minutes guided reading session daily Children will also have the opportunity to select an appropriate text and read for pleasure. Children who are struggling will receive 1:1 support each day during this independent time with trained support staff or trained volunteers. If progress is not rapid, after carrying out an in depth reading analysis additional teaching after school will be put in
Guided Reading			
Independent reading			
1:1 catch up			

			place so that they catch up and remain positive and feel successful with their reading.
Writing Handwriting Basic skills Genre writing; stories, recounts, response to reading, poetry etc 1:1 support catch-up	7	M	The basic skills of grammar, applying phonics to spelling, learning to spell non-phonetic words and punctuation will be taught each day discretely and then applied across all subjects in writing. Children will be taught the style and form of the different genres and produce writing of an increasing length and high quality Catch up teaching will be offered if needed.
Mathematics	5	M	In addition to lessons on the 4 areas of the NC the school will teach 2 x 30minutes discrete sessions on number, recall of basic facts and times tables and mental strategies.
Mathematics 1:1 Catch up	1	M*	Children who are not making expected progress will have a maths interview to identify the problem and remedial teaching will follow after school, for those who require it*. The school will expect the parent to work to in collaboration to support their child,
MFL	1	M	2x20 minutes 3x5 minutes Daily classroom language, songs
Science	2	M	There will be both a knowledge and practical science skills lesson

			weekly
RE/PSHE	1	M	The school will follow the locally agreed RE curriculum and adapt to our families profiles where appropriate
PE	2.5	M	The importance of physical development to the academic development, health and well-being of young children informs this decision.
History/Geography Computing/Music Art/DT	4.5	M	The rest of the curriculum will each be allocated 1 hour of the remaining time varying according to project plans and schemes of work
KS2	30		
<p>The KS2 curriculum will differ from the KS1 curriculum above with regard to MFL, Computing and Phonics.</p> <ul style="list-style-type: none"> • MfL increases to 1.5 hours per week in Yr 3 and 2 hours per week in Yr 5/6 • Computing will be allocated 1 hour per week minimum • Phonics will be taught within basic skills and spelling sessions or as needed in intervention groups • A second MFL will be available to gifted linguists as an after school option. 			

D1

Designing a school to challenge and stretch pupils in Kingston and Richmond

An extended school day

Time of day	Session	Monday	Tuesday	Wednesday	Thursday	Friday
8-8.30am	Wraparound care					
8.30-10.30 am	Session 1 - lessons					
10.30-11am	Break time					
11 - 1pm	Session 2 - lessons					
1-2pm	Lunchtime					
2-4.00pm	Session 3 - lessons					
4.00-5.00pm	After school clubs and additional support					
5.00-6pm	Wraparound care					

Key

Wraparound care	Available on parental request
Core curriculum time	Allocated to mixed ability groups within each year group
Break times	
After school clubs and additional support	Clubs available to all pupils. Catch up/support/additional learning based on need.

The school day begins at 8.30 am and finishes at 4pm every day. Parents will have the option to send their children to the range of clubs available after 4pm Monday to Thursday. We will also provide childcare at an additional cost from 8 till 8.30am and from 4 till-6pm should enough parents request this. This affords us an additional hour for every school child every day to ensure they are supported to meet our ambitious targets.

We will adopt the same annual holiday timetable as other Local Authority Schools.

The National Curriculum – ensuring that time is allocated for appropriate depth and additional challenges.

GEMS Education has delivered many different curricula – such as the IB Primary Years Programme, as well as our own versions of an international primary curriculum and an adapted version of the UK Key Stage 1 and 2 National Curricula. We have tailored these for the needs of children from a huge range of contexts and cultures around the world. The Trust will be able to utilise this expertise in tailoring a curriculum to the local pupils’ abilities, interests and needs.

The curriculum will be inspiring, relevant, broad and balanced and will offer excellence in all subject areas to challenge the potential and aptitude of each pupil.

The core academic subjects: English, mathematics, science and computing will be allocated sufficient time to enable both challenge and support to groups of pupils. It is expected that outcomes in all subjects will be high but particular focus and additional curriculum time will be given to phonics, reading, basic skills, writing, mathematics, mental mathematics and basic number skills and science.

The additional curriculum time is afforded by the length of the GEMS' school day (8:30-4:00pm). This will ensure that the important and enriching subjects such as languages , PE, music, art, independent learning projects and the reflective response to feedback and self-improvement targets will be possible without compromising a focus on high academic outcomes in core subjects. A truly enriched and enriching education will be planned for the pupils.

The National Curriculum will be used as the baseline from which to develop our enhanced curriculum and we will extend the knowledge and skills which we teach within topics in response to the ability and interests of pupils in our school.

Within the curriculum framework we will ensure that the pupils develop both independent and collaborative learning skills and that they understand the benefits and limitations of both ways of working. We want to prepare our pupils with the skills needed for success at secondary school, university and the workplace beyond.

An important feature of our curriculum will be how we teach it. Our approach will involve the pupils in understanding how they each learn and will develop them as active learners who are fully involved in planning and setting targets for their learning, taking feedback, acting on it and accessing advice in a virtuous and continuous cycle of self-improvement.

The staff will also be expected to embrace this ethos and so model this approach to the pupils in all that they do and in their planning e.g. taking feedback from the pupils about what worked in the lesson, what didn't, what might they do differently to help them (the pupils) know what to do next and learn more effectively. This will take place in dialogue with pupils in a regular basis when reviewing progress.

Our curriculum will therefore develop strong effective behaviours for learning which will be beneficial throughout their lives and develop stamina and positive attitudes and self-esteem which will nurture their ambition.

Underpinning principles to ensure all pupils make exceptional progress

- Children will receive high quality, challenging learning opportunities which build on their interests and capabilities, carefully planned to work with the Early Years Foundation Stage
- A mastery of literacy and numeracy is essential and underpins success in all other subjects

- No child will be allowed to get behind in the core subjects. Extension and support teaching will be offered within the school day as well as in after school academic clubs.
- Children will be able to make sense of the world; its science, history, politics, arts, literature, social and moral frameworks, and cultures.
- Children will develop confident mastery of a wide range of physical, social and artistic skills which will enhance their happiness, health, enjoyment and engagement with society at school and in later years.
- Children will be confident in taking the next academic steps for success and be fully involved in agreeing learning targets and understand how to achieve them working with their teachers and parents.
- Classes will be mixed ability with differentiated learning tasks planned to cater effectively for all ability needs and pupils with special educational needs will be included in mainstream lessons. Additional lessons will be arranged as needed for all groups of pupils.
- Pupils will be able to sign up for clubs and additional tuition: they will also have access to subject teachers for support with their homework.

Modern Foreign Languages – preparing pupils for a globalised educational experience

All pupils will learn one foreign language from Reception class we will offer a second foreign language in upper KS2 to talented linguists as an after school option. Learning languages at young ages not only has proven benefits for cognitive development but will also offer our pupils a competitive advantage when they are older.

The school will benefit from virtual access to GEMS' network of native language speakers and teachers internationally and each class will link with a country to develop both their interest and competency in foreign languages but also to connect history and geography to the real world.

The school will benefit from access to GEMS Education's international reach. Students will be able to link to GEMS schools around the world and enhance our language offer. This will involve: accessing live language classes from schools abroad via Skype or Lync, pairing students with 'e-pals' (electronic pen pals) from overseas to improve conversational language skills, pairing students with remote language coaches, accessing online language learning programmes (such Internet Polyglot, eLanguages School, Live Mocha or Babbel) or facilitating language exchange trips.

Enrichment Opportunities

Competitive sports through a House system:

Learning how to compete through sport will enable our pupils to develop important physical, social and emotional skills such as resilience, team working and leadership. Sport will be an important and enjoyable part of our healthy school. Our curriculum will encourage team spirit, fair play and leadership qualities. We will offer a balanced sports programme including netball, hockey, football, rugby, cricket, basketball, gymnastics, tennis and swimming.

Healthy competition is fostered through inter-house contests, sports days and fixtures with other schools. Younger children will be taught general physical education skills to prepare them for the more formal introduction to specific sports when they are at appropriate ages. We also feel that inter-school contact will broaden children's networks and prepare them for a much larger secondary school experience. We will ensure coaches are available to drive our pupils to local league and inter-school fixtures.

The House system will also provide a structure for numerous academic (mathematics challenges, spelling Bees, story writing, blogging, poetry, enterprise etc) and artistic (art, music, dance drama) inter-house competitions.

Spiritual and cultural education – broadening horizons and developing empathy

Our teaching will encourage an interest in, and understanding of, the way communities and societies function and an appreciation of the wide range of cultural influences that have shaped their own heritage and that of communities around the world. Pupils will learn respect towards different religious, ethnic and socio-economic groups in the local, national and global communities. This will be delivered in a variety of ways through the wider ethos of the school, assemblies, charity fundraising events, religious occasions etc: as below:

- Through the school ethos and the core values that all staff will model daily
- Inviting a wide range of guest speakers/parents from different backgrounds to contribute to assemblies and discussions with pupils
- Involvement of parents through the Parent Forum
- PTA events
- Extra-Curricular clubs
- Competitions
- Charity work
- Sports events
- Staff training / CPD to support exploiting opportunities in the local area and further afield
- Enrichment days / themed days linked to other cultures
- Educational visits

After school clubs – providing an exciting range of clubs to teach new and

traditional skills

All teaching staff will run and administrate extra-curricular clubs as part of their contractual responsibilities. Some Pupil Premium funding will be allocated to ensuring disadvantaged children have equal access to clubs. They are, for example (not an exhaustive list):

Breakfast club	Writers club
Homework club	Sports
Subject Support Sessions	Choir
Chess club	Piano
Gardening	Guitar
Sewing	Singing lessons
Art and Design	Drums
Theatre trips	Violin
Drama	Languages

Summer Schools - offering further stretch and challenge throughout the long holiday

We will run summer schools at both school sites and follow a programme as outlined below. Staff from the school will be expected to run one day's worth of summer sessions. The camp will run during the summer vacation and will contain a mixture of educational, social and cultural activities. Charges to parents will cover costs and may be available to other local parents.

- Catch up lessons – literacy and numeracy
- Multi-sport activities – basketball, tennis, athletics, rowing
- Theatre workshops
- Cycling
- Horse Riding
- Creative arts; music, art, graphic design
- There will also be opportunities to share summer experiences with other GEMS schools, for example at the outdoor centre in GEMS Bolitho, Cornwall

Transition Arrangements – ensuring children are well prepared for every stage

A carefully planned transition will be made between leaving the home environment and settling into Reception so that a strong partnership is made which will have a positive impact on high quality outcomes for all pupils.

We will build close relationships with all local nurseries and secondary schools. The Principal, once appointed, will meet with all the surrounding nurseries and heads of the local secondary schools to develop curriculum plans to support the transition between nursery and Reception and year 6 and year 7. This discussion will develop into annual joint planning events and one-to-one relationships between nursery leaders, secondary teachers and our teachers. A teacher with responsibility for transitions will develop transition programmes and develop a more detailed annual

calendar of events, CPD, and induction for pupils. Ultimately, pupils will have the opportunity to visit our schools and their new school before they start. The responsible teacher will assist in allocating pupils sensitively to tutor and class groups for their year 7 transition. We are also particularly keen to ensure that teachers at the surrounding secondary schools know what pupils in year 6 are capable of achieving so they are able to differentiate their lessons accordingly and will invite them to bespoke training sessions.

Who are our pupils likely to be?

Profile of the pupils in Kingston

We anticipate the following profile of pupils, based on the demographics of children currently attending neighbouring primary schools (to the proposed free school location) as well as based more generally on the demographics of the Kingston borough itself.

Primary School	NOR	Boys	Girls	Statement/ School Action Plus	EAL	FSM
England	538301	51	49	11	16	29
Kingston Upon Thames	(aged 10)	51	49			
Castle Hill Primary School	512	51	49	14.6	20.7	22
Ellingham Primary School	260	51.9	48.1	6.5	22.8	12.8
Grand Avenue Primary and Nursery School	517	51.8	48.2	4.1	33	6.4
Green Lane Primary and Nursery School	406	52.2	47.8	7.4	30.8	20.3
Knollmead Primary School	277	51.3	48.7	14.4	38.6	16.1
Lovelace Primary School	524	48.1	51.9	10.5	22.3	13.8
Malden Manor Primary and Nursery School	469	59	51	8.5	54.9	19.3
Malden Parochial CofE Primary School	234	53.4	46.6	3	12.9	1.4
Our Lady Immaculate Catholic Primary School	418	50.2	49.8	7.7	32.6	6.2

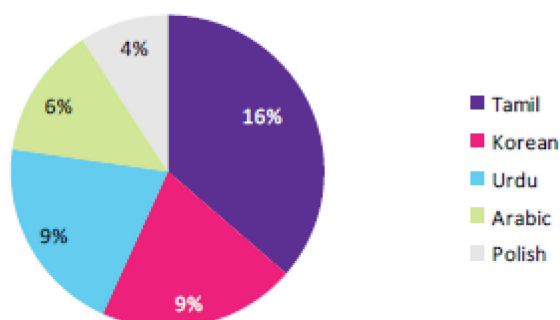
St Mary's CofE (Aided) Primary School	235	52.3	47.7	6.4	8.1	18.1
St Matthew's CofE Primary School	364	45.1	54.9	2.7	14.8	9.3
Tolworth Junior School	339	49.9	50.1	15.9	44.5	18
Average across 12 primary schools	348.2	52.1	47.9	7.82	28	14.96

Ethnicity and languages spoken

Since 2001 the population of Kingston has become more ethnically diverse, from 16% Black and Minority Ethnic (BME) groups to 23% BME. The largest minority ethnic groups in the borough are Tamils and Koreans, with the Korean population in New Malden estimated to be the largest in Europe. This information unfortunately is masked by the fact that it is included within the category 'Other Asian'. We know, however, that there were 671 Tamil children and 642 Korean children attending Kingston schools (School Census, Spring 2011). This is a large proportion (6% for both Tamil and Korean) of the Black and Minority Ethnic (BME) school population.

	Persons All Ages	Persons All Ages %	0-19 year olds
All Ethnicities	155,293	100%	24%
White	119,465	77%	21%
Black Caribbean	1,130	1%	22%
Black African	2,316	1%	36%
Black Other	1,386	1%	55%
Indian	7,413	5%	25%
Pakistani	2,782	2%	36%
Bangladeshi	599	0%	44%
Chinese	3,220	2%	18%
Other Asian	6,947	4%	36%
Other	10,036	6%	40%
Black and Minority Ethnic	35,828	23%	34%

In 2011, the proportion of residents in White British ethnic groups was around 63%, a figure higher than the London average of 45% but lower than the England average of 80%. 10% of residents identify as 'White Other, and 8% as Asian Other.



Source: Spring (January) School Census 2011

http://www.kingston.gov.uk/borough_profile_2011-4.pdf

Levels of deprivation

The Indices of Deprivation ranks Kingston upon Thames as the 3rd least deprived local authority in London (only the City of London and Richmond are ranked higher). In Kingston 15.7% of children (4,930) live in poverty (2008) compared with 20.9% in England. The local unemployment rate (2.4%, June 2011) is significantly lower than

both the London rate and the Great Britain rate (6.0% and 5.2% respectively).

Profile of the pupils in Richmond

This data provides a snapshot of children living around the area and currently attending the nine closest primary schools to the proposed site for the free school in Twickenham. It can be presumed that the children attending the primary school proposed by GEMS would have a similar demographic profile as found in the table below. The summary below is gleaned from more widely available demographic information for the Borough of Richmond.

Primary School	Number on Roll – all pupils	Boys	Girls	Statement/ School Action Plus	EAL	FSM
England	/	51	49	11	16	29
Richmond upon Thames	/	50%	50%	5	20	9
Archdeacon Cambridge's Church of England Primary School	456	49	51	5	14	5
Trafalgar Junior School (7-11)	327	51	49	7	23	7
St James's Roman Catholic Primary School	678	48	52	3	17	1.6
Chase Bridge Primary School	524	54	46	3	17	7
Stanley Primary School	722	53	47	3	12	9
St Mary's and St Peter's Church of England Primary School	504	49	51	2	2	4
St Mary's Church of England Primary School	471	53	47	4	8	5
Nelson Primary School	404	48	52	4	34	10
St Edmund's Catholic Primary School	412	52	48	6	20	4
Average across 9 primary schools	499.7	50.7	49.2	4.1	16.3	5.8

Ethnicity and languages spoken

76% of the borough's pupils are from a white ethnic background, with 9% being from mixed and 7% from Asian/British Asian backgrounds. This compares to the borough's population as a whole of which 86% of the population come from a White ethnic background, of which 71.4% are designated White British.

Of the remaining 14% of the borough's population, 4% are from a Mixed ethnic background and 7% from various Asian backgrounds. It means that, compared to England as a whole, Richmond has a below average number of residents from Black and Asian backgrounds.

In just over 90% of households at least one member spoke English as a first language and in 86.3% of households all speak English as their first language. All three profiled wards have similar findings to the borough average; which is significantly higher than the London average of 74%. 140 languages, other than English, are spoken by pupils in the borough.

Levels of deprivation

Pupils eligible for FSM represent 8% of the primary school roll and 14% of the secondary/academy roll. Overall 19% of these pupils are resident outside the borough. Richmond has the lowest rate of child poverty in London, with 11.5% of children.

Of those aged 16-74, Richmond has 3% of its population designated as unemployed compared to the Outer London average of 4.9%. Of that 3%, 10% are retired; 5.4% are students and 5.1% are looking after their home and/or family.

Supporting Children with Additional Educational Needs

We understand from the data above that there will be distinct groups of children among our school populations. We therefore intend to have one dedicated person to oversee such groups and individuals and provide the relevant support. There will be one overall Inclusion Manager who will ensure the progress of the following groups:

- Disabled pupils, as defined by the Equality Act 2010, and those who have special educational needs
- Boys
- Girls
- Groups of pupils whose prior attainment may be different from that of other groups
- Those who are academically more able (gifted and talented)
- Pupils for whom English is an additional language
- Minority ethnic pupils
- Gypsy, Roma and Traveller children
- Looked after children
- Pupils known to be eligible for free school meals
- Lesbian, gay and bisexual pupils

- Transsexual pupils
- Young carers
- Pupils from low income backgrounds
- Other vulnerable groups.

All students will be expected to make the required levels of progress irrespective of their starting points. The Inclusion Manager will allocate appropriate resources such as Teaching and Learning Assistants and additional curriculum time to ensure that every child makes exceptional levels of progress.

Special Educational Needs

The Inclusion Manager will be a suitably qualified and experienced SENCo in order to support the children we anticipate will have special educational needs. We will recruit them in line with their commitment to inclusive education as well as the belief that all children have a right to a broad and balanced education.

At Surbiton and Twickenham Primary Schools we will welcome children with Special Educational Needs and demonstrate a commitment to implementing the Special Needs Code of Practice, to take steps in providing appropriate curriculum opportunities, teaching and learning approaches, organisation of accommodation and resources in order to meet a wide range of individual needs, including more-able pupils. We will update our practice regularly, in line with the current Education Acts. We will ensure that we benefit fully from any specialist voluntary or council led provision and programmes already successfully running across the boroughs.

The Inclusion Manager will have on-going identification procedures for special educational needs and physical disabilities as part of continuous assessment. They will establish as much information as we can regarding a child's individual needs at the intake stage when they meet with parents and carry out home visits. Great care will be taken to identify early signs of children experiencing learning difficulties, as early diagnosis and additional help can often support a problem before it becomes more difficult. There will be funds set aside to assist the Inclusion Manager in making accurate diagnoses and providing resources for children with physical disabilities to access as much of the curriculum as possible.

The schools' policies will be aligned with the Equality Act (2010), SEN Code of Practice (2001), the SEN and Disability Act (SENDA) (2001), the Disability Discrimination Act (2005) and Every Child Matters (2003) in supporting pupils with additional learning needs. The school will adopt the basic premises as identified in the SEN Code of Practice 2001 and reflect the courses of action identified as School Action and School Action Plus.

If a child's name is placed on the school's SEN register then an appropriate programme of school action is devised and reviewed at regular intervals. Most difficulties will be overcome within the classroom setting through accurate next steps learning targets and carefully differentiated tasks with additional adult support as needed. Some children will be supported with individual tailored lessons and

intervention groups with Teaching and Learning Assistants. It would be the aim for this to be in addition to core subject time in class. We will always discuss any concerns initially with parents and enlist their support, with the class teacher and/ the Inclusion Manager. Likewise, we will encourage parents to discuss any concerns they have with the school as early as possible.

It will be possible to involve the Educational Psychology Service or other outside agencies for advice if the child's learning difficulties cannot be met within the school's own resources (School Action Plus). These services can also assess children when necessary. In very rare cases a child may receive a Statement of Special Needs.

The School's Inclusion Manager will welcome parents/ and carers to discuss any individual concerns that they may have and will be able to make contact directly. They will also take advantage of local provision and expertise to ensure that each child accesses any specialist support available.

School Action

Where the school differentiation strategies do not result in a pupil making sufficient progress, further assessments may be required to determine whether additional support is necessary. The Inclusion Manager will coordinate this process and, following consultation with the pupil's parents, an individual education plan for that pupil will be drawn up. Strategies to meet the needs of the pupil will be created, including withdrawal from lessons, additional specialist support and special provision for examinations.

School Action Plus

Where a pupil is still not making sufficient progress, despite School Action support, he or she may be placed on School Action Plus after consultation with all relevant parties. At this stage, the school may draw upon the support of external services, such as educational psychologists and specialist medical personnel.

Statemented Pupils

When School Action Plus does not result in a pupil making tangible progress in a very specific period of time, and the pupil meets the criteria, we may apply for a Statement of Special Education needs. The school will use external agencies and revise the pupils IEP to ensure that support is targeted appropriately. In some cases, a pupil may arrive at the school with a Statement and in all cases; the school will devise a tailored plan of support to best meet learning needs.

SEN charities

The school will work with specialised national SEN charities – such as Achievement for All 3As who support schools to improve the aspirations, access and achievement of learners and young people with SEND. Achievement for All 3As has been shown to have a profound impact by improving pupils' progress, parental engagement, pupil attendance and behaviour, peer relationships, participation in extra-curricular activities and access to future opportunities.

Other local support agencies

We will utilise local support for any other groups to ensure children have access to all the resources available.

Gifted and Talented pupils

Children who show exceptional ability and aptitude will be pushed further by teachers who ensure that class and home work is well pitched, engaging and rigorous.

Children will be expected to take additional classes after school and to develop an independent approach to learning outside school beyond the homework set.

Pupils who have been identified as having an aptitude or skill in a subject area or general ability will join a specialist programme of activities which aims to nurture their talent and give opportunities they otherwise might not have had. This will involve access to a wider range of subjects, additional trips and visits, and opportunities to develop and lead schemes of their own. Pupils will be accepted to the G&T programme if they have a particular talent or aptitude, agreed upon by teachers and parents.

The Inclusion Manager will:

- Plan an enrichment programme for those pupils identified as G&T within the school. This will include sessions held within school led by school staff or external speakers, as well as educational visits. The aim of the programme will be to offer additional and different experience to broaden the perspectives of the G&T cohort. In addition, the opportunity to meet with other G&T pupils, sometimes across year groups, will be made available.
- Discuss pupil progress on the G&T programme with parents and mentors in years 5 and 6.
- Prepare bids to fund extra activities specifically aimed at these pupils which demonstrate that the activity is designed to move beyond the scheme of work and cannot be supported within allocated curriculum time
- Plan and deliver training for teachers in how to stretch and challenge gifted and talented pupils, and will monitor the quality of their provision through lesson observation and coaching sessions.
- Make pupils aware of the availability of summer schools and support pupil applications if necessary.
- Attend pupil care team meetings to raise issues regarding G&T pupils.
- Make staff aware that identifying pupils as either gifted or talented may lead to peer problems.
- Form a three-way partnership at all times. Inform parents regarding details of the school's approach towards G&T pupils and the enrichment programme.

Pupils with English as an additional language

Our approach to ensuring every child can read English at chronological averages will extend to those learning English as a second language. The Inclusion Manager will track the progress of children with EAL and ensure they are allocated curriculum time, resources and tailored programmes to fully access the main content of the

curriculum. They will work with outside agencies to offer as much support to children and families as possible.

The Inclusion Manager will:

- Support teachers to plan individual work to the appropriate academic level of the pupil not linguistic
- Provide pastoral support and liaison with families, the Local Authority and other agencies as appropriate.
- Liaise with the Head of Inclusion and pupils' class teachers and mentors on a structured basis.
- Apply for external funding streams if available.
- Hold high expectations of standards of work and teaching.
- Rigorously track progress of pupils within EAL lessons as well as attainment patterns in mainstream lessons and take swift intervention as appropriate.
- Keep abreast of new teaching methods.
- Meet parents at regular times during the year.
- Support parents to acquire English language.
- Arrange translations of letters and other key documents.
- Offer learning material in a variety of languages.
- Be sensitive to children's differing experiences.
- Raise the profile, and celebrate the achievements, of EAL pupils throughout the whole school, support colleagues to develop their knowledge of the linguistic, cultural and religious backgrounds of children and their families and the social and political factors which affect their lives.
- Promote race equality across the school.
- Set up a weekly evening ESOL course for pupils, families and the wider ethnic minority community.
- Run schemes for pupils to offer translation and interpretation on a voluntary basis.
- Co-ordinate and deliver staff training in effective differentiation for EAL pupils and work with colleagues to develop appropriate resources.
- Co-ordinate and deliver events to celebrate cultural diversity.
- Complete action plans and targets linked to school improvement.
- Devise and enact strategies to ensure that parents and carers understand the school's approach to learning and teaching and can participate as key partners.

The Inclusion Team

Teaching and Learning Assistants

We will ensure that we attract an excellent calibre of Teaching and Learning Assistant to the school by structuring their roles very carefully. Their main aim is to ensure pupils with special educational needs and other vulnerable groups make exceptional levels of progress. The programme of support will be carefully designed by the Inclusion Manager and the team to make sure every specific need is well

catered for. This may be through a range of one-to-one withdrawal sessions, pairs or small group withdrawal sessions or in class support. The nature of the support is to ensure that pupils are able to access the level of work they are given, to prepare further differentiated educational material, to encourage the development of social and communication skills and collaborate with internal and external sources of support.

Graduate Higher Learning Teaching Assistants

The Inclusion Manager will be responsible for recruiting and training a small team of Graduate Higher Level Teaching Assistants. Their time will be prioritised to ensure pupils from disadvantaged backgrounds, in particular those in receipt of the pupil premium, develop a reading age in line with their chronological age and are challenged to exceed beyond expectations. These assistants may come from within the school or wider community but will have an ambition to become a teacher at some point during their career. They will be trained to improve such areas as levels of comprehension, vocabulary, grammar and punctuation and/or address numeracy issues, problem solving skills, memory, concentration, motivation, social skills and tackle low self-esteem.

Use of the Pupil Premium

Predicted levels of funding for children in receipt of the pupil premium are below. They have been calculated at 11.3% in Kingston and 13.1% in Richmond of pupils per year group multiplied by the current value of £900. (There is no separate line item in the budget template as funds are allocated in the various different areas – see below).

Kingston

Year	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Level of funding	£6,102	£12,204	£18,306	£24,408	£30,510	£36,612	£42,714	£42,714
Funding allocation	33% of 1 Graduate HLTA and funding for clubs	33% of 1 Graduate HLTA + Lexia software and funding for clubs	50% of 1 Graduate HLTA + Lexia software and funding for clubs	1 Graduate HLTA + Lexia software and funding for clubs	1.5 Graduate HLTAs + Lexia software and funding for clubs	1.8 Graduate HLTAs + Lexia software and funding for clubs	2 Graduate HLTAs + Lexia software and funding for clubs	1 Graduate HLTAs + Lexia software and funding for clubs

Richmond

Year	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Level of funding	£7,074	£14,148	£21,222	£28,296	£35,370	£42,444	£49,518	£49,518
Funding allocation	33% of 1 Graduate HLTA and funding for clubs	33% of 1 Graduate HLTA + Lexia software and funding for clubs	50% of 1 Graduate HLTA + Lexia software and funding for clubs	1 Graduate HLTA + Lexia software and funding for clubs	1.5 Graduate HLTAs + Lexia software and funding for clubs	1.8 Graduate HLTAs + Lexia software and funding for clubs	2 Graduate HLTAs + Lexia software and funding for clubs	1 Graduate HLTAs + Lexia software and funding for clubs

We will use the targeted pupil premium funding to purchase Lexia software to teach reading and Maths and prioritise pupils who are Looked after Children and those on Free School Meals, should they require additional support an challenge. Pupils using Lexia Reading Software advance on average at over twice the rate of non-users. Both Maths and Reading programmes help pupils develop a solid foundation in literacy and numeracy. The programmes provide activities that meet the pupil at the appropriate level of skill or slightly beyond. As pupils progress the program provides increasingly complex challenges along each developmental pathway.

The extra curricula programme will also address the needs of pupils on free school meals and Looked after Children. Extra time will be allocated to such individuals, if they require additional support, during the extended school day. Funding will be provided for small group sessions, providing a rapid catch up programme for reading, writing, numeracy and social skills or for additional stretch and challenge if pupils have no specific learning requirements.

D2

As outlined in section C, there are four main ways in which we will measure success at the Kingston and Richmond Free Schools, they are:

1. Consistently high quality of teaching and learning
2. Very high levels of attendance and very low incidences of very poor behaviour
3. Exceptional levels of progress and high levels of attainment
4. Strong indicators of parental involvement and high levels of satisfaction with the school

Outlines of the targets for each success indicator can be found in Section C and more detailed breakdowns can be found below:

1. Consistently high quality of teaching and learning

How we will ensure consistently high quality of teaching and learning

GEMS will implement a well-planned recruitment strategy to find the right people who believe all children deserve the very best teachers, that no child should be left behind and that all children can go on to attain academic success given the right support and opportunities to do so: staff that have the enthusiasm, personal skills and subject knowledge to truly challenge and support the children in the school. The school will benefit from being part of GEMS' global recruitment platform.

The Principal will train staff as to how to consistently apply the rules and expectations of the school. The induction process will ensure that strong values and high expectations are instilled each and every member of the school community. If we are unable to recruit a high quality principal after advertising nationally, the GEMS team will put plans into place to second an experienced existing Principal from one of the schools in the GEMS network for a suitable period of time until an excellent appointment can be made.

The Principal will spend time developing a culture of continuous improvement in pupils, staff, themselves, the governors and consequently the school's own performance. Effective coaching by senior leaders to ensure high quality teaching and learning outcomes will be used to ensure outstanding performance. Accurate and informative records of lesson observations and the next steps for individual teachers to develop will be kept and used in the follow up observations. The Principal will challenge and develop staff through well-planned training and structured opportunities to learn from their colleagues drawing on internal and external expertise and coaching

There will be termly reviews of performance and weaker staff will be supported or moved on as appropriate. The Principal will also make sure staff reflect the ethos of the school in all dealings with pupils and stakeholders in the community and have the highest expectations of behaviour in all areas of the school.

Performance management targets

Teachers will have a performance management target directly related to the achievement of their pupils. The performance of both pupils and teachers will be reviewed termly and contribute to the final performance management and pay award recommendation at the end of the performance management cycle for staff.

Teachers will be rewarded with a two-point increase on their salary if their pupils make exceptional levels of progress

Professional Development

Professional development opportunities will be provided by the in house team of senior staff and by those teachers who excel in the classroom as well as by the wider GEMS team. Each member of staff will be set a target to undertake professional

development on an annual basis. There will be structured opportunities to share training sessions across the schools. All staff will be eligible to access the most up to date online training programmes devised by GEMS education teams. As part of an international online learning community they will also be able to access expertise in all areas from a variety of other school contexts outside the GEMS family of schools and to contribute to new thinking and practice. There are mechanisms in place to enable remote coaching and mentoring of teachers, opportunities to teach in other GEMS schools on sabbatical and for study tours.

2. Very high levels of attendance and low incidences of poor behaviour

School attendance figures in Kingston and Richmond continue to be among the best in the country. We recognise the need to maintain such expectations and will be more ambitious in terms of the targets we will set. Attendance targets will be set at 96.5% in Kingston and 96.1% in Richmond (currently 96.1% and 95.9% respectively). Our ambition is to have zero fixed or permanent exclusions in both schools.

	<u>Overall absence: percentage</u>	<u>Persistent absence: 15% +</u>
England - national (primary state-funded)	4.4%	3.4%
Kingston (primary state-funded)	3.9%	2.6%
Targets for proposed new primary school In Kingston	3.5%	2.5%
Richmond (Primary state-funded)	4.1%	2.5%
Targets for proposed new primary school In Richmond	3.9%	2.4%

Permanent and fixed term exclusions - State-funded primary schools 2011/12				
LA	Number of permanent exclusions	Percentage of the school population	Number of fixed period exclusions	Percentage of the school population
ENGLAND	690	0.02	37,790	0.90
Kingston	0	0	85	0.66
Targets Kingston	0	0	0	0
Richmond	0	0	6	0.04

Targets Richmond	0	0	0	0
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<https://www.gov.uk/government/publications/permanent-and-fixed-period-exclusions-from-schools-in-england-2011-to-2012-academic-year>

How we will ensure exceptional levels of attendance and excellent behaviour

Good behaviour will be modelled and promoted by all members of staff; we will specify exactly what the school will and will not stand for in terms of staff and pupil conduct and ensure that all members of the school community are clear that the school is a place for hard work.

Code of conduct

Staff and pupils will be expected to follow a code of conduct, which includes polite greetings, appropriate dress, making polite requests, and effective management of emotions and body language. The Principal will be a visible role model, spending time greeting staff and pupils, ensuring litter is dealt with swiftly and that staff are consistent in their expectations of pupils, aware if they give mixed messages. The class teacher will communicate this clearly to parents via a home/school agreement and through regular calls home.

We will expect all of our pupils to:

- Have a positive attitude towards learning and achievement
- Show tenacity and persistence in striving to achieve their goals
- Be good role models by working hard and always maintaining the highest standards possible
- Support their peers allowing and encouraging them to achieve; to work cooperatively as a team
- Support and respect staff and by working together to achieve the school aims

Disciplinary procedures

The main aim of the discipline procedures will be to give pupils and their parents the opportunity to learn from their mistakes, take responsibility for their actions and get to the root cause of the problem to ensure it doesn't happen again.

Minor misdemeanours will be dealt with by teachers talking to their pupils and by ensuring any missed work is completed. Repeated or more serious incidents must quickly involve conversations between the parent, class teacher and the pupil, the focus being on understanding and addressing the cause. The Assistant Principal may also participate in these conversations and solutions must always be sought. Pupils will be supported to address their issues by school counsellors or by sending them on bespoke programmes provided externally. Exclusion will not be seen as an option and high expectations must always be adhered to. However parents/carers may choose to withdraw their child in extreme circumstances and in these cases the free schools will help them to find another school.

Ensuring High attendance

It will be explained to parents and pupils from the start that taking holidays in term time is contrary to everything the school is trying to achieve and home/school

agreements must be signed. Office staff will monitor daily attendance and punctuality of pupils and emerging patterns will be brought to the attention of parents/carers very quickly. Staff will be expected to keep themselves in good health in order to avoid absence through sickness.

On-going lateness and absence will not be acceptable and underlying reasons must be thoroughly investigated and a solution must be found. Parents/carers will be able to access 'real time' data regarding their child's attendance and punctuality and will be sent automatic text messages if their child is late or absent. Teachers will expect pupils to be punctual to school every day. Trips and visits will be planned carefully throughout the year so as not to miss core teaching time haphazardly.

Rewards

In return for hard work, positive attitudes to learning, high attendance and academic success pupils will receive rewards such as:

- Sticker charts
- Verbal and written comments of praise
- Trophies from sporting or creative events
- Termly prizes for 100% attendance
- Rewards assemblies
- Day trips
- Free Summer School places

Rewards systems will be structured into the academic year calendar and staff will be trained to hand out rewards consistently. The systems will be simple to understand and easy to administer. Rewards will be quick to hand out and valued by all members of staff.

Staff will also be rewarded for their hard work and efforts. Teachers may be rewarded by salary increments of up to two points on the main pay scale if their pupils perform extremely well. There will also be a sum of money set aside for the Principal to decide how to reward other school staff for exceptional performance.

3. Exceptional levels of progress and high levels of attainment

Target Setting- Overview

The school will be aware that when dealing with young children apparent ability on entry into Reception class does not mean this is actually the case and so no child will be given a target based on entry data alone. The expectation will be that the child **can** achieve the expected level or more and a target will be set with that expectation in mind. The school will then ensure quality first teaching and differentiation is in place and that targeted intervention by skilled adults is available over and above the normal curriculum time for the core subjects.

Initial Assessment on entry- Reception class

Children will be assessed on entry into Reception using PIPS as well as the Early Learning Goals and where appropriate the Foundation Stage profile (FSP). This will enable targeted and planned provision for each child in the half-term. At the first half termly progress meeting- a short term target will be agreed for each child. Additional support will be targeted at children who are underachieving so that their development in identified areas is accelerated. The focus will be on closing any gaps from day one. Parents will be involved and will support the focus on development areas at home with suggestions and activities provided by the teacher. At the end of the autumn term in Reception a challenging target for outcomes at the end of Reception class year will be set for each child. Reception teachers will be expected to plan lesson and learning activities throughout the year which will enable the children to meet their targets. Pupil outcomes and progress will continue to be monitored by the leadership team each half term.

Additional 1:1 focus will be given by trained assistants to ensure good progress in developing phonics, reading skills and number concepts. Teachers will have very close working relationships with parents on a daily basis. At the end of Reception the FSP will be completed for each child and both the data and a clear report of next steps in learning will be passed to the year 1 teacher. Based on this teacher knowledge and assessment of each child, challenging targets will be set for the end of year 1 for phonics, reading, writing and mathematics.

Setting targets for outcomes at KS1 and KS2

FSP will be used to inform and set initial school high challenge targets for the end of KS1. Unless there is a significant special need or early stage EAL, the aim is for all children to reach a 2c+, and the vast majority to reach 2b+, and 60% to reach 2a+ with 30% reaching L3 in reading, writing and mathematics.

The targets for year 1 will be set as 'signpost' targets so that the child can reach the expected level by the end of year 2 and so that the teacher has very high expectations for each child. Children are able to make accelerated progress in year 1 and so the target must be set high as it is not unusual for this to happen.

Phonics targets

The teaching of phonics will be systematic and a discrete focus each day in Reception and Year 1 and into Year 2. The school will use a synthetic phonics programme, such as the Ruth Miskin series, as the basic scheme. At the end of Year 1 we would expect 90% of pupils to achieve the phonics threshold.

The KS1 data will be used to set stretch targets for the end of KS2 and to inform the yearly internal target setting and review process for this group of children.

- Children achieving **level 3 in YR2** will be targeted for **level 4a at the end and of YR 4** and **Level 6 at the end of YR 6**
- Children achieving **level 2a in YR2** will be targeted for **level 4b at the end and of YR 4** and **Level 5a at the end of yr6**
- Children achieving **level 2b in YR 2** will targeted for **level 3a at the end and**

of YR 4 and Level 4a/5c at the end of YR 6

- Children achieving **level 2c in YR2** will be targeted for **level 3c at the end and of YR 4 and level 4b at the end of YR 6**
- Children with significant special needs will be set targets to ensure at least 2 full levels of progress from their starting points.

The school will also monitor the targets and achievement of significant groups within the school each term so that any within school variation can be tackled swiftly.

Targets for Yr 3 and Yr 5 will be made as ‘sign post’ targets to achieve the Yr 4 and 6 targets. There may be adjustment made in the light of progress meetings but every strategy will be used, sufficient resources will be targeted and interventions measured for impact, so that each child has every possibility of making their high level target.

Targets for pupils at Surbiton Primary School, Kingston

Attainment and Progress Projections	2015	2016	2017	2018	2019	2020	2021
Foundation Stage Profile							
Early years - % GLD	80%	80%	85%	85%	85%	85%	85%
Early years – prime areas-maths reading, writing	80%	85%	85%	85%	85%	85%	85%
Year 1 Phonics							
% reaching phonics threshold Year 1		90%	90%	90%	90%	90%	90%
KEY STAGE 1							
Achieving Level 2c+ in Reading, Writing and maths at the end of Key stage 1			95%	95%	95%	95%	95%
% Achieving Level 2b+ in Reading, Writing and maths at the end of Key stage 1			85	85	87%	87%	87%
Achieving Level 2a+ in Reading, Writing and maths at the end of Key stage 1			60%	60%	63%	63%	63%
Achieving Level 3c+ in Reading, Writing and maths at the end of Key stage 1			30%	30%	32%	32%	32%

% making 6+ sublevels of progress in English and Maths at the end of Key Stage One			97%	97%	97%	97%	97%
KEY STAGE 2							
% Achieving Level 4c+ English and maths at the end of Key stage 2							93%
% Achieving Level 4b+ English and maths at the end of Key stage 2							87%
% Achieving Level 4a+ English and maths at the end of Key stage 2							70%
% Achieving Level 5c+ English and maths at the end of Key stage 2							45%
% Achieving Level 5b+ English and maths at the end of Key stage 2							35%
% Achieving Level 5a+ English and maths at the end of Key stage 2							25%
% Achieving Level 6c+ English and maths at the end of Key stage 2							10%
% making 12+ sublevels of progress in English and Maths at the end of Key Stage Two							95 97

Targets for pupils at Twickenham Primary School, Richmond

Attainment and Progress Projections	2015	2016	2017	2018	2019	2020	2021
Foundation Stage Profile							
Early Years -% GLD	83	83	85	85	85	85	85
Early years - % prime areas Maths, reading, writing	83%	85%	85%	85%	87%	87%	87%
Year 1 Phonics							
% reaching phonics threshold Year 1		90%	92%	92%	92%	92%	92%
KEY STAGE 1							
Achieving Level 2c+ in Reading, Writing and maths at the end of Key stage 1			95%	95%	95%	95%	95%

% Achieving Level 2b+ in Reading, Writing and maths at the end of Key stage 1			87%	87%	87%	87%	87%
Achieving Level 2a+ in Reading, Writing and maths at the end of Key stage 1			60%	60%	63%	63%	63%
Achieving Level 3c+ in Reading, Writing and maths at the end of Key stage 1			30%	30%	32%	32%	32%
% making 6+ sublevels of progress in English and Maths at the end of Key Stage One			97%	97%	97%	97%	97%
KEY STAGE 2							
% Achieving Level 4c+ English and maths at the end of Key stage 2							95%
% Achieving Level 4b+ English and maths at the end of Key stage 2							90%
% Achieving Level 4a+ English and maths at the end of Key stage 2							75%
% Achieving Level 5c+ English and maths at the end of Key stage 2							60%
% Achieving Level 5b+ English and maths at the end of Key stage 2							55%
% Achieving Level 5a+ English and maths at the end of Key stage 2							25%
% Achieving Level 6c+ English and maths at the end of Key stage 2							10%
% making 12+ sublevels of progress in English and Maths at the end of Key Stage Two							95 97

How we will ensure excellent rates of progress and levels of attainment

Internal tracking of Attainment and Progress

We will use the following systems to collect and analyse data:

- **PIPS and INCAS – for baseline assessments from Reception then year 2-6**
- **SIMS – for teacher assessments from year 2-6 (every six weeks)**
- **SATS – attainment assessment at the end of year 6**
- **Average Point Score**

Summative assessment data from tests and teacher assessment will be moderated and entered into the school data tracking programme each half-term. The senior leadership and class teacher will meet to discuss individual pupils and their performance each half-term.

Any underperformance of class, year group, subject, individual, or significant group will be identified, analysed and after pupil progress discussions, action will be taken to address the underperformance. PIPS/INCAS will be used to analyse the data and identify trends with individuals and groups of pupils. It also identifies the potential of individual pupils which can be used particularly to ensure that pupil premium pupils maximise their potential.

Children who are underperforming will be noted on all teaching plans as a daily reminder to teachers and support staff to give extra input and focus during normal curriculum time and to ensure that differentiation is effective. Additional catch-up teaching will be organised outside of curriculum time.

The school will use Average Point Score (APS) data termly to show expected, good and outstanding progress for each pupil and for significant groups of pupils within the school.

In order to provide further information regarding benchmarking, target setting and measurement of progress, the schools will set PIPs assessments for all children at the beginning and end of Reception, Year 2 and Year 6. This will also be in line with our UK independent schools and will allow us to draw further analyses and comparisons. SATS scores will allow us to draw national comparisons and set whole school targets for improvement.

Whole school self-evaluation

The leadership team and holders of responsibility across the school will be expected to routinely evaluate the strengths and weaknesses of the school and set targets for improvement. Evaluation will be in line with the demands for an outstanding school according to Ofsted inspection criteria. The self-evaluation process will take place routinely throughout the academic year and will cover the following:

- Attainment and progress
- Quality of leadership; the Principal will be routinely performance managed by the board of governors and GEMS Schools Trust, all other responsible persons to be monitored on a half termly and annual basis
- Quality of teaching through half termly lesson observations and rigorous performance management
- Pupil attendance through the day to day collection of relevant data
- Behaviour through the number of serious incidents and fixed term exclusions on a day to day basis
- Pupils' enjoyment of school during weekly mentor meetings and via an annual whole school survey
- Parents and carers attitudes during fortnightly calls home and via an annual satisfaction survey
- Budget planning and management through rigorous daily scrutiny, fortnightly and annual reports to the relevant bodies.

We will put in place clear processes to measure, monitor and report on progress

using a planning framework. We will use a self-evaluation form to produce a School Development Plan. Continuous monitoring will then be critical to achieve whole school targets. We will monitor success against the seven areas of targets in different ways to assess the progress the school is making.

Monitoring activities will include:

- Learning walks
- Lesson observations
- Scrutiny of school documentation - policies, plans, procedures, records;
- Sampling of pupils' class work and homework;
- Moderation of teachers' marking;
- Asking staff, pupils and parents for their opinion via questionnaires/discussion;
- Analysis of a variety of data through the MIS

Reporting to parents

There will be termly meetings to formally report on and support parents in helping their child's learning and progress at home. Parents will be able to access 'live' data online about their child's attendance and progress when they wish but will receive one written report per year and two further data reports on their child's progress with related actions for parents to take. Furthermore informal parent/school meetings can happen with teachers or assistants on a daily basis and additional meetings will be arranged as needed.

4. Strong indicators of parental involvement and high levels of satisfaction with the school

Taking feedback from parents

- **Local Advisory Boards**
Each free school will have its own Local Advisory Board to provide independent advice and guidance to the Principal of each school regarding educational and community matters. Parents will be asked to join in a formal capacity and to share their views with the Principal and Senior Team once per half term.
- **Parent Forum**
We will encourage parents to set up a forum for discussion of educational issues relating directly to the school and pass on parent views in regular meetings with the senior leadership team.
- **Annual parent survey**
Views of parents are sought, collated and reported to governors and parents.
- **Evening Café Events**

Parents are invited to attend strategic discussions with Board members (see section F) whereby parents are encouraged to respond to plans for the future of the school in a brown paper exercise format. Board members will use this information to refine whole school strategic development plans

- **Parent workshops**

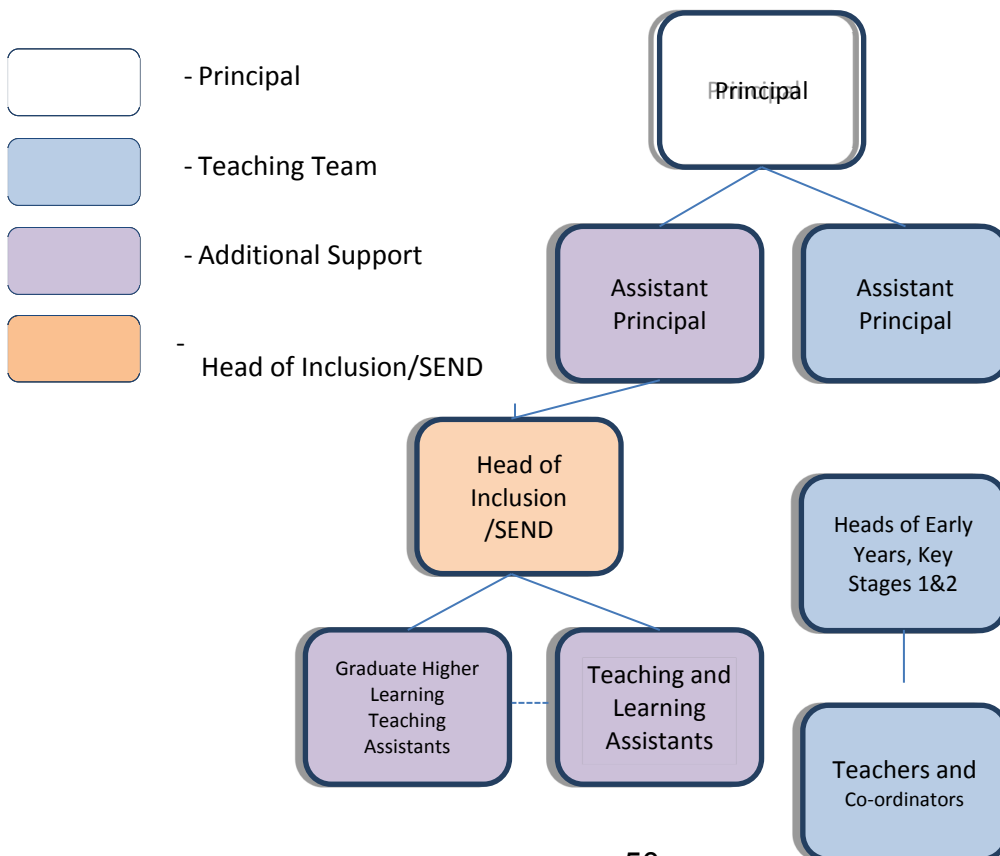
Each term the school will run workshops explaining the teaching of reading, writing, phonics and mathematics to parents and provide guidance and support for the parents to support learning at home. The school will use the website to share examples of teaching strategies which parents can use at home. The school will use progress data to target those parents whose additional support will be required.

- **Parent Teacher Association**

We will actively support the formation of a Parent Teacher Association, developing the role of parent leaders and representatives and providing structured opportunities to involve parents in decision making and fund raising for the school.

D3

Staff Structure – when the schools are 100% full



Balance of roles, experience and expertise for both proposed free schools

The table below explains how we expect each post at the schools to grow and change over the years as the pupil numbers fill up. We will have high expectations of our staff in the early years to demonstrate flexibility and initiative as well as a willingness to work hard and get the job done. The roles will grow as described below:

Position	Role in the early years	Role when the schools are full
Principal	Assessment and data tracking, target setting, monitoring standards, performance management, CPD, business management, line management of Maths and English, teaching and learning, NQTs, recruitment, marketing	Monitoring standards, performance management, CPD, recruitment, marketing
Assistant Principal – role starts in 2016		Curriculum development, teaching and learning, NQTs
Assistant Principal – roles starts in 2018		Assessment, data tracking, target setting, monitoring standards
Business Manager – roles starts in 2020		VAT returns, bank reconciliations, invoicing, budget monitoring and review, procurement, sub-contracts, policies and procedures, resources and payroll
Class Teacher	Planning, preparation and delivery of high quality lessons, marking and assessment, differentiation, deployment of additional adults	
Early Years Phase Leader	Oversight of progress made in Reception classes Assessment, data tracking, target setting, monitoring standards	Oversight of progress made in Reception classes
Key Stage One Leader	Oversight of progress made in years 1 and 2, curriculum development, parent	Oversight of progress made in years 1 and 2 and of head of creative learning and the arts

	workshops, PPA cover, creative learning and the arts	
Key Stage Two Leader – role starts in 2017		Oversight of progress made in years 3-6 and heads of Maths and English
Inclusion Manager	Oversight of G&T, EAL, SEND and Pupil Premium programmes and progress, identification of learning needs, management of teaching and learning assistants and graduate higher level teaching assistants (qualified SENCO)	
PPA Cover Teacher – role starts in 2017		Cover for teachers PPA time, sickness and oversight of after school groups/clubs.
Teaching and Learning Assistants	Ensuring the exceptional progress of individuals and small groups of children	
Graduate Higher Level Teaching Assistants	Ensuring the exceptional progress of individuals and small groups of children with priority for children in receipt of the Pupil Premium	
Educational Psychologist	To be hired in individual cases if required	
Counsellor	To be hired in individual cases if required	
Office and Finance Manager	Managing the MIS; attendance, admin etc, overseeing clubs, VAT returns, bank reconciliations, invoicing, budget monitoring and review, procurement, marketing and promotion, stationery, reprographics, ordering, uniform, lettings	Managing the MIS; attendance, admin etc, overseeing clubs, marketing and promotion, stationery, reprographics, ordering, uniform, lettings
Office Assistant and Receptionist	Newsletter, website, photocopying, parent communications, hospitality	
IT/Network Assistant – role starts in 2018	Day to day maintenance of IT equipment, upgrades, security, troubleshooting (provided by GEMS)	Day to day maintenance of IT equipment, upgrades, security, troubleshooting
Admin Assistant – role starts in 2017		Supporting the office team with stationery, reprographics, ordering, uniform, lettings, newsletter, website, photocopying, parent communications, hospitality
Premises Manager	Buildings maintenance, movement and maintenance of physical resources, security of premises, lettings	
Premises Assistant		Support with the maintenance and security of the premises,

		lettings
Lunchtime Assistants	Assisting the children when eating their lunch and during playtime	
Crossing Patrol	Assisting the children's safe entry and exit to the school building	
Creative Learning and Arts Co-ordinator	This post will be awarded to a suitably experienced teacher from 2016	
Head of English	This post will be awarded to a suitably experienced and qualified teacher to ensure high quality of English teaching – available from 2014	
Head of Maths	This post will be awarded to a suitably experienced and qualified teacher to ensure high quality of maths teaching – available from 2014	
Specialist Music Teacher	To be shared between both schools – a specially trained music teacher to provide expert one-one and small group tuition	
Specialist MFL Teacher	To be shared between both schools – a specially trained MFL teacher to provide additional languages to stretch and challenge our pupils	

Phased staffing plan

The school will grow in staff numbers over the period of seven years as outlined below. This model demonstrates staff numbers if the school is 100% full in each year group.

Kingston and Richmond Staffing Model

Staff member	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Principal	1	1	1	1	1	1	1	1
Assistant Principal			1	1	1	1	1	1
Assistant Principal					0.4	0.4	0.4	0.4
Business Manager							0.5	0.5
MPS 1 teacher					1	1	2	2
MPS 2 teacher		1	1	1	1	1	2	2
MPS 3 teacher	1	1	2	1	1	1	1	1
MPS 4 teacher		1	1	2	1	1	1	1
MPS 5 teacher			1	1	2	1	1	1
MPS 6 teacher				1	1	2	1	1
UPS 1 teacher					1	1	2	1
UPS 2 teacher						1	1	2
UPS 3 teacher						1	1	1
Early Years Phase Leader	1	1	1	1	1	1	1	1
Key Stage One Leader	1	1	1	1	1	1	1	1
Key Stage Two Leader				1	1	1	1	1
Specialist music teacher* funded by Richmond			0.6	1	1	1	1	1
Specialist MFL teacher* funded by Richmond					0.6	1	1	1
Inclusion Manager	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
PPA Cover Teacher				1	1	1	1	1
Teaching and Learning Assistants	2	4	6	8	10	12	14	14
Graduate Higher Learning Teaching Assistants	1	1	2	2	3	3	4	4
Educational Psychologist	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Counsellor	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Office and Finance Manager	1	1	1	1	1	1	1	1
Office Assistant/Receptionist	1	1	1	1	1	1	1	1
IT/Network Assistant					0.4	0.4	0.6	0.6
Admin Assistant				0.5	0.5	0.5	0.5	0.5
Premises Manager	1	1	1	1	1	1	1	1
Premises Assistant	0	0.2	0.2	0.2	0.2	0.4	0.5	0.5
Lunchtime Assistants	4	6	6	6	6	6	7	8
Crossing Patrol	1	1	1	1	1	1	1	1

The Senior Leadership Team

This team, led by the Principal, is kept deliberately small in order to make efficient decisions and ensure values are tightly role-modelled to all staff on a daily basis. They will not be expected to teach when the school reaches capacity as they will be solely focused on ensuring consistently outstanding teaching and learning and that no child is left behind or allowed to slip through the net.

Middle Leaders

The Early Years Phase Leader will initially have a non-teaching role in order to support the Principal in other leadership duties in the early years. It is anticipated that this person may wish to progress to a full or part time assistant principal post later as the schools grow in size.

Teaching Staff

Teaching staff will be expected to demonstrate leadership potential in their interviews as there will be a number of TLR points available to lead areas related directly to individual pupil targets and whole school outcomes. These posts will be:

- Head of English
- Head of Mathematics
- Creative Learning and Arts Co-ordinator

Pupil Support Staff

We will hire a number of graduate teaching assistants in both schools. We will support our graduates to achieve qualified teacher status throughout their time at the school. The intention is then for them to remain teaching at the school as newly qualified teachers.

Office Staff

The intention is to have a small back office team focussing on the core business of greeting parents, communications, and maintaining pupil records. We will utilise the GEMS IT team for IT on-site support until such a time that we are able to afford a designated person for the role.

Premises Staff

It is our intention to share the facilities at the schools with the wider community and to open in the evenings and weekends. Until such a time that we are able to afford a second premises assistant, this will fall to the time allotted to the Premises Manager, which may be less in the early years. If we do make an income from letting our facilities out to the community it may be possible to hire an assistant earlier or to pay such monies to the Premises Manager to cover longer hours.

Catering Staff

We do not intend to hire any of our own catering staff in the first years of the new schools. We intend to contract this service out for a management fee of around £10,000 per annum. In the future we may choose to take this service in house in order to cut costs and tailor the service to best meet the needs of the pupils at the schools.

Other Staff

We have allocated a portion of the staff funding to lunchtime staff. There may not be enough individuals to entirely relieve the teachers of lunchtime duties but we will rotate the schedule so that they are not expected to cover every day.

Section E: Evidence of need – part 1

Please complete the table on the next page, 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. $D = ((B+C)/A) \times 100$.

If you are making a case to open in 2014, please amend the years in the table to 2014 and 2015.

Parental Demand

This section highlights the level of parental demand the two specific areas we have proposed to start new free schools – namely Tolworth and Surbiton in Kingston and the Twickenham area in Richmond.

As indicated in the table below, the GEMS Learning Trust team made a concerted effort to target parents with children of the relevant age groups for the initial two years of intake. We were also able to gather support for a wider range of year groups beyond 2016. (N.B. information accurate as of 6th January 2014).

Surbiton Primary School

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	60	87		145%	60	69		115%
Year 1					60	87		145%

Twickenham Primary School

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	60	72		120%	60	76		127%
Year 1					60	72		120%

Ensuring prospective parents made an informed choice when expressing interest

The GEMS Learning Trust team underwent two phases of gathering demand and ensuring parents were making an informed choice. The first stage began in late September 2013 where members of the GEMS team went out to local nursery schools, coffee shops, local stores, youth clubs, fitness and health centres to drop leaflets in the homes of the target catchment area – see below - and to talk with prospective parents about the new free school proposal outside the nurseries surrounding the preferred location for the new schools. The aim of this exercise was

to introduce parents to the schools and to collect signatures demonstrating their interest and support.



The leaflets dropped also advertised two public events held in community venues close to the sites of the proposed new schools. The session was advertised as below and was designed to be an informal session whereby parents could talk one-to-one with lead educationalists involved in the application from the GEMS Learning Trust Proposed New Primary School opening in 2015. The material below was designed to inform parents about the educational offer, ethos and vision of the proposed schools.

The GEMS Learning Trust is proposing to start an outstanding new primary school situated on the Tolworth/Surbiton Border. The new school will cater for children aged 5 – 11 years old in response to the shortage of school places in the area. There will be 60 Reception places available in September 2015 and the school will eventually grow to accommodate 420 pupils.

Our children will:

- *Be happy at school; develop positive attitudes, personal skills and a lifelong love of learning*
- *Achieve high levels in reading, writing, mathematics and science all throughout primary school*
- *Enjoy a creative and enriched curriculum profiling art, music and drama, underpinning academic success*
- *Understand the relevance of their learning to future careers in a globalised, competitive and multi-lingual world*
- *Benefit from an extended school day, providing wraparound care from 8am to 6pm*

Find out more and ask questions to our Director of Learning and the GEMS team at our open session for prospective parents.

Face to face signature collection

All parents who signed the forms were asked to do so after having read the information about the school as an indication they had made an informed choice and they were also given the opportunity to make suggestions or ask questions. The form layout was as below.

This was stated on the signature collection form – handed out in person: *“I have read the information provided and would like to register my interest for a place in Reception in 2015, 2016 and beyond”*

Online signature collection

This was stated online: *“I have read the information provided and would like to register my interest for a place in Reception in 2015, 2016 and beyond: Please email info@gemseducation.com if you have any questions, suggestions or require further information.*

Signature collection format – on paper and online

Name	Postcode	Child’s date of birth	I would select (insert school name) as first choice for my child(ren) Please sign	Email address for further information and updates

Number of signatures collected (September 2013 to January 2014)

The signatures collected have been plotted on the postcode maps for both the Kingston and Richmond areas below. The red circle indicates the proposed location of the schools and the figures in the yellow boxes indicate the number of signatures collected from parents of children born between 2009 and 2013. The data is extrapolated in the excel charts below both maps. (The signatures of parents with children born in 2009 signatures were included to show the general geographical spread of interest as well as the enthusiasm of those parents to send their child to the schools this year.)

Kingston


Richmond


KINGSTON						
	Sep-14	Sep-15	Sep-16	Sep-17	Sep-18	Total p/codes
KT1						
KT1	7	3	6	1		17
KT1						
KT2		1			1	2
KT3						
KT3	2	7	7	3		19
KT3						
KT3						
KT4				1		1
KT5						
KT5	9	22	11	15	2	59
KT5						
KT6						
KT6	30	44	38	40	4	156
KT6						
KT6						
KT6						
KT7	5	2	3	2		12
KT9						
KT9		2	1	2		5
KT9						
KT10						
KT10	2	3	1	1		7
KT10						
KT11		1				1
KT15		1				1
KT17					1	1
KT19		1				1
SW15	1					1
TW9			1	1		2
TW11			1			1
BR7				1		1
SE17				1		1
CT6	1					1
Total (years)	57	87	69	68	8	289

RICHMOND						
	Sep-14	Sep-15	Sep-16	Sep-17	Sep-18	Total p/codes
TW1						
TW1						
TW1						
TW1						
TW1	6	18	31	12	6	73
TW1						
TW1						
TW1						
TW1						
TW1						
TW2						
TW2						
TW2	14	33	35	11		93
TW2						
TW2						
TW3	1	1				2
TW3						
TW5				1		1
TW4		1	1	1		3
TW7						
TW7		2	1	1		4
TW7						
TW9						
TW9	1	4	2	1		8
TW9						
TW10			1			1
TW11						
TW11	3	4	2	8		17
TW11						
TW11						
TW12						
TW12	1	6	1	1		9
TW12						
TW13				2		2
TW13						
TW14				1		1
TW19			1			1
KT2		1				1
SW2		1				1
KT7					1	1
SW14			1			1
NW10			1			1
Total (years)	26	72	76	39	7	220

Basic need for new primary school places in Kingston

There is a high level of basic need for new primary school places in Kingston; the basic need for new primary school places has become acute. Every school in Kingston has a bulge class and there is no room left for further bulge classes. A new solution needs to be found to the problem. There is no significant surplus of school places in Kingston.

Area 5	Birth year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Tolworth and Berrylands <i>Christ Church P, Grand Avenue, Knollmead, Our Lady Immaculate,</i>	School year	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
		Actual births						Forecast births				
	Births	341	350	366	379	390	358	408	420	422	420	415
		Actual Reception pupil rolls					Forecast Reception pupil rolls					
Alexandra, Berrylands, Tolworth & Hook Rise wards	Reception pupils		243	239	242	270	247	282	290	291	290	286
	Take-up from birth		69%	65%	64%	69%	69%	69%	69%	69%	69%	69%
	Admission number		270	240	240	270	270	270	270	240	240	240
	Surplus places + / Shortfall ()		+27	+1	(2)	0	+23	(12)	(20)	(51)	(50)	(46)

One such solution is a new two form entry primary school with a catchment area across a number of wards with critical shortages. The basic need data from those wards is below:

Area 4	Birth year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Surbiton <i>Lime Tree, Maple, St Matthew's, Tolworth</i>	School year	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
		Actual births						Forecast births				
	Births	264	226	294	290	298	335	341	326	326	322	314
		Actual Reception pupil rolls					Forecast Reception pupil rolls					
St Mark's, Surbiton Hill wards	Reception pupils		207	270	328	300	338	344	329	329	325	317
	Take-up from birth		92%	92%	113%	101%	101%	101%	101%	101%	101%	101%
	Admission number		210	270	330	300	270	270	270	270	270	270
	Surplus places + / Shortfall ()		+3	0	+2	0	(68)	(74)	(59)	(59)	(55)	(47)

These data from the local authority indicate that there is a need for 86 new reception places in 2015 and 79 new reception places in 2016. Between 2005-2010 there was an increase in the total population of 7.2% in the Borough. This was a significantly higher rate of increase than Outer London (4.5%), Greater London (4.5%) and England (3.5%) In Kingston the number of live births is expected to remain high at over 2,300 for the next 10 years. The ONS have projected continual rise in numbers. Again this demonstrates the lack of surplus primary school places in Kingston.

Whole borough	Birth year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
All infant and primary schools	School year	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
		Actual births						Forecast births				
All wards	Births	2037	2024	2142	2202	2292	2270	2289	2319	2314	2286	2247
		Actual reception pupil rolls					Forecast Reception pupil rolls					
	Reception pupils		1692	1873	1996	2064	2056	2070	2090	2082	2055	2016
	Take-up from birth		83%	87%	90%	90%	91%	90%	90%	90%	90%	88%
	Admission number		1830	1920	2010	2070	1890	1890	1890	1860	1860	1860
	Surplus places + / Shortfall ()		+138	+47	+14	+6	(166)	(180)	(200)	(222)	(195)	(156)

Data sources: GLA, RBK

Forecast births: ©GLA 2008 Round Ward Population Projections

Actual take-up figures 2010-2012 derive from autumn school censuses

21 May 2013

Author: [REDACTED]

Attainment patterns – Key Stage 2 (12 closest primary schools to the proposed

location of the free school)

Attainment levels in Kingston schools are high, with average results for the authority well above average for England. However there is a significant number of schools in the proposed vicinity to the new free school that are not performing as well as the borough averages in terms of Ofsted, rates of progress and raw attainment – please see the table below for data from the 12 closest schools to the proposed site.

▲ School name	Ofsted Grading and year of inspection	% achieving Level 3 or below in both English and maths in 2012	% achieving Level 5 or above in both English and maths in 2012	% achieving Level 4 or above in both English and maths in				% making expected progress (2 levels or above)	
				2012	2011	2010	2009	English	Maths
England - all schools				79%	74%	73%	72%	89%	87%
England - state funded schools only				79%	74%	73%	72%	89%	87%
Kingston Upon Thames				85%	82%	79%	79%	91%	89%
Castle Hill Primary School	Requires Improvement March 2013	16%	30%	72%	79%	73%	51%	86%	80%
Ellingham Primary School	Satisfactory October 2011	3%	40%	97%	64%	67%	83%	93%	97%
Grand Avenue Primary and Nursery School	Good July 2011	3%	33%	90%	97%	79%	81%	91%	93%
Green Lane Primary and Nursery School	Good September 2011	11%	33%	78%	70%	75%	67%	71%	91%
Knollmead Primary School	Good July 2011	27%	20%	63%	76%	61%	87%	70%	57%
Lovelace Primary School	Requires Improvement April 2013	14%	22%	76%	58%	73%	70%	87%	89%
Malden Manor Primary and Nursery School	Requires Improvement Nov 2012	9%	40%	88%	76%	80%	83%	91%	91%

Malden Parochial CofE Primary School	Outstanding June 2007	3%	47%	90%	90%	70%	83%	90%	100%
Our Lady Immaculate Catholic Primary School	Outstanding October 2008	0%	33%	93%	86%	76%	85%	97%	85%
St Mary's CofE (Aided) Primary School	Requires Improvement Feb 2013	7%	17%	90%	72%	75%	86%	89%	89%
St Matthew's CofE Primary School	Good November 2008	10%	31%	86%	83%	90%	89%	88%	83%
Tolworth Junior School	Good February 2012	9%	24%	73%	74%	71%	84%	89%	82%
Average across 12 closest primary schools		9%	31%	83%	77%	74%	79%	87%	86%

Number of primary aged pupils currently attending weak existing schools (Ofsted 'Requires Improvement/Satisfactory or inadequate), those schools are:

Castle Hill - 512
 Ellingham - 260
 Lovelace - 277
 Malden Manor - 469
 St Mary's – 235

Total - 1753

This suggests that the in the proposed new schools vicinity there are over four times the number pupils currently attending schools judged to be weak by Ofsted than our proposed school's capacity at scale.

Basic need for new primary school places in Richmond

As in Kingston, Richmond has a basic need for more primary places, particularly in the Twickenham area where all options for expanding existing schools have been undertaken: within Twickenham since 2000 the Council has provided an extra 210 places per year by: expanding St James's from two- to three-form entry, Trafalgar from two- to three-form entry, St Mary's from one- to three form entry and Chase Bridge from two- to three-form entry; converting Orleans Infant and St Stephen's Junior from three-form entry into two separate all-through two-form entry schools (i.e. providing a fourth Reception class between them); and enabling the establishment of St Richard Reynolds Catholic Primary School. They have also expanded Stanley Primary, which has traditionally drawn some pupils from South and West Twickenham, from three to four-form entry. The other school in Twickenham, Archdeacon Cambridge's, accommodated an extra class in 2012 but does not have

space for permanent expansion. None of those schools in Twickenham has physical space to accommodate further expansion – on either a permanent or temporary

		Bulge: Collis						Actual			Perm: St Mary's & St Peter's			Perm: Hampton Wick + Bulge Sec III			Forecast births			
Teddington/Hampton Wick		Estimated births			Actual			Actual			Actual			Estimated reception pupil rolls			Forecast births			
Collis	Births	236	224	226	230	279	254	289	285	261	320	285	316	274	264	261	257	250	244	239
Hampton Wick Infant		Actual reception rolls						Actual			Actual			Estimated reception pupil rolls			Forecast births			
Sacred Heart	In-borough	229	206	235	220	237	258	262	259	295	319	290	344	299	288	284	280	273	266	261
St Mary's and St Peter's	Out-borough	5	12	5	7	2	11	4	8	5	10	10	10	10	10	10	10	10	10	10
	Reception pupils	234	218	240	227	239	269	266	267	300	329	300	354	309	298	294	290	283	276	271
	Admission number	240	240	240	240	240	240	270	270	330	330	300	300	300	300	300	300	300	300	300
	Surplus places + / Shortfall ()	+6	+22	0	+13	+1	(28)	(26)	+3	(30)	+1	0	(54)	(8)	+2	+6	+10	+17	+24	+29
		Estimated births			Actual			Actual			Actual			Estimated reception pupil rolls			Forecast births			
South Twickenham/ West Twickenham/ Fulwell & Hampton Hill		458	433	437	446	457	473	476	496	503	518	495	475	548	528	523	513	501	489	478
Archdeacon Cambridge's CE	In-borough	295	305	320	311	337	325	319	353	360	382	351	337	389	375	371	364	356	347	339
St James's	Out-borough	21	14	10	13	7	5	13	7	5	9	9	9	9	9	9	9	9	9	9
Stanley	Reception pupils	316	319	330	324	344	330	332	360	365	391	360	346	398	384	380	373	365	356	348
Trafalgar Infant	Admission number	330	330	330	330	330	330	330	360	360	390	360	360	360	360	360	360	360	360	360
	Surplus places + / Shortfall ()	+14	+11	0	+6	(14)	0	(2)	0	(5)	(1)	0	+14	(38)	(24)	(20)	(13)	(5)	+4	+12
		Estimated births			Actual			Actual			Actual			Estimated reception pupil rolls			Forecast births			
Area 2 Heathfield/Whitton/ St Margaret's & North Twickenham/ Twickenham Riverside		559	528	535	545	526	547	534	578	637	617	678	678	688	663	656	644	628	614	600
Heathfield/Whitton	In-borough	346	336	321	336	402	358	437	420	469	465	524	516	526	507	501	492	480	469	458
St Margaret's & North Twickenham	Out-borough	72	88	95	92	79	87	101	91	100	108	102	102	102	102	102	102	102	102	102
Twickenham Riverside	Reception pupils	418	424	416	428	481	445	538	511	569	573	626	618	628	609	603	594	582	571	560
	Admission number	450	450	450	450	450	450	450	510	570	570	630	630	630	630	630	630	630	630	630
	Surplus places + / Shortfall ()	+32	+26	+34	+22	(31)	+5	(88)	(1)	+1	(3)	+4	+12	+2	+21	+27	+36	+48	+59	+70

18/06/2013

1 of 4

LBRuT Reception forecasts 18 June 2013.xls

basis. The basic need data from the wards surrounding the proposed free school location is below:

These data from the local authority indicate that there is small surplus of 17 reception places in 2015 and a deficit of 34 reception places in 2016. Richmond Council has informed us that there is a strong need for non-faith based primary school places in Twickenham Green. The reasons for this strong need are:

1. A new housing development on Heath Road comprising 75 new family homes, with another development of 25 homes proposed close by along Heath Road.
2. Families living in and around Laurel Avenue, Radnor Road, Radnor Garden are too far from any non-faith schools at the moment, as the catchments for Stanley Primary School and Trafalgar Junior School (with no infant classes) have significantly reduced in terms of physical distance for their admissions to just 1,235 and 893 metres respectively in 2013, which is very close to the schools given that they are four- and three-form entry respectively.

Also Richmond has a 22% higher than English average percentage of the population between 30-49. It reflects Richmond's reputation as being an attractive place to bring up families. The population of the borough overall increased by 8.5%, notably

- In the under-40 categories, the 2011 Census reported that the largest changes in population occurred in the 0-4 and 5-9 categories, with population growth of 18.3% and 12.3% respectively since 2001.
- Of school age pupils (0-19), there was an average increase of 12.4%.

The three closest wards have seen varying population change over the last decade.

Whilst the borough average is a growth rate of 8.5%, Whitton's population has grown by 6.5% but most notably St Margarets and North Twickenham has experienced the borough's largest population growth of 23.7%.

The borough's need for primary schools is demonstrated by the fact that it was the 11th most over-crowded borough, with 33% of schools reporting being full or above intended capacity. All the indicators suggest that a new primary school in Twickenham Green is likely to be popular and required in the very near future.

Attainment patterns – Key Stage 2 (9 closest primary schools to the proposed location of the free school)

Attainment levels in Richmond schools are high, with average results for the authority well above average for England, however there is one school close to our proposed location and non-faith which is not judged to be performing as expected for the area.

▲ School name	Ofsted Grading and year of inspection	Number on roll (all pupils)	% achieving Level 3 or below in both English and maths in 2012	% achieving Level 5 or above in both English and maths in 2012	% achieving Level 4 or above in both English and maths in				% making expected progress (2 levels or above)	
					2012	2011	2010	2009	English	Maths
England - all schools	/	/	/	/	79%	74%	73%	72%	89%	87%
England - state funded schools only	/	/	/	/	79%	74%	73%	72%	89%	87%
Richmond upon Thames	/	/	/	/	90%	87%	85%	84%		
Archdeacon Cambridge's Church of England Primary School	2 (January 2009)	456	4%	44%	88%	88%	84%	85%	83%	84%
Trafalgar Junior School (7-11)	2 (January 2013)	327	6%	90%	90%	87%	IA	80%	90%	94%

St James's Roman Catholic Primary School	1 (January 2008)	678	4%	75%	95%	98%	92%	94%	98%	96%
Chase Bridge Primary School	2 (January 2011)	524	0%	30%	82%	77%	77%	85%	100%	88%
Stanley Primary School	2 (November 2011)	722	3%	50%	93%	85%	84%	86%	93%	94%
St Mary's and St Peter's Church of England Primary School	1 (March 2008)	504	2%	50%	95%	82%	95%	90%	93%	100%
St Mary's Church of England Primary School	1 (January 2011)	471	3%	55%	95%	90%	86%	89%	95%	92%
Nelson Primary School	4 (March 2013)	404	9%	26%	79%	78%	IA	73%	85%	65%
St Edmund's Catholic Primary School	2 (June 2012)	412	0%	47%	93%	87%	IA	81%	100%	93%
Average across 9 primary schools	1.9	499.7	3%	52%	90%	86%	86%	85%	93%	90%

Number of primary aged pupils currently attending weak existing schools (Ofsted 'Requires Improvement/Satisfactory or inadequate), those schools are:

Nelson Primary School - 404

Total - 404

This suggests that the in the proposed new schools vicinity there are almost the same number of pupils currently attending a school judged to be weak by Ofsted as our proposed school's capacity at scale.

Section E: Evidence of need – part 2 – successful engagement with the local community

Consulting members of the community

During this stage we made contact with several prominent members of the Kingston and Richmond communities. Through the Kingston and Richmond Council, a letter was sent to all primary and secondary head teachers through the network. All were given the chance to contact the GEMS team and to express their views or ask questions.

All heads of the local nurseries and pre-school groups were called personally by the Director of Learning to inform them of the vision for the new primary schools and how GEMS Learning Trust would intend to work in partnership with local schools.

GEMS' Director of Learning spoke with Cllr Andrea Craig and Cllr David Cunningham the new leader of the education committee, Cllr Scott Naylor, Cllr David Marlow (Community Development)

██████████ has been consulted throughout the application process and has provided data on basic need for school places in both boroughs as well as assisted with our search for potential school sites.

The following community groups were also contacted

- The Etna Community centre in Twickenham
- Welcare's Richmond Centre
- Humpty Dumpty Crawlers Club

Drop-in meetings at Twickenham Green, Richmond and at the Tolworth Community Centre, Kingston were arranged to discuss their views about what local children and the community need most from a new primary school and help us tailor our proposed vision accordingly. The reception from the wider and educational community has been summarised below alongside any specific comments and requests:

- There was an overwhelming support from local councillors for additional school places at primary level and it was stated that young families are unaware of the lack of primary school places. A school which offered a highly academic curriculum coupled with rich and stimulating opportunities for developing collaborative learning leadership skills, languages, arts and an awareness of the global perspective and opportunities for their future working lives was welcomed. The educational vision for the schools put forward by GEMS was seen to be very attractive and suited to the needs of the local families and ambitious for the area.
- Working parents at local meetings were very anxious that a school had quality pre and after school care for their children. They were also keen that the

school would offer a programme of optional extra-curricular activities.

- Parents also checked on whether the school would admit all children regardless of faith or ability and were reassured that this was the case and that the school would be following the local admissions protocols.
- Parents also stated that they would want the school led by a qualified Head teacher and that staff should be qualified.
- There was great interest in the GEMS student and parental engagement ethos and the opportunities for social and personal development within the global network.

All comments have been taken into account in the main body of both free school applications.

Plan for continuing collection of signatures and community engagement

We will continue to collect signatures online and will implement a further round of targeted community engagement. We will locate our team at the supermarkets closest to the location of both potential school sites with a further opportunity to talk to parents and wider members of the public. We will invite the public to ask questions, share their views whilst talking to the GEMS team directly. People will also be encouraged to sign up online and on the signature collection form used in previous marketing to enlist their support.

We will also keep local head teachers and nursery school heads in both areas informed by email as to the progress with the applications for the new schools and continue to encourage their engagement with our plans, should they wish to make suggestions or plans for future collaboration.

Section F: Capacity and capability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

All applicants must complete sections F1-F8 as set out in the table below:

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F8

* If you are an approved academy sponsor the department will already hold material that would be relevant to your free school application and will therefore not expect you to provide this information for a second time. As a result at this point do not fill in sections F5 and F6 of the application relating to your educational track record until we have assessed whether we already have enough information on these aspects of your performance. If required, we will make sure that we give you sufficient time to provide any clarification or additional material to help us take a view in regard to these factors.

In addition if you are not an approved academy sponsors but are interested in finding out more about this role and potentially apply to become a sponsor please make contact with the department's [Sponsor Approval team](#). In doing so please quote your free school application [unique registration number](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against

the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and Ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

There are some tables below which you must also complete. These relate to F1, F3 and F6. Please feel free to add additional lines to these tables as required.

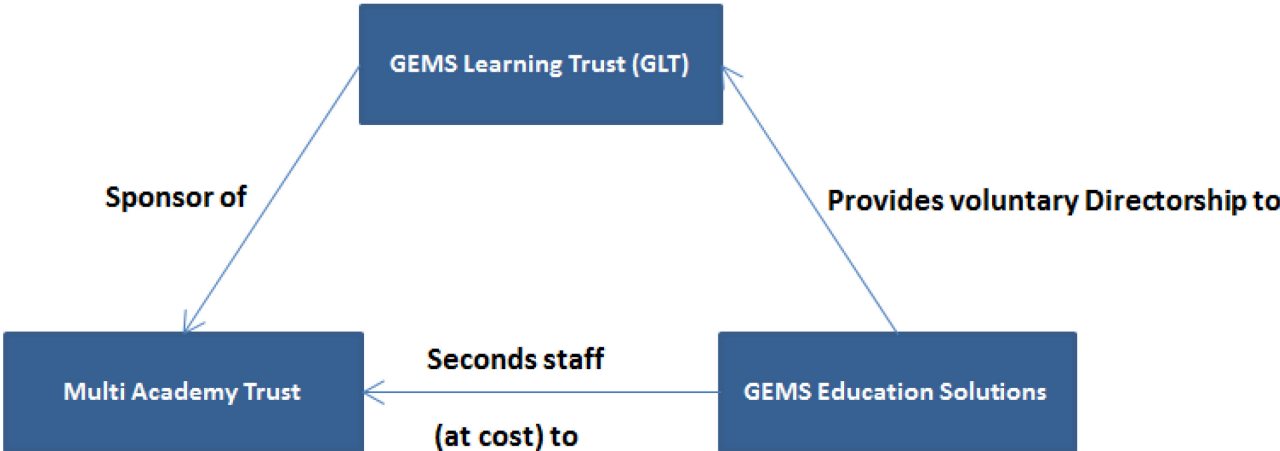
F1

Pre-opening tasks

GEMS Education has opened 30 new schools of schools in the last 10 years, providing for some 100,000 students and has 50 years of experience in school opening. As a flagship GEMS Trust school, the school can be sure of significant support from GEMS. This builds on our experience of opening Charter Schools in the US, where we have also applied our private sector expertise to deliver publically funded schools. More detail on the team we can provide is in table F1.

F2 The different GEMS organisations

There are three GEMS organisations either directly or indirectly involved with the GEMS Learning Trust, as illustrated by the diagram below. The GLT and the MAT are not-for profit entities and draw some of their directors from the for-profit company, GEMS Education Solutions, on a voluntary basis.



GEMS Education Solutions manages schools for private and public clients as well as providing strategy, consulting and programme implementation across the education sector all over the globe. The mission and values are shaped by the values of GEMS Education. We believe that every child matters. Our approach is based on the simple principle of providing access for all young people to receive better schooling and training delivered by innovative solutions. Our work with our public and private sector clients allow us to deliver quality education to children wherever and whenever they need it.

All members and Directors of the GEMS Learning Trust will give their time on an entirely voluntary basis. The private company of GEMS, GEMS Education Solutions, may bid to the trust for work and if successful will be appointed on an at-cost basis. See the diagram above for an illustration of how that may work.

In the state sector in the UK, The GEMS Learning Trust will be ultimately accountable for setting ambitious educational outcomes and performance criteria for Multi Academy Trust Governing Body. The Governing body, the principal and school leaders will be expected to follow and meet rigorous standards for quality assurance, health and safety standards and financial performance for each of the schools. The GEMS Learning Trust will convene the structure below and establish a Multi-Academy Trust (MAT) as the legal governing body of school. The GEMS Learning Trust will appoint the members of the MAT. The MAT will then take responsibility for all further appointments.

Any appointments involving applicants from GEMS Education Solutions (the private company) will be made solely by the independent members of the MAT. The CEO of the MAT will be appointed by and answerable to the Trust and [REDACTED] will take this role in the short term. The GEMS Learning Trust will ensure that it sets a Tripartite Agreement in place to govern the relationship between the GEMS Learning Trust, the Multi Academy Trust and the private company; GEMS Education Solutions.

[REDACTED]

Strategies for securing independent challenge

Independent Members of the MAT

In order to ensure that conflicts of interest are avoided and that the conditions of the tripartite agreement are met, we will appoint three independent directors to the MAT. Their roles will be to ensure independent challenge to the MAT as well as overseeing the correct and proper procedures are followed in all areas of managing the free schools and academies. We will ensure that members of the MAT are skilled and competent. We will ensure that adverts are placed in the national press and that we will engage extensively with our networks to identify individuals we would like to attract to the MAT. We will use the structure below to identify the gaps in expertise and search for appropriate candidates.

Local Advisory Boards

Each new free school and academy will have its own Local Advisory Board to provide independent advice and guidance to the Principal of each school regarding educational and community matters. We will attract and recruit talented, representative and diverse Local Advisory Boards from a wide variety of professions and who can demonstrate a range of skills in the following areas:

- Education
- Employment law
- Finance
- Fundraising
- Business and entrepreneurship
- Work or industry
- Leadership and management
- Premises related skills including health and safety
- Political awareness
- Community engagement and voluntary work
- Skills related to working with children.

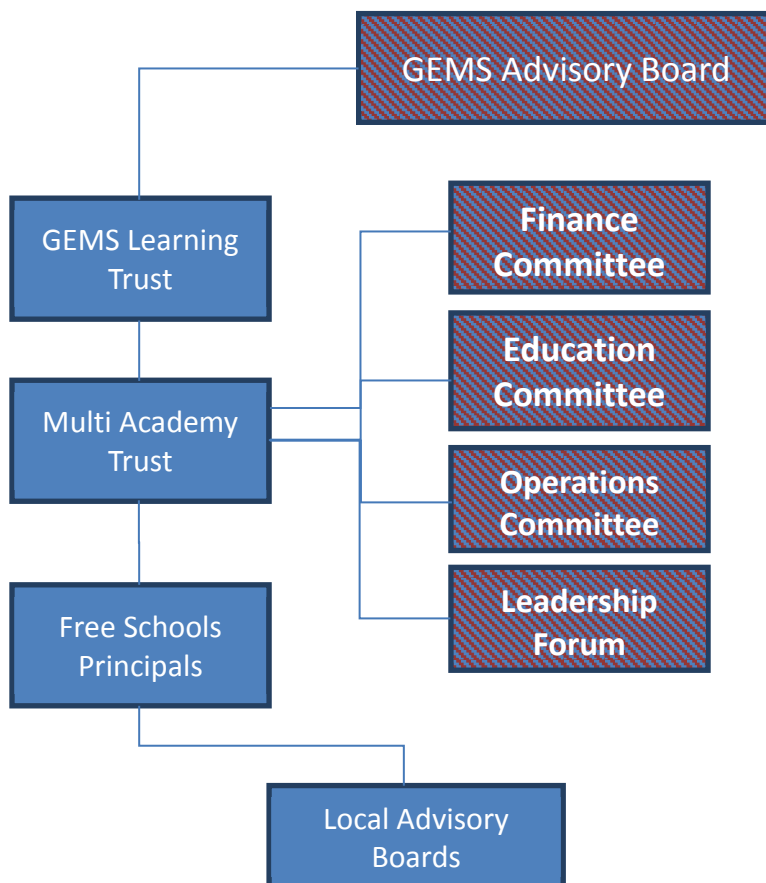
Strategies for avoiding and minimising conflict of interest

- The GEMS Learning Trust is entirely clear that it will not make a profit
- The GEMS Learning Trust will not second any existing employees from GEMS Education Solutions unless agreed to be the non-executive, independent trustees
- The GEMS Learning Trust has its own registration number and is currently a company limited by guarantee. The company was incorporated on the 3rd of January 2013 and the registration number is 8346116
- The GEMS Learning Trust will comply fully with the guidance issued by HM Treasury 'Managing Public Money' in 2007
- The GEMS Learning Trust will not buy services from any other GEMS entity and will comply fully with EU procurement law and The Public Procurement Regulations 2006 where applicable in the case of tendering for services and other contracts of work, equipment and stores
- The trustees of the GEMS Learning Trust are also employees of other GEMS entities. Their time will be seconded into the trust on a voluntary and unpaid basis. The Trustees' duty as governors and charity trustees will not represent any body or group that appointed them; their duty will be to the trust.
- The GEMS Learning Trust will second members of staff from other GEMS entities for back office support such as finance, operations, IT, human resources and marketing. This time will be paid for by the GEMS Learning Trust on an at-cost basis
- At cost rates will be based on a day rate calculated by dividing the salary of the person plus employment related taxes, tax, pension and reasonable office and other directly employee related costs, by 210 working days a year pro-rata as appropriate. (DfE Sponsored Academies Funding; Guidance for Sponsors)
- Incidental travel expenses and accommodation and subsistence will also be at cost. (DfE Sponsored Academies Funding; Guidance for Sponsors)

- All bank accounts and banking processes will be completely separate between all GEMS private entities and will be non-confidential (in accordance with FOIA and DPA provisions). All GEMS Learning Trust calculations will be subject to open book and audit (DfE Sponsored Academies Funding; Guidance for Sponsors)
- VAT is not chargeable where the GEMS Learning Trust sponsors academies as this is not a commercial arrangement. (DfE Sponsored Academies Funding; Guidance for Sponsors)
- All financial transactions relating to the GEMS Learning Trust will comply with the Academies Financial Handbook, revised 2013
- The GEMS Learning Trust will maintain accurate and detailed accounts which shall be retained for at least six years after the end of each relevant financial year and we duly authorise the Secretary of State's representative or the NAO to examine the accounts at any reasonable time and provide oral or written explanations or copies of relevant documents as required. (DfE Sponsored Academies Funding; Guidance for Sponsors)
- The GEMS Learning Trust will not borrow or lend money from any source, charge any asset or security, nor give any guarantees; indemnities or letters of comfort, without the prior written consent of the Secretary of State.

F3

Governance within the MAT



The GEMS Advisory Board

This board exists in addition to the Trustees, members and directors, and its purpose is to provide each of our schools and educational projects with expert knowledge and advice from a distinguished panel of educational experts and leaders in their professions. Their suggestions will be offered to the GEMS Learning Trust, responsible for the strategy for the MAT. They currently are:

- [REDACTED] (Chair)
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

The GEMS Learning Trust

The legal responsibilities of the GEMS Learning Trust are outlined below:

- Promoting high quality education for pupils at the Free Schools
- To enter into a funding agreement with the Secretary of State
- To enter into agreement with the Council (if appropriate) for lease of the Free School sites
- To sign off annual accounts
- To sign off Memorandum and Articles
- To employ school staff
- Overall accountability for the school.
- To ensure the members of the Multi Academy Trust execute their responsibilities to the best possible outcomes or are removed if they are underperforming.

The Multi Academy Trust

The MAT will act as the governing body for the school. Article 94 provides for the Governors to exercise the powers of the Trust. This includes strategic matters pertaining to the school, including overall expenditure of the school funds and entering into contracts. The Governing Body has the following responsibilities:

- To determine the strategic direction of the school;
- To approve and manage the annual budget;
- To ensure all statutory duties are carried out by either the Governing Body or one of its Committees or by delegation to the Principal;
- To consider and, if appropriate, approve recommendations from GB Committees;
- To act as critical friend to Principal by providing advice, challenge and support.

Specifically in this case, the role of the governing body will be to:

- To promote high quality education for pupils at both primary schools
- To exercise all powers of the GEMS Learning Trust
- To provide guidance, monitor and evaluate the performance of the school which includes:
 - Leadership and management
 - Day to day operations
 - Quality of teaching and learning
 - Progress and development of pupils
 - Financial management and fundraising
 - School liaison and community engagement
 - Fulfilment of the school's legal obligations

The Director of Standards (sits on the Multi Academy Trust)

Each Principal will be line managed by the Governor responsible for standards in the schools. Principals will be required to provide detailed school progress reports to the Director of Standards and to meet agreed targets as part of their performance management cycle. If progress or performance is deemed as unsatisfactory the matter will be brought quickly to the attention of the Governing Body who will support the

Director of Standards to source appropriate National Leaders of Education or potentially issue capability procedures following a standard process. This process allows Principals an opportunity to make rapid improvements but also allows Governors to take swift and decisive action with regards to removing an underperforming Principal.

Free School Principals

Once the school is operational, the Principals will be responsible for leading the schools, including (not an exhaustive list):

- Translating the vision of the GEMS Learning Trust into practice, and using it to inform school improvement planning
- Maintaining exceptional rates of pupil progress, outstanding teaching, school improvement plans and performance management cycles
- Implementing, updating and reviewing all systems and policies

The MAT Sub-Committees

The Committee structure below enables detailed work to take place, allows issues to be given full consideration and makes the decision making process as effective as possible. A clear remit for each Committee brings focus to the task in hand and enables each individual Governor to make a valuable contribution. Specifically, Committees:

- Make decisions and take actions within their remit;
- Recommend actions/issues to the MAT;
- Recommend actions/issues to other Committees;
- Recommend actions/issues to the Chair of the MAT where urgent action is required;
- Identify and involve appropriate staff and others in activities on behalf of the MAT.

The Remit of the Committees

The Committees have the delegated responsibility to consider, make recommendations and act on issues within their remit. The list of committees below is not exhaustive and may be refined from time to time by the MAT. Each Committee addresses and reviews policies relevant to their remit. They are Education, Operations and Finance.

Education

This Committee focuses on the needs and achievements of the pupils and reviews teaching and learning standards:

- To provide guidance and assistance to the MAT on standards and achievement;
- To monitor and review academic and pastoral arrangements and ensure compliance with statutory requirements for the curriculum and pupil support;
- To contribute to and monitor the development of the School Improvement Plan and Self Evaluation Form;
- To consider the annual performance review and evaluation of exam results at all Key Stages;
- To recommend statutory targets for pupil achievement to the MAT for approval;
- To ensure there are effective and enforceable policies for Pupil Support (including Child Protection, bullying, discipline, equality and racial issues etc)

and that all pupils have confidence that these issues will be dealt with in an appropriate manner;

- To ensure that pupils have opportunities to help them achieve future economic wellbeing, understand career, further education and training options and acquire workplace skills;
- To ensure that regard is paid to pupils' spiritual, moral, social, emotional and cultural development;
- To ensure effective provision is made for all pupils including Special Educational Needs (SEN), Gifted and Talented, Ethnic Minority achievement (EMA) etc;
- To review the provision of extra-curricular activities for pupils and the Extended Schools agenda;
- To review the security and integrity of the computer systems for staff and pupils;
- To deal with any pupil related matter raised by the Principal or designated representative.

Operations

This Committee addresses all physical and human resource and employment issues:

- To receive regular reports from the Principal on the recruitment and employment of staff;
- To have oversight of the recruitment process and ensure compliance with safeguarding requirements;
- To ensure the staffing structure, both teaching and support staff is effective and appropriate;
- To monitor professional development activities;
- To review Performance Management policy and practice;
- To review Pay Policy and ensure compliance with statutory pay and conditions for staff;
- To review the Cover Policy;
- To review the procedures for staff discipline - discipline, grievance, capability, sickness and other absence;
- To deal with any staffing matter raised by the Principal or designated representative.
- To ensure the efficient and effective maintenance and general appearance of the school site;
- To review the security of the site and ensure the safety of pupils, staff and governors;
- To review the Health and Safety Policy and ensure all works carried out meet Health and Safety standards;
- To monitor arrangements for the purchase and/or replacement of equipment and furniture;
- To monitor contracts for the provision of premises related services;
- To review Lettings Policy and charges;
- To monitor the lettings and out of hours use of the school premises;
- To oversee the catering arrangements;
- To support and promote environmental responsibility;
- To deal with any premises related matter raised by the Principal or designated

- representative;
- To make recommendations to the MAT for the long term development of the school site.

Finance

This Committee focuses on the budget and serves the financial needs of the other Committees:

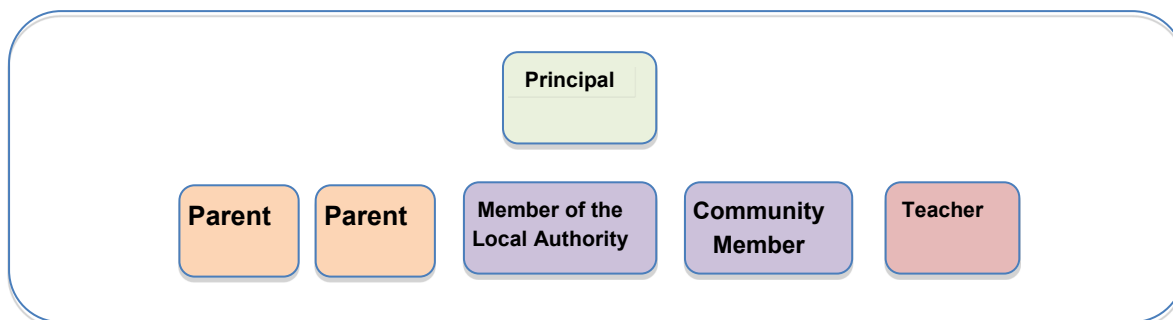
- To provide guidance and assistance to the MAT on all financial and budgetary matters;
- To deal with any financial matter raised by the Principal or designated representative;
- To prepare and review financial policy statements, including consideration of long term planning and resourcing;
- To consider each year’s priorities and present an annual budget to the MAT for approval;
- To monitor income and expenditure of all public funds and report the financial situation to the MAT each term;
- To recommend the level of delegation to the Principal for the day-to-day financial management of the school;
- To wire funds, if necessary, within limits set by the MAT;
- To ensure compliance with the appropriate financial regulations (including FMSiS);
- To ensure the audit of non-public funds for presentation to the MAT;
- To receive and, where appropriate, respond to periodic audit reports of public funds;
- To advise the MAT on all matters relating to fund raising and sponsorship.

Leadership Forum

Reports from the committees will be received by the MAT and an agenda set for a Leadership Forum held towards the end of each school term. The Principals and Senior Leaders from each free school and academy will be invited to attend. Their views will be formally reported back to the MAT.

Local Advisory Boards

Local Advisory boards will be made up of the following members:



The board will provide opportunities for members of each school and local community to contribute to the decision making processes at each school. The board will meet formally once per term with the Principal and Senior Leadership team to share their views, concerns and suggestions for all matters concerning the education and welfare of the children.

Pay Review Panel

In addition to the Committees, the MAT will establish a Pay Review Panel (PRP):

- To undertake the annual performance review of the Principal;
- To establish performance objectives for the Principal;
- To consider the pay scale and salary for the Principal and make a recommendation to the MAT;
- To review the proposal of the Principal for the pay of Senior staff and make a recommendation to the MAT.

F4

Selecting a Principal

We will begin conducting a series of interviews with a high quality range of candidates we feel would make an exceptional Principal upon approval from the DfE. The GEMS Learning Trust will aim to find the best candidate to start one term prior to opening the school. They will then manage their performance and terminate their contract (as required). Responsibility for the recruitment, performance management and termination of contracts for the rest of the school staff will then fall to the Principal.

The Role of the Principal Designate

When initially appointed the role of the Principal Designate will lead on and be assisted by GEMS Learning Trust in the following areas of the project management of the school:

- Designing, appointing and training Governing Body
- Developing curriculum in line with the vision and ethos of the school
- Developing timetable and arrangements of school day/year
- Developing detailed and outline school development plan
- Developing provision for pupils with SEN
- Preparing for opening meeting
- Preparing for pre-opening Ofsted inspection
- Developing admissions policy and literature
- Developing arrangements for admissions and exclusions appeals
- Developing Every Child Matters and other educational policies and procedures
- Developing employment contracts and conditions of remuneration, pensions and service
- Developing 10 year financial forecast and two sets of sensitivity analyses
- Demonstrating evidence of demand for places
- Preparing GAG paperwork
- Preparing Start Up grant and Lead In funding bid

- Overseeing implementation of marketing plan
- Overseeing the school site and infrastructure
- Joining TPS and LGPS
- Undertaking data protections, exam board and independent school registration

The Role of the Principal

The role of the Principal when the school opens in September 2015 is to oversee all dimensions of the school and to bring coherence and a sense of community to all involved in the process. It is their role to insist on high standards in all aspects of the services provided and to value each person as an individual. This will take place by ensuring the right person is appointed but also by establishing clear lines of communication, responsibility and accountability. Staff will be encouraged through promotion and reward to be proactive and seek opportunities to make an even greater difference to members of the school and local community.

What type of person we are looking for

The Principal will need to be an experienced, well-qualified, articulate and inspiring leader with the utmost integrity who will be able to galvanise all stakeholders behind our vision for the school. They must have at least three years' experience of senior primary school leadership; either at Assistant or Deputy headship. We will not insist they hold an NPQH although this is desirable and something we would support them to achieve once in post. We would expect them to hold at least an upper second class honours and a teaching qualification. We would also expect evidence of leadership certification and commitment to their own professional development.

The Principal will be ambitious for the pupils, staff, and the community they serve and have high expectations of every pupil and teacher, setting stretch targets for both pupils and staff to ensure high quality teaching, learning and outcomes.

The Principal must have a clear understanding of how to establish and develop an outstanding school in every area but foremost how to develop staff to teach in an outstanding and inspiring way so that pupil achievement is outstanding. The principal will have experience in developing a rich, broad and balanced curriculum that meets the needs of all pupils, enables all pupils to achieve their full educational potential, make excellent progress in their learning, and promotes good behaviour, safety as well as strong spiritual, moral, social and cultural understanding.

The Principal will demonstrate the effective management of any poor behaviour as well as establishing an ethos and approach across the school to promote effective behaviours for learning.

The Principal will need strong analytical skills to interpret both in-school tracking data and externally produced data and use this information to effectively target areas for improvement and allocate resources appropriately for maximum impact on the achievement of all groups of pupils.

The Principal will need the drafting skills necessary to write succinct and targeted action plans for school improvement which are reviewed and evaluated regularly and develop his middle leaders to be able to do so as well.

The Principal will need a strong understanding of different leadership strategies to lead well so that leadership capacity within the school is actively developed and devolved leadership structures are effective and have impact on standards of achievement. School success must be set up to be sustainable.

The Principal will have the interpersonal skills needed to gain the trust and respect of all stakeholders and to build a culture where parents and school work in partnership for the best outcomes possible for the pupils. The Principal will have the confidence to embrace and support structures which promote healthy informed debate and engagement with the parents and pupils and seek regular feedback from parents and pupils regarding the education offered at the school.

The Principal will make strong links with schools and feeder secondary schools in the local area, and with educational support services and social services to ensure our children's safety and well-being.

Principal Recruitment timeline – Kingston and Richmond

Activity	Key dates
Begin recruitment of Principal Designate	March 2014
Principal Designate in post	January 2015

Attracting the best staff

Our recruitment efforts will benefit from access to GEMS' global recruitment platform, including a network of existing Principals and teachers who may wish to consider a role at this school; a database of potential recruits and a large team of recruitment specialists. Our intention is to find an exceptional Principal and body of staff for both Primary Schools, who are driven by a sense of mission and an unswerving belief in the potential of every child to achieve and grow into pleasant and intelligent young adults. The Principal will oversee the following methods of finding the right staff:

- Local advertising as a priority and whenever possible– local newspapers, radio adverts etc.
- UK advertising – prominent colour adverts in the TES and newspapers
- Headhunting – we will utilise a variety of companies (Hays Educational) and contacts (NCSL coaches) within the industry to help find exactly the right candidate for the job of principal or assistant principals.
- Offering bonuses to staff who find new high quality teachers

- Hiring PGCE placement students – recruiting high quality graduates from top teaching universities
- Future Leaders, Tomorrow's Heads – utilise free recruitment sections of their internal websites of which it is possible to advertise for free and deploy recruitment teams to match suitable candidates.

Recruiting the best staff

We believe finding and recruiting staff with this sense of mission will set this school apart from others and will determine the academic success of the pupils. In order to ensure that we make the best selection from the field of candidates applying for positions at the school we will employ the following strategies:

- Informal interview – shorter session to probe reasons for applying, career history, and assess level of commitment
- Formal interview – longer session to probe approaches to leadership, crisis management, project management, communication skills, financial and strategic planning, pedagogy
- Teach a lesson (if appropriate)
- Project task – a home based task which assesses creativity, adaptability and commitment
- Presentation (for all posts) – to assess clarity of speech, delivery of key messages, tone and manner.

F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core applicant group (Y or N)	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
██████████	Y	██████████	██████████	4 hours per week
██████████	Y	██████████	██████████	4 hours per week
██████████	Y	██████████	██████████	4 hours per week
██████████	Y	██████████	██████████	4 hours per week
██████████	Y	██████████	██████████	2 days per week
██████████	Y	██████████	██████████	2 days per week

██████████	Y	██████████	██████████	As required
██████████	Y	██████████	██████████	As required
██████████	Y	██████████	██████████	As required
██████████	Y	██████████	██████████	As required

F1 (b) Skills gap in pre-opening

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

Skills/experience missing	How you plan to fill the gap
Accountancy	To advertise and appoint a qualified accountant for the GEMS Learning Trust if ██████████ is not approved as a secondee from GEMS Education Solutions by the independent members of the MAT

HR	To advertise and appoint a Human Resources Adviser for the GEMS Learning Trust if [REDACTED] is not approved as a secondee from GEMS Education Solutions by the independent members of the MAT
Marketing	To advertise and appoint a Marketing Manager for the GEMS Learning Trust if [REDACTED] is not approved as a secondee from GEMS Education Solutions by the independent members of the MAT
ICT	To advertise and appoint an ICT Manager for the GEMS Learning Trust if [REDACTED] is not approved as a secondee from GEMS Education Solutions by the independent members of the MAT

F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Role on governing body	Area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
██████████	██████████	██████████		4
██████████	██████████	██████████		4
██████████	██████████	██████████		4
██████████	██████████	██████████		4
██████████	██████████	██████████		4
██████████	██████████	██████████		4

F3 (b) Skills gap for governing body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
<p>Independent 1</p> <p>We will look for a candidate with a background in one of the following areas:</p> <ul style="list-style-type: none"> • 	<p>We plan to run a national recruitment programme with a robust selection process. For this we will likely advertise in one of the national newspapers. We will invite contacts from our extensive networks to apply. We will look for a candidate with a background in one of the following areas:</p> <ul style="list-style-type: none"> • Work or industry • Science, technology, engineering, mathematics • Business and Innovation • Leadership and management • Premises related skills including health and safety • Political awareness • Skills related to working with children.
<p>Independent 2</p>	<p>We plan to run a national recruitment programme with a robust selection process. For this we will likely advertise in one of the national newspapers. We will invite contacts from our extensive networks to apply. We will look for a candidate with a background in one of the following areas:</p> <ul style="list-style-type: none"> • Work or industry • Science, technology, engineering, mathematics • Business and Innovation • Leadership and management • Premises related skills including health and safety • Political awareness • Skills related to working with children.

Independent 3	<p>We plan to run a national recruitment programme with a robust selection process. For this we will likely advertise in one of the national newspapers. We will invite contacts from our extensive networks to apply. We will look for a candidate with a background in one of the following areas:</p> <ul style="list-style-type: none"> • Work or industry • Science, technology, engineering, mathematics • Business and Innovation • Leadership and management • Premises related skills including health and safety • Political awareness • Skills related to working with children.
Principal	See page 78
Finance	Advertise and appoint a qualified accountant for the GEMS Learning Trust if [REDACTED] is not approved as a secondee from GEMS Education Solutions by the independent members of the MAT
Operations	To advertise and appoint a qualified accountant for the GEMS Learning Trust if [REDACTED] is not approved as a secondee from GEMS Education Solutions by the independent members of the MAT

F5 Educational track record (existing providers and any new applicants seeking to open more than one free school)

F6 Capacity to Expand (existing providers and any new applicants seeking to open more than one free school)

Insert text

F6(a) Shared services

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £

F6 (b) Shared services

Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

Name of school	Budgeted contribution to MAT shared service	
	2014/15	2015/16
	£0.00	£0.00

Section F7 (Independent schools)

Insert text

Section F8 (Independent schools)

Insert text

Section G: Budget planning and affordability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included.

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. You must provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan.

In addition you should complete the Excel budget templates.









Section H: Premises

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

Please also refer to the Excel template.

1. Please fill in details for each of your preferred sites, taking care to complete every section.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to premises.freeschools@education.gsi.gov.uk. Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

<p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.</p>	<p>We have been working closely with the EFA to identify a suitable site for the proposed free school in Twickenham. The preferred site for the school is based on <Redacted> - the location would meet some of the basic need for new primary school places as well as providing parents with a non-faith school choice. The EFA have visited the site and agree that it is suitable for a primary school. We do however remain flexible and know that there are other locations in the Richmond borough also facing a shortage of places and first choice options for parents so we would consider alternative sites.</p>
---	---

<p>If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:</p>	
---	--

Preferred site

<p>Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:</p>	<p><Redacted></p>
--	-------------------------

<p>In which local authority is the site?</p>	<p>Richmond upon Thames</p>
--	-----------------------------

<p>If the preferred site is near to the boundary with another local authority, please say which:</p>	<p>Hounslow</p>
--	-----------------

<p>If the preferred site is near to the boundary with a third local authority, please say which:</p>	<p>NA</p>
--	-----------

<p>If the preferred site is near to the boundary with a fourth local authority, please say which:</p>	<p>NA</p>
---	-----------

<p>Please tell us how you found the site:</p>	<p>The EFA and Local Authority made the suggestion.</p>
---	---

<p>Please confirm the tenure:</p>	<p>Lease</p>
-----------------------------------	--------------

<p>If other, please explain further:</p>	
--	--

<p>Please include information on purchase or lease price if known:</p>	<p>Upon application</p>
--	-------------------------

<p>Who owns the site?</p>	<p>Other</p>
---------------------------	--------------

<p>Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)</p>	<p>Yes</p>
--	------------

<p>Name and contact details of owner:</p>	
---	--

<p>Name and contact details of agent or local authority representative where available:</p>	<p><Redacted></p>
---	-------------------------

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Existing building
--------------------------	-------------------

What is the current use?	Other - please describe
--------------------------	-------------------------

If government building or 'other' - please describe:	Office
--	--------

Why have you chosen this site? What makes it suitable for your free school?	The site has a reasonable car park and a decent sized courtyard for outdoor play. There is a central atrium which would make a good central hall. It is within walking distance of a wide residential area. It has a green directly opposite.
---	---

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>
---	------------

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>
--	------------

Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Who owns the site?	Please select
--------------------	---------------

Please include information on purchase or lease price if known:	
---	--

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
---	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Fourth choice site

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Please select
--	---------------

if yes, from what to what?	
----------------------------	--

Please confirm the size of your existing site:	
--	--

Please confirm the size of your existing buildings:	
---	--

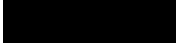
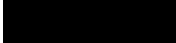

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
---	--

Annexes

1. List of those members, directors and principals designate who have submitted Section I forms within the past 365 days
2. CVs

Annex 1

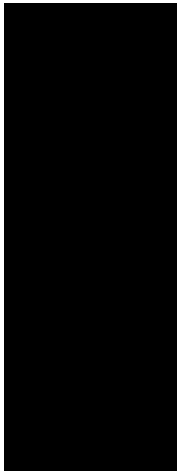
List of those members, directors and principals designate who have submitted Section I forms within the past 365 days

- 
- 
- 

Annex 2

CVs of those named in the application form:

-
-
-
-
-
-
-
-
-
-
-
-
-
-



CV		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position 	██████████
		██████████
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████.
8.	Reference names(s) and contact details	██████████

CV		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position 	██████████
		██████████
		██████████
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position 	██████████
		██████████
		██████████
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template

1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position 	██████████
		Name: Position: Time period:
		Name: Position: Time Period:
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	██████████
6.	Brief comments on why your previous experience is relevant to the new school	██████████

7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position 	[REDACTED]
		[REDACTED]
		[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position 	██████████
		• ██████████
		• ██████████
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	• ██████████
8.	Reference names(s) and contact details	██████████

CV		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position 	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	██████████
6.	Brief comments on why your previous experience is	██████████

	relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position 	██████████
		██████████
		██████████
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	██████████

CV		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position 	██████████
		██████████
		██████████
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	██████████

CV		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position 	██████████
		██████████
		██████████
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template

CV template		
1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position 	Name: Position: Time period:
		Name: Position: Time period:
		Name: Position: Time Period:
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	

5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including 	

	English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

Self-assessment form for independent schools (including privately run alternative provision and special schools)

Name of school						
Girls/Boys/ Co-educational		% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
Name of principal	<p align="center">Additional information about the school</p> <p align="center"><i>[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]</i></p>					
Chair of governors						
Number of pupils currently on roll						
Capacity						

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Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
Overall	<p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at page 28-29 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Achievement of pupils at your school	<p><i>[Please provide a commentary on achievement of pupils at your school, with reference to the Ofsted grade descriptors (available at page 33-34 of the school inspection</i></p>			

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	<p><i>handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Quality of teaching in your school	<p><i>[Please provide a commentary on the quality of teaching in your school, with reference to the Ofsted grade descriptors (available at page 37-38 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			

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Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
Behaviour and safety of pupils	<p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at page 41-42 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Quality of leadership in, and management of, your school	<p><i>[Please provide a commentary on the quality of leadership in, and management of, your school, with reference to the Ofsted grade descriptors (available at page 47-48 of the</i></p>			

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	<p><i>school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Spiritual, Moral, Social and Cultural development of pupils at your school	<i>[Please provide a commentary]</i>			

Your assessment against Ofsted framework (please provide a commentary)	Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
The extent to which the education provided by your school	<i>[Please provide a commentary]</i>		

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<p>meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>				
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with</p>				

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the LA.				
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Department
for Education

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