



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated August 2014)

NORTH CESTRIAN SCHOOL

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form ?	X	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	X	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	X	<input type="checkbox"/>
Section B: Outline of the school	X	<input type="checkbox"/>
Section C: Education vision	X	<input type="checkbox"/>
Section D: Education plan	X	<input type="checkbox"/>
Section E: Evidence of need	X	<input type="checkbox"/>
Section F: Capacity and capability	X	<input type="checkbox"/>
Section G: Budget planning and affordability	X	<input type="checkbox"/>
Section H: Premises	X	<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?	X	<input type="checkbox"/>
5. Have you fully completed the budget plans?	X	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	X	<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	X	<input type="checkbox"/>
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?	X	<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 (see guidance for dates and deadlines)?</p>	X	<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>	X	<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 a guaranteed method such as '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>	X	<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 confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

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: [REDACTED]

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

Print name: [REDACTED]

Date: 7th Oct 2014

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.

X



SECTION A: APPLICANT DETAILS

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
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	83312
Name of proposed school:	North Cestrian School
Is this a route one application or a route two application?	Route 2
Name of lead applicant: Note that all lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
Address of lead applicant:	North Cestrian Grammar School, Dunham Road, Altrincham, WA14 4AJ
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	0161 928 1856
How you would describe your group?	An independent school convertor
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:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	North Cestrian Academy Trust
Company address:	Dunham Road, Altrincham, Cheshire, WA14 4AJ
Company registration number:	9025604
Date when company was incorporated:	06 May 2014
Please confirm the total number of company members (must be a minimum of 3):	11
	<Redacted>
	<Redacted>

Please give the names of all company members:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

Please list all company trustees, providing their name and the position they will hold when the school is open:	<Redacted>
	<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 trustees, members of the project group, etc.	<Redacted>
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Are you an approved academy sponsor?	No
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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:	
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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:	Good
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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:	www.isi.net/schools/6735
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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 performance data for the last 3 years:	http://www.ncgs.co.uk/curriculum/schoolresults
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How many free schools are you seeking to open in this application round?	1
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Links to other organisations

<p>Through its members, trustees 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.</p>	<p>Yes</p>
<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>Altrincham Grammar School for Boys, Marlborough Road, Bowdon, Cheshire, WA14 2RS. Registered company 7484717. Offering an alliance between the two schools with regard to enhancing education, teaching, learning and extra-curricular activities. In the future it is hoped that this will lead to the formation of an over-arching Academy Trust.</p>
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at 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>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>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>Yes</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>	<p><Redacted>. Altrincham Grammar School for Boys, as above. Letter from AGSB Chair of Governors included within section C.</p>



SECTION B: OUTLINE OF THE SCHOOL

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER 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](#)

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.	North Cestrian School, Dunham Road, Altrincham, Cheshire, WA14 4AJ
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In which local authority is your preferred location?	Trafford
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Proposed opening year:	2016
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Age Range:	11-18
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If 'other' please specify	
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Will the school have a sixth form?	Yes
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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:	685
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	
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Please say which year groups the school will have in first year and the PAN for each	Year 7 PAN 125
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Date proposed school will reach expected capacity in all year groups:	2019
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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?	Yes
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If yes please say when you propose the principal would start:	Principal in post from September 2013
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Please say how many people will sit on your governing body:	11-15
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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?	No
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Do you plan to make employ teachers without QTS?	No
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Please list any other freedoms you intend to use	
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Section A: Applicant details

Please refer to the completed Excel application form.

Section B: Outline of the school

Please refer to the completed Excel application form.

Section C: Education vision

Section C1

North Cestrian School (NCS) - where individuals thrive

The Free School proposal

Our school's founding principle is that all children have the right to benefit from a stretching and high quality academic curriculum and an ongoing belief in the centrality of academic knowledge for all, irrespective of whether pupils secure a grammar school place at age 11.

Building on our existing strengths and culture of excellence in meeting the needs of a wide range of young people who have been denied the opportunity to follow a traditional academic pathway within the local selective system, the NCS free school proposal will develop an inclusive, flourishing, non-denominational and non-selective co-educational secondary school that provides the highest standards of an academic and independent education to the local and wider community, without charge.

This will ensure access for the widest possible range of young people aged from 11-19 to an outstanding and challenging education, based on strong traditional values, a rich cultural and sporting tradition and 'grammar school' ethos, which develops individual talent, promotes resilience and character, encourages a love of learning and work ethic within a disciplined environment, yet values uniqueness - enabling each young person to grow and prepare themselves successfully for adult life.

Within the above, pupils will be encouraged to develop a sense of reflection, an appreciation of the human spirit, their capacity for application and deferred gratification and a commitment to the school as a fully inclusive community. Whilst respecting all faiths and none, this will build on the predecessor school's broadly Christian ethos, values and traditions.

North Cestrian School, to be established from 2016, will be achieved through a managed programme of growth which balances the ongoing highly valued individual pupil focus with the school attaining its intended capacity of 685 pupils, complemented by a small, highly bespoke sixth form offer- providing choice and diversity in response to local needs, changing demographics and resulting shortages in secondary places.

The South Trafford context- creating opportunity for all and ‘closing the gap’

Trafford as a whole is viewed as one of the most sought-after locations in the Greater Manchester area, with over 215,300 residents, of whom approximately a quarter currently are aged between 0-19. The local area retains an eleven-plus system of selective education, which enables it to host some of the best state schools in the country and ensures that Trafford as a whole outperforms national performance measures. The Local Authority is acutely aware, however, that “*Trafford is a borough of contrasts*” and that this overall picture masks, “*some of the largest inequalities in the North West region...and ..that not all children, young people and adults have the opportunity to share in the excellent provision and quality of life the borough provides....*”

The ‘*Trafford Children and Young People’s Strategy*’ highlights therefore the existence within its locality of affluent neighbourhoods which sit alongside those that count amongst the most deprived and disadvantaged nationally. Wards such as Partington and Broadheath, amongst others, contain areas which are amongst the most disadvantaged 5% and 10% in England (recent openings of food banks are testimony to this). Acknowledging that social inequalities translate into very real inequalities in the lives of its residents, including a ten year gap in life expectancy between the two communities; it also recognises that Trafford is changing as a borough and in terms of its diversity, bringing with it a range of needs, including an immediate and growing shortage of secondary places.

Specific features of inequality identified in the Strategy include increasing levels of obesity for young people aged 11+, slower progress rates in mathematics and science at ages 6-16 and a lower average level of education at all ages. This is particularly evident at 14-16 by comparison with their more affluent peers, as well as attendance and fixed period exclusion issues. In terms of preparing for adulthood, the Strategy reports children and young people have themselves identified, “*that there are not enough activities or facilities available for them outside standard school hours.*”

The resulting priorities for the Borough are focused on improving the health and well-being of children and young people, closing the gap for vulnerable groups (including identifying Special Educational Needs as early as possible and taking a person-centred approach to planning a solution that provides real benefits) and which arise from other forms of disadvantage based on locality and family income, and ensuring that young people are well prepared for transition successfully to adulthood through high quality learning and development.

In meeting these objectives, the Authority also recognises, “*that no one approach will deliver the intended outcomes*”, and acknowledges “*the importance of treating Trafford’s learners as individuals in ensuring that their education makes the most of their strengths.*”

Addressing basic need: Choice and Diversity

As part of its most recent review of local needs and resulting strategy, as indicated earlier, Trafford has identified an urgent shortage in not just primary but also secondary school places, having seen a very significant increase in the number of children resident in the area, with predictions based on the most recent Census indicating that numbers will expand still further for the foreseeable future. (Indeed, Trafford’s 7-8% growth since the previous Census is the highest in Greater Manchester, apart from Manchester itself). Urgent arrangements are already in hand to increase the PAN for the 2015 Admissions round for a

number of primary schools, which include those with high levels of children on FSM such as Broadheath and Oldfield Brow with whom we are building close working relationships, with further growth still to come. Whilst the primary bulge is set to grow very significantly over the next 5-6 years, with resulting feed through into secondary over this period, the Authority's school places forecast has already specifically identified an immediate and growing shortage of secondary places within the Altrincham area, in which our North Cestrian School is located, and which would constitute the only state-funded, entirely non selective secondary school in the WA14 postcode. These figures which are based purely on the January 2013 Survey do not take into account the impact of new housing developments which are planned to take place in the area, nor an expected influx of residents as Manchester Airport and its hinterland develops.

The problem is compounded by the fact that competition for the local grammar schools which admit from across a wide geographical area massively exceeds supply - with Trafford recognised to be a net importer and all such schools heavily oversubscribed (some reported by as many as ten applications per place), as is the successful local non selective state funded provision, with schools such as Wellington School having grown to over 1300 and again, heavily oversubscribed by circa 4 applications for each place, leaving some children travelling to north Stretford and as far afield as Knutsford, and even Stafford to find an appropriate school.

Demand for a grammar school approach to education is such that private tutoring to enable pupils to access the selective system is almost universal, creating further barriers and lack of choice and diversity for low income families and those from disadvantaged localities, who are significantly under-represented in the data on the percentage of pupils eligible for FSM in the most recent Performance Tables for the local grammar schools (e.g. Altrincham Grammar School for Boys 1.5%, Loreto, Sale and Urmston Grammar all at 2.2%). This low representation of FSM includes state funded settings such as Wellington School, which is oversubscribed, and has only 4.4% of pupils eligible for FSM, and which compares unfavourably with a number of other non-selective state funded settings in the area. Other vulnerable groups, such as those with special educational needs, are similarly limited in terms of access to schools with a grammar school ethos and aspirations, and accompanying breadth of academic and extra-curricular opportunity. Trafford recognises in its most recent consultation the significant disparities in the allocation of pupils with Statements of Special Educational Needs across its non-selective mainstream schools.

Whilst there is, as referred to earlier, a noticeable trend for the more affluent parents of pupils who are unsuccessful in their application to the most highly sought after state funded settings to send them out of Borough for their education, those pupils on FSM who are unsuccessful (and as evident from the above data, significantly under-represented in the most successful school cohorts) do not have the means to do so and are further disadvantaged in terms of local choice and diversity.

Indeed, despite some of the impressive statistics in terms of overall educational attainment within a highly selective school system, the local area in which the Free School is proposed, which is home to 32% of Trafford's 16-18 year olds is also accountable for 15% of Trafford's young people who are not in education, employment or training (NEETs), according to Trafford's own analysis of ward data.

As the only independently run provider of a 'grammar school approach' to education within the area, which is not predicated on 11 Plus outcomes, we know that there are many

parents from all social backgrounds who would wish their children to go to the school. We have worked closely with the local community to support increased access to the rich curricular and extra-curricular education on offer, through our bursary programme, which has grown from supporting 10 % of the student population in 2008 to between 25% and 28% over the last 4 years, very significantly increasing the percentage of fee income dedicated to it over same period. We still, however, have to turn away numbers of parents who would choose to send their children to the school in order to maintain our overall financial viability and contain fee increases.

Fee paying pupil numbers (which had fallen significantly over recent years due to the ongoing impact of the recession, changes in local demographics, and fall in family incomes in real terms even for those in employment) have begun to increase at the younger end of the school (offsetting the loss of a bulge year at Year 11), even before the announcement of the Free School Proposal, partly as a result of increasing confidence in local regeneration strategies and the beginnings of a national upturn in the economy, and a growing reputation borne out of recent changes at the school. However, the new Head, appointed September 2013, together with the Governing Body fully endorse the moral purpose of the Free School movement as a strategy to increase choice and diversity locally without selection by ability (recognised as a major local stress on pupils at a key point in their emotional development) or ability to pay, as the best way of realising our Founder's intentions.

The tremendous response we have had from the wider community since the launch of our Free School Proposal, (which has seen over 300 new families visiting open days, and more than 500 questionnaires in favour to date) has fully re-enforced our expectation of parental demand for the distinctive curriculum and underpinning values we intend to offer. The intake in September 2014 was more than double the previous year. The proposal has also been warmly welcomed by local state funded primaries and fully endorsed by the Local Authority as indicated later, as a distinctive, high quality and highly efficient thrust of the solution to the immediate and growing shortage of secondary places. A full analysis of demand and accompanying commentary can be found under Section E.

North Cestrian - The Free School: Enriching opportunities and outcomes for all

Local context and history "*Delapsus resurgam*" When I fall, I shall arise.

The mission of the school's founder, Walter Hamblin, a former Headmaster of Altrincham Grammar for Boys, was from its inception in 1951, wholly rooted in the belief that every child deserved to benefit from a grammar school approach to education, not just the few, and it is this belief in every pupil's potential that has shaped North Cestrian's unique educational outlook, including becoming fully co-ed in 2008, and will inform its ongoing commitment to ensure every pupil achieves their potential as a 11- 19 Free School from 2016.

The school's motto, which originates from Bunyan's Pilgrim's Progress, in its more contemporary context of building confidence and resilience in responding to the knocks in life, embodies the positive, 'can do' ethos which pervades the school, which is instilled in pupils through the breadth of opportunity for intellectual and personal development and leadership provided by the academic and extra-curricular programme, as well as the carefully planned House and Pastoral structures. It is also embodied in the approach undertaken by staff, who see their role both in the classroom and through the extra-curricular life of the school as central to developing rounded human beings, and who

recognise the importance of working with each student within a culture of aspiration to achieve targets, outcomes and destinations of which they can be justifiably proud.

The school's reputation for excellence, its tradition of building successful, rounded and confident learners who go on to rewarding, high quality learning destinations across a range of pathways, including its skill in dealing with vulnerable groups of pupils, pupils who arrive with low self-esteem, and adding value for young people with a range of needs, are well known locally. The Free School proposal enjoys the full support of key figures involved in education in the area, including Trafford's MP Graham Brady, [REDACTED] and Councillor Anstee the current Leader, Local Authority Officers and [REDACTED] who [REDACTED] fully endorses the school's success "*not only in achieving its educational goals, but also in preparing young people for adult life*".

Partner School

As part of the plan to achieving our full potential in the maintained sector, North Cestrian has embarked on a partner relationship with Altrincham Grammar School for Boys (AGSB). This lies within the WA14 postcode, has been judged 'Outstanding' by OFSTED since 2007, the headmaster is a national leader in education and additional and lead inspector for CfBT and teachers are trained in delivering the outstanding teacher programme. Both governing bodies are committed to school to school support and this completes the historic link between the two schools as the founder of NCGS was [REDACTED]. The programme of support set in place already, in preparation for conversion to the state sector is:

- training on transition matrices, RAISEonline, and effective target setting
- teacher-led training particularly with reference to becoming an outstanding teacher
- teacher-led training in effective examination technique
- sharing best practice in governance; a governor of AGBS is [REDACTED]
- agreement in common policies
- leading educational research

Closer ties will also bring benefits in terms of economies of scale with respect to contractual arrangements, sharing of resources and mutual support in areas such as extra-curricular activities.

This arrangement is confirmed in the letter from [REDACTED] below.



Altrincham Grammar School for Boys

Marlborough Road, Bowdon, Cheshire, WA14 2RS

Tel: 0161 928 0858

Fax: 0161 924 3888

Website: www.agsb.co.uk

Email: agsbadmin@agsb.co.uk

Registered Company No: 7484717

2nd October 2014

Dear [REDACTED]

Following a meeting of the full governing body on Tuesday evening (29/9/14) I am pleased to inform you that the Governors have voted unanimously in favour of offering North Cestrian the support of Altrincham Grammar School for Boys in your revised bid to the D of E to join the state sector as an Academy school.

We are happy to offer our advice and expertise and to share our best practices with you in the process that lies ahead. We also agree to assist in the programme of support already set in place to prepare your school for its conversion to the state sector. That programme bullet points the following six aims:

- Training on transition matrices, RAISEonline and effective target setting
- Teacher-led training, particularly with reference to becoming an outstanding teacher
- Teacher-led training in effective examination technique
- Sharing best practice in governance
- Agreement in common policies
- Leading educational research.

Our governors unanimously welcomed the opportunity of an alliance between our two schools with regard to enhancing education, teaching, learning and extra-curricular activities and are committed to working towards forming an Academy Trust between the two Schools. We are fortunate in having on the Governing Body a National Leader of Governance who will be able to assist us as we move down that path and we will welcome the opportunity to work with your advisory team at the DfE and the education team at Trafford MBC to ensure a successful transition into the state sector.

We wish you well with your revised bid and look forward to working with you in the future and cementing a relationship with your school with whom we have historical links dating back to your foundation over sixty years ago.

Yours sincerely

[REDACTED]

Given its commitment to and success in developing the strengths of every pupil, including those with special educational needs and/or disability (SEND), and LAC, North Cestrian had 71 pupils out of the 243 on roll during its most recent Inspection (September 2013) assessed as having SEND, including speech and communication difficulties, with 20 of those having a statement of Special Educational Needs (including autism and Aspergers' syndrome). These figures regularly include a number of vulnerable/SEND students who the school educates on behalf of Trafford Local Authority and also East Cheshire LA, Warrington and Stockport. Indeed, outside of specific placements, the majority of parents who bring their children to us mid-school year do so because they feel their child's SEN needs are not being met by their current school and that their child would benefit from the smaller more individually nurturing environment at NCS. Consequently, North Cestrian has a significantly higher percentage of pupils with EHCPs than either local schools or compared to national figures, (7% compared to 2.8% nationally and 3.3% in Trafford), and pupils without EHCPs but SEN (22% compared to 16% nationally and 12% in Trafford.)

All our pupils experience a broad academic foundation on which to build, and our most recent Inspection reinforces the school's achievements for the full range of student abilities across the academic, extra-curricular and sporting life of the school," *Pupils are successful in their learning across the curriculum....the school's records show that GCSE pupils progress well in relation to their abilities and individual needs....with progress in the Sixth Form judged to be in line with the ability of the pupils....Careful tracking and monitoring ...shows that pupils with SEND attain at least as well as other pupils, often demonstrating high levels of personal progress to do so..." (ISI report 2013)*

Although we have taken this report on board, we recognise that from a watershed in 2010 of 98% of pupils achieving 5 GCSEs A*-C inc Eng and Maths, the trend for the following 3 years was downwards. (2013 = 45%). Over this time average 5 GCSEs A*-C for local non-selective schools has fluctuated between 56-58% which includes the high performing denominational Blessed Thomas Holford Catholic College.

The fall in pupil numbers at NCGS, as previously outlined, meant that admissions included an increasing proportion of challenging pupils in terms of behaviour and innate ability, and pupils with SEN (See above). This was compounded by significant disruption to staffing continuity, disruption to the senior leadership team and some resistance by staff to adjust to the changing cohorts, culture and demands of the job. Nevertheless pupil progress has matched or exceeded expectations as measured by CAT tests. However, it has become increasingly clear that the CAT tests are less appropriate for an increasing proportion of pupils because SEN pupils, whilst they may have innate intelligence, have other issues (eg slower processing speed, need to access laptops readers and scribes) that mean that their real expected progress will be less than that predicted by CAT tests. Therefore, from September 2015, pupils starting KS4 qualifications will have targets set based upon their KS2 transition data.

In 2014 there was an upturn in all attainment measures; 5A*-C inc Eng & maths = 54%. Similarly, EBacc scores have upturned from 19% to 27%. This figure is likely to grow as Spanish is being phased in as a second MFL. For further analysis of this, including measures of progress from KS2 data and future target setting, see Section D2.

Post 16 outcomes, as indicated earlier, are in line with the ability of the cohort. Pupils also have a strong record of progressing successfully to a range of high quality destinations, including Russell Group Universities, with 73% of our 2014 Year 13 gaining places at their first choice university and with some having been offered unconditional places on the basis of the strength of their application.

The recently appointed, experienced Headteacher (September 2013), together with his newly formed senior leadership team who bring a breadth of cross sector experience, with the full support of Governors, have put in place a rapid process of adjustments and interventions, to ensure the highest standards are maintained, including appointments to key middle leader posts, and are confident that this will result in enhanced outcomes and performance at all levels, in readiness for North Cestrian's intended launch as a Free School, and opportunity to contribute to enhanced standards more widely.

Additional measures in relation to curricular organisation and provision which will raise aspirations and outcomes still further both in terms of current practice and in preparation for a more diverse cohort include:

- The appointment as Deputy Head of a state sector experienced Leader of Teaching and Learning,
- Science GCSE teaching to begin in Year 9, and to include the separate sciences, both from Sept 2014.
- Increased curriculum time devoted to Maths teaching at Key stage 3.
- Broaden key stage 4 provision to include vocational qualifications appropriate to the needs of the pupils.
- Creating a more cohesive programme to further develop our cultural capital and the spirit of entrepreneurialism through the introduction of the timetabled Wednesday enrichment programme, which links closely to the rich extra-curricular and House led life of the school (viz choirs, school productions, supported catch up, honours assemblies, public speaking events, increased use of Alumni)
- Staff training to improve teaching standards developing the habits of outstanding learners, robust procedures for monitoring and ensuring accountability of teaching and learning and use of data.
- Our partner-working with Altrincham Grammar School for Boys, will extend the opportunities available to pupils both within the timetabled curriculum and co-curriculum, and to provide shared expertise and coaching for staff particularly within core subjects to ensure pupils of all abilities, including the most able can further realise their potential.

Further information on this and the curriculum more widely is provided under Section D of the application.

To establish a Governing Body that is fully trained in the latest legislation, ensuring accountability through the Headteacher and ensuring the School is ready to embrace state sector standards and values.

Good governance, as reported in both previous Inspections, including astute financial management, means that the school has been able to sustain a healthy cash surplus and to continue to invest in new developments on its well-appointed site, to enrich the experience of its young people, including a new three storey Science block with 5 laboratories, and ICT

suite, a new Sixth Form centre, Drama Studio, Learning Support Centre and two further ICT Suites over the last 3 years. More recently this has been complemented by the creation of Food Technology rooms, new reception area and administrative facilities. This, together with 20 acres of playing fields with their associated pavilion and changing room block very close to the school on a long term lease from the National Trust, mean that the school has the physical as well as leadership capacity and excellence to grow in response to Trafford's immediate and ongoing shortage of secondary places in the most efficient and effective way, without requiring external capital investment, providing increased numbers of young people with access to a wide range of academic disciplines and extra-curricular experience which prepares them to access universities and careers of choice.

The Free School proposition - building on the best, whilst meeting future needs

Establishing North Cestrian as a Free School from September 2016 will enable us to preserve what is best about independent education in a modern, forward-looking setting within the local community (that is open to all, achieves outstanding academic, social and emotional outcomes for all pupils and enhances social mobility through closing the gap in performance outcomes, whilst broadening both pupil aspirations and destinations outside of the selective system.

Accompanying mission and scale:

This will be achieved through providing a rich academic and extra-curricular offering which develops the whole person (intellectual, creative and personal growth), underpinned by the grammar school ethos of high expectations, aspiration and application, and strong traditional values in terms of behaviour and study habits.

The school has an existing capacity of approximately 585, which is currently 44% filled, although the site itself has capacity to grow its numbers in the medium term, to its steady-state of 685 as the new forms of entry build through the school. This could increase to 800 through some small scale self-funded basic classroom addition. It has the capacity from the outset as a Free School both in space planning terms and through the experience and expertise of its newly formed leadership and committed governance to support an immediate uplift in pupil places in response to the current and pressing shortage of local secondary places identified by the Local Council by expanding its Year 7 roll to a five form entry of 125 from Sept 2016. Although this would represent significant growth over time, the school would retain the distinctiveness of its smaller size, close attention to individual pupils, and flexibility and responsiveness to a range of learning needs, whilst having an immediate and necessary impact in addressing the local shortage of secondary places.

As part of its Admissions Policy, the school is fully committed to prioritising through its admission criteria, following Looked After Children, those families where disadvantage is greatest as indicated by the FSM measure and eligibility for the Pupil Premium. It has therefore, in consultation with Trafford's School Admissions team, prioritised up to 15% per year group of FSM within the oversubscription criteria, plus a further 5 pupils per entry year from areas outside the catchment and we will focus, on the area of Sale West, an area of significant localised deprivation. Following close discussion with the Local Council and LA's Admissions Team as to how best to meet the local shortage of places without undue impact on the secondary community, it has agreed to recruit widely from within WA14. As previously indicated, we have already begun to build positive partnerships with those primaries within WA14 which have the most significant levels of pupils on FSM and we are

working on outreach strategies, including attendance at parents' evening, distribution of information leaflets and talks to neighbourhood community groups, to ensure that its Free School intake is fully inclusive. This figure of 15% FSM was chosen following in-depth analysis of the local schools FSM data. (See 'Widening Access in Section D)

At Sixth Form, the intention is to keep to an intended PAN of around 30-35 for the time being until numbers feed through, given the current oversupply of places, and to review this over time in order to ensure that the Free School can continue to support local choice and diversity of offer and meet the needs of its existing cohorts by providing a more bespoke academic offer, with a wide range of opportunities for enrichment and leadership roles within a smaller, structured and highly supportive environment, whilst remaining mindful of local over-supply of sixth form college places.

Key features of the Free School will build on our traditional strengths to include:

- High aspirations allied with academic breadth and challenge, delivered through our emphasis on literacy, numeracy and science, complemented by a wide array of subjects which develop young people's cultural, creative, spiritual and linguistic potential
- A rich extra-curricular, volunteering and sporting programme within and beyond the timetabled day, which develops individual talents, provides personal challenge, builds character, resilience and creativity, promotes skills and values in terms of social responsibility, leadership and team work. This will be delivered through an extended day, House activity, engagement in local and national events and competitions, and through our ongoing success in programmes such as the Duke of Edinburgh Award and National Citizenships Service. (This engagement of staff in the full extra-curricular life of pupils has always been an expectation within the school and indeed Independent sector. However, longer term, we will use our Academy freedoms to ensure that this is structured more formally on a contractual basis, as well as part of the timetabled offer, as set out below.)
- As already indicated, as part of the wider curriculum offer, the school has launched an Enrichment afternoon across the whole school which will support a range of activities to promote community work, learning and personal development.
- Our well established vertical House communities complement our existing tutorially and Key Stage based pastoral strength, and our internal rewards systems. This ensures all pupils establish a sense of identity and self-esteem, are 'known' within the House family as well as the whole school, develop the habits of good attendance and behaviour, and healthy living, engage in inclusive competition, and are able to model success. Leadership skills are also promoted through prefect and other House-led responsibilities.
- Ensuring that pupils' individual and personal learning needs are met through effective cross phase engagement with the local primaries within the core subjects and through home-school partnerships; through flexible approaches to curricular organisation and planning (including differentiated strategies and individually tailored GCSE, Vocational and A Level pathways, accompanied by a learning culture which promotes independent study); through targeted support provided within the timetabled day particularly to acquire the high level skills in literacy and numeracy necessary to access the full curriculum; through our daily homework and breakfast clubs; through bespoke next stage and university preparation packages; and through our close monitoring of individual progress - enabling them to progress successfully to high quality learning and training destinations.
- Ongoing partner-working with Altrincham Grammar School for Boys.

Section D Part 1 – an Ambitious and Deliverable Curriculum

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
Year 7	51	125	125	125	125	125	125	125
Year 8	28	100	125	125	125	125	125	125
Year 9	39	75	100	125	125	125	125	125
Year 10	39	75	75	100	125	125	125	125
Year 11	64	75	75	75	100	125	125	125
Year 12	25	30	30	30	30	30	30	30
Year 13	11	30	30	30	30	30	30	30
Totals	257	510	560	610	660	685	685	685

As outlined in Section C, fee paying numbers had fallen significantly over recent years due to the ongoing impact of the recession, changes in local demographics and fall in family incomes in real terms even for those in employment. This has been exacerbated by the loss of larger groups at Key Stage 4, replaced by much smaller cohorts feeding through from Year 7 and, for September 2014, the loss of a bulge year at Year 11. In response to local demand, the school has continued to support access by extending its means tested bursary programme to up to 28% of the pupil population over recent years, but still has to turn away significant numbers of parents who would otherwise choose to send their children to the school. The strong local evidence of demand for our 'offer' as a Free School, as set out under Section E1, allied with the urgent local shortage of places will ensure that our Year 7 intake is oversubscribed at point of opening, that we reach current physical capacity by 2017 and will be at steady state in 2020 following some small scale additional accommodation. Since the announcement of our intention to apply for Free School status our intake for 2014 has increased to 51, more than double for 2013.

Section D Part 2, D1 – an Ambitious and Deliverable Curriculum

North Cestrian Grammar School's founding principle, as outlined in Section C has been the belief that all children have the right to benefit from a challenging and high quality academic curriculum based on strong traditional values, effective learning habits, and a culture of aspiration and personal growth, which keeps all doors open to them and ensures the strongest possible foundation on which to build their future success. The curriculum is designed to provide this foundation.

The opportunities provided under the new leadership and through the Free School application, as well as through the national focus on securing a curriculum have enabled the school to reflect further on how to build on its existing strengths in terms of the breadth, balance and organisation of its curriculum and enrichment programme, so as to maximise its effectiveness in meeting the needs of a still more diverse intake. As part of the school's internal review, we have looked at the evidence from a wide range of sources, including NCTL's 'Leading Curriculum Development: 2014', and the revised arrangements for the National Curriculum. The key to our ongoing strategy will be maintaining the ethos of the 'smaller' school (with smaller class sizes and vertical House 'families') accompanied by a

redefined set of aims and values, which reinforce our distinctive approach and more personalised approach to meeting the needs of all pupils.

Resulting curriculum aims and values

1. Provide a broad and balanced curriculum based on the revised National Curriculum being introduced from September 2014.
2. Ensure that the 'whole curriculum' addresses pupils' economic, cultural, moral, spiritual, social and personal development
3. Enable the curriculum to be adaptable to reflect the needs of the pupil intake.

The values that underpin these aims are:

1. That all pupils, irrespective of their background are entitled to experience and share in such a curriculum, and to build on a broad academic foundation.
2. That pupils should be treated as individuals and unique and are entitled, where practical and appropriate, to enjoy teaching and learning tailored to their needs.
3. Human flourishing is possible when pupils are exposed to a rich and diverse range of cultural opportunities and the best that has been thought and written.
4. Education is the platform to raise the potential outcomes of young people to benefit not just themselves but society at large.
5. Within the educational framework it is possible to retain those things that are timeless such as virtues of industry and thoughtfulness, whilst taking on the best of the new.

Consequently, the curriculum will have the following characteristics:

- There will be a consistent message from Year 7 upwards that there is purpose to what is being studied and to establishing a strong academic foundation; education is an engagement and participation, not something that is simply 'received'. Pupils will be encouraged to gain transferable skills and to apply them across subjects, to see the big picture, the relevance of their breadth and depth of learning, and to think 'long term' through PSHE, assemblies and House activities. This will be reinforced by the guidance and general approach of staff who kindle the culture of the learning journey to enable each child to flourish. The key is that education enables individuals to make life-choices, opens their eyes to the range of learning and career opportunities available to them, and that recognising this gives incentives to embrace all that the school has to offer.
- The curriculum will also introduce pupils to real-world expectations. In lessons they will learn that high expectations from the school are not there simply to fulfil teacher requirements but to instil in each child the qualities that are demanded from the world beyond the school. This will be achieved through case studies, pen-portraits of alumni and mentoring opportunities, guest speakers, visits to industry and through a range of forms of engagement with the wider and business community, partly delivered through the Enrichment Programme. In other words, nurturing values such as independence, hard work, initiative, empathy, caring for others is not there to make the teachers' lives easier, but to develop young people who can contribute positively in fulfilling ways to the society in which they live and work.
- Embedded into the Free School curriculum will be a pupil's 'Passport of Achievement'. Each pupil will carry this with them throughout their time at school. This will track their academic and extra-curricular achievements both in school and personal lives.

- Building on our existing strengths, a key characteristic of the school will be our flexibility of arrangements to suit the needs of each pupil. Whilst all pupils will be introduced to a wide range of subjects at KS3 as part of a broad and balanced curriculum, and expected to make excellent progress in the critical subjects of English and Mathematics over their time at the school, we recognise that some pupils may need to achieve this through a more staged and personalised programme which includes additional support such core subjects of Maths and English and access to vocational courses where appropriate.
- Rich cultural and broad social experiences will permeate the curriculum. The school's proximity to the city of Manchester allows access to a huge range of life-enhancing opportunities. Youth Orchestra at the Halle, performances at the RNCM, visits to Imperial War Museum North, Manchester University lectures and more will be embraced so that pupils are exposed to high-order events. Uniquely, the enrichment programme will give quality time to these activities within the school day without negatively impacting on lesson time and will be complemented through House activities and competitions, as well as through the broader extra-curricular and sporting programme.
- The school is founded on broadly Christian principles where each person is valued as an individual, where consideration for others, especially the most vulnerable and those with specific learning needs and disabilities, and the importance of service to others are promoted. We will continue to have full school and House assemblies on a daily basis. These are not just means of delivering procedural messages; these times are valuable sessions to reinforce important themes such as outlined above, to develop a sense of community and shared reflection, to encourage aspiration, leadership and role modelling, and, on occasions, to promote a sense of awe and wonder. Guest speakers will be invited to visit regularly, including religious leaders of all faiths, and other exceptional individuals, leading charity workers and inspirational figures from the business, scientific and artistic communities. We already welcome all faiths and none, an approach which is reinforced by the presentation and discussion of a range of faiths through Religious Studies (RS) and the school already facilitates other types and times of worship, such as having designated areas for private prayer and reflection as well as respecting those of no faith. Nevertheless, elements of our history such as the founding school hymn, school prayer and assemblies which reflect the Christian calendar serve to maintain the broader principles as reflection and mindfulness are contemplated. It is also recognised that these traditions help to foster a sense of belonging, continuity and stability.

Learner qualities

Through the above, we will expect our pupils to become:

- Confident young people who are adaptable, resilient and self-aware, who think independently and critically, who have a strong sense of social responsibility and empathy, and communicate successfully with others.
- Self-directed learners who take ownership of their learning across the formal and wider curriculum, who question, reflect, and persevere in the pursuit of knowledge, their goals and aspirations.
- Active contributors who can lead, as needed, and work effectively in teams, who exercise initiative and enterprise, can take considered risks, are innovative and strive for excellence.

Widening access, the expected Pupil intake and meeting their needs.

In keeping with the inclusive approach which has been a founding principle of NCGS, as the predecessor school, and our re-stated curriculum principles, the Free School will provide a unique and welcome opportunity to enable us to make our 'offer' available to pupils of all abilities and backgrounds. North Cestrian's School Admissions' Policy reflects this commitment to social inclusion by prioritising up to 15% of pupils per year in receipt of the Pupil Premium within its oversubscription criteria. This takes us close to the national average and compares to Trafford borough's average rate of 12%, WA14's average rate of 8.9% and the very low levels of inclusion of those with FSM referred to in a number of WA14 schools, as set out in Section C. Whilst this will impact significantly on the diversity of intake in terms of social background, it is likely to provide a more balanced intake over time. This is referred to in Section E.

Our current intake is academically inclusive, and highlights our locally recognised strengths in responding to the needs of children of a wide range of abilities. The range of learning difficulties and disabilities, as evidenced by the number of pupils with a Statement who we have supported over time on behalf of Trafford and neighbouring LAs, means that we already have strategies in place through our SENDCOs, who work with staff more widely, to support a range of abilities across the curriculum.

Pupils of all abilities and cohorts, will be monitored, stretched and challenged throughout their time at the school, to ensure that their needs are met at each point in their development, and will be known and supported through the pastoral/academic interface. The pupil Passport of Achievement will be a key vehicle which enables Form Tutors to monitor progress, alongside the more formal assessment points as set out in more detail under section D2, which will be overseen by the Deputy Head and the academic team.

As part of our Free School bid, we are already in discussion with likely feeder primaries, including those with the highest percentages of children eligible for the Pupil Premium, to look at curricular links, which support effective transition and will avoid transitional 'drop off'. As part of the accompanying staffing strategy (see D3), we will employ a designated Primary Liaison to oversee transition. S/he will be responsible to the Pastoral Director for gaining insight into pupils' needs, ensuring a swift and fluid 'handover'. The School will make full use of RAISEonline, OFSTED Data Dashboard and a range of assessment materials to ensure pupils are set ambitious targets with formative assessments to make sure they make their expected progress and that data are publicly available for parents.

As part of the wider life of the school, targeted subject clinics, individual and peer mentoring, supported homework clubs and master class opportunities, both in school and through Manchester's rich resources, within the formal curriculum and through the extra-curricular Enrichment Programme will contribute to raising aspirations and meeting the needs of all.

Further information on meeting the needs of Looked After Children, children with EAL, and those who have specific learning needs and/or disabilities is provided under Section F7.

Length of School Day: School Open to pupils 8.00am – 5.00pm
Lessons 8.40am – 3.45pm (26.25hrs X 38 weeks.)
Key Stage 3

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Religious Studies	0.75	M	
PSHE	0.75	M	
English	3.75	M	Includes approx. 0.75 for Drama
Maths	3.75	M	Includes 0.75 Applied Maths
Science	3	M	Gradually separated into the separate sciences and GCSE introduced in Year 9
Computing	0.75	M	
Games/PE	2.25	M	This will be supplemented by activities in the Enrichment Programme.
MFL Spanish & French	2.25	M	Taught in carousel to give balance. Spanish phased in to existing year groups.
Art	1.5	M	
Music	1.5	M	Mixture of Music and Music Tech
DT & Food Tech	1.5	M	Taught in Carousel
Geography	1.5	M	
History	1.5	M	
Enrichment Programme	2.25	M	Each Wednesday pm.
Total Hours	26.25		

Key Stage 4

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
RS/PSHE	0.75	M	Some pupils entered for Full Course GCSE RS
English	3.75	M	English Language and Literature GCSEs Two GCSEs
Mathematics	3.75	M	
Double Science OR Separate Science	4.5 6.75	M	Double Award. Some pupils encouraged to take up Separate Science by further study during Enrichment Programme, equating to an extra 2.25 hours per week.
ICT/Computing	0.75	M	
Indicative Options. Pupils will select four from (further details of the pathway guidance is explained under the KS4 Options table):			
Art	2.25	V	
Business Studies	2.25	V	
Computing	2.25	V	
Design Technology	2.25	V	
Drama	2.25	V	

Extra English and Mathematics	2.25	V	Optional but certain pupils will be guided to take this option
Food Technology	2.25	V	
French	2.25	V	Spanish will be added as option when the KS3 has filtered through
Geography	2.25	V	
History	2.25	V	
Games	2.25	V	All students will have games
Independent Study	2.25	V	Meeting individual needs of pupils – time for SEN to have <u>supervised</u> support lessons, or for other pupils to concentrate on improving grades in other GCSEs
Music	2.25	V	
Business BTEC	2.25	V	
Performing Art BTEC	2.25	V	
Sport BTEC	2.25	V	
Sixth Form			
Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
FOUR AS subjects chosen from: Art, Art & Design, Biology, Chemistry, D&T, Economics, English Lit, French, Geography, History, ICT, Maths, PE, Physics, Psychology, Sociology	4.5 per subject. = 18 hours	M	Most pupils will then drop one of their ASs as they go on to complete 3 A2 subjects. Pupils of ability may continue with their 4 th A2. Pupils will be guided to complete EPQ.

Key Stage 3: In order to provide a broad and balanced curriculum foundation at KS3, which builds on the National Curriculum, all pupils study English, Mathematics, the three science disciplines (with GCSE Science being taught from Year 9 onwards), plus the subjects indicated above. Personal learning and thinking skills (PLTS) complement the cross-curricular competencies of our pupils. A more personalised programme may be relevant for a small number of pupils, as indicated above.

Ensuring Effective Transition from Key Stage 3: Pupil needs will be assessed across the Year 6/7 transition, with an appropriate baseline on which to build, established for all pupils at point of entry, and support strategies put in place, as appropriate. There will be triangulation of data from Key Stage 2 scores, NFER and subject baseline tests to inform pupil placement and aspirational targets. Our long experience and excellent track record of

supporting the needs of pupils across a range of abilities will inform the way in which the curriculum is structured, and is amplified above in the section on Widening Access.

In KS3 pupils will largely be taught within their tutor groups, although there will be flexible setting arrangements. (to become KS2 data), to ensure that teaching is sufficiently differentiated, with appropriate additional support and challenge provided, as needed.

English: There will be a two pronged approach to the teaching of English. First will be to develop the love of reading and the richness of the language. This will be done by exposing pupils to the very best practitioners of English who have used the language to portray the full range of human emotions and experiences. Teachers will demonstrate how mastery of English facilitates argument, explanation, and clarity of meaning and so serves to supplement other disciplines. Debating clubs, involvement in competitions such as House Public Speaking and opportunities for presentations and other means of displaying communication skills, for example via articles or blogs in the school's weekly newsletter will serve to enhance confidence and articulation. Pupils are encouraged to promote their own interests in English and pupils have had poems published nationally. House competitions across this area and across the creative arts, as well as in other areas of the curriculum, will stimulate opportunities for pupils to practise their talents and promote excellence.

The second approach will be to ensure technical proficiency in English. The school utilises the National Curriculum grammar and spelling guidelines and all learners are equipped to reinforce the maximum opportunities from the SPAG requirements in all KS4 qualifications.

Mathematics: Mathematics underpins access and success in many other subject areas. Poor performance in Maths also limits access to opportunities post 16 and beyond. Building upon our school's current practice of embedding numeracy in every subject scheme of work the school will encourage pupils to avoid seeing Maths as the learning of disparate skills. Rather, the deep learning of Mathematical principles will be furthered by:

- Cross curricular mapping. For example, Schemes of Work will ensure skills learned in Maths, say co-ordinates, are taught appropriately alongside similar topics in Geography. Work on surface area and volumes, should be seen to link with those topics in Science.
- An additional timetabled lesson of Maths from Sept 2014 has been allocated for Applied Maths to enthuse pupils to see the workings of Maths in the real world environments, life and careers and cross curricular context.
- Training of staff. This is seen as a key area for improvement nationally, and within our current professional development programme we are already working on the perceived issues of simply 'teaching to the test'.ⁱ
- Strengthening confidence in Mathematics and ensuring a high profile in the school. The role of Maths and, indeed, Mathematicians will be applauded in the school; pen portraits of practitioners, careers talks, assemblies will show that the subject is vital, fun and relevant, and we will encourage greater numbers of pupils to envisage continuing to study core maths at Level 3, post 16, to complement their chosen areas of study.
- The school already utilises software such as MyMaths, and leader boards and public notices of successes will be in full view in the school.

- Problem-solving will be embedded in the curriculum and there will be competitions and clubs to enhance this, for example, the school already has a Cryptography Society and pupils regularly gain gold, silver and bronze awards in UK Maths Challenges.
- Teachers will be expected to teach beyond the syllabus where appropriate to challenge the most able. Pupils currently take up places at Open University workshops and attend lectures by the Maths Association, and we will look to extend this practice.

Science: Science will be taught by Biology, Chemistry and Physics specialists in our purpose-built laboratories. Each discipline within Science will be taught discretely, whilst mindful of overlaps across the disciplines. Science will be allocated 2.25 hours per week during KS3. The GCSE components of Science will commence in Year 9, giving all pupils the groundwork to prepare them for success at GCSE across a 3-year programme, with the most talented scientists able to deepen their understanding and enthusiasm for the subject. Cross curricular links will be encouraged, for example with food technology such as enzymes and food preservation.

The existing Science Club and Astronomy Club will continue and enthusiasm for the subject will be enhanced through trips to places such as Jodrell Bank. North Cestrian already has long established links with Manchester University via [REDACTED] as their key liaison point and speakers and visits to lectures are a firm part of the school's existing programme of timetabled lessons and enrichment activities.

Computing: Computing is taught as a separate subject with a 45 minute lesson per week; the school has networked PCs for each pupil. We follow the National Curriculum guidelines. Elsewhere, careful planning of the curriculum will look for opportunities across all subjects to allow pupils to utilise skills learned in other disciplines, for example in DT (CAD/CAM) and Geography (GEOMAPPING and GIS). This will be in addition to functional use of software applications to aid presentations, displays, interactive research and word processing. Teachers and pupils make excellent use of the school's Virtual Learning Environment, and is used as a significant tool to aid in organisation and self-management and learning styles from the individual to the collaborative. Technical ambassadors have been recruited from the pupil body to promote, develop and lead on peer to peer teaching.

Games: The school has a rich and diverse sporting tradition and sees this as a key contributor to developing the sense of leadership and teamwork, of resilience and character building which characterise its current pupils and Independent sector ethos. It is also central to tackling some of the health related issues prevalent in Trafford (as identified in Section C), and will enable it to respond successfully to national guidance to encourage young people to ensure increasing amounts of physical activity as part of a wider policy to reduce obesityⁱⁱ and to help reverse a trend in declining activity in schoolsⁱⁱⁱ. The school has a well-appointed sports hall, dance studio, fitness room, tennis courts and 20 acres of sports and playing fields for a range of sports and games. Alumni include former sports people (premier league footballers, national equestrian riders, national ice skaters) who are inspirational in encouraging a strong uptake in activities as well as engendering healthy competition and team spirit. North Cestrian, despite its relatively small size, produces teams that win regional and national competitions in Football (current U16 Trafford Cup holders), Rugby 7s (current Independent School U16 holders), golf (NatWest Schools' Golf Cup 2013) and hockey. In PE the school holds a Sainsbury's Bronze Kitemark Award. All pupils experience a timetabled programme of PE and games of up to 2.25 hours a week across a range of

activities, complemented by an extra-curricular programme of a further 2.25 hours of activities.

Modern Foreign Languages: The need for children to develop skills in at least one MFL is recognised as an important aspect of their ability to take an active role in today's globalised economy and the associated activities in their delivery and learning facilitate cultural awareness. It is also recognised that learning a foreign language also helps with learning English^{iv}. As such, all pupils in Key Stage 3 will learn both French and Spanish. In this way, more pupils will have access to success in the EBacc, with the aspiration being for 60% of pupils to attain this. . For pupils who arrive in the school mid-stage, arrangements will be made by flexible teaching to ensure that skills in the language studied are not lost and qualifications may be gained. This strategy is currently implemented successfully at NCGS, and also applied to native speakers in a range of home languages, including Arabic and Mandarin. North Cestrian also recognises the importance of Chinese as a vital language to learn. The existing school has seen a growing number of Chinese students, buoyed by the school's flexibility of learning arrangements, reputation and relationship with local English Language company 'Berlitz'. We are in the process of exploring exchange visits with a school in China with a local Chinese business. A taster course is being devised in the Enrichment Programme. A key responsibility of our Primary Liaison teacher will be to monitor primary pupils' competencies in MFL. At Key Stage 3 there are 2.25 MFL lessons allocated in the timetable. The arrangements for EAL are referenced at the end of this Section.

Creative and Arts: Art, Music, Drama, CDT and Food Technology will be offered throughout Key Stage 3. Building on our traditional strengths in the creative/arts, we see the study of these subjects as central to the greater well-being of pupils, (for example, Food Technology promotes healthy eating), and to enabling the full development of young people's personal potential and individual talents, whilst also benefiting their performance in more 'academic' subjects – as recognised in the Henley Review and through international evidence, where they have been seen to also enhance PISA scores.^v Through these subjects, as well as through the Wednesday afternoon enrichment programme, our pupils will continue, as part of the Free School curriculum, to be introduced to the best that has been created in terms of art, literature, and music, be encouraged to create for themselves, to innovate, to develop their understanding of new digital technologies and to apply their analytical and problem solving skills to their wider learning. Innovative timetabling allows blocks of time for real creativity to take place. The school is well equipped to support this in terms of its specialist teaching staff and facilities, with 3 art studios, ceramic studio, purpose-built Drama Studio, Music and Music Technology room, Recording studio, Food Technology and Craft and Design Rooms. In line with the North Cestrian ethos, the House system will continue under the Free School and will complement the formal curriculum and provide further opportunities for all children to discover and develop their unique skills and talents, with public recognition via displays and public performances and inter House events which build self-esteem and confidence. Nearly one in five pupils elects for instrument tuition from visiting peripatetic teachers.

Humanities: Geography, History and RS form part of the Key Stage 3 curriculum thereby fulfilling a well-rounded and balanced delivery. Such subjects are an essential part of an education for young people to make sense of a complex, diverse and global society.^{vi} There will be a focus on the geography, history and religious tradition of the UK so that pupils have a good grounding in the UK's place in time and context, but pupils will investigate these in

the context of lessons learned, impact and consequences. They will also promote discussion about creating a better world for future generations in the UK and beyond its borders, and support increased cultural and economic understanding of the global context, and pupils' roles as global as well as local citizens.

To encourage inter-disciplinary understanding pupils have opportunities to take part in co-curriculum projects such as World War One themed week, culminating in an interactive staged presentation by Quantum Theatre.

Key Stage 4 & GCSE Programme

Flexibility and Individuality - Ensuring Effective Transition from Key Stage 3

Building on our extensive experience of supporting children across a wide range of abilities and learning needs, and our ambition to enable each child to excel, we will tailor KS4 learning programmes to pupils' needs. Setting in Maths, English and Science will continue to be implemented, based on KS3 outcomes, to ensure that approaches within the core continue to be appropriately differentiated.

In addition and in keeping with this ethos of flexibility in meeting the needs of the individual, but mindful of the key Progress 8 measure, pupils will be able to pursue further academic, vocational and creative study during the enrichment programme. This is covered more fully elsewhere. For most students, the resulting KS4 options will entail completing a programme of study which enables them to gain 9 KS4 qualifications, but this may increase through the enrichment programme, for example, for those who are committed to studying the Separate Sciences or RS. Alternatively, for some pupils, pursuing a programme leading to only 8 KS4 qualifications will be a more sustainable option, releasing an additional 2.25 hours of English and Maths teaching to support these crucial subjects. Therefore, all pupils will follow between 8 and 10 KS4 qualifications with a minimum of 6 GCSEs and a maximum of 3 BTECs. Underpinning this will be a balance between ensuring strong take-up of EBacc qualifications, as a means of keeping the widest possible range of routes open, and reflecting individual needs and talents.

In order to support the above, the Free School will ensure:

- Ambitious target setting and tracking of progress to ensure pupils are appropriately supported to reach their goals and have a strong foundation for the next key stage.
- Ownership by pupils of their 'Passport of Achievement' which provides evidence of career ambitions, achievements and commitments. This has already proven to be a motivational factor as pupils have received rewards for academic and personal successes formally recognised in awards assemblies.
- A detailed and streamlined pupil support and development programme throughout Key Stage 3, including key assessment points, reporting, inspirational speakers, specific GCSE information evenings and booklet guidance, and ongoing parental engagement. The planning will ensure that the PSHE and Careers education and guidance programme prepare pupils fully for this important phase and support informed decision making.
- A buddy and mentor programme, which involves older pupils as well as alumni in working with identified pupils in KS3 to help raise aspirations and inform decision making
- The process for KS 4 subject options will consider a holistic review of progress and performance to date and aspirations of pupils and their families following exploratory

interviews and several subject guidance events. Pupils will be required to choose at least one additional EBacc subject from the option groups in order to fulfil or exceed the Progress 8 measure. The four option blocks are designed in such a way that provides balance, pathways in languages, social sciences and creative subjects.

Core Subjects at KS4

All pupils will follow a programme which includes:

- **Maths and English** (3.75 hours each per week). English will lead to awards in English Language and Literature.
- **Science** which will be taught as a double award to the majority of students. Each specialism will have 1.5 hours' teaching time per week, making 4.5 hours in total. Some students may pursue Separate Science through the Enrichment programme, as indicated above. (Parent Information Evenings giving guidance for ISAs are offered.) Guest speakers, master classes and a programme of STEM lectures, visits to local institutions such as Manchester University, and the Science and Industry Museum will inspire longer term interest in careers in science.
- **Computing:** Although this is also offered as a separate GCSE, all pupils will continue a programme of study which develops computational thinking and creativity, which builds on the links with Maths, Science and D & T, and which enables them to become responsible, creative users of ICT.
- **Games:** All pupils will follow, as a minimum, a programme of 1.5 hours' worth of Games activities within the formal curriculum, although the expectation is that pupils will complement this through the wider Enrichment Programme and extra-curricular activity.

Options

Key Stage 4 Option System – First uptake in September 2015

Mandatory	Mandatory	Mandatory
English Language GCSE	Maths GCSE	Core Science GCSE
English Literature GCSE		Additional Science GCSE

Voluntary 1	Voluntary 2	Voluntary 3	Voluntary 4
Spanish GCSE	History GCSE	Geography GCSE	French GCSE
Design Tech GCSE	Computer Science GCSE	Art GCSE	Geography GCSE
Business Studies	Food Tech	Sport BTEC	Music GCSE

GCSE	GCSE		
Performing Arts BTEC	Business BTEC		Extra English and Maths Support

Option Rules:

- All pupils undertake the 5 mandatory GCSEs that qualify for the Progress 8 Measure
- All pupils must select at least one voluntary **white GCSE**. These are EBacc qualifications that qualify for the Progress 8 Measure.
- Pupils may select up to 3 BTECs which qualify for the Progress 8 measure.
- Pupils will receive guidance on choosing the appropriate pathway. Subjects are colour coded to enable the selection of various routes: social sciences, performance, creative, languages, vocational and a balanced route.

Ensuring Effective Transition from Key Stage 4

Pupils will have been prepared for the next stage throughout both KS3 and KS4 through the internal guidance systems including performance measures, the Enrichment Programme, the cross key stage programme of PSHE/Careers, and a support programme provided by a range of mentors and advisers, including local figures from the education and business world, our alumni and specialist staff. All pupils are supported to have an experience of work. There are 6th form taster days, parent information evenings, one to one interviews and a focus on realistic requirements for success at A level. As well as teaching staff, existing A Level students will be available to give first-hand accounts of what the courses involve.

Given the highly bespoke nature of our Sixth Form provision (see later) we will ensure that pupils are fully informed of alternative provision and will work in partnership with local 6th Form Colleges so that pupils are conversant with a broad array of quality courses and pathways and can make appropriate choices. (This may also lead to a small number of entries from outside for whom the Free School is the right setting).

Places will be awarded on the expectation of a minimum GCSE point score of 50 on GCSE (and their equivalents) categories from 2015. There may be, however, a number of internal pupils who do not quite meet the requirement for whom continuing in a small school setting post 16 will provide the best chance of success. This will be discussed with pupils, parents, the SENDCOs and the Deputy with overall responsibility for Teaching and Learning.

6th Form and A Level Programme

In keeping with the school's mission to enable a much wider range of pupils than those in Trafford's highly selective system to follow a traditional academic pathway and to access a range of high quality destinations, including Russell group universities, the sixth form will focus on the delivery of an AS and A Level programme, which is underpinned by the Facilitating subjects, and on supporting choice and diversity for pupils and parents.

This will allow later developers, and pupils from a range of backgrounds who have benefitted from a more nurturing environment and who will continue to benefit from a small school setting post 16 to access the same opportunities as those selected at 11. (E.g. Trafford currently sends 23% of pupils to Russell Group universities^{vii}, much of this is accounted for by Altrincham Grammar School for Girls which is a net importer of students from across a wide area, which sends over 50% of its pupils to Russell Group^{viii}, and is not representative of the wide range of backgrounds and abilities across the borough).

Beyond Year 11, many pupils may wish and will be ready to follow this next stage of their education in a larger or more vocationally oriented post 16 setting (either at a neighbouring school or through an FE place, given that there is no shortage of places at this stage). However, we know from our experience and have had reinforced through parental response as part of the current consultation, that there is real demand for a highly focused, more individually bespoke academic offer within a smaller scale supported setting in which every pupil is known, which brings with it tremendous opportunities for leadership across the whole school, to be role models for success, and an expectation of engagement in a full and distinctive programme of enrichment and wider school life throughout the Sixth Form.

We are therefore proposing a small scale sixth form intake of 30 per year group (60 in total), for the foreseeable future of the school (but to be kept under review as the 5 Form Entry feeds through), providing a distinctive offer to local choice and diversity, which is characterised by:

- Traditional A and AS Levels which are seen as enabling subjects for access to top universities^{ix} (We will have an ambitious target of sending 30% of A level students to Russell group Universities).
- Strategies to ensure that pupils from black or mixed race backgrounds have access to programmes such as Target Oxbridge to encourage applications to Oxford or Cambridge
- Strategies to support social mobility more widely across different disciplines through access to programmes such as Pathways Plus run by the Sutton Trust and use of our alumni contacts
- Opportunities for master classes, guest lectures and taster days around a range of fields to encourage all pupils to expand their horizons through our close ties with Manchester and Chester Universities
- A wide programme of inspirational speakers and individual career mentoring provided by our tutors, alumni, parents, as well as other contacts, which supports access to a range of quality destinations, including higher level apprenticeships
- A wide range of leadership opportunities through the House and prefect system, through buddying, through Duke of Edinburgh and other extra curricular activities
- An enrichment programme which will give opportunities for 6th form students to improve their personal profiles and so their chances of success on application
- One-to-one support from designated Sixth Form tutors who are well versed in supporting pupils in preparing for the next phase, as well as a personal mentor drawn from the school's wider community to help support pupils from a wider range of backgrounds and to raise awareness of a broader range of opportunities
- Opportunities arising through our partnership with Altrincham Grammar School for Boys, which will support best practice and extend the range of options open to students such as sharing subject choices, guest lectures and fieldtrips, and building on our current practice of collaborative sports events.

- Collaboration with South Trafford College and Salford Media City University Technical College to ensure pupils are made aware of and given access to the very best exciting and innovative educational offers and careers options.

Post 16 offer: This will include a minimum of 14 subjects offered within the Free School which support STEM take up, as well as providing choice across the Arts and Humanities, and Social Sciences. A level blocks will be constructed following a structured programme supporting transition, as set out earlier under 'Transition from KS4', which enables pupils to make a preliminary selection on which the blocking can be based, with the majority of pupils expected to take 3 A Level subjects, together with an AS Level in a fourth, and all pupils encouraged to take at least 2 facilitating subjects to keep the widest range of options open .

Students who have not been successful in Maths and English GCSEs have timetabled lessons to ensure that these qualifications are achieved at the earliest resit opportunity.

All 6th form pupils will be active in the Enrichment Programme and will have opportunities for a wide range of leadership roles within this and the House programme, as well as through the Student Council and other areas of school life. This will build transferable skills including taking responsibility, teamwork, resilience, enterprise and public speaking.

Transition Beyond School: In line with the Sixth Form ethos, the expectation will be for most students to have ambitions for university applications. Preparations for the process will begin early on in the Sixth Form programme, with the 'Passport of Achievement' approach from previous key stages building towards a comprehensive profile for each student so that students' strengths can be incorporated into their personal statements. Parental involvement will be paramount and there will be information evenings to ensure the partnership is working effectively. Links with Manchester University and Chester University, already established, will allow pupils to gain insight into University expectations, and we will work to build wider relationships with Sutton Trust, Target Oxbridge and other organisations who support increased mobility to the best of HE and non traditional destinations, as well as with significant regional and national/international employers who are well represented within the Manchester area who offer high quality apprenticeships and training opportunities. The school already offers individualised UCAS application process advice, interview panels, using a mixture of interested parents and Old Cestrians (ie alumni) who will provide practice opportunities as well as useful advice and chance for reflection , and a wider programme of visiting speakers such as [REDACTED] who serve to build confidence and awareness of students of the range of opportunities available.

Each student, as well as being part of small tutor group will have the opportunity to select a personal mentor drawn from our wide range of connections and fields of work. Further opportunities for larger scale Careers Conventions and Fairs will be developed through local partnerships, including Altrincham Grammar School for Boys. We ensure impartial advice is given by provision of one to one guidance offered by Trafford Connexions Service,

Cross Key Stage provision

PSHE: A cross phase programme of PSHE will be in place to ensure that the values, habits and attitudes expressed earlier in the Curriculum section, and the spirit of inclusion within a supportive community which already characterises NCGS and is being extended to reflect a wider range of pupils within the Free School are developed in pupils from Year 7 onwards,

and that the 'whole curriculum' addresses pupils' economic, cultural, social and personal development. (SMSC, which also forms part of each subject's scheme of work)

The programme will be taught by a specialist team, drawn from the Tutor pool and led by the Pastoral Director, complemented by a range of external speakers/experts and reinforced through the wider tutorial programme, whole school and House assemblies. Pupils in KS4 and the Sixth form will be supported to 'buddy' younger pupils in KS3, and to model the kind of relationships and values which are promoted through the PSHE programme, which is intended to ensure that pupils can become informed, healthy, active, compassionate and responsible global citizens in a rapidly changing world. All pupils will receive 1 period of PSHE each week. We will research the possibility of certification of Citizenship and other subject areas allied to PSHE including enrolment on LAMDA courses. We will seek to subsidise this for pupils with Pupil Premium.

Careers education and guidance: The School recognises that the world that pupils will be entering when they leave will be considerably different than when they entered and that they need to be provided with the knowledge, skills, understanding and habits to navigate an ambitious range of career possibilities. This includes having had some direct experience of the world of work, some understanding of the labour market and its demands, and an informed understanding of progression routes through education, including apprenticeships and university , alongside realistic guidance that helps prepare them for adulthood:

This approach should include:

- An aspirational culture which encourages pupils to aim high and realise their potential, to develop the gift of choice over the direction their lives will take
- An awareness that the world of work is very competitive and that only their best will do
- A recognition that they are capable of achieving across a range of dimensions and that strong academic profiles should be matched by a broad range of proven interests and skills such as those acquired through D of E Awards, music talents, prefect duties, sporting prowess, cultural involvement, which include fortitude, industry, team working.
- Awareness of what is available – this means aspirations beyond socio-economic and geographical boundaries, recognition that routes to success are often over long periods of time and usually not direct – instant success is rare.
- Honest reflection – getting the balance right between unrealistic ambition, but being aspirational and unlocking talent.
- Engagement with a broad and well structured programme of careers from Year 7 using Connexions, which builds on an aspirational whole school culture from day one in the school and even earlier through our engagement with feeder primaries with the ultimate aim of enabling our pupils to become socially, geographically and economically mobile.

We will therefore ensure that the formal programme is introduced from Year 7 through PSHE, which informs pupils about the range of options and pathways open to them and to develop the skills of decision making and application to realise their goals and understand the steps they will need to take to achieve them.

The programme will include a commitment to making all pupils aware of the importance of STEM subjects;eg statistical evidence of skills shortages, attractiveness and variety of career routes, role models and visits to key employers such as the NHS, BMW and Bentley.

This will build on the strength and commitment of our varied alumni base as well as our existing links with HE and Employer networks.

We will make use of the National Careers Service and the local Connexions service, ensuring that pupils have further access to independent careers advice through

- Literature available eg on courses that are not necessarily available in North Cestrian
- Careers fairs – linking with other colleges and employers
- On-line careers advice services
- We will ensure That pupils take ownership of their own learning and pupil passports.
- That pupils with specific needs have individual mentors.(All sixth form pupils will be provided with a guided choice of mentor)
- Suitable periods of Work Experience plus opportunities for all pupils to develop a broader range of experiences through the Wednesday afternoon enrichment programme (eg coaching Primary pupils in sports, placements with local employers, community based projects and voluntary work)
- One to one interviews at KS4 with the Careers Adviser and external experts, which also build in use of online resources such as Kudos and Cascaid, which help to identify a range of routes and opportunities, including Apprenticeships.
- Taster sessions in a range of subject areas provided by local universities and colleges
- Destinations of pupils and the impact of interventions are tracked
- We make use of the CEIAG Audit^x to ensure good practice

Enrichment through Co-Curricular and Extra-Curricular Opportunities

A key component of our vision for the Free School is the development of the whole person, both the intellect and the character, through a complementary programme which opens pupils up to a wide and rich range of experiences Building on our existing expertise in this area, there will be an expectation that all pupils (and teachers) will commit to taking part in a variety of activities both within and beyond the stated curriculum, which enables:

- Discovery and the development of skills for personal development including enterprise and resilience
- Widening the experience of all pupils and unlocking talent and aspiration
- Opportunities to develop leadership and teamworking skills
- Planned activities for working across the wider age range
- Support or extension of subject understanding and application
- Opportunities for physical activities and commitments which build healthy habits for life
- An ethos where learning is relished and pupils are energised by the experiences on offer
- Showcasing of excellence and promoting self-esteem and confidence

There will be four main channels by which this programme will be delivered:

1. **Wednesday afternoon enrichment programme. (Introduced from Sept 2014):** The introduction of a timetabled Wednesday afternoon enrichment programme from September 2014, ensures that all pupils rather than the few have access to the range of experiences available, and builds appropriate progression, whilst also allowing for spontaneity and flexibility. The full school is off-timetable, with all members of staff

contracted to commit to contributing to this programme, and there is a Senior Curriculum Co-Ordinator who co-ordinates links and ensure its smooth running. Activities may be structured on a year group or key stage basis, or on a cross age House basis, as appropriate to the themes being developed. There is a stimulating programme of guest speaker events and visits to cultural, business and educational settings, and pupils have the opportunity to develop their problem solving and enterprise skills around projects supported by local employers. The arrangements also support more structured opportunities for work experience and work shadowing. Take up is monitored to ensure every individual benefits from a challenging and empowering range of experiences.

For some pupils, there will be an opportunity during the wider programme to extend their subject take up or to have additional targeted subject support.

The programme as a whole, incorporates a wide variety of options ranging from chess to Chekov, from volleyball to volunteering. In some cases, for example, students may work with local primary schools, helping with football coaching, or supporting reading . We are also exploring how best to link this to still greater take up of Duke of Edinburgh and mini-enterprises which are currently operated as part of the extra curricular life of the school.

We will also develop co-operative activities with Altricham Grammar School for Boys, who similarly have Wednesday afternoon activities, in order to share facilities, enhance the richness of the offer and gain economies of scale. For September 2016, we will build on this programme by monitoring pupil-voice to ensure activities are refreshed, expanded and vital.

- 2. In-School Activities:** Before- and after-school times, and lunchtimes afford opportunities for pupils to take part in a range of activities, which reflect their interests. These are arranged and scheduled at the start of each term, often with the input and support of older pupils, or via a House, so that all pupils and parents know what is available. The variety is great, including badminton, cryptography, Latin, dance, outstanding learners club etc., and all pupils will be expected to take part in at least two such activities per week, and to log their engagement through the Pupil Passport of Achievement. We will monitor closely whether specific pupils or groups of pupils experience any difficulties in accessing these activities, and respond accordingly.

Pupil leadership: Within the above, there will be many opportunities for pupils both to lead and work as part of teams, through Duke of Edinburgh, mini enterprise, subject ambassadors and sporting activities, to name but a few. Pupil representation and engagement will also be promoted through the School Council. This will provide a forum where elected form representatives meet with the Headmaster half-termly to raise issues or plan pupil-led activities. It will be chaired by a sixth-former, with the council re-electing officers midway through the year.

Students across the sixth form and some younger pupils will have prefect duties commensurate with their senior place in the school. Senior roles will include: School captain, vice captains, librarians, charity representatives and House Captains. Sixth formers will also be assigned 'buddy' duties to look after and mentor younger pupils

- 3. Support and Extension:** Additional lessons and subject clinics will be a part of the overall offering, particularly in core subjects. Pupils will have access to top up

sessions/interventions which supporting understanding and skills in areas such as literacy and numeracy as well as to extension sessions for accelerated learning. Quizzes, competitions, Olympiads (interhouse, whole school, national) will form part of the offer. Our experience is that these events help forge a strong sense of community spirit and belonging, especially within the House Structure.

4. **Formal whole school events, approaches and House Activity:** The school year, as already, will be punctuated by events such as school performances, talent shows, concerts and choirs all of which create a vibrant school experience and encourage pupils to aspire to excellence across a range of fields. A key component of this will be the House system, which allows pupils to be known in smaller, vertically grouped Family settings, which promote a sense of identity and self esteem and which support a range of healthily competitive inter House activities and competitions (see later comments).

The newly established faculty structure which clusters groups of subjects will also promote increased cross and co-curricular working, and the inclusion of faculty heads onto the SMC (precise structures are given in Section D3) will also facilitate cross-curricular events.

Whilst there is clear evidence that engagement in enrichment activities enhances both academic and personal development, as well as lifting aspiration, it should not replace emphasis on curriculum subjects.^{xi}, and our recent re-structure of the school day enables this to happen, whilst increasing the available subject time for all pupils (see below)

Teaching and Learning and organisation of the school day

As indicated above, a significant factor in success in school is for pupils to receive sufficient quality time in lessons.^{xii} The school day starts at 0840 and ends at 1545, (representing an increase of 25 minutes per day from 2013/14). Homework club provides extended support for all pupils until 1700 (see later under Learning Support), and both supervised study and Breakfast Club are available from 8.00am onwards, providing a full day's support and care, as needed. The Free School will operate across 190 teaching days per year.

Teaching will be organised around 32 periods of actual lesson time, at 45 mins each, equal to 24 hours' teaching. The additional 3 periods per week which will provide a dedicated Enrichment Programme, means that all pupils will be able to benefit from such a programme within the timetabled day, whilst maximising formal subject teaching time and ensuring that this is subject to minimal disruption. External speakers, visits and lectures, partnership activity with other education providers, cross age enterprise projects and other communal activities will all form part of a coherent programme taking place within the Wednesday slot. This balance of activity is likely to bring in nearly an extra full week's worth of subject teaching to pupils plus ensuring greater continuity across all areas of experience.

Continuing our existing provision, additional extra curricular activities will be available both during breaks and at the end of the school day.. Pupil attendance at these activities will be monitored to ensure that all pupils, including those who are 'disadvantaged' or have some form of learning need are able to attend, and particular attention will be given to those who are eligible for the Pupil Premium, to ensure that they can participate fully in activities and support at both the start and end of the day.

Assemblies: Although the government has withdrawn Circular 1/94 referring to requirements for collective worship, North Cestrian will maintain this important part of the school day, for it brings the school together as a community, acts as a conduit for common purpose and standards and provides opportunity for public speaking and pupil voice. Importantly it provides time for reflection and meditation on both the Christian message as well as those from other faiths, and builds a shared sense of values. Part of the school's tradition is its weekly-spoken school prayer, and school hymn, the latter sung on formal occasions, which pupils of all faiths and none have valued as part of the school's history and its broader inclusive approach.

The School Day

0800	Supervised Study (Breakfast Club)	1225	Lunch Break	ENRICHMENT PROGRAMME Wednesday Afternoon 13:30—15:45
0840	Registration	1325	Registration	
0850	Assembly	1330	Lesson 5	
0905	Lesson 1	1415	Lesson 6	
0950	Lesson 2	1500	Lesson 7	
1035	Break	1545	End of School	
1055	Lesson 3	1555	Homework Club	
1140	Lesson 5	1700	End of Homework Club	
Extra Curricular Activities		Lessons		Administration

The week will include two full assemblies, key stage assemblies, and house assemblies, and will incorporate a programme of inspiring speakers representing the range of faiths, charities, and exceptional figures from life, work, sport and the Arts as well as focusing more closely on the school as a community. The Assembly programme will be balanced by regular slots throughout the term, and particularly at key assessment points which take place each half term, to support an extended Form period.

Organisation of Students: Tutor Groups (Forms): From 2016, we intend to admit 125 pupils into Year 7 each year. Pupils will be organised into five tutor groups of 25 pupils, representing a mix of pupils from across the range of feeder primaries. We will use RAISEonline entry data from the primary schools and induction days to ensure a spread of ability, aptitudes and gender mix, whilst being sensitive to existing friendship groups and parental requests. Generally, these forms will retain their composition throughout KS3 and KS4, giving pupils time to develop supportive relationships and friendships. However, there may be occasions on which it is prudent to adjust the mix if the dynamics are not right and parents will be involved in such decisions. There will be some further mixing in PE/games and Creative Arts to take place to support Team and/or House activities.

At KS4, pupils will be taught on a mixed ability subject basis, including for PSHE (opening up a wider set of relationships), again with setting across the core subjects.

In the 6th Form, there will be 2 tutor groups of 15 pupils per year and these are likely to be clustered, as far as timetables allow, according to broad subject areas.

Monitoring student academic and pastoral welfare

Form tutors will be seen as the focal point in terms of responsibility for the academic and pastoral welfare of their pupils across all key stages, including KS5, linking closely with Heads of Key Stages and Heads of Faculties, and using the Pupil Passport as a key tool for reviewing pupil progress and development. Tutors will all have been trained in assertive mentoring. Their role will include being the focal point for monitoring attendance and/or any behavioural issues, in liaison with the Heads of Key Stage.

A targeted mentoring system will provide additional support for specific pupils at KS3/4, and all sixth form pupils will additionally be provided with a personal mentor to help prepare them for the next stage.

Through the work of the Deputy Head with responsibility for teaching and learning, NCGS has already moved to an increased focus on the importance and application of a wider range of data, and has begun tracking both individuals and 'groups' of pupils, as set out under the OFSTED criteria to ensure that all pupils are able to progress and attain appropriately. There is a weekly academic meeting between the Deputy Head and the Heads of Faculties to monitor progress. The methodology is expanded upon in section D2.

Pupils also need to know very specifically what they have to do to improve within lessons, and be provided with effective and frequent teacher feedback. One of the remits of the new Faculty Structure, referred to earlier will be to provide even greater coherence and quality assurance across subject clusters and on a whole school basis. Agreed standards of marking, assessment and reporting will be adhered to in order to ensure pupils receive appropriate information, support and intervention, and that the impact of such intervention is kept under review.

The House System: North Cestrian has a firmly established House System, with its 4 Houses (Livingstone, Scott, Hillary, Grenfell) named after inspirational figures who have pushed the boundaries. In our experience, House systems provide a powerful vehicle to further the missions of schools, to enable older pupils to mix with younger ones, take on leadership roles and model success, and to provide a setting which encourages a strong sense of identity and belonging, loyalty and self esteem within a smaller unit, encourages healthy competition, and allows pupils to be known in a different context. Support shown and enthusiasm for House events bear testimony to this.

Pupils entering the school will have an induction day in June or July in the preceding year to help settle nerves and aid transition. The day will have activities designed to forge friendships but also to establish a balanced profile in deciding how to populate houses. Sibling traditions of belonging to a house will be respected, as part of the process of establishing a balanced profile. All staff are also members of a House.

Throughout the year there will be House Assemblies run by House Prefects, House points awarded across a range of activities, termly honours assemblies to celebrate both House and individual success, House quizzes, sports tournaments and the like. A member of staff will have overall responsibility for co-ordinating house events, supported by a number of student leadership roles, including House Captains and Heads of House. The Houses will have a presence across school life, with house boards, trophies and designated colours, marked by badges for girls and ties for boys, as well as sportswear.

Meeting the Needs of Learners: Well trained specialist staff will engage with pupils to provide a stimulating climate for learning, and will continue to teach in relatively small classes, with a commitment to 'going the extra mile' and both supporting and extending pupils through a range of subject clinics, interventions and cross Faculty strategies, to ensure that they can fully realise their potential. Their involvement in a dynamic enrichment and extra-curricular programme will also promote positive relationships and enable them to be seen by pupils in a range of contexts. The quality of teaching will be kept under regular review, with all staff expected to be rated good or outstanding, and appropriate CPD in place to share best practice in meeting the needs of all learners.

Whilst teachers adopt a range of styles, as needed, the focus will not be on 'teachers as performers' but their impact on 'pupils as learners'. Thus the school will:

- Ensure compliance with its statutory obligations to meet the differing needs of pupils. Staff and governors will be fully aware of the relevant statutory requirements, codes of practice, policies and the requirements of the OFSTED Framework by working with Altrincham Grammar School for Boys
- Prepare and adapt schemes of work to ensure that they engage pupils and meet their learning needs. Linked to PSHE, pupils will be aware of their learning styles, staff will be trained on their recognition of this and will use assessment and feedback to provide evidence for intervention and different strategies to be adopted for each pupil.
- Use a variety of teaching methods, reviewing both pedagogy and curricular organisation, as needed, and remaining abreast of best practice nationally and internationally. Training and coaching will be utilised, linking with expert groups from other institutions. 'Learning Walks' will quality assure that staff are employing such methods.
- Each pupil will have a pupil profile that indicates areas of support, styles of learning and any access arrangements to act as a check and to set SMART targets.
- Systematic use of tracking data, combined with focussed discussion groups will ascertain degrees of progress and intervention, encouragement and support will be put in train.
- Through the Standards Committee, Governors will work with senior leadership to keep under review the progress and attainment of different groups of pupils, identifying any areas where performance needs to be enhanced, and the impact of interventions- holding leadership fully to account. This group will also keep under review arrangements for the performance management of staff and their alignment with pupil progress and outcomes.
- The school is well equipped in terms of hardware and software to support learning needs but will keep abreast of developments that promote effective learning, such as visualisers and the use of tablet screen casting.

Extension and intervention- including gifted and talented, LAC and those who attract the Pupil Premium

The overarching philosophy will be that all pupils should strive for and be given opportunities to obtain the very best they can. This means differentiating teaching and learning not just for support, but to also stretch and challenge the most able pupils, and allow exploration of new ideas and lines of enquiry, plus to celebrate achievements beyond the curriculum. The integration of pupil profiles, co-ordinated through the Tutorial system, will serve to bring together a complete picture of each child as an individual and teachers will be required to adjust their lessons accordingly. Regular pastoral meetings, feeding into academic reviews will serve to highlight particular pupils who require support or stretching.

In terms of the most able, a range of strategies will be put in place to include:

- Extension activities and appropriately differentiated approaches within the classroom
- Requirement for schemes of work to including stretching and challenging activities, including extended homeworks and opportunities for deeper questioning
- Working beyond age group within the subject area, where appropriate
- Mentoring and additional provision
- The Learning Support Manager's role is to also work with the Deputy Head and lead and manage LSAs to deliver our Closing the Gap initiatives
- Involvement in master classes, external lectures, mathematics olympiads, national competitions

North Cestrian has partnership arrangements with Altrincham Grammar School (Boys) to share best practice, particularly in meeting the needs of the most able. Teachers, especially in Mathematics and Science from Altrincham Grammar School (Boys) will facilitate coaching and expert panels to build capacity at North Cestrian and there may well be extension opportunities which can be made available to pupils cross school.

Those who attract the Pupil Premium, and Looked After Children will be closely monitored to ensure that the school is able to meet both their academic and pastoral needs, tailoring their programme of activities, support and intervention, wrap around care, as appropriate. Key Stage Leaders reporting to the SLT, and working in liaison with the SENDCOs, as needed, will have overview of these pupils through weekly progress meetings with Tutors to ensure that they are supported and challenged to achieve their full potential, and can progress successfully to the next stage in their education. The Deputy Head and SENDCO will liaise with appropriate external agencies and the LA to ensure a holistic approach to provision across the pupils' educational experience and at transitional stages, and will report to Governors on the application and impact of the designated Pupil Premium funding.

Tutors and Key Stage Leaders will work closely with the SENDCOs to ensure that the best practice strategies and support channels which are put in place for pupils with Specific Learning Difficulties are applied more widely in response to the full range of pupil needs.

The Learning Support Team

- At North Cestrian there currently are two specialist trained Special Educational Needs Disability Coordinators, a Learning Support Manager and a team of Learning Support Assistants (LSAs), demonstrating the School's commitment to collaborative working and liaising support.
- Further Learning Support Assistants are employed each year commensurate with the number of pupils on the Special Educational Needs Register and EHC Plans

Transition: As indicated earlier, under the Section on Widening Access, links with Primary Schools are being made in advance of pupils joining us at Year 7 and within this, we will continue to build on our strength of supporting children with Special Educational Needs, to enable staff to have a clear understanding of the range of difficulties and the strategies that have been successful with particular pupils, including the involvement of other agencies. This will include engaging with parents at the earliest opportunity. We see this approach as in keeping with the holistic approach to Education Health and Care Plans being phased in as part of the recent Children and Families' Bill. As part of our overall strategy:

- Pupils will have an induction day towards the end of the summer term in their Year 6, and the first day of the September term will be exclusive to Year 7 starters. Sixth Formers will be on hand to support pupils and introduce themselves as peer mentors. All those pupils who have been highlighted as having some form of learning difficulty or Special Educational Needs will be introduced to the Learning Support Assistants and Special Educational Needs Co-ordinators as part of the broader programme for the day. This day is designed to reduce anxiety and ensure that all pupils become familiar with their timetables and can find their way around school.
- Throughout this preparatory process, staff will be kept informed of data on the new entrants, including those with Special Educational Disability Needs and how best to support them.
- Use transition matrices to highlight areas of concern

Emotional and Social Support: As part of our inclusive approach, we will build on current best practice in extending the use of a nurture group, which is housed in our Hamblin Centre, to those who are in need of additional emotional support and/or who have additional social needs. Appropriate pupils are welcomed to the Hamblin Centre at break times and lunchtimes: this provides a safe place away from the stresses and confusion of being with the rest of the school at these unstructured times and is supported by LSAs who will assist the group in getting their food from the canteen.

Homework Club: Homework Club takes place every evening and subject specialists and Learning Support Assistants are available to provide help. This is designed to support all pupils, as well as to provide particular support to those with Special Educational Needs or those without access to an appropriate learning setting at home (e.g. IT facilities). This is particularly useful when the LSA has been in the lesson when the homework task was set, but is also informed by ever closer links between teachers and learning support assistants across the range of pupil activity and ability.

In Class: The intention is for pupils outside of essential targeted interventions to participate as fully as possible across the whole curriculum, with support provided through:

- Appropriate use of tablets and mobile phones to take photographs of worked examples. Those pupils who have difficulty in recording information or holding information in their memory being encouraged to use ICT. We are also looking to install mind mapping software to assist visual learners and document readers linked to Active White Boards to show pupils' work.
- Individual Education Plans which are followed by all staff for all pupils with an EHCP. For

those pupils who require additional support but do not have an EHCP, there are clear strategies communicated to all staff in weekly staff briefings, half termly staff meeting, informal discussions, the Virtual Learning Environment (VLE) and email. All Pupils have Personal Education Plans to ensure pupils' needs are met.

- Homework tasks are set on the school's Virtual Learning Environment. Pupils are also encouraged to write the tasks into their homework diary. Teaching and support staff will be aware of those pupils who need assistance with this. For many of our pupils who struggle with organisational skills, parents and guardians are contacted and kept regularly updated on tasks set and due dates. Parents have their own log ins to the VLE.
- For pupils who have processing difficulties, time is given to allow pupils to process information and then respond. This helps to build confidence.

Additional Support

- The school provides one-to-one or small group sessions with LSAs to build up confidence, literacy and or numeracy skills. This can mean that pupils may be removed from non-core subjects once a week, over a period of time. Subject clinics, catch up sessions and other kinds of interventions will also be put in place, as needed.
- Four Specialist Dyslexia Teachers in school carry out one to one multisensory lessons focusing on reading, spelling, improving working memory and study skills. These lessons are funded through the EHCPs and will also make effective use of Pupil Premium funding

Staff Training

- The Special Educational Needs Coordinators run CPD for all staff on how best to support our pupils with Special Educational Needs.
- Specialists are also invited to provide staff with training to meeting highly specific kinds of learning needs, for example, pupils with visual impairment.

Pupils with English as an Additional Language: As an independent school with an international reach, North Cestrian is accustomed to addressing the needs of a number of pupils for whom English is an additional language (EAL); (Manchester receives many families from abroad who are based here because of work and generally access local private schools as the state schools are already over-subscribed). The main languages we currently cater for are Spanish, Chinese and Japanese. We recognise the richness such pupils can bring to the whole school in terms of cultural and heritage mix and help pupils settle to school-life through a range of strategies such as welcome walls in pupils' first languages, assemblies celebrating aspects of their culture, international cuisine days, peer-to-peer mentoring using the skills of other pupils whose first language is not English. Teachers deploy EAL seating plans to encourage pupils to safely explore and learn English. Pupils benefit from being able to rehearse their answers and think in their first language.

On admission, pupils will undergo an assessment to inform their current level of proficiency in English and to identify the best approach to enable the pupil to access the curriculum effectively. We work closely currently with a foreign language school, Berlitz, to interview pupils before they join and are considering how we might use their services to support the EAL co-ordinator and equip staff in latest techniques. Staff will be trained to make use of strategies such as word banks, texts and pictures, yes/no responses, and will allow use of

bilingual dictionaries and electronic translators in order to help pupils to access the curriculum as speedily as possible, with ongoing, targeted support, as needed. The EAL Coordinator, in liaison with Form Tutors, will work to ensure that pupils' personal development needs are met and that they are successfully integrated. An LSA is employed to support children with EAL.

Ongoing Monitoring

- Academic progress will continue to be carefully tracked and monitored formally by the Special Educational Needs Coordinator (or EAL Coordinator, as above) every half term, and on an ongoing basis during assertive mentoring with Form Tutors.
- This will be done through the collection of information from assessments which are recorded every half term on the school's data management system.
- Any concerns in academic achievement or lack of progress will be highlighted and relevant support put in place immediately. This support might be presented in many forms from mediation to building on teacher-pupil relationships; providing additional or adjusted LSA support; further differentiation of resources and use of other agencies where necessary.
- In terms of Specific Learning Difficulties, formal assessments are carried out by the Specialist Teacher every term. This is communicated to parents in the form of a written report, with face-to-face follow up, as needed. This information is filtered through to all teaching staff and Learning Support Assistants so that everyone is aware of the progress pupils are making. In a similar vein, subject teachers ensure they inform the SENCO of pupils' progress, especially in relation to meeting either their SEN or EHCP targets.

Section D2

Measuring pupils' performance effectively and setting challenging targets

Assessment System: The basis for the School's assessment system prior to the 2012/13 academic year was the paper-based National Foundation for Educational Research CAT test for learners taken at the beginning of Year 7. This long-standing system set a whole school GCSE target for A*-C pass rate. As an independent school NCGS was unable to obtain KS2 levels of pupils coming into Year 7 and did not have access to RAISEonline and other data tools.

From September 2012 the School drilled down into this evidence in order to generate 'actual' targets for individual pupils in individual subjects. These are known as the Year-End Minimum Targets. These targets are then allied to an Aspirational Target that provides stretch and challenge (explained below). The degree of challenge is carefully managed to provide the learner with a SMART target based upon accumulated evidence of performance and discussion with the learner, parents, subject staff, pastoral staff and School Leadership Team (SLT). As such the Aspirational Target is a mobile target, a clear pathway to future success building on achievable upward steps. This degree of information had always been available via the NFER tests but for the first time was utilised to produce individual targets at Key Stage 3, GCSE and AS and A Level. It is from these measures that the School's 'Value-Added' data was measured.

Through enhancing the transparency, pupils and staff were accountable for understanding and communicating expectations and progression. Therefore, this new method of using

Grades/Levels meant that a new assessment and reporting policy had to be developed. The School was moving forward from traditional marking out of 20, exam style assessments and position in the class/year group.

On conversion to Free School Status the primary liaison teacher will incorporate Key Stage 2 data where possible to provide a measureable system to evidence progress and to set targets. In preparation for joining the maintained sector North Cestrian is utilising a dual system in 2014-15. NFER CAT testing has been carried out but also Key Stage 2 levels have been acquired for Year 7 pupils. The key stage 2 levels of thirty-six of the fifty-one pupils are known. The remaining fifteen did not complete Key Stage 2 Tests as they attended preparatory schools. Key Stage 2 levels will be approximated by utilising NFER's estimation of KS2 from the CAT result. This will be ratified by Maths and English deploying KS2 tests in the first weeks of year 7. The target setting system will then modify into KS2 to KS4 progress data using the transition matrices. Year-end minimum requirements can then be based on the three levels of progress and the aspiration target can stretch up to and beyond four levels of progress.

An example for North Cestrian's Key Stage 2 to Key Stage 4 progress can be seen below. Key Stage 2 levels were utilised for the 2013-14 Year 11. Thirty-nine pupils have key stage 2 levels, four have no prior level and twenty-three attended preparatory primary schools and therefore did not sit key stage 2 tests. These pupils key stage 2 level was approximated using the NFER CAT tests. The numbers represent pupil who made the expected progress (in green) and those who did not make expected progress.

		Maths GCSE Grade								
		U	G	F	E	D	C	B	A	A*
KS2 Test Level	No prior level							2		2
	B, N									
	2					1	2			
	3		1		1	3	3	3		
	4				1	4	11	6	3	
	5					2	8	7	6	

74.2% of pupils achieved three or more levels of progress and 42.2% of pupils achieved four or more levels of progress.

		English GCSE Grade							
		U	G	F	E	D	C	B	A

KS2 Test Level	No prior level						2	1		1
	B, N									
	2				1	1				
	3				2	6	3			
	4				1	10	13	9	3	
	5					2	4	5	1	1

71.2% of pupils achieved three or more levels of progress (69% National figure in 2013) and 28.8% of pupils achieved four or more levels of progress (30% National Figure in 2013).

The next table considers the average Key Stage level of the thirty-nine pupils with a key stage 3 level and the four pupils without prior level only and compares them with their average GCSE grade in order to measure levels of progress. (The twenty-three without Key stage levels are removed as NFER provided a much broader range of subject predictions at GCSE rather and working this backwards to key stage 2 is clearly different to the key stage 2 levels in English, Maths and Science).

		Average GCSE Grade								
		U	G	F	E	D	C	B	A	A*
KS2 Test Level	No prior level						1	2		1
	B, N									
	2									
	3				1					
	4				1	3	9	8	1	
	5					1	8	5	2	

65.1% of pupils achieved three or more levels of progress and 27.9% of pupils achieved four or more levels of progress.

We already make significant and effective use of progress data. On entrance to the maintained sector use of RAISEonline and SISRA will enable the school to even more effectively set targets, track, assertively mentor and analyse progress. We are confident that when we have the tools to access this data more readily we will be able to provide an even richer data analysis that will in turn cascade to improved pupils' achievement.

Targeting, tracking and analysis will follow this maintained sector system for all future years from the year 10 starting in September 2015. However, North Cestrian will ensure that pupils aspire to at least the higher of their NFER CAT GCSE prediction or the Key Stage 2 level plus 4 levels, although we recognise that it would be destabilising to amend GCSE targets mid-course for the existing Year 10 and 11.

NFER also provides AS and A2 targets. However, since these were generated in the pupils' original Year 7 test the School uses the GCSE result in combination with the GCSE target (from the KS2 to 4 levels of progress) to set new minimum requirements for AS and A2 results. The school will also deploy ALPS software.

At Key Stage 3 the School developed 'North Cestrian Levels of Attainment' that combined several different aspects of educational progress. The National Curriculum levels were used as a start point and then integrated with Personal Learning and Thinking Skills, knowledge of the requirements and skills required at Key Stage 4 and highlighting cross-curricular skills to enhance learner/parent understanding and reinforce the benefits of transferable skills (known as North Cestrian Learning Foundations). The opening statement of the Marking, Assessment, Recording and Reporting Policy is, "Every NCGS pupil is entitled to effectively assessed and marked work. The policy's aim is to raise attainment specifically within each subject and generally across the curriculum." Staff are currently undertaking training to move to assessment without levels and will roll out a new system that will also consider the move to GCSE grades 1-9 ensuring that pupils and parents clearly understand the new system and how to progress.

Our marking ensures that all pupils know where they are starting their learning journey from, where they need to get to and know the steps along the way to improvement. Pupils complete at least two levelled/graded assessments per half term. These not only take account of subject specific learning but also enable progress in cross-curricular Reading, Writing and Speaking and Listening.

At GCSE, AS and A Level, assessments that provide evidence against syllabus assessment objectives and exams are used to provide snapshots and cumulative grades of performance, typically every 4 weeks.

Subjects will deliver assessment in a range of different ways including...

Speaking	Listening	Debate	Presentation	Fieldwork
Writing	PowerPoint	Group Work	Investigation	Examination
Multi-Choice	Closed Questions	Open Questions	Creative Project	Resource Manipulation
Practical	PLTS	Teacher observation	Self-assessment/ Reflection	Performance

Year 7-10 have an internal mock exams during May, years 11-13 have theirs in December.

Data Tracking and Reports: Data tracking takes place daily via the learner themselves, class teachers and Heads of Faculty. At the end of each half term (hence five – May is removed due to internal exams and work experience and the year-end report is brought forward into June) an assessment tracking report is generated which is sent home and Heads of Faculty, Heads of Key Stage, Form Tutors and SLT will analyse. From this an

assertive mentoring report is produced (outlined in the next section). The learning and assessment during the half term enables pupils to track their own progress via a sheet in the front of their book/file and teachers to report on several key elements.

- 1) Working at Grade/Level
- 2) The mobile Aspirational Target
- 3) The quality of a learner's Attitude to Learning (which combines their behaviour and effort)
- 4) The quality of a learner's Independent Learning (which includes homework).

On two of the five occasions this assessment report is married with a full written report (early January and June). This prose communicates precise details of grades and levels which have made up the whole 'working at' grade. It celebrates learners' strengths and identifies barriers to learning including aspects such as attendance, punctuality and organisation. The subject teacher will guide the reader through the key 'next step' advice to raising attainment and accelerate an individual's progress. Form tutors will deliver an holistic review of the pupil's report and the Headmaster summarises the progress and advice.

Monitoring of Pupil Performance and Intervention: Heads of Faculty will track performance across the classes and teachers in their faculty. An indication of progress (Red, Amber or Green) will highlight the need for intervention which will be feedback into lesson plans to either stretch and challenge or provide extra scaffolding and, in some cases, learners reattempting the assessment. Heads of Key Stage and Form Tutors will analyse that data for the assertive mentoring programme. From this, short term goals will be set for pupils to improve their performance either by being encouraged to utilise their skills from elsewhere in the curriculum, offering techniques to remove barriers for learning, sharing best practice with peers by accessing the Student Mentor from a higher key stage (e.g. a GCSE student would access a Sixth Former for Support). Where appropriate, the outcome may be the implementation of some of the measures outlined in the section on Behaviour and Attendance. The use of the Front Page Tracking Sheet in learners' files/book and the short gap until the next assessment builds learners confidence in managing their own progression and seeing the fruits of their efforts.

The Heads of Faculty, Heads of Key Stage and SLT are monitoring the performance of key cohorts. So far we have concentrated on the performance of girls (as the school has recently turned co-educational) and the performance of SEN learners with statements, (again this is a big focus of the school as we have 29% SEN). We will also monitor pupils in receipt of Pupil Premium to ensure progress is in line with targets to reduce any gaps in achievement. In a small school the statistics for other cohort monitoring have been too insignificant and have been adequately covered by our pastoral and academic focus on the individual. Becoming a Free School will allow use of systems such as RAISEOnline to develop the academic tracking of different cohorts. To this end, and independent of the potential Free School conversion, we are converting from WCBS PASS reporting system to SIMS in order that we can more effectively monitor the progress of cohorts. This will be essential as the school grows.

For the 2014 GCSE results the Faculties' exam analyses show that the performance of girls was excellent. Strategies to closing the gap will now consider the following analysis. (North Cestrian FSM Proxy considers anyone receiving a bursary – however, upon conversion the category will become those pupils with Pupil Premium)

	5+A*-C% inc E/M for NCSGS 2014	Gap to Whole 5+A*-c% inc E/M for 2013 National Results	National Gap 2013
SEN	37.5	-21.3	-47%
EAL	60	1.2	-2.6%
FSM Proxy	42.9	-15.7	-26.7

Although we treat it as a priority to close the negative gaps, we are pleased to note that our gaps are significantly smaller than nationally.

AS and A2 are monitored slightly differently. These students, as the whole school, receive the full written reports and assessment boxes in the January and June reports. Allied to these are Four-Weekly Tracking Reports which report to students, parents and tutors the performance in that period of time linked to graded pieces of work. All stakeholders have found this very useful to be exposed to rigorous assessment that points to performance levels. Intervention can also be highly focused based upon any drops in performance in a fast proactive fashion.

Following the December Mock exams for Years 11-13 the February assessment boxes are written. From these SLT in liaison with Heads of Faculty, Heads of Key Stage, students and parents undertake a complete review of performance. Students are clearly informed of their current performance and how that would translate to actual GCSE/AS/A Level passes. The written breakdown of examination units and controlled assessments pinpoint areas for intervention. Each learner is directed to produce their own revision timetable from the Master Revision Timetable to incorporate subjects where the need is greatest to secure a higher grade. In general, every learner is required to include at least four subjects and we are delighted that many pupils enjoy filling at least one of the before school, lunch time or after school slots on offer each day. Staff and parents then also have a copy of the learner's revision timetable. Revision session attendance registers are kept and parents are instantly informed of the progress.

Ambitious and Realistic Targets for Pupil Performance

Under the current system, the Year-End Minimum Targets are generated by NFER CAT tests. However, as discussed above these will run concurrently and eventually be replaced by Key Stage 2 to 4 progress. The mobile Aspirational Target is reviewed every half term. This target provides realistic stretch and challenge and will inform the minimum requirements for next key stage especially as a learner completes a key stage at higher grade/level than originally predicted by the NFER CAT or the progress between key stage 2 and 3. Parents and learners are encouraged to have input into their targets as they plot the way to success in their own learning journey.

Subject targets are cascaded to Heads of Faculty in the October Performance Management Cycle. Currently the targets are based upon the NFER target for the individuals who are taking their subject. The ambitious target is to gain a high percentage of four levels of progress. This also bolsters the desire to perform in KS3 as progress in this stage will increase the potential to meet the four level of progress between key stage 2 and 4 (this is what the ultimate judgement of success is based on). Heads of Faculty are also asked to consider setting their own realistic but ambitious target for A*-A grades based on their prior accumulated data of a pupils' performance. Heads of Faculty then cascade these targets to the staff in their faculty.

2015 GCSE 5A*-C (inc E/M) Target = 72%. The national in 2013 was 58.6% in 2013.

In English we aim for 75% of pupils achieving three or more levels of progress between KS 2 and 4 and 33% of pupils making four or more levels of progress. The national figures for levels of progress in 2013 were 69% for three or more levels and 30% for four or more..

In Maths we are currently scoring well above the national average therefore we aim to extend our 2014 results by reaching 76% of pupils achieving three or more levels of progress between KS2 and 4 and 44% of pupils making four or more levels of progress. The national figures for levels of progress in 2014 were 70% for three or more levels and 32% for four or more levels.

The average total points score for the school in 2014 is 333. The average point score is 40.9. In 2015 we aim to reach an average point score of 43. The total point score average may only reach 360 as we have a legacy of some pupils only taking 7 GCSEs.

2016 GCSE 5A*-C (inc E/M) Target = 61.5%. 2016 EBacc Target = 60%

In terms of levels of progress we aim for the 2016 English results to show 77% achieving three or more levels of progress and 35% achieving at least four levels of progress. For the Maths results we aim to show 80% of pupils achieving three or more levels of progress between key stage 2 and 4 and 45% of pupils making four or more levels of progress.

In 2016 we aim to reach an average point score of 46. The total point score average may only reach 390 as we have a legacy of some pupils only taking 7 GCSEs. By the results of 2017, pupils will be taking between 8 and 10 key stage 4 qualifications.

Behaviour and Attendance linked to educational vision and strategies to monitor, improve and integrate

September 2012 saw a learning-driven transformation of attendance and behaviour in the school. A Consequences of Misbehaviour and a Learning Focus Policy were launched in tandem to make the staged procedure and lines of responsibility much clearer. The Director of Teaching and Learning and the Key Stages Heads worked closely to enable learners to show positive behaviour for learning and show how subject teachers, Heads of Faculties and Form Tutors intervene before escalation to Heads of Key Stage and SLT.

Positive behaviour and learning is celebrated regularly in assemblies and learners are invited to The Outstanding Learners Club where they are served lunch, watch a film and take on some more tips to show further elements of outstanding learning. High performing

pupils are now also recognised as subject ambassadors. The Honours Assembly at the end of each term includes celebrations of Positive Behaviour and Outstanding Attendance.

Verbal reminders to focus on learning are sometimes necessary and for this detention marks are issued. These are collated by the Form Tutor and the Head of Key Stage. If necessary this will result in a school detention. Copies of the Detention Marks are sent to Deputy Head who will analyse the detention marks received for a lack of homework. A meeting then takes place with the learner and strategies are discussed and agreed to enable the quality of homework to improve and deadlines to be met.

Heads of Faculty are also proactive to spot trends and issues and they regularly develop Subject Reports for pupils that serve as Personalised Educational Plans to assist improvement and realise progress. These two or three targets are monitored every lesson and rewards and sanctions are deployed as necessary.

Accessing the Learning Focus Room is a different to misbehaviour concerns. This procedure provides scaffolding to identify and intervene in issues of an academic and not wholly pastoral nature such as low level disruption or underperformance. If the issues were not resolved via the subject teacher, Head of Faculty and Form Tutor intervention, the pupil would access the Learning Focus Room. This is a day-long activity where the pupil undertakes an intense period of school work and mentoring by Learning Focus staff. On satisfactory completion of the Learning Focus Report on the particular day, pupils return to the normal timetable and are monitored for a positive display of improved focus and performance. Staff lead the Learning Focus Room during one of their non-contact periods.

Assembly themes regularly cite the importance of excellent attendance. Clearly evidenced is the need to be focused and punctual thereby maximising the potential of attendance. Form tutors monitor the attendance via the register and the school keeps a record of pupils late for school. The pastoral team investigate all absences and lates with parents immediately. The Deputy Headmaster then relays the current position on a Friday assembly and all pupils late without reason twice in a week undertake a Friday lunchtime detention with the Deputy Headmaster. Lates to lesson are also similarly monitored and swift intervention takes place.

Whole school attendance in 2103-14 was 93.8%. Considering the pattern of attendance seen in the last academic year we are targeting a whole school attendance of 96% in this academic year. (Year 7 – 97%, Year 8 – 96%, Year 9 – 95%, Year 10 – 96%, Year 11 – 97%). In order to achieve this there are several monitoring points that incur actions, rewards and consequences. Every two weeks form tutors have an attendance report (which will be live when the school introduces SIMS). Tutors explore the information with pupils and reward and help in the removal of barriers to attendance. If at any point a pupil dips below 95% attendance the Form Tutor contacts parents and the Head of Key Stage is informed. Heads of Key Stage become involved if there is a dip below 90% and the Educational Welfare Officer is deployed in cases where attendance dips below 87%.

Reviewing success measures to improve the school's performance

The improvement of the school's performance takes place via a continuous and holistic team approach. All stakeholders have an input into policies and are encouraged to discuss data, intervention and share best practice. A key strength of the school is the regular and

meaningful communication between all adults in the school. Indeed pupils also have a regular input via the Pupil Council and Sixth Form Committee.

The School is very keen to evidence measurable growth in the satisfaction recorded by pupils in the pastoral welfare, education they receive and opportunities and experiences on offer at our school. There is an open and trusting relationship across the age groups and between pupils and teachers. We believe strongly in ownership, opportunity, trust, teamwork and support. Through this all stakeholders at our school embrace the desire to progress, the maximisation of opportunities and respect the need for accountability.

Form period, Council Meetings and staff briefings enable regular updates and proactive solutions. In October all learners take part in a PASS (Pupils Attitude to Self and School) survey. The finding from the survey and the ISI inspection in November 2013 informed development plans so that subjects such as Spanish and RS were added to the curriculum and provided extra lessons to support the learning in key subjects such as English and Maths. The ability of the School to personalise individual's curriculums will also help to create more effective learning for gifted and talented pupils, SEN learners (those with and without statements) and EAL learners.

Further reflection on the outcomes of the PASS survey has meant that we have restructured the Pastoral and Academic team in order to provide rigour and focus to PSHE.

The first review of success is from the summer examination results. This starts with a data analysis for the whole school and the Faculties by the Head, Deputy Head and the Governors of the School. This leads into a full Exam Performance Review by the Heads of Faculty that is presented to and discussed with SLT. From this the SLT produce a set of recommendations which subject staff prioritise for greatest impact. This data analysis and outcome strategies inform the School and Faculty Development Plans, staff appraisals and subsequent CPD.

This year has also involved reviewing the outcomes from the ISI Inspection and producing an Action Plan to assist with moving towards excellent/outstanding.

Currently we drill down into the results from each half term's reports and the same is done for the external examination results. This provides a whole year and every cohort (Statemented, SEND, EAL, Pupil Premium (FSM) Proxy, girls and boys) monitoring and analysis of performance. Deeper analysis with the help of SIMS and RAISEonline will further enhance effectiveness in the areas outlined in this section.

This year the school continued to develop Student Voice, Staff Voice and Parent Voice questionnaires on the School's VLE, workshops and committees in order to further develop our brand of education.

Key policy reviews will be done in conjunction with Altrincham Grammar School for Boys. There is Headmaster to Headmaster support liaison and upon access to the State sector we will form part of the Trafford Secondary Schools Forum. The new Governance structure has created a Standards sub-committee whose terms of reference are to lead, evaluate and hold SLT accountable.

Measuring and improving the quality of teaching in the classroom

Very significantly our school has designed procedures which link the quality of teaching and the quality of learning together. This is to highlight the way the standards are intertwined and interact with each other. Our lesson observation document (see appendix) sets the bars for the standards of teachers and learners in Achievement/Learning, Behaviour/Safety and Teaching/Assessment. Official lesson observations by line managers take place during the second half term as part of the Performance Management Cycle. The outcomes are used as part of the appraisals and for forthcoming whole school and individual CPD requirements. In the second term Heads of Faculty again review teaching in their faculty. Indeed, this practice is an on-going process in our culture of open door, best practice sharing and team teaching to inform the standing order agenda item at Faculty meetings.

Informal learning walks take place every week and are conducted by any member of the school. Teaching staff, administration staff and lunch staff, governors and learners themselves have observed the learning in the school via this mechanism. The observer follows different routes around the school and the Learning Walk always takes place during different time slots. The standards for outstanding/excellent teaching and learning are used and the feedback sheet is completed which is shared with staff via email and briefing and with learners during assemblies.

SLT look at overall trends and the teaching and learning grades in the school. This information informs INSET and briefings and allows SLT to encourage the sharing of skills by matching up teaching with strengths and development needs in team teaching and informal observation activities.

There is a half termly Quality Assurance Programme which Heads of Faculty have an input into designing. Teachers then provide evidence for the quality assurance standards. So far this year Pupil Work, Marking, Differentiation, Independent Learning and VLE have been looked at. Where inconsistency is discovered we assist staff through coaching, CPD, benchmarking the best practice and where necessary the School's competency procedure will be invoked. All policies are continually reflected upon and updated and staff have periods of consultation prior to implementation.

In terms of Behaviour Targets we are currently looking into a real time tracking system with SIMS that can collate and track the positive and negative behaviour around the school.

The improvement and monitoring of standards of teaching and learning will be done in conjunction with Altrincham Grammar School for Boys including training, sharing of best practice and observations. This is also part of the terms of reference for the Standards sub-committee.

Liaising with and reporting progress to parents

Parents form part of the School's triangle of strength. Academic and pastoral information is regularly shared in a three-way process between learners, teachers and parents. The School's management information system (PASS) has excellent links to directly email a pupil's tutors and parents and these are well used by staff. Parents also have a log-in facility to the School's virtual learning environment to see notices and homework and key information is clearly communicated in the weekly school newsletter.

Parents receive the five half termly assessment reports and January and June also contain a full written report. Also throughout the year each year group's parents are invited to an introductory evening setting out the year ahead for their children and at least one traditional Parents' Evening where progress is discussed. Parents are also invited into school for several other meetings during the year including Options Evenings, UCAS Evenings, Open Events and the annual Speech Night.

Parents are also heavily involved in the Friends of North Cestrian who run charity events and support things like fieldtrips and accommodation innovations in the school. Parents are invited to take part in annual workshops. Parents gave their input in the themes for last year which included reviewing the new Marking and Independent Learning (Policies), learning to use the VLE and developing the curriculum, changes to the School day, links with community and extra-curricular opportunities. This year parents will have the additional opportunity to use the Parent Voice function of the VLE.

Section D3 – A staffing structure that will deliver the planned curriculum within the expected income levels.

The Head is accountable to the governing body for the overall direction and performance of the school and is supported by the Deputy Head. The Head and the Deputy are invited members of the governing body. The structure is then divided into Academic, Pastoral and Financial/Support Staff. This allows clear lines of authority, expertise, accountability and communication. Part of SLT's function is to lead upon issues that cross between these areas. The SLT provides the strategic leadership function with long term planning, whole school issues, external relationships and governance. The Senior Management Committee (SMC – outlined below) is for the day-to-day leadership and management operations of the school. We believe that the size of the SLT and SMC allow for efficient and effective decision making whilst promoting cross-functions between the distinctive parts of the School – for instance often academic and pastoral issues are intertwined, as is finance, with every decision. The faculty structure implemented from September 2014 is robust and both affordable and effective. It has the capacity to deal with growth in pupil numbers whilst retaining academic control, specialist staff, flexibility, promotion of cross-curricular collaboration and efficient administration.

The SLT will play close attention to succession planning to ensure quality and continuity of staffing in delivering the curriculum.

Senior Leadership Team (SLT): North Cestrian Grammar School has a Senior Leadership Team currently comprising of four members of staff (Blue). As the school grows this SLT structure will form the basis of additional leaders that will join the structure in middle leadership positions. Weekly meetings of the SLT will ensure that the mission and vision of the School are being adhered to. This forms the basis of feedback into governors' meetings and the conduit for governance decisions. In 2016 we have provided in the budget an Assistant Headteacher whose role will be defined closer to the time.



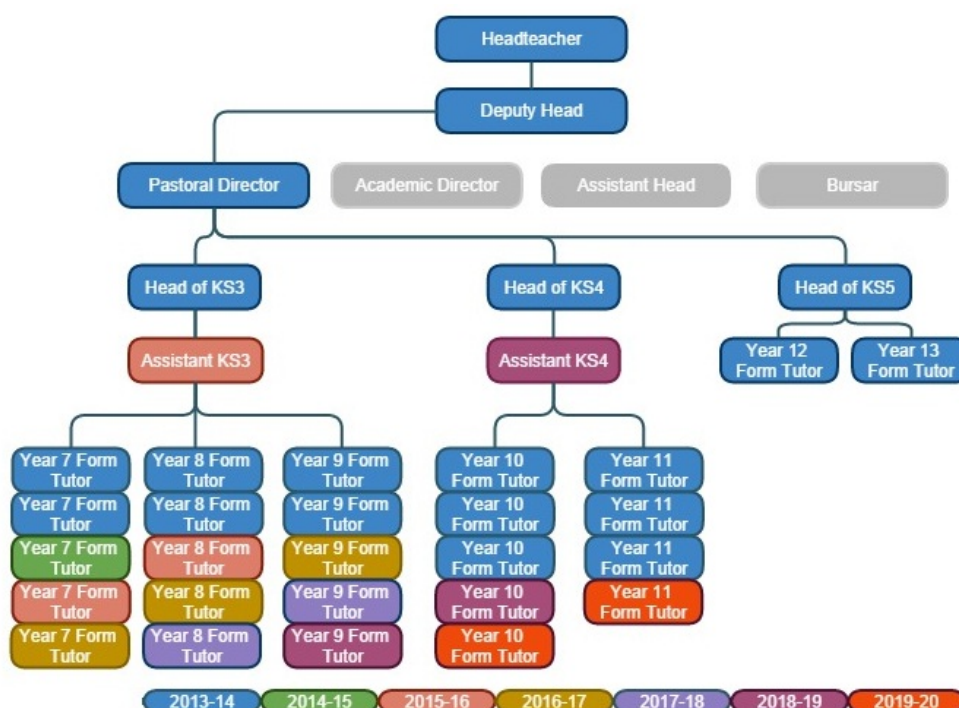
Headmaster

See Section F4

The Senior Management Committee (SMC): In addition to the Senior Leadership Team, the School has a Senior Management Committee which meets weekly. This comprises the Head, Deputy Head, Academic Director and Pastoral Director, the Head of Learning Support Heads of Key Stages and Heads of Faculty in this way the School effectively manages the day-to-day learning and welfare provision.

The inclusion of the Head of Learning Support emphasises the importance placed upon pupils with SEND. The current Head of Learning Support manages the department, leading eight Learning Support Assistants with a High Level Teaching Assistant.

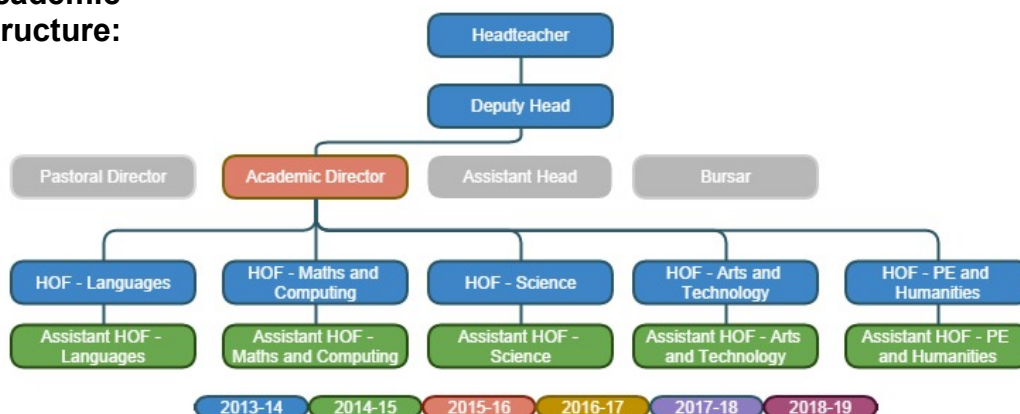
Heads of Key Stage: Heads of Key Stage in addition to their pastoral and academic input and monitoring rewards and sanctions are responsible for external links with FE Colleges and universities (transition to next key stage), charities, outreach in the community, work experience and external agencies. Following half termly reports and mock exams, Heads of Key Stage coordinate the intervention programmes, assertive mentoring and personalised revision timetables. They are also an important part of setting the tone and ethos of the School through leading and coordinating key stage assemblies. The Key Stage 3 Head has an additional role to ensure smooth induction into the School working alongside the Primary Liaison Teacher whose role will be introduced in September 2015.



The emphasis on strong pastoral provision is to build on the aim to cater for all pupils. The Pastoral team, which expands as numbers increase, will be led by the Pastoral Director. Weekly meetings between the Director and Key Stage Heads will monitor pastoral issues and will follow through with appropriate actions, in line with the Rewards and Sanctions Policy. Form tutors provide a pivotal role in immediate response to and assessment of pupil behaviours, including monitoring detentions, attendance and punctuality, and delivering the assertive mentoring programme in their form.

The School is currently moving towards an online based system for real time tracking of progress, rewards and sanctions so that each part of the Pastoral Team is communicated effectively with the other. This will generate information which will form part of the Pupil Profile.

Academic Structure:



This structure was introduced in September 2014 in order to develop the leadership function of Faculty Heads to promote the sharing of best practice and to afford opportunities of economy through synergy. This structure will also develop the transferability of skills, and enhance curriculum delivery. The emphasis on strong academic provision is to maximise the opportunity, learning and progress for all pupils. In line with our vision, the team will ensure particularly that SEND, Pupil Premium and EAL pupils will receive the monitoring, scaffolded pathways to success and support to ensure their progress is maximised. We believe that engaged, enthused and excited pupils will be reflected in academic achievement. The team, which expands as numbers increase, will be led by the Academic Director. Fortnightly meetings between the Director (accountable to the Deputy Head) and Heads of Faculty will monitor academic issues and will follow through with appropriate actions, in line with the teaching and learning policies (differentiation, independent learning beyond the classroom, and marking). The academic team will also lead on the quality assurance of teaching and learning.

Teaching Staff:

Every member of staff is part of several different teams who have ownership of achieving the School's vision, promoting the personalised approach and ensuring that every pupil

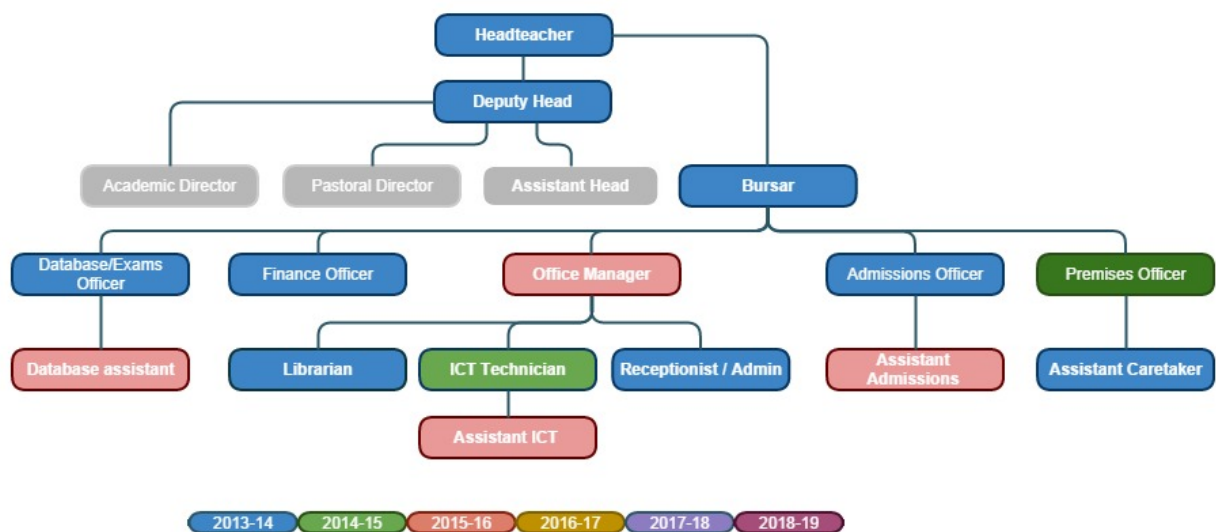
thrives. A Form Tutor meets with Head of Key Stage fortnightly and a subject teacher meets with Head of Faculty fortnightly. This academic, pastoral and support structures have clear pathways of communication and responsibility. The pupil-centred nature of the Form Tutors role necessitates judgment as to which pathway to follow and keeping both informed as necessary. All staff are briefed in at least two meetings before school per week by the Head.

Phased programme of growth - 5 Year Growth Plan

	Year	No of Forms	Teaching periods	FTE
2015-16	7	4	690	23.8
	8	3		
	9	2		
	10	3		
	11	2		
	12	1		
	13	1		
2016-17	7	5	807	27.8
	8	4		
	9	3		
	10	3		
	11	3		
	12	1		
	13	1		
2017-18	7	5	873	30.1
	8	5		
	9	4		
	10	3		
	11	3		
	12	1		
	13	1		
2018-19	7	5	932	32.1
	8	5		
	9	5		
	10	4		
	11	3		
	12	1		
	13	1		
2019-20	7	5	994	34.3
	8	5		
	9	5		
	10	5		
	11	4		
	12	1		
	13	1		
2020-21	7	5	1036	35.7
	8	5		
	9	5		
	10	5		
	11	5		
	12	1		
	13	1		

Support staff structure:

Teaching staff are supported by committed and well qualified non-teaching staff. Currently, we have a team of eight Learning Support Assistants who work with many pupils: assisting with the differentiation of resources, providing additional assistance in class and working outside the classroom on a one to one basis with some pupils. Our Librarian has additional responsibility for pastoral care is first aid trained (along with five other staff). We have a full time ICT technician available throughout the school day to support staff and pupils as well as being responsible for the maintenance of equipment. The Lab technician works alongside the Art, DT and Science teaching staff to assist with practical experiments through preparing equipment.



Section E – Evidence of Demand

	2016				2017			
	A	B	C	D	A	B	C	D
Year 7	125	51	331	306%	125	51	159	168%
Year 8	100	28			100	28	331	359%
Year 9	75	39			75	39		
Year 10	75	39			75	39		
Year 11	75	63			75	63		
Year 12	30	25			30	25		
Year 13	30	10			30	10		
Totals	510	255	331	115%	510	255	490	146%

We are projecting forward from the 2015 free school opening expressions of interest. These have been combined with the 140 expressions of interest already received for the 2016 free school opening. See table on page 61. North Cestrian is currently hosting open events and expressions of interest for our Free School now timed in September 2016 are being received and returned by these new cohorts. The news of the requirement to resubmit the bid in July coincided with school being closed and the new expressions of interest have been sent and received in September only. Therefore, the numbers are still impressive and we have yet to swell the numbers via the open event season.

E1 - School Places in Trafford

There is a significant deficit of school places in South Trafford. A tabular form of this map is provided on the next page. The black box shows the location of each school. For every school bar one (Broadoak School) the number of the total preferences shown on green outstrips the admission places that each school can offer. South Trafford schools are vastly oversubscribed and many local families are missing out. (Quotations from such parents are provided in this section)

North Cestrian is well placed geographically to offer a further choice of school in and around the WA14 postcode to support South Trafford's urgent need to accommodate pupils.

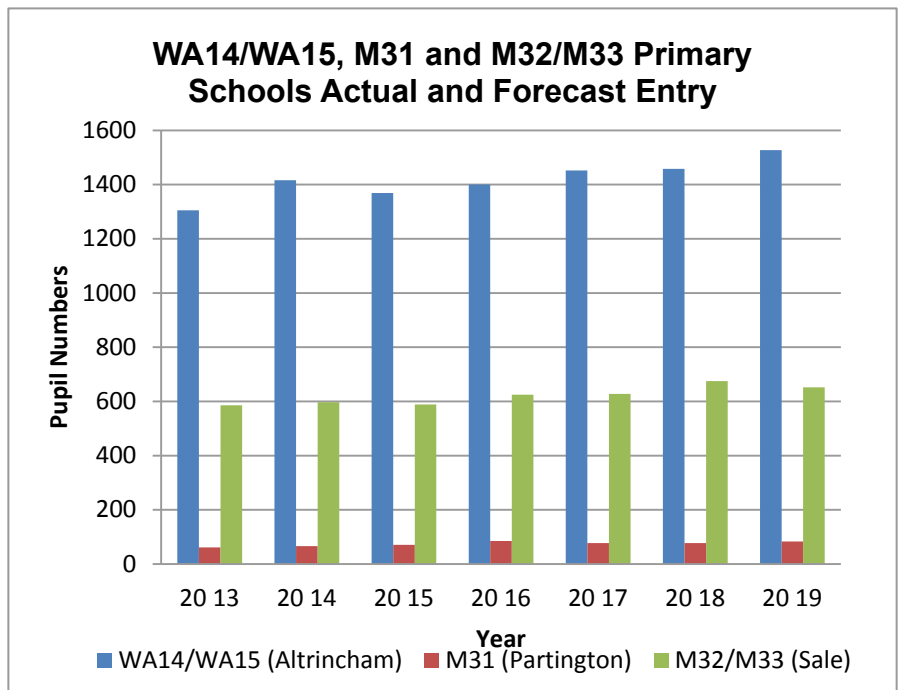
The table on the next page further highlights the ratio of total preferences in comparison to the admission places that schools in the area are able to offer. The ratio also shows that neighbouring schools to North Cestrian are among the highest. The overall ratio further supports the need for a Free School in the area.



School	Total on Roll	Admission No. 2014	Total Preferences 2013	Ratio of Total Preferences to Admission
Altrincham Grammar Sch. Boys	1210	173	453	2.62
Altrincham Grammar Sch. Girls	1290	174	490	2.82
Loreto Grammar School	1035	150	288	1.92
St. Ambrose College	945	129	410	3.18
Altrincham College of Arts	831	169	824	4.88
Blessed Thomas Holford School	911	190	588	3.09
Wellington School	1330	244	946	3.88
Broadoak School	340	128	70	0.55
Ashton on Mersey School	1457	254	863	3.4
Sale Grammar School	1265	180	1051	5.84
Sale High School	705	221	355	1.61
Total	11319	2002	6338	3.17

Commentary on Local Primary Schools Actual and Forecast Entry

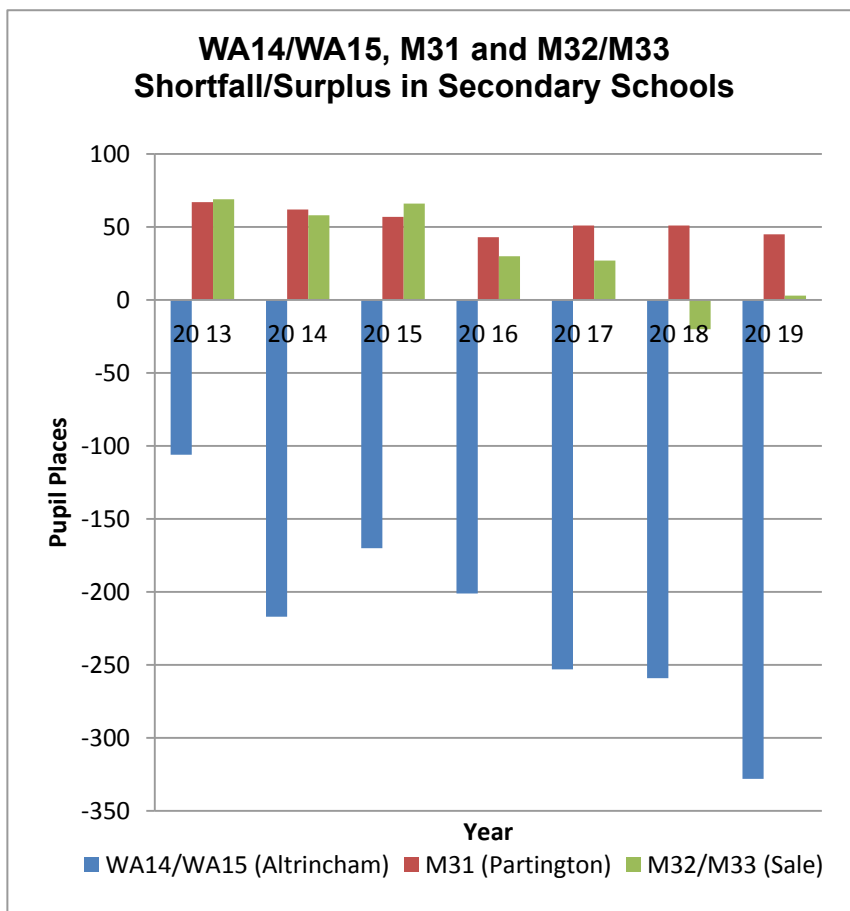
The following graph shows the substantial growth in primary school places required over a 7-year period from 2013. This growth is going to continue and sustain for many years, subsequently feeding into a large shortfall of secondary school places. In WA14/WA15 these will feed into the 3 non-selective state schools in WA15. There are currently no non-selective state schools in WA14.



Trafford LA have already identified a need and made provision for the expansion of current primary school places in Altrincham particularly. The blue bar for Altrincham-based primary schools grows from 1305 to 1527 between 2013 and 2019(i.e. a 222 pupil increase or a 17% increase). The North Cestrian SLT met with many Primary School Head teachers and our Free School proposal was met with unanimous backing as they frequently cited the lack of choice in the area and the difficulty for their pupils to enter the selective schools, often losing out to pupils from well outside the area.

Commentary on Local Surplus and Shortfall in Secondary Schools

Trafford Council also provided actuals and projections on the shortfall/surplus of places in secondary schools in the area – WA14/WA15, M31 and M32/M33 which were relayed as school in Altrincham, Partington and Sale respectively. The following graph shows the substantial deficit in Altrincham secondary schools over a 7-year period from 2013. This shortfall may well continue and sustain for many years as the area experiences population growth. Therefore, North Cestrian is well suited and placed to assist Trafford in adequately providing for its local families.



The blue bars show the growing deficit of places per year in Altrincham secondary schools.

School Places in Trafford

The high performance of schools in South Trafford is noted nationally. However, of the eleven local schools over half are selective by religious denomination, gender or ability.(*). The rest are heavily oversubscribed leading to significant waiting lists and appeals. For example: May 2014 Altrincham College of Arts has 71 on its waiting list, with 52 pupils on Wellington's and 51 on Ashton Upon Mersey's.

School	OFSTED Grading	Inspection Year
Altrincham Grammar School for Boys*	Outstanding	2007
Altrincham Grammar School for Girls*	Outstanding	2013
Loreto Grammar School*	Outstanding	2008

St. Ambrose College*	Outstanding	2013
Altrincham College of Arts	Outstanding	2011
Blessed Thomas Holford School*	Outstanding	2013
Wellington School	Good	2013
Broadoak School	Outstanding	2011
Ashton on Mersey School	Outstanding	2013
Sale Grammar School*	Outstanding	2006
Sale High School	Requires Improvement	2013

We are committed to continuing to build our relationships with the above schools.

Commentary on Map of Expressions of Interest



	CHILD 1	CHILD 2	CHILD 3
2015	317	14	0
2016	123	35	1
2017	9	15	1
2018	9	25	2
2019	12	15	1
2020	3	8	4
2021	1	10	3
2022	1	4	3
2023	0	2	2
NO DATA	21	2	2
TOTAL	496	131	19

2. WHAT IS LIKELY TO BE YOU RANKED CHOICE? (PLEASE INDICATE 1ST, 2ND, 3RD)	
NCGS 1st Choice	94%

2016 Entry: 331
2017 Entry: 159

North Cestrian has received expressions of interest from 522 children to date. The numbers of interested families are confidently expected to swell significantly on news of the success of our Free School bid. The clearly complex decision of choosing a currently fee-paying secondary school at the potential expense of placing preference of a State school will play a role at this time. We do have clear indication that the number of preferences as indeed the number of first choices would inflate if the bid is successful. (We have seen a 122% uplift in Year 7 and a 227% uplift in Lower 6th pupils starting in 2014 who are fee paying.)

The South Trafford area is historically geared towards first choice applications being to the selective grammar schools. Therefore, the majority of pupils attend their second or third choice schools. Despite this, 94% have indicated that North Cestrian would be first choice on their Expression of Interest.

Evidence of Demand Collection

This is a copy of the survey form that we used to collate evidence of demand. This is available on our website and as paper copies in the Free School Bid Brochure.


Comments from Parents

The Evidence of Demand form provides space for parents to comment on North Cestrian's change to Free School status. Choice of education in the local area, the reputation of North Cestrian Grammar School, the aspirations of pupils and their families and how they believe the North Cestrian is the right place to achieve these proved to be common themes. North Cestrian has responded to comments and, where necessary, modified our bid.

Choice

- [REDACTED]
- [REDACTED]

NORTH CESTRIAN GRAMMAR SCHOOL
THE FREE SCHOOL VISION
EVIDENCE OF DEMAND QUESTIONNAIRE



North Cestrian will continue to value each child as an individual, recognising their uniqueness and nurturing and developing all that they can bring, regardless of background

"North Cestrian has an excellent reputation not only in educational terms but in developing young people for adult life. Free School status should enable many more youngsters to gain the benefit of an education at North Cestrian which in normal circumstances their families may not be able to afford and thus I am very happy to add my name to those who are supporting its mainstream Free School application."
 Lord Lee of Trafford

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

Title: _____ Name: _____
 Address: _____ Postcode: _____
 Email: _____ Mobile No: _____

EVIDENCE OF DEMAND

1. Would you consider sending your child to North Cestrian Grammar School as a free school?
 (Please tick the appropriate box)

Yes, definitely I require further information No

2. What is likely to be your ranked choice:

	1 st	2 nd	3 rd
Selective grammar schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Cestrian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please tell us about your children:

Child	Date of birth: _____	Please Circle Year of Entry		Please Circle	
		2016	2017	Boy	Girl
Child 1	_____				
Child 2	_____				
Child 3	_____				

4. Is your child already at North Cestrian Grammar School? (Please tick the appropriate box)

Yes No

5. If you would like to provide any comments about North Cestrian Grammar School becoming a Free School, please do so here:

LINE TO FIND OUT MORE ?
 For further information email s.robby@ncgs.co.uk or visit www.ncgfree-school.co.uk for an online form, or please complete and return this form to Mrs Sue Roby, North Cestrian Grammar School, Dunham Road, Altrincham, Cheshire, WA14 4AJ.

Reputation

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Aspiration

[REDACTED]

[REDACTED]

Demand

- [REDACTED]
- [REDACTED]

Queries

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

For the parents who asked about standard of education school governors and SLT explained that NCGS already accepts a range of pupil abilities, our academic profile is regarded as “normal” as the CAT score for each cohort is around 100. Growth will be phased and carefully managed – the emphasis will be on maintaining standards of academic progress and behaviour and on maintaining our ethos of providing a range of experiences and maximising opportunities available in school life. We already monitor pupil progress using baseline data and have a history of adding value across the ability range. The school is proud that there have been no withdrawals from existing pupils.

For the parents who asked about class size we carefully explained the both the whole school picture and individual class sizes. Following these productive discussions the Free School bid published the maximum class size of 25 pupils. Indeed some existing Key Stage 4 classes are over 25.

Some parents and indeed Head teachers from neighbouring primary and secondary schools sought an understanding of how North Cestrian could retain 'Grammar' in its name following conversion to a Free School. The local view is that grammar schools are selective and have an entrance exam based on ability. In order to provide this greater clarity and reinforce the North Cestrian free school non-selective mission we have dropped 'grammar' from the name. Families are still aware as ever that we will be conducting an early exam in year 7 to provide triangulation with Key Stage 2 data and subject baseline tests that will inform targets and the best information from which to build fully supportive and challenging education.

Questions surrounding the admissions policy were clarified following consultation with Trafford Council and other local secondary schools, parents, primary heads and local church groups.

E2 – Successful Engagement with local Community

Prior to the launch of the bid of SLT and Governors met with Trafford Council. The idea for North Cestrian to become a free school was warmly welcomed by Trafford's Education Executive of Trafford Council including the then leader Cllr Matthew Colledge. This support has been continued by Cllr Sean Anstee. The support, advice and encouragement continued when we met with Graham Brady MP. Mr Brady has further supported the bid by adding to key publications and being the guest speaker at the North Cestrian awards ceremony on 1 October 2014. The bid also has endorsement from [REDACTED]. Meetings and phone calls were made with local non-selective State schools to make them aware of North Cestrian's intentions. A press-release in local and city-wide newspapers, engagement of RMS (a Manchester-based public relationships company), a radio interview on BBC Manchester, large banners on main-road locations, a dedicated website, information brochures plus flyers, supported by contact telephone numbers and email addresses, ensured the local community was made aware of our proposal. The proposal was discussed with all staff and the response has been very positive. A parents' consultation evening was held for existing parents followed by two parents' evenings for new families. These were followed with three open events. These events saw huge interest in the school seeing often three-times more families visiting the school than in recent years. Indeed these open events came in addition to two open events in the autumn term prior to the bid launch. The interest in North Cestrian has continued with over 150 families attending the September 2014 open event. A display in the local community at the Art With A Heart in Altrincham's busy shopping district is another recent innovation. Also, [REDACTED] [REDACTED]

Staff visited local libraries and primary schools and delivered promotional materials and primary heads were pleased to inform their parents of the proposal at school information evenings. The libraries in WA14 and WA15 received staff well and displayed the Free School Bid brochure. Primary Schools that were contacted and visited include:

Primary Schools	distance from NCGS(miles)	Post code	%E&M L4+ (Oct 2014)	%FSM (Oct 2014)
Park Road Primary	1.90	WA14 5AP	Results not published	Results not published
Broomwood Primary	2.20	WA15 7JU	69.20	31.70
Oldfield Brow Primary	1.20	WA14 4LE	100.00	17.40
Broadheath Primary	1.50	WA14 5JQ	75.00	16.90
Altrincham CofE	0.50	WA14 4DS	92.50	5.90
Heyes Lane Primary	2.80	WA15 6BZ	89.10	5.80
Bollin Primary	1.80	WA14 3AH	Results not published	5.70
Navigation Primary	0.90	WA14 1NG	86.00	5.50
Well Green Primary	3.20	WA15 8QA	73.30	4.80
Elmridge Primary	2.70	WA15 0JF	87.50	3.00
St Hugh's RC	2.10	WA15 6TQ	96.40	2.90
St Vincents RC	0.90	WA15 8EY	91.10	2.50
Cloverlea Primary	1.80	WA15 7NQ	90.30	2.10
Bowdon CofE	1.40	WA14 3EX	91.90	2.00
Stamford Park Junior	1.30	WA15 9JB	83.10	1.90
Willows Primary	1.80	WA15 6PP	71.00	1.70

Particular emphasis was placed on visiting the schools with higher FSM percentages to ensure outreach to such pupils. Response was very positive: for example the Head of Oldfield Brow reported that many of his pupils' parents preferred to send their child out of the borough rather than the relative difficult commute to the Trafford secondaries. It was also noted that this choice was not available for the poorest families owing to increased travel costs. North Cestrian would provide an excellent local school for such pupils. We also discussed collaboration in primary schools use of North Cestrian's facilities, (e.g. food tech and sports fields. Our main hall is already used regularly for primary schools nativity events)

Meetings were held with the local church group and the Friends of North Cestrian (PTA). Of significance here was the strong call for a Church of England Faith Secondary school in Trafford, as there are none. Whilst this is not going to be part of the Free School offer, the inclusive, caring ethos of North Cestrian does provide for many parents a preferred choice.

Engagement Since May 2014

Following recommendations in the feedback from the DfE, we have maintained engagement with the local community. All parents and prospective parents of pupils were informed by letter of the feedback and intention to resubmit. The local education authority were informed and we sought information on how best to advise parents with regard to the pending state school common admissions round. We formulated the advice accordingly. This advice was given via telephone enquiries and information given at open events, and all primary heads were informed so that they could advise their parents. The headmaster attended neighbourhood meetings so that local parents could ask questions directly about admissions and the Free School Bid. Two Open Events – with local press coverage and on-site banners

were held to provide further information, with the headmaster speaking at each. The Free School leaflets and website were updated to provide current information.

Section C1 deals with the rationale of partner working with Altrincham Grammar School for Boys but in terms of engagement with the local community, both governing bodies ensured that approval was obtained from Trafford Borough Council before formalising ties. Similarly, both parent groups were informed by mail, some local secondary heads were invited to hear the proposal from the Head of AGSB and local newspaper press releases were made. This was followed by an Open Event.

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

The necessary experience and credentials to deliver the school to opening

As part of our bid to become a successful Free School, we fully accept the need to demonstrate high quality Governance, Leadership and Management. OFSTED's new explicit approach to governance, means that a clear and robust system of accountability is as vital to driving up the quality of governing bodies as it is to driving improvement in quality of the schools they govern. In order to have strong strategic leadership that can challenge the school management and hold them to account, our governors will understand and be pro-active in ensuring they have the information to monitor and challenge the following:

- Achievement
- Performance
- Strengths and weaknesses
- Use of data

Articles of association adopted to set up new company

We already have experience and capability as an existing independent school and registered charity and company limited by guarantee; we have used many of our current governors to act as members and founder trustees of the New Academy Trust. We have adopted the model DFE "Articles of Association" and set up a new company with Companies House, namely North Cestrian Academy Trust Ltd.

The governors fully appreciate their responsibilities as members and as signatories to the funding agreement, if we were to be successful, and their ultimate accountability in relation to the Secretary of State for delivering against the funding agreement and operating the Academy Trust in accordance with the Articles of Association.

The academy will be governed by a governing body ("the Governing Body") who are the Directors of the Company constituted under the Articles of the Academy Trust.

Headteacher: [REDACTED]. His educational track record is shown in F4.

Deputy Headteacher: [REDACTED]

Pastoral Director: This role was created in December 2013 to support and strengthen the Senior Leadership Team as well as to develop and enhance the pastoral structure and procedures in the School. [REDACTED]

Bursar: [REDACTED]

Chair of Governors: [REDACTED]

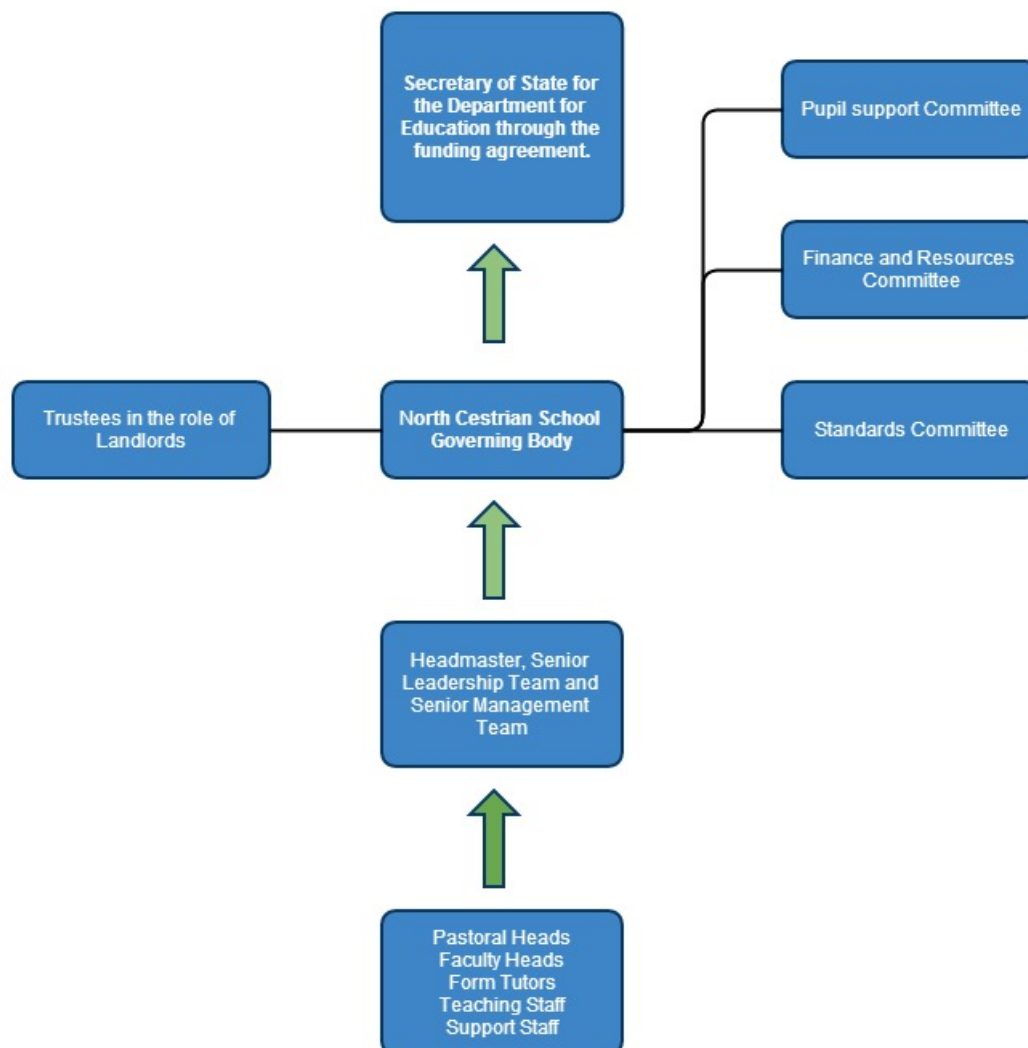
Treasurer: [REDACTED]

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

F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Legal	██████
HR	██████
3rd Party OFSTED experience	██████
Training in challenging SLT, target-setting and accountability	Working alongside partner school AGSB to agree common policies on performance management. Governor training (Academy events for converter schools)
Organisation and working of sub committees	Observation of operation of governors' meetings at AGSB

Section F2- A governance structure, roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school.



The academy will be governed by a governing body (“the Governing Body”) who are the Directors of the Company constituted under the Articles of the Academy Trust.

Roles of the Governing Body

1. The role of the governing body is to support and hold the leadership of the school to account, for the performance and quality of care of all groups of pupils, including outcomes and destinations and successful delivery of the new Free School vision and ethos.
2. Discharging its financial responsibilities as determined by
 - Companies Act
 - Charities reporting legislation
 - Funding agreements
 - Academies Financial Handbook

3. Being responsive to and engaging with local stakeholders and partners particularly parents to the benefit of the free school and its pupils
4. Ensure proper performance management across teaching, learning and management.

The full Board will meet every half term (6 times a year). The Board has a Chair, two Vice-Chairs and a Treasurer, whose appointments are confirmed at each Annual General Meeting. The Board consists in total of ten governors, the Headteacher, Deputy Head and Bursar. The governors are put up for re-election every five years. The process to recruit two parent governors will begin in April 2015 with the voting process to be completed by September 2015. The parent governors will then undergo training and be invited onto the board.

The Chair and Vice-Chairs will ensure the full board meetings are carried out professionally and that committees discharge their duties for their delegated responsibilities and report back to the board in a timely and effective manner. The Treasurer will ensure the school funds are used efficiently and effectively, ensuring value for money and that the processes and procedures are in line with the Academies Financial Handbook.

Training and Recruitment

The Board will be allocated an annual training budget to ensure that each governor receives the support they need to carry out their role effectively. In order to know about good practice locally and nationally the governors will be encouraged to network and attend meetings outside of school at least one per year per governor.

The Committee Clerk will provide the chairman with statistical evidence of attendance and contribution to meetings each term, which will support the annual appraisal of governors. The Board will seek the help and advice from SGOSS when recruiting new governors.

Committees

The Board will operate through three committees. Each committee will have the following terms of reference, with specific areas of responsibilities.

Committees Terms of Reference

Membership of the committee will be no fewer than 3 governors, plus the Headteacher.

The quorum for each meeting shall be 3 governors.

The committee is to meet half termly (six times per year) and otherwise as required, using the terms of reference as a guide to agenda setting.

The committee is to report to each meeting of the full governing body. The committee clerk will be responsible for arranging meetings, taking and distributing the minutes (together with other relevant papers) and following up agreed actions. The committee has delegated powers to make its own decisions on behalf of, and without referral to, the full governing body, except where the subject matter requires full governing body consideration by law or in accordance with the school's established scheme of delegation.

Specific Terms of Reference (summary)

Pupil Support Committee: To take the lead on:

- ensuring the health, safety and well-being of staff and pupils
- promoting community cohesion and inclusive practice relating to race, gender and disability equality
- overcoming barriers to learning, especially for children in receipt of Pupil Premium and those with SEND
- parental and community liaison
- setting priorities for improvement and monitoring and evaluating the impact of improvement plans which relate to the committee's area of operation
- developing and reviewing policies identified within the school's policy programme and in accordance with its delegated powers

Finance and Resources Committee: To take the lead on:

- monitoring and evaluating the budget allocated to the school to achieve value for money
- reviewing staff pay and conditions
- agreeing procedures for staff conduct and discipline
- setting priorities for improvement and monitoring and evaluating the impact of improvement plans which relate to the committee's area of operation
- developing and reviewing policies identified within the school's policy review programme and in accordance with its delegated powers

Standards Committee: To take the lead on:

- monitoring and evaluating rates of progress and standards of achievement by pupils, including any underachieving groups
- ensuring that the curriculum is balanced, broadly based, meets the needs of all pupils and complies with statutory requirements
- setting priorities for improvement and monitoring and evaluating the impact of improvement plans which relate to the committee's area of operation
- developing and reviewing policies identified within the school's policy review programme and in accordance with its delegated powers

Conflict of interest

The school has a Conflict of Interest Policy which all members of the governing body have signed to confirm that they have read, understood and agreed to abide by the policy. The policy addresses the stipulations contained in the Articles of Association for the academy trust laid down in sections 6.1 to 6.10. The governors will be expected to conduct business in the spirit of openness and in a way that is socially responsible. All governors will be expected to act impartially and should not be influenced by social or business relationships. A register of interest is maintained and the governors are reminded of the policy and their responsibilities by the Clerk at each meeting which is minuted. Where there is potential for private interests to be material and relevant to the School's business, the governors should disclose their interest, which is minuted. If the conflict of interest is established, the governor should withdraw from the meeting and play no part in the discussion or decision.

F3 (a) Proposed governors

The academy will be governed by a governing body (“the Governing Body”) who are the Directors of the Company constituted under the Articles of the Academy Trust.

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
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██████████	██████████	██████████	██████████	██████████	██████████
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██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████

F3 (b) Skills gap for governing body

The Board of Governors have completed a skills audit questionnaire based on the National Governors' Association skills audit form. The results have identified the following gaps on the Board which will be addressed at the earliest opportunity.

Skills/experience missing	How you plan to fill the gap
Parent Governors	Advertise and recruit April 2015, training and appointment to Board by September 2015.

Section F4 – Selection of Principal

The role of the Principal shall be to promote a culture of support and challenge so that each pupil achieves their full potential, to monitor and lead staff and other stakeholders to translate that vision into reality, to ensure resources are secured and used as efficiently and effectively as possible, to promote the highest professional and moral standards and to strive for outstanding judgements by Ofsted. The Principal will have QTS, degree and NPQH and will have: the experience and capability to build an effective school team to deliver its vision, skills of reflection, energy, transformational leadership, wide knowledge and knowledge of own limits, good team working yet capacity to see tasks through to completion. The Principal will be passionate about bringing quality of education to all pupils, have high ideals and the drive required to lead the school to fulfil its aims.

It is proposed that the Principal of the new Free School will be [REDACTED]

[REDACTED] CV is found in the Annexe.

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Section F7 (Independent schools)

The latest inspection of North Cestrian Grammar School took place in November 2013. The overall judgement is Good. The full report can be found at www.isi.net/schools/6735.

Name of school	North Cestrian Grammar School to change to North Cestrian School					
Girls/Boys/ Co-educational	Boys 180 Girls 77	% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
		29% (inc stated)	20.6%	9.7%	0.8%	93.8%
Name of principal	██████████	<p>Additional information about the school</p> <p>Site is close to Altrincham town centre and M56, main road and Metro and bus services. Administrative and offices are mainly housed in Edwardian buildings that provide an attractive frontage whilst classrooms, assembly halls, corridors, specialist rooms (e.g. DT) are all housed in purpose-built buildings. Buildings are in good order inside and out. Other than normal operational liabilities, the school has some capital debts for laboratory buildings (4 years to pay) and a small pension liability. (see F8)</p>				
Chair of governors	██████████					
Number of pupils currently on roll	257					
Capacity	585					

Your assessment against Ofsted framework (please provide a commentary)		Self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY
Overall	North Cestrian is a good school and most pupils reach their potential and some groups e.g. those with SEND make very good progress academically and personally. Teaching is good with some examples of outstanding lessons, with support given to less able. The school has good procedures to monitor and affect progress, including SMSC development. There is a positive learning environment.	2	Consideration given to increasing available EAL teaching to support those pupils.	
Achievement of pupils at your school	The proportion of pupils making expected levels of progress from Key Stage 2 is in line with national figures, including English and Maths. In Maths 74.2% made three levels of progress and in English 71.2 made three levels of progress. This is despite a ratio of 2.3 to 1 males to females in year 11 whereas nationally it is virtually 1 to 1. Also year 11 had 31.8% SEND whereas nationally there are 18.8%. Pupils succeed in making progress on to	2	Our data analyses recognise the need to close the gap between boys and girls and the Learning Support Manager has had a new job description to deploy LSAs more effectively. We have also developed Gap Closing programmes for our FSM Proxy and SEN, however it is noted that these are less than the national gap. (e.g North Cestrian's SEN gap for %A*-C including English and Maths is 15.7%, whereas the national SEN gap is 26.7. English is also set to benefit from a new Head of Faculty, extensive exam analysis and raises the	

	<p>education or training. 3% apprenticeships, 47% FE College, 20% Schools with Sixth Form and 30% NCGS Sixth Form.</p> <p>Pupils leaving KS2 with L4 have done well in Maths. 80% achieved 3 levels of progress (77% nationally) and 36% achieved 4 or more levels of progress (26% nationally). Pupils arriving with L3 far outstrip national progress averages however the progress of level 5 pupils is lower.</p> <p>Achievements measured in other ways are good; in Sport, the school frequently gains regional and national trophies, Art competitions, UK Maths Challenges are all areas where pupils achieve. Alumni have achieved success in Business, Engineering, Music and the professions SEND children especially achieve much (Later section)</p> <p>Pupils are aware of and use a variety of learning strategies. Book scrutiny demonstrates that pupils have an awareness of targets to help them</p>		<p>expectation of teachers, learners and progress. . In Science, separate science will be offered for the most able, with GCSE beginning in Year 9. The reporting profile continues to be refined and adoption of SIMS will enhance tracking data so pupils can be supported more effectively and timely.</p> <p>Working alongside AGSB whose teachers are recognised as outstanding teachers we will train staff to improve progress of level 5 pupil. Maths is also working with specialist Maths teacher in a Hub Subject. The culture of teaching and learning is moving more towards extensions, independence and challenge.</p>	
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	succeed and follow advice where offered such as corrections completed, attendance to support lessons and willingness and ability to talk about their subject matter to visitors to the school.			
Quality of teaching in your school	<p>Teachers know their pupils well. Heads of Faculty feedbacks, reporting, parents' evenings, observations and frequent communication with parents indicate that teachers recognise pupils' needs. This allows them to target support where needed.</p> <p>'Learning walks' by staff and governors report a wide range of teaching styles and high levels of engagement in lessons. Pupils respond well; they are confident articulating ideas with teachers, via interesting questioning and activities. Teachers give ample feedback to the pupils and book scrutiny reveals effective commentaries on pupils' work. Good use of the school VLE enhances teaching; resources are available and this provides other avenues to engage pupils' interests e.g. in Music, RSS feeds into the VLE area. A more user-friendly interface, with staff training is being employed to develop this resource further. Maths teaching is</p>	2	<p>From September 2014, a tighter homework schedule was drawn up, making use of the VLE and parents will have their own 'areas'. The new faculty structure from September 2014 encourages more mutual observations of teaching in lessons, led by Heads of Faculties. The school is committing funds to quality training. A new pastoral structure reinforces disciplinary issues and this will be enforced rigorously within English to facilitate atmosphere conducive to effective teaching and learning.</p> <p>Staff share good practice and are developing exciting team teaching and learning projects with partner-working with AGSB. Both schools are inviting staff to attend conferences of new innovations in, for instance, the use of IT in MFL.</p> <p>Staff meetings and all staffs undertaking</p>	

	<p>good. Recent INSET and reporting from a Specialist Leader in Education teacher praised the quality of teaching.</p> <p>All pupils with SEN are given Individual Education Plans (IEPs) and these are known about and used by teachers, for example in seating arrangements or individual support plans. Teaching assistants are particularly employed to help children with SEN and the recent employment of a senior TA co-ordinator has improved utilisation of TAs. Staff have had recent training to make fuller use of TAs in lessons.</p> <p>Homework is set regularly by teachers and parents are happy with the arrangements and use the VLE and Homework Diary to monitor their child's work and also the amount and type being set.</p>		<p>learning walks and observations are developing their understanding of outstanding teaching.</p> <p>There is improved access to SEN data and the individual strengths and strategies for these pupils.</p> <p>Staff are being trained in the contextual understanding of barriers to learning and in using key stage 2 data, cohort identification and analysis and the associated progress and gap closing techniques.</p>	
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Your assessment against Ofsted framework (please provide a commentary)	Self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion	
<p>Behaviour and safety of pupils</p>	<p>Pupils' attitudes to learning are positive. In classrooms they have good routines and in most classes start straight away with their learning, following instructions either at their places or on whiteboards. They stand to silence when guests enter. The vast majority bring the right equipment to lessons and ask politely to borrow if not. In general assemblies, behaviour is very good; pupils are attentive and enter and leave in an orderly manner. The same is true for public events such as Remembrance Service where the school parades to nearby cenotaph and on-lookers have praised the pupils' demeanour. Minor infringements are dealt with well by staff and pupils respond appropriately. Although a few pupils do not display excellent behaviour from joining the school, their progress in terms of behaviour and assimilation of the values modelled by other pupils and staff, result in positive attitudes and performance.</p>	<p>2</p>	<p>The school will introduce a 'real-time' registration and behaviour tracking system, using SIMS and electronic 'tablet devices' to ensure pupil behaviour is monitored as it happens and reported appropriately. In this way consequences of misbehaviour can be seen immediately. This may then lead to some teachers requiring further training on behaviour management.</p> <p>In order to move to Outstanding we are developing a culture of high order thinking, thoughtful verbal input in lessons, raising the profile of subject ambassadors and that it is cool to learn.</p> <p>Frequent articles in the newsletter remind staff and pupils of the importance of behaviour and safety. Also, whole school assemblies highlight the positive behaviour and clearly show the connection between</p>	

	<p>For pupils with behavioural problems, staff are aware of their needs, for example pupils have 'passes' to have time-outs with staff in the Hamblin Centre and they use this system effectively. 'Triggers' for poor or inappropriate reactions are known by staff e.g. some pupils are withdrawn from assemblies or stand to one side. Communication with parents is good.</p> <p>Pupils are aware of different forms of bullying, including cyber-bullying and will report incidents. Most concerns are dealt with by ensuring misunderstandings are clarified before they escalate into more serious matters. Pupils know who to turn to if they feel threatened and as a result feel safe.</p> <p>Around school and in playgrounds pupils behave well; they have a positive attitude to children with disabilities, for example assisting a wheelchair-bound pupil with stair lifts and there are very few reported racist or homophobic comments. Pupils are aware of the seriousness of such issues and responses such as internal and external suspensions, which are logged appropriately, reinforce this message.</p>		<p>positive behaviour, focus and progression and reward. This is further reinforced by a careers programme that shows the importance of the personal qualities for success if life and career.</p>	
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	<p>School premises are generally respected by pupils; there are very few minor incidents of e.g. graffiti, though some litter is evident near to the school shop.</p> <p>Most pupils arrive to lessons and school punctually and this is improving...</p> <p>For issues of safeguarding, the school will refer to the LADO as appropriate and respond accordingly. Parents are assured that such matters are dealt with in a meaningful and measured way.</p>			
<p>Quality of leadership in, and management of, your school</p>	<p>The senior leadership team communicates high expectations across all areas of school life. The school has embarked on an ambitious programme to improve results and aspirations. Already greater numbers are entered for Higher Tier examinations, GCSE Science will begin in Year 9, Separate Science and a second MFL are offered. As such, the curriculum is varied to promote genuine interest in subjects. A distinctive feature is the degree to which the curriculum is 'tailored' to meet needs of pupils, and flexibility in arrangements. PSHE is timetabled to promote social, cultural, spiritual and moral development. The leadership team has</p>	<p>2</p>	<p>Change from PASS to SIMS by September 2015 will allow closer scrutiny of groups of pupils e.g. those with pupil premium or SEN.</p> <p>To simplify and accelerate the process of lesson observation to performance-manage teachers, linking with appraisal and salary progression. The school will commit to professional development using identified needs as its basis.</p> <p>Broaden the governance experience by training and the appointment of new governors including a parent-governor. Increase accountability of the headmaster by having clear target scrutiny as part of</p>	

	<p>promoted emphasis on cultural opportunities through festive choirs, Foreign Exchanges will take place, celebrations of e.g. Chinese New Year by engaging Chinese students and parents, trips to India to take place, with alumni financially supporting children from poorer backgrounds.</p> <p>A restructured Senior Leadership team has developed a strong and consistent line of communication and expectations. Pastoral feedback is good, allowing monitoring of welfare and behaviour with appropriate intervention and ensures a consistent approach by all staff. The general staff approach has improved; there is less reliance of a few key members, with all staff pulling together to achieve the common purpose.</p> <p>The academic leadership has altered the profile and has increased the accountability of middle managers. The new faculty structure enhances monitoring of academic progress. The school has already uses tracking data to accurately target and design programmes of intervention. Expectations have been raised; pupils requiring support are now obliged to</p>		<p>governors' standing orders.</p> <p>Partner-working with AGSB will refine and improve school policies and good practice.</p>	
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	<p>attend extra lessons and parents are informed if they are absent. The reporting system is clear, ambitious and targets and next step advice are communicated to parents. These expectations are also made known via Parent Information Evenings, UCAS speakers, interviews with pupils and weekly newsletters. The headmaster has heightened teachers' and pupils' awareness of the competitive nature of the world of work to ensure pupils themselves know what is expected in order to achieve.</p> <p>Book scrutiny, routine lesson observations, half-termly results tracking, monitoring of VLE use and homework setting have all increased, setting clear expectations of lessons, promoting good teaching.</p> <p>New governors, with broader Ofsted experiences have been appointed and there have been increased numbers of school visits and lesson observations by governors.</p>			
<p>Spiritual, Moral, Social and Cultural</p>	<p>Pupils engage in a wide variety of activities to promote their SMSC development. All pupils experience weekly assemblies dealing with topics</p>	<p>2</p>		

<p>development of pupils at your school</p>	<p>as diverse as racism, role of Maths in the Arts and charitable works. Pupils raise money for charities [REDACTED] and individual pupils are supported for their own good works, such as coast to coast sponsored cycle rides. The school raises awareness of military sacrifices (Cenotaph Remembrance Service, visiting speakers commemorating WW1) and receives talks from pupils who were invited to play the Last Post at the war graves memorial at the Menin Gate. In lessons, opportunities are given for pupils to explore SMSC issues. For example, in History, pupils used the topic of the British Empire to explore issues such as exploitation, cultural clashes and the morals of imperialism.</p> <p>Pupils are obliged and encouraged to join clubs; where necessary children with SEND benefit from 'quiet rooms' where they can pursue their own interests, but also find societies such as the Cryptography Club to be times where they can build confidence to interact with other pupils. Current topics are discussed in the Debating Club and there is a French Club where foreign cultures can be explored.</p>			
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	<p>The PSHE programme for KS3 and the RS programme for KS3&4 allow pupils to explore spirituality as an issue; reflection is promoted in quiet prayer time/personal time in assemblies. Pupils from a variety of cultural and faith backgrounds successfully integrate and there is mutual respect shown for different groups, for example, Muslim children have a designated prayer area and cultural festive days are celebrated across the school.</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
<p>The extent to which the education provided by your school meets the needs of the range of pupils at the</p>	<p>The school makes reasonable adjustments to meet the needs of a range of pupils. For pupils in wheelchairs, ramps are provided at key entrances and an electric stair lift is used between levels. Time is allowed between lessons, with TA support where needed. Similarly, parking arrangements are adjusted to facilitate ease of arrival onto the school grounds. Pupils with</p>	<p>2</p>	

<p>school, and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p>visual impairment are supported through staff training and seating, lighting, use of laptops and appropriate teaching materials.</p> <p>The school has a justifiably good reputation for catering for children with SEND. Parents are fulsome in praise for the care shown and record how their children have progressed educationally and socially whilst at North Cestrian. Often these children are high performing and win achievement awards and gain good GCSE grades. Progress for SEND, FSM and EAL are better than national expectation. .</p>			
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Section F8 (Independent schools)

Financial Performance over the last four years.

(09/10 10/11 11/12 12/13)

As an Independent Grammar School in Trafford, North Cestrian Grammar School has successfully maintained its financial viability despite the downturn in the economy and the impact that this has had on household income and savings. In its endeavours to keep NCGS affordable and to widen access to the community, the Governors have kept the fee increase each year to a minimum and also increased bursaries from 8% to 16% of fee income over the last four years. The staffing costs to income ratio has kept below the benchmark of 70% over the last four years. Numbers on roll have stayed steady with the roll peaking at 331 in 2009 when a local Independent girl's school closed, and their Year Eleven transferred over to NCGS.

Financial Performance

	2012/13	2011/12	2010/11	2009/10
Income	██████████	██████████	██████████	██████████
Expenditure	██████████	██████████	██████████	██████████
Surplus	██████████	██████████	██████████	██████████
Capital exp	██████████	██████████	██████████	██████████
Staff % to income	██████████	██████████	██████████	██████████
Cash balance	██████████	██████████	██████████	██████████

Financial Issues Relating To The Potential Conversion

We acknowledge that an application for conversion to Free School status has to demonstrate that the old company is viable and will not have liabilities that would unfairly be transferred to the new company. We are confident that our liabilities are within the normal range and relate to essential operating activities such as photocopying.

A significant liability is the outstanding loan on the science building completed in 2010. In 2009 following a site review by the Board of Governors it was decided to improve the science facilities at the School and replace old laboratories with a new free standing science building housing 5 laboratories and fully equipped ICT suite. The total cost of the build was ██████████, the school paid ██████████ from reserves and a loan was agreed with ██████████. The capital and interest payments amount to ██████████, ██████████. The capital will be paid from the cash balance. The free school will be deriving benefit from the facilities for many years to come.

As part of this project the old laboratories were released for remodelling. To provide the following new facilities:-

- Drama studio, ICT rooms, 6th Form Common Room, Learning support room, Girls toilets

Future capital projects will be completed by September 2016 and will be provided from current reserves. Though we would welcome any support from the EFA if paying off the mortgage was preferred.

These are:-

- Expansion to dining facilities, additional girls and boys toilets

Retired Teacher Pension Commitment

During the 1990s the Governing Body approved Early Retirement to a number of the teaching staff which has resulted in an ongoing commitment from the school of [REDACTED] in total. This relates to 4 members of staff. This commitment will not be transferred to the new school but will continue to be paid from the existing limited company reserves.

Teaching Salary Scale

The teaching staff at North Cestrian have a wealth of experience in both the state and independent sector. Over the last ten years, many of the older staff who served 20 to 30 years for the school have retired and been replaced by both NQT staff and staff from the independent and state sectors. This has enabled us to reduce staffing costs without reducing quality of teaching. It has been the Governors' aim to attract and maintain good teaching staff and therefore the School's teaching salary scale has kept in line with the nationally agreed scales. TLR's are awarded for specific responsibilities, e.g. Head of Faculty, Head of Key Stage. The recent restructuring has enabled the school to eliminate historic emoluments that are no longer related to any specific duties or roles. This allows a transparent and fair pay structure which rewards staff taking on responsibilities.

NCGS SCALE – SEPTEMBER 2014

Main Scale		Responsibility Point	
M1	22,021	TLR3A	941
M2	23,763	TLR3B	1,881
M3	25,673	TLR2A	2,844
M4	27,648	TLR2B	3,806
M5	29,827	TLR2C	6,535
M6	32,185	TLR1A	7,765
U1	34,867	TLR1B	9,001
U2	36,158		

The Finance and Resources Committee review staff pay and conditions annually. We currently pay teachers dependent on the length of their teaching experience in line with their position on the main scale. However, the Governors are reviewing the pay structure and we anticipate that any pay increases will be linked to performance in the future. This will have to be managed carefully and with full consultation with teachers and unions. Non-teaching staff are paid in line with National Joint Committee (NJC) pay scales and we regularly review the local job market to ensure we are competitive and can attract the best staff whilst maintaining best value for money. A robust annual appraisal system has been in place for several years and the process has increasingly become an effective tool to manage performance and develop staff potential.

Teachers' absences are closely monitored and most are covered internally by teachers and LSAs. Agency staff are used for long term absences only. Governors are currently considering Staff Absence Insurance to mitigate these costs. Maternity and paternity pay are

paid at the statutory rate. Conditions for Sick Pay vary according to the age of an individual's contract. The current restructuring gives us an opportunity to standardise contracts to improve productivity.

Catering facilities

The dining hall is a single storey building that seats 96 pupils. There are three, twenty minute sittings with no opportunity for self service or packed lunches. The Governors have decided to expand this facility by September 2015 to accommodate more pupils and also to improve the current offer. This extension to the catering facility is in its early stages but will form part of a specification going out to tender for the catering contract that is due for renewal in August 2015. The successful tender will make a contribution to the building of the extension providing a cafeteria style serving and eating area, an area for packed lunches and staff dining.

Leases

The school leases 3 photocopiers and 2 printers and has a maintenance contract with M2 Digital until 2017. We also lease a 14 seater minibus, and this is paid for by the Friends of NCGS. This arrangement will continue for the foreseeable future.

Maintenance and Grounds Equipment

The school owns and has maintenance contracts on all major items of machinery and equipment, e.g. tractor, stair lift and air-conditioning units.

Leasehold/Freehold

The school land and buildings on [REDACTED] There is a pavilion, changing rooms and 3 work garages on this site which were built and are maintained by the school.

We can confirm that we have disclosed all financial liabilities.

Financial Procedures

The Board of Governors recognise their financial responsibilities for the school and there is a clear reporting and monitoring structure in place to ensure that they are confident that the school secures value for money and is acting with financial probity. The Finance and Resources committee meet six times a year to review the income and expenditure accounts, the balance sheet and the financial processes in the school. The budget is set in April for the following academic year and is ratified at the full board meeting. The Committee have the expertise to scrutinise and challenge the financial performance of the school and the SLT.

The Finance Officer is a chartered accountant and qualified to produce accurate information adhering to current accounting standards. All expenditure is processed by the Finance Officer, authorised by the Bursar and monthly reports of items purchased are countersigned by the Headteacher.

"The Finance committee reports to the full board and excellent financial management and prudent planning has enabled the governing body to provide high quality facilities, most recently the new science block, together with the very well maintained accommodation and good staffing levels throughout the school"

Independent Schools Inspectorate. November 2013

Budgeting and control

- Budgets are prepared by the SLT and approved by The Finance and Resources committee and ratified by the full Board.
- Monthly management accounts comprising income and expenditure accounts, cash flow and variance to budget are presented by the Bursar at each Finance and Resources committee meeting.
- The faculty budget submissions are reviewed and set by the Bursar and Headteacher. Heads of Faculty control their own budgets and receive monthly expenditure reports.
- Any additional staff recruitment will not occur without approval by the Finance and Resources Committee and ratified by the full Board.
- Proposals for expenditure that has not been agreed in the budget will not be permitted without the approval of the Finance and Resources Committee and ratified by the full Board.
- All purchases over £2k and service contracts above £5k in value will be subject to competitive tendering on 3 written quotations
- We will benchmark our costs using the government education benchmarking website comparing other schools accounts and by sharing information with professional organisations such as ISBA and other former independent schools that have converted.
- An agreed set of financial delegations and procedures for sign off of spend will be submitted to the Finance and Resources committee for approval prior to opening and the free school will ensure that it complies with all the requirements of the EFA revised financial regulations and its legal financial obligations under the funding agreement and as a limited company and maintains the highest standards of financial probity.
- The Governors will regularly review VFM and its impact on learning outcomes including the effective application of Pupil Premium

Section G: Budget planning and affordability

Accurate financial plans that are consistent with the rest of the application and based on realistic assumptions about income and expenditure.



Section H: Premises

Please see Excel template.

ⁱ 'Mathematics: made to Measure' (www.ofsted.gov.uk/resources/110159)

ⁱⁱ 'Reducing obesity and improving diet' DoH 2013

ⁱⁱⁱ P.O.S.T. 2003 No 205

SECTION H: LOCATION AND PREMISES

1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER 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 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](#)

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.	<Redacted>
--	------------

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:	
--	--

Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i> .	
---	--

Any comments on your calculated building space:	
---	--

Preferred site

Full address and postcode. 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
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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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
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If other, please explain further:	
-----------------------------------	--

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

Who owns the site?	Please select
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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:	
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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
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What kind of site is it?	Please select
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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:	
--	--

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
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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:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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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
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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:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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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
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If other, please explain further:	
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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:	
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For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Yes
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if yes, from what to what?	250 to 685
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Please confirm the size of your existing site:	<Redacted>
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Please confirm the size of your existing buildings:	The internal area is 4968 metres square
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Please confirm the tenure of your site/buildings including details of any loans or mortgages:	Freehold
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^{iv} D.Wilson ' Language learning and students with special educational needs' all-languages.org.uk
^v Creative subjects in schools improve PISA results

^{vi} Prof Nicholas Stern *Independent* 22/0713

^{vii} *ibid*

^{viii} *Ibid*

^{ix} <http://www.bbc.co.uk/news/education-18868753> 2012

^x <http://www.nfer.ac.uk/publications/99944/99944.pdf>

^{xi} *The Telegraph* Nick Collins 27-08-2010

^{xii} Gove, M, 2012 *The Education Secretary's speech on academies at Haberdashers' Aske's Hatcham College*