



Department
for Education

Free school application form 2015

Mainstream and 16 to 19 (updated February
2015)



LIME TREE HIGH SCHOOL

Contents

Completing and submitting your application.....	3
Application checklist.....	5
Declaration	7
Section A: Applicant details.....	9
Section B: Outline of the school	9
Section C: Education vision.....	10
Section D: Education plan – part 1	11
Section D: Education plan – part 2	12
Section E: Evidence of need – part 1	15
Section E: Evidence of need – part 2	17
Section F: Capacity and capability	18
F1 (a) Pre-opening skills and experience	20
F1 (b) Skills gap in pre-opening.....	21
F3 (a) Proposed governors.....	24
F3 (b) Skills gap for governing body	25
F6 (existing providers and any new applicants seeking to open more than one free school)	28
F6(a) Shared services	28
F6 (b) Shared services	29
Section G: Budget planning and affordability	31
G3 Financial resilience to reductions in income.....	32
Section H: Premises.....	33
Annexes	34
CV template	35
Self-assessment form for independent schools.....	38

Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

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

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

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

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

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to:

mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

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

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

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

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

Section I, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 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.

Data Protection

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is

processed in accordance with the terms of the Act. The department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the free school application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	X	
2. Have you provided information on all of the following areas:		
Section A: Applicant details	X	
Section B: Outline of the school	X	
Section C: Education vision	X	
Section D: Education plan	X	
Section E: Evidence of need	X	
Section F: Capacity and capability	X	
Section G: Budget planning and affordability	X	
Section H: Premises	X	
3. 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	
4. Have you fully completed the budget plans?	X	
5. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?		
6. 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		
7. 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	

8. 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).	X	
9. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	X	

**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*

Section I of your application		
<p>10. 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	

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:

Position:

Print name:

Date:

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

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

Section A: Applicant details

Please complete the Excel application form.

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

This section will need to be completed by both route 1 and 2 applicants.

Section B: Outline of the school

Please complete the Excel application form.

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

This section will need to be completed by both route 1 and 2 applicants.

Section C: Education vision

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

This section will need to be completed by both route 1 and 2 applicants.

Section C1

Rationale

Demand for places

There is a clear case for further secondary provision to be provided in the Borough of Reigate and Banstead, within Surrey Local Authority's jurisdiction, and specifically to meet the demand in the central area of Reigate and Banstead – Merstham, Redhill and Reigate. The primary phase has witnessed significant growth of demand resulting in the permanent expansion of existing primary schools, the opening of Lime Tree Primary School (a school within our multi academy trust) and the use of bulge classes across the primary sector. This will translate into significant shortfalls in secondary provision and capacity where parents are seeking to place their children in local, non-denominational schools with proven records and outcomes.

The School Organisation Plan 2013/4-2022/23¹, produced by Surrey County Council, identified that the birth rate in Reigate and Banstead has increased by 29.5% from 2002 to 2010, compared to the national average of 22.4%. Within Surrey, Reigate and Banstead has the second highest increase in birth rate for this period. Birth rates in Surrey are forecast to rise year on year from 2012 to 2017, causing a further increase of 2.6% forecast for Reigate and Banstead.

The Organisation Plan identifies that "for 2017 and beyond, significant additional provision will need to be met by provision of a new school to serve the area. A site search is being conducted to identify any possible sites. Alternatively, existing provision will need to be expanded; however local secondary school sites are mostly very limited in their expansion possibilities".

We have had many discussions with officers at Surrey County Council about the need for additional secondary school places, and they are in support of our application (see further information in Section E which includes a letter of support from the Assistant Director for Schools and Learning for Surrey).

¹ <http://new.surreycc.gov.uk/schools-and-learning/schools/school-strategies,-plans,-policies-and-consultations/provision-of-school-places-and-school-expansions>

Surrey County Council have provided the following data regarding the need for secondary school places in the Reigate, Redhill and Merstham area:

Year	PAN	Y7 Projection	Projected Deficit
2015/16	813	855	42
2016/17	813	848	35
2017/18	813	900	87
2018/19	813	999	186
2019/20	813	1,053	240
2020/21	813	1,076	263

The numbers for 2017/18 show a need for 87 places – 3 forms of entry - rising quickly to six forms of entry in 2018. Surrey County Council have established that existing secondary schools cannot accommodate further expansion and our proposal is therefore to open a six form entry secondary school, though we may have a reduced cohort for year 1. Our experience tells us that this data may be significantly under-estimated. Indeed, whilst data indicated that Lime Tree Primary was required to provide two forms of entry, both the present Year 1 (September 2013) and Year R (September 2014) have taken an additional bulge class to make the school 3fe in its first two cohorts.

Reigate and Banstead has a high percentage of children currently in private education (28%) and there is a strong possibility that the number of children in the state education system would increase should there be a greater choice of high performing schools on offer.

Our financial plan in Section G considers the possibility that we would open with less than six classes in September 2017, and shows that this would remain viable through our potential to share staff with Glyn School, an outstanding secondary school which is part of our Multi Academy Trust. The table above shows clear demand from September 2018 onwards, and in actual fact a need for eight forms of entry from September 2019 rising to nearly nine in 2020.

The fact that many children currently travel outside of the area to school should also be considered when looking at the predicted numbers above. Parents in Reigate, Redhill and Merstham have limited choice when selecting a secondary school for their child. At the time of writing this application, **94 children** from the central area of

The map below puts this into context:



The new school will be a non-denominational, co-educational 6 form entry secondary academy with a PAN of 180 students. As there are a number of post-16 education providers in Reigate and Banstead, the new school will have 11-16 provision only; this is in line with other non-denominational secondary schools locally including: de Stafford School, Oakwood School, The Warwick School and Reigate School. Our intention, at the outset, is to have a capacity of 900 students. We will become the fifth partner school for the two local post-16 education providers which are both rated as outstanding by Ofsted. Our students will therefore have priority in terms of admission to sixth form.

The table on the following page provides information about the current schools which students in Reigate, Redhill and Merstham attend:

School	School type	Expected levels of progress in English	Expected levels of progress in Maths	5 A*-C GCSEs incl English & Maths	A*-C in English & Maths GCSE (all pupils)	A*-C in English & Maths GCSE (disadvantaged pupils)	A*-C in English & Maths GCSE (other pupils)	Pupils eligible for FSM	Value Added	Date of last Ofsted inspection	Outcome
The Warwick	Community	66%	57%	45%	46%	36%	50%	15%	1014.8	13/02/13	2
Reigate	Community	77%	74%	62%	63%	41%	68%	10.6%	1020.2	11/07/12	1
Royal Alexandra and Albert	VA	70%	76%	57%	60%	32%	61%	4.0%	1002.2	19/09/12	2
St Bede's	VA	89%	91%	81%	82%	56%	84%	3.1%	1037.1	18/09/12	2
Oakwood	Community	51%	62%	44%	46%	23%	51%	5.2%	971.1	07/11/13	2
Ashcombe	Community	76%	80%	71%	73%	35%	77%	5.1%	1002.7	28/01/15	2
The Beacon	Academy	85%	68%	60%	63%	46%	68%	12.3%	1007.4	18/10/12	2
Priory C of E	VA	76%	54%	53%	53%	22%	59%	10.3%	1003.2	13/11/14	2
De Stafford	Foundation	81%	63%	53%	55%	50%	54%	9.5%	1009.2	12/12/13	3
Oxted	Community	83%	76%	68%	71%	44%	75%	6.5%	1009.9	20/03/13	2
Heathside	Foundation	76%	81%	76%	77%	44%	80%	5.2%	1005.7	09/10/13	2
Warlingham	Academy	70%	77%	64%	64%	43%	80%	8.4%	1014.3	12/06/13	2
For comparison:											
National average		71.6%	65.5%	53.4%	53.4%			15.7%			
Surrey		75.8%	73.4%	63.5%	63.5%			9%			
Glyn School		89%	85%	83%	83%	75%	84%	3.4%	1028.5	15/05/12	1

Although the majority of the current secondary schools in the area have an Ofsted rating of good, there are some significant variances in the attainment and progress of the students at these schools, in particular for disadvantaged students. One of the local secondary schools is graded as 'RI' and only one is graded as 'outstanding'.

The 2014 Schools Performance Tables² show that, of the twelve secondary schools which children in Reigate and Banstead attend, four achieved a lower percentage of grades A*-C including English and Mathematics GCSE than the national average, with seven schools performing lower than the average for Surrey schools.

Nine of the twelve schools show a downward trend in their achievement of 5 A*-C GCSEs (or equivalent) including English and Mathematics over the period of 2012 to 2014. The percentages achieved in 2014 range from 45% to 76%, with only three schools achieving above 70%. In comparison, Glyn School (GLF Schools' secondary school) achieved 83%. The Surrey average for 2014 was 63.5% compared to a national average 53.4%

We appreciate that schools in different location and contexts will have different outcomes in terms of attainment so it is essential that performance over time compared to the students' starting points is analysed. In terms of VA, only one of the local schools achieved a figure higher than Glyn School. St Bede's School, an ecumenical 11-18 secondary, achieved 1037.1 compared to Glyn's 1028.5.

In terms of levels of progress in English, the three non-ecumenical secondary schools in Reigate, Redhill and Merstham achieved an average of 71% against an LA average of 75.8% and a national average of 71.6%. Glyn achieved 89%. The equivalent figures for mathematics shows the three schools averaging 69%; this compares to the LA at 73.4% and the national mean average of 65.5%. Glyn School achieved 85% for this measure.

We also believe that our new school will attract students from over the borders into Coulsdon and Caterham. The performance data for the secondary school in Coulsdon – Oasis – shows that only 46% of students achieved A*-C in English and Mathematics and the Value Added measure was 987.7 in 2014.

We know that a significant proportion of our students will be from disadvantaged backgrounds. At the seven state secondary schools nearest to the area, an average of 40.5% of disadvantaged students achieved 5 A*-C in GCSE including English and Mathematics, according to the DfE Performance tables, compared to 56.9% of other children. At some of the schools, the difference was as great as 29%, with 32% of disadvantaged children achieving this target compared to 61% of other children. 67% of disadvantaged children at Glyn School achieved this target.

Two of the three secondary schools in our targeted area have a high proportion of children eligible for free school meals, higher than the average for Surrey. Our aim is to provide a curriculum which will meet the needs of the local community; in particular we wish to address the needs of the Merstham area where there is a recognised high level of deprivation. The local authority has identified the Merstham estate as a priority regeneration area for its public and voluntary sector

² <http://www.education.gov.uk/schools/performance/>

partners.³ The Merstham estate has a population of around 1500 living in about 670 households. There is a relatively high proportion of social rented housing (58%) and the estate faces some challenges, in particular the need to address poor health.

Although Surrey has the lowest proportion of young people who are not in education, employment or training (NEET) of its statistical neighbours, Reigate and Banstead has the highest number and second highest proportion of young people who are NEET in Surrey. A high proportion of these young people have learning difficulties or disabilities. Four of the ten wards with the highest numbers of young people who were NEET were located in Reigate and Banstead; Redhill West, South Park and Woodhatch, Horley West and Merstham. Merstham has historically had the highest numbers of NEET in the borough and is a 'Priority Place' of the Surrey Alliance.⁴

We will set clear targets to support the achievement of and future career paths for students from disadvantaged backgrounds.

Parental choice

The schools with high levels of achievement are over-subscribed, for example Reigate School received 810 applications for 250 places for September 2014⁵. Families unsuccessful in achieving a place at one of these schools do consider sending their children to schools out of the local area and sometimes a significant distance away from the family home (see the map on page 13). 94 children from central Reigate and Banstead are currently travelling to schools further away. Other parents chose to educate their children privately.

For parents who wish to apply to a non-denominational school which is high performing, there is limited choice. We believe that the introduction of a new secondary school, with a focus on STEM, aeronautics and business enterprise, will offer a vibrant alternative which contrasts and complements the existing choice in the area. The location of the Borough is at the north of the Gatwick corridor. We are aware that an aeronautics theme to our STEM programme is likely to resonate with families who live in the area; especially those employed in industries linked to Gatwick Airport. Gatwick itself wishes to expand with the addition of a second runway – if this is successful then the need for a new secondary school will become even more acute.

³ http://www.reigate-banstead.gov.uk/council_and_democracy/our_borough/your_area/merstham_regeneration/index.asp

⁴ Surrey County Council 14-19 (25) Needs Analysis Reigate and Banstead summary
http://www.surreycc.gov.uk/__data/assets/pdf_file/0005/174911/Reigate-and-Banstead.pdf

⁵ Data taken from Surrey County Council's 'Information on secondary schools in Surrey 2015/16' booklet, available at
http://new.surreycc.gov.uk/__data/assets/pdf_file/0020/14816/2015-16-Secondary-booklet-V4.pdf

The parental community at Lime Tree Primary School have voiced concerns about the lack of secondary school spaces. These concerns are evident in the wider parental community as evidenced by the surveys that we have undertaken.

Examples of comments received from parents are:

“There continues to be a desperate need for a school in the immediate area. We’re glad plans are in progress, but hope they can be implemented straight away”

“Desperate for a choice of secondary schools in the area – as at the moment limited to Warwick as we are not religious”

“Growing local community needs to know there is a future for their children and a good high school is much needed”

Section E of this application outlines a detailed assessment of need, based on capacity, quality of provision and parental choice.

Why should GLF Schools provide this new school?

The GLF Schools Multi Academy Trust was established in September 2012 and currently comprises 12 schools, ten located in Surrey and two in Wokingham. The founding sponsor school, Glyn School, is an 11-18 comprehensive school which has been judged as outstanding for the last six years; in two consecutive Ofsted inspections held in January 2009 and May 2012. Glyn School has been designated a National Support School since January 2010 and a Teaching School since March 2014. The CEO of GLF Schools serves as a National Leader of Education (NLE). The other eleven schools within the Trust are primary schools – four converter academies, four sponsored academies and three new targeted basic need schools. GLF Schools also supports other local community schools through partnership with the local authority and through the Glyn Teaching School Alliance.

One of the new TBN primary schools is Lime Tree Primary School, in the borough of Reigate and Banstead. Engagement with parents at Lime Tree Primary School, as well as our close relationship with the Local Authority, has highlighted the need for additional secondary school places to meet the predicted increase in demand from September 2017 and our success over the last two years in bringing a new primary school into being is a significant driver for repeating this with a new secondary school via the free school programme.

Our new school’s name needs to be considered when there is an appropriate site but at this stage we are naming it Lime Tree High School in order for parents and children to understand that we are the same provider as the newest primary school.

We are confident that we can bring our experience of providing an outstanding education at Glyn School to Lime Tree High School.

Our Vision

GLF Schools believes that all children, no matter what their socio-economic background, should have access to an outstanding. Our vision is that every student will '**G**row, **L**earn and **F**lourish' at Lime Tree High School. We want to bring this vision to fruition by creating an outstanding local school, which will operate as part of the GLF family of schools but exist in its own right and develop its own unique characteristics and individual identity. Whilst LTHS will serve the needs of the local community, it will share the aims of GLF Schools:

- **every student** is highly valued and expected to achieve their full potential no matter what their socio-economic background
- **all students** will enjoy their learning, attain high outcomes and be helped to become confident individuals and responsible citizens whilst making excellent progress
- **all students** will benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school
- **all students** will be supported and encouraged to lead healthy and active lives, making sensible choices whilst respecting the views and attitudes of others

Lime Tree High School will provide education for 11-16 year olds, for both boys and girls, and will ideally be located within the Redhill/Merstham area. We will produce a travel plan which will underpin as green and sustainable footprint as possible.

The new school's ethos would reflect that of the other schools within GLF Schools. Every child, no matter their background or home circumstances, should have the opportunity to receive an excellent education. We would seek to make sure that friendly, happy students are at the centre of the schools' work.

Lime Tree High will operate on key values and skills preparing children for lifelong learning as effective and caring citizens. The core values of Respect, Resilience, Relationships, Friendships, Rights and Responsibility will be at the core of its function as a school for the community. It will be organised around the needs of the children and the curriculum design will be adjusted to meet the needs of all students.

There is a belief within GLF Schools that a child's potential is unlimited and that intelligence is not fixed; all students have dreams and ambitions because no-one has told them that they should not aspire. Our aspirations matter to their success. Their parents' support makes a positive difference and LTHS will benefit from the strong partnerships that GLF Schools has forged locally in order to enable success.

We will appoint leaders for our new school who support the ethos outlined above, having high expectations of all students and ensuring that the quality of teaching is excellent. Clear structures and systems will be implemented to ensure students know what is expected of them and are supported to demonstrate responsibility and good behaviour; such structures and systems underpin our existing GLF academies.

Section D details how our curriculum will be tailored to meet the needs of our local community. We will have clear strategies in place to support the achievement of the specific groups of students which we have identified, in particular students from disadvantaged backgrounds and those with special educational needs (SEN).

We will embrace our STEM focus starting with a 'STEM carousel' model from year 7 which will immerse the students in computing and technology lessons in smaller groups. This is explored in greater detail in Section D.

We will offer a unique enterprise dimension to our curriculum by building on models that we have developed at Glyn School to provide opportunities for our students to develop skills which will equip them for their future careers.

Furthermore we will forge relationships with local businesses to engage these in the students' learning and to support with careers advice as the students progress into Key Stage 4.

The school will be fully inclusive and celebrate variation and difference. Students will have a respect for varying cultures and social backgrounds.

Our aspirations

Our targets for our school will be as follows:

- 1. Progress 8 Value Added measure is in excess of 0.5
and
all students make expected progress in English and Mathematics with at least 60% making greater than expected progress in English and Mathematics
and
the percentage of students achieving 5 A*-C GCSEs including English and Mathematics put the school in the top 25% nationally**

We aspire for our school to raise the level of attainment in the local area. We will ensure that our students make outstanding progress from their starting point in the school, and this will be evidenced through our Progress 8 Value Added measure.

Our engaging curriculum, good and outstanding teaching and effective tracking systems will facilitate the achievement of this target.

- 2. All teaching to be at least 'good'; at least 50% of teaching to be outstanding**

A robust system of monitoring teaching and learning will be put into place, based on proven models at our other GLF academies. Teaching over time will be assessed taking into account not

just lesson observations, but evidence of the students' work in books and data about the students' progress.

3. The overall attendance rate for students is high with an absence rate below 4% and a persistent absence rate below 2%.

Absence rates at existing local schools vary, with some below the national average absence rate of 5.8% (as per the DfE Performance tables) and a national persistent absence rate of 6.5%, and some above. The highest rates at one local school were 6.7% absence and 9.9% persistent absence.

Over the last seven years, Glyn School's attendance figures have improved as the quality of learning and teaching has also improved. We are sure that there is a clear link here. Glyn School has the lowest rate of Persistent Absence of all 53 secondary schools within the LA. Therefore we are confident that we will be able to transfer and adapt these successful practices to Lime Tree High School.

4. The educational development of the 'whole child' will be supported through provision of opportunities to engage with community and charity involvement and a wide range of extracurricular activities.

The aims of GLF Schools set out above do not just focus on academic attainment. We strive for our students to develop 'healthy and active lives' and to become 'confident individuals'.

5. 100% of our students secure a place in education post-16.

The new school will work closely with post-16 education providers to support the students in their choices for post-16 education and to ensure a seamless transition for the students.

Section D: Education plan – part 1

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

If you are proposing to open later than 2016, please leave the relevant earlier columns blank.

This section will need to be completed by both route 1 and 2 applicants.

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7			180	180	180	180	180	180
Year 8				180	180	180	180	180
Year 9					180	180	180	180
Year 10						180	180	180
Year 11							180	180
Year 12								
Year 13								
Totals								

Section D: Education plan – part 2

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

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

This section must be completed by route 2 applicants.

Year Group	Subject	Hours per week	Mandatory	Comments
7 & 8	English	3	Y	
	PSHEE	0.5	Y	Students will follow a bespoke PSHEE programme of study that emphasises global enterprise and employability skills. This will be delivered within English lessons.
	Maths	3.5	Y	
	Science	3.5	Y	
	Geography	1.5	Y	
	History	1.5	Y	
	RS	1	Y	
	PE	3	Y	
	STEM Carousel	1.5	Y	Students rotate each term between Computing and two different Design & Technology strands. Over the course of these 2 years, students will have studied Food Technology, Graphics, Resistant Materials, and Systems & Control.
	Creative Arts Carousel	3	Y	Students rotate each term between Music, Art and Drama
	MFL	3	Y	Students study both French and Spanish

Year Group	Subject	Hours per week	Mandatory	Comments
9	English	3	Y	
	Maths	3	Y	
	Science	3	Y	
	Geography	1.5	Y	
	History	1.5	Y	
	RS	1	Y	Students begin study for RS GCSE in Yr9
	PE	3	Y	
	Core MFL	3	Y	Students specialise in preferred language of French or Spanish
	DT	2	Y	1 option from Catering, Graphics Resistant Materials & Systems and Control
	Options: <ul style="list-style-type: none"> • Computing • STEM • Leadership • Art • Drama • Music • Philosophy • Astronomy • Extended Project • Written and Digital Media • MFL (2nd language) 	2	N	2 option choices Students are able to continue studying both French and Spanish at GCSE if they choose MFL from one of their options.

Year Group	Subject	Hours per week	Mandatory	Comments
10 & 11	English	3.5	Y	
	Maths	3.5	Y	
	Science	4.5	Y	Minimum of Core and Additional Science for all. Students can select Triple Science as one of their 3 option choices
	Core MFL	2.5	Y	
	RS	1.5	Y	
	PE (Games)	2	Y	
	Options: GCSE <ul style="list-style-type: none"> • Triple Science • Business Studies • Economics • DT (Catering, Graphics, Resistant Materials & Systems or Control) • Engineering • Geography • History • Art • Digital Photography • Drama • Music • Computing • PE • MFL (2nd Language) Vocational* <ul style="list-style-type: none"> • IT (ECDL) • 14-16 Vocational courses as appropriate (incl. Construction, Motor Vehicle, Hair and Beauty & Health and Social Care) 	2.5	N	3 option choices <u>Vocational Offer:</u> <i>*In addition to offering the ECDL internally, we will initially look to work closely with a specialist provider of vocational education. East Surrey College, who support our application, has a strong track record in working with local schools in developing its 14-16 curriculum offer to meet both school and industry demands, and Ofsted have validated their outstanding success rates for 14-16 students on their college programmes.</i>

Section D1:

Student Context

GLF Schools holds an ambitious vision for the education of its students. It is therefore essential for Lime Tree High School to understand the context of its likely cohort of students in order to best support their needs and ensure outstanding progress for each individual.

The 2014 DfE Performance Tables indicate that there are approximately 200 students in the four mainstream Reigate and Banstead Primary schools closest to the proposed Lime Tree High School (2 in Merstham and 2 in Redhill). Within this cohort, 10% of students are deemed as 'mobile' – ie have not been on roll in the school throughout Years 5 and 6. For one of these schools this figure is 19%. This compares to a national figure of 9% and a Local Authority figure of 6%.

Overall 10% of students are SEND, in receipt of 'Statements' or are supported at 'School Action Plus', which is broadly in line with the national figure of 11% and Local Authority figure of 10%. Nonetheless, two of the local primaries have figures of 13% and 14%.

25% of students are classified as English as an Additional Language (EAL) which significantly exceeds the national figure of 18% and Local Authority figure of 11%. Three of the local schools exceed the Local Authority figure and one school has nearly 3 out of every 5 students classified as EAL.

25% of students are classified as 'disadvantaged' in that they have been eligible for free school meals at any time in the last 6 years or are children who are in care. This is below the national figure of 31% and but exceeds the Local Authority figure of 18%. Three of the local schools exceed the Local Authority figure and one school has nearly 2 out of every 5 students classified as disadvantaged.

76% of students in the four local schools attained a Key Stage 2 score of Level 4 or above in reading, writing and maths. This compares to the national figure of 78% and Local Authority figure of 82%. However, the progress measures for students compare very favourably with national and Local Authority figures. The proportion of students making expected progress of 2 or more levels between Key Stages 1 and 2 were 95% in reading (national: 91%, LA: 91%), 93% in writing (national: 93%, LA: 93%) and 90% in maths (national: 89%, LA: 88%).

Community Context

Within the immediate community of Merstham ward, ONS data from the 2011 census indicates that the proportion of 16 to 64 year olds who have attained a degree (i.e. Level 4 Qualification) or better was 30.6% which was just above the figure for England and Wales (29.7%) but below the figure for the whole of the local borough of Reigate and Banstead (36.5%). The equivalent figure for the neighbouring ward of Redhill East was significantly higher at 44.6%.

The proportion of working age with Level 1 qualifications (less than 5 GCSEs) or no qualifications in the Merstham ward was 28.8%, which was below the national figure of 30.2% but higher than the

figure for the whole of the local borough of Reigate and Banstead (24.7%). The equivalent figure for the neighbouring ward of Redhill East was significantly lower at 18.1%.

The same census data indicates that the proportion of 16 to 24 year olds who were in receipt of Job Seekers Allowance (JSA) within the Merstham ward was 27.7%, which was significantly higher than the figure for Great Britain as a whole (22.8%) as well as the figure for the whole of the local borough of Reigate and Banstead (21.1%). The equivalent figure for the neighbouring ward of Redhill East was significantly lower at 15.6%.

The proportion of 16 to 64 year olds who were self-employed in the Merstham ward was 11.9%, which was above the national figure of 10.4% but below the figure for the whole of the local borough of Reigate and Banstead (12.9%). The equivalent figure for the neighbouring ward of Redhill East was significantly lower at 9.6%.

Curriculum Vision

“Every child counts” is a non-negotiable principle that is at the core of everything that GLF values. Every child has a contribution to make and we will provide the right learning environment within which each child is able to thrive.

Lime Tree High School will be committed to the core GLF remit of providing an outstanding educational experience so that:

- all students will enjoy their learning, attain high outcomes and be helped to become confident individuals and responsible citizens whilst making excellent progress in all respects;
- all students will benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school;
- all students will be supported and encouraged to lead healthy and active lives developing the legacy of the 2012 Olympic and Paralympic Games.

To this end, students will experience a very creative education where ‘real life’ experiences are at the heart of all they do. They will be exposed to a variety of ways of working including problem solving, investigation, hands on practical experiences, learning through visits and talks from visitors and through the extensive use of the outdoor environment, energy and imagination. These ways of learning will be enhanced, where appropriate through the application of new technologies.

Lime Tree High School will benefit from the wealth of curriculum experience that exists across all of the GLF schools which is shared as part of our commitment to school to school support and professional development. The initial secondary academy within GLF, Glyn School, was rated as ‘outstanding’ in 2009 and 2012 and has been awarded Teaching School status in recognition of its strength in the professional development of new and existing teachers, and its focus on fostering and utilising outstanding learning and teaching. We will replicate much of the practice that has been so successful in Glyn School in securing exceptional outcomes for our students. Nonethe-

less Lime Tree High School cannot simply be a replica of Glyn – its strengths will be shaped by its own students and the local community and as such Lime Tree High School will ultimately look to share its own expertise with others, both within the MAT and beyond.

The curriculum the students will experience is designed so that:

- All students are literate by the time they leave Year 11. This ensures that literacy is a central and cross curricular part of what is on offer. Appropriate programmes are used to ensure all groups of students are challenged and make good or better progress. An exciting curriculum using the key literacy skills is central to the philosophy of GLF Schools
- All students are numerate by the time they leave Year 11. Again the curriculum provision ensures students have the basic and advanced numeracy skills to be able to understand and tackle with confidence everyday real life problems. Numeracy will be practical, exciting and age appropriate.
- Underpinning our drive to ensure literacy and numeracy will be the effective use of small-group withdrawal sessions, based upon the successful *Grow Group* model operated at Glyn School. Catch up funding has been used to great effect to support these intensive sessions that have allowed students with entry levels below a 4c in reading, writing or mathematics to quickly re-join the mainstream lessons in English and Maths. These programmes have also been shown to have a positive effect on students that fall behind the rates of progress of others after they start, and we would look to utilise these intervention strategies where appropriate throughout Key Stage 3.
- Teachers will become experts in ensuring students develop a love of learning, an independence to learn and the perseverance to work in a sustained way. We believe that not only does the quality of our teaching have the greatest impact on our students' learning and the standards that they attain, but also that appropriate teaching and learning experiences help students to lead happy and rewarding lives.
- Throughout KS3 and KS4 the curriculum will be progressive, building upon previous learning and developed skills. Links will be made with students' backgrounds and the local community as well as reaching out to the wider influences both nationally and internationally.
- The curriculum will be underpinned by very clear learning styles and values that ensure the culture for learning in the school is explicit and students are motivated to learn and have a 'can do' attitude. This attitude will also be promoted through the activities of a house system.
- We aim to make the transition between key stages seamless and ensure that students continue to see familiar faces. Teachers will be expected to transfer knowledge about how students learn and what they need to improve to get better. Records and samples of work will be shared across year groups and key stages so that there will be no gaps in learning pro-

gress. Tasks and projects will be set specifically to bridge these important phases. Teaching Assistants and other support staff will cross these phases with their designated learners.

Much of the wider local economy is supported in some degree by the proximity of Gatwick Airport and the associated support and ancillary industries. Recent suggestions indicate the potential for the significant growth of local oil and gas extraction industries. Whether such industries materialise in significant form or not, it is clear that a curriculum that supports the needs of the community is one that focuses on the development of both locally and globally focussed enterprise, and skill in Science, Technology, Engineering and Maths (STEM).

It is anticipated that Lime Tree High School will base its STEM curriculum broadly upon that which has been developed at Glyn School in recent years. This bespoke STEM course for Year 9 builds upon the experiences of students following the STEM carousel in Years 7 & 8. Within this optional subject, students work with partner schools and industry to develop a greater understanding of STEM-based opportunities available to them. This multi-disciplinary approach allows students to investigate the practical applications of theory and knowledge and caters for students interested in the potential that engineering has both for them and for the wider society. Extra-curricular opportunities for STEM students have included representing the UK at an international robotics competition in South Africa.

A curriculum that promotes an outward looking, international dimension in much of what it does is essential for the context of the local economy and a likely cohort of students with high levels of EAL. Again, Lime Tree High School would look to adapt the model already developed at Glyn School of embedding the global dimension across its curriculum, as well as through working with the British Council funded Global School Partnerships and Connecting Classrooms programmes. We recognise the benefit to our students of developing partnerships with schools in developing countries, both in terms of building teachers' skills and in extending students' understanding of global issues.

In support of our unique curriculum, Lime Tree High School will develop lasting relationships with both a number of schools internationally, and enterprises locally. Our enterprise programmes will focus principally on the personal development of our students. Our students will therefore be able to use enterprise to not just become successful wealth and job creating entrepreneurs in the future, but will be equipped to use enterprise skills to positively impact their community, employers and their own professional prospects. Merstham ward has higher than average numbers of self-employed and it is therefore vital that these entrepreneurial strengths are built upon within our curriculum. We will run a number of extra-curricular activities and events all of which are designed to develop employability skills in our students helping to prepare them for the future and the world of work.

Additionally we will build upon the strong relationship that Glyn School has been fortunate to have with Kitbox, who are able to offer a unique opportunity for students to gain hands-on experience of design and production, marketing and e-commerce, accounting and finance. By providing a genuine business experience, the Kitbox programme also develops key entrepre-

neurial skills such as creativity, determination, flexibility, focus and resourcefulness, all of which are vital for the future of students in the fast-changing workplace.

Independent Advice and Guidance

In partnership with the setting of high academic aspirations for all, throughout the curriculum Lime Tree High School will ensure that students are afforded a range of opportunities for high quality Information, Advice and Guidance (IAG). We share the ambitions of our students for their future and will seek to nurture their aspirations and develop their strengths, whether they are practical, academic or both. We will bring together those working in business and older peers. They are often best placed to provide an understanding of all the different types of jobs young people might aspire to and the qualifications they will need to fulfil their ambition.

We would look to foster relationships with as many local employers as possible, harnessing whatever capacity they may have to support our students. For some this may mean involvement with mentoring, local competitions and challenges (such as 'Enterprise Days'); others may be able provide careers talks or contribute to our yearly 'Careers Fair'; whilst some may be able to provide the traditional work experience placements. Ultimately the ambition would be to provide all students with high quality work experience opportunities giving them direct insights into the world of work. Such opportunities are particularly important for students from disadvantaged backgrounds – nothing should limit any of our students' ambitions or their ability to realise their full potential.

We will give students the opportunity to shape their own curriculum a year earlier than most, with a Year 9 options curriculum. This affords students not only greater ownership and consequent motivation, but also provides valuable experience in making the most of available IAG in shaping their decisions. This experience is invaluable the following year when considering what GCSE subjects to specialise in. Providing taster lessons in subjects that may be new to students will be an important part of ensuring that students are fully equipped to make their options choices.

Lime Tree High School is committed to promoting a rigorous and academic curriculum for all of our students; nonetheless we recognise the importance of the early identification of students who demonstrate a strong interest or aptitude towards vocational pathways, in order that appropriate support and guidance is in place.

It is our intention in the initial instance to work in partnership with a specialist local provider of vocational courses. Through the fostering of strong links we will be able to offer students and families appropriate IAG and meaningful accredited qualifications that form a suitable pathway onto Further Education. Such an approach would afford those of our students for whom it is appropriate, access to a wide range of vocational courses, such as Construction, Engineering, Motor Vehicle, Hair and Beauty, Art, Design and Media, Travel and Tourism, Health and Social Care. This offer would be tailored to each student's needs and aspirations, whilst allowing them to continue with their GCSE courses at school.

As an 11-16 provider, it will be important that the IAG that students at Lime Tree High School are afforded is suitable not only to the local economy, but also integrates cohesively to the local providers of post 16 education. We would look to provide impartial information, advice and guidance about a range of learning and work options such as Apprenticeships, Diplomas, and A levels, and ensure that our students are fully aware of the benefits of higher education and how to access the opportunities that it affords. It would therefore be essential that Lime Tree High School develops strong working relationships with other schools and colleges to which its students may move post 16. We would look to work closely with the outstanding specialist providers of post-16 education in the immediate locality - Reigate College and East Surrey College, as well as the Sixth Form offer at St Bedes School. It is our view that the range and quality of courses at these institutions, be they A-levels, Level 2 and 3 BTEC or specialist vocational, would provide excellent pathways for our students and are particularly suited to complement our proposed curriculum.

Curriculum Enrichment

We believe that students make outstanding progress when lessons are both engaging and challenging. We would ensure that all subject areas are free to bring their subjects alive through a range of enrichment activities open to all. These would include trips, outside speakers, extra-curricular clubs, workshops and dedicated collapsed curriculum days to allow for the enhanced exploration of ideas.

We would look to establish a regular series of after school 'Enrichment Lectures' open to both students and parents; this is aimed at encouraging students to develop a love of learning and intellectual curiosity, whilst allowing staff members to explore off-spec topics that interest them. A similar programme of over 30 hour-long lectures have proved highly popular with students and families at Glyn over the last few years, with topics covered including *"Why reading will make you a better person"*, *"The left-handed pineapple and other essential facts"*, *"What Part does Law and Morality Play in the Inevitable Progression of Technology?"* and *"Why the ideas of Charles Darwin shocked Victorian Society"*.

We will ensure that the extra-curricular opportunities have something to offer all students, regardless of their interests. These will include a range of competitive sports teams for each year group including Football, Rugby, Badminton, Basketball and Cricket as a minimum. Creative and performance arts will have a thriving extra-curricular offer. As the student cohort grows, we would seek to establish a number of different choirs, ensembles, and bands to cater for all ages and abilities whilst providing these groups of students with a range of performance opportunities within the school calendar of events. We would look to develop regular productions that bring together students from all year groups and which provide opportunities for engagement by drama and music performers, as well as students interested in the technical background of theatre production. Creative Arts Galas will showcase the work of musicians, drama students, artists and students of Design and Technology.

We will look to use the template of the successful Coding Club at Glyn, who recently represented the UK competitively in South Africa, which has had a very positive impact on the outcomes for students and popularity of Computing.

We believe passionately that leaders are not simply born, rather that all students have the capacity to develop their own leadership potential and as such we will look to provide every student with the opportunity to take on leadership responsibilities. We will establish subject leaders, sport leaders, prefects, student mentors and a range of other opportunities.

We will establish a Student Parliament that will aim to go beyond a simple student voice and will be reflective of the entire school community with representation from all houses, year groups, parents, governors and staff.

Our cohort of students will be digital natives in contrast to many of the staff; and our Digital Leaders Program will provide students with the opportunity to shape the school's effective and creative use of technology in supporting student progress, and in ensuring meaningful engagement with the e-safety agenda.

We would aim to establish a thriving Duke of Edinburgh Awards provision at the earliest opportunity.

In support of the school's commitment to an enterprise focussed curriculum, we will work with Young Enterprise to offer a range of programmes across the year groups that will help our students develop key skills they need not only for the world of work but also for day to day life. Additionally our Kitbox programme will offer our students valuable insights from a genuine business experience.

The curriculum itself would be further enriched through the offer of non-traditional optional subjects for study during Year 9. These would include our STEM course, as well as Astronomy, Philosophy, Extended Project, Written and Digital Media and Leadership, all of which have been successfully offered at Glyn School.

Key Stage 3

We recognise that every student will have individual needs and it is important for us to differentiate our curriculum to ensure that each student is provided with the greatest opportunity to progress academically. In planning or such provision, it is essential to be aware of the local context and for this to inform how we adapt such provision.

We are aware that there may well be a number of challenges. The proportion of SEND students and those who have attended more than one school in the last two years of their primary education, are broadly in line with national averages (although mobile students are likely to be above the average for Surrey). The proportions of students who are classified as English as an Additional Language (EAL) are likely to significantly exceed the national and Surrey averages. Whilst it is likely that the proportion of students in receipt of the Pupil Premium will be below national average.

es, they are likely to be high for Surrey. Whilst the performance of local feeder schools in terms of student progress has been broadly strong, this reflects what in many cases are low attainment levels in Key Stage 1 and as such it is likely that too few students will arrive at Lime Tree High School having attained a Level 4 score or above in reading writing and maths.

It is essential that those students who join the school with literacy and numeracy skills below a Level 4 are supported in catching up as quickly as possible. We recognise that students who struggle with these basic skills are prevented from fully accessing the wider curriculum and that the effective use of 'Catch-up' funding is an important part in securing high outcomes for students at the end of Key Stage 4. We will base our support on the established model that has proved highly successful at Glyn School, whereby such students receive specialist, small-group support in English and Maths during their normal curriculum time. In literacy catch-up sessions, the focus on phonics will provide those EAL students who have fallen behind with an effective framework upon which to quickly develop. This provision will be in place until such time as students are ready to re-join the mainstream curriculum classes.

In order to support the transition of students, KS2 data and additional baseline assessments will inform the grouping of student classes and the differentiation of teaching within each class.

Students will be taught both in mixed ability groups and set groups throughout Key Stage 3. They will be initially set in attainment groups in the core subjects of English, Mathematics and Science in Year 7. Assessments will take place in the first half term of Year 7 and it is likely that setting will take place after the first half term.

A setting structure based upon groups of commensurate current attainment, will encourage the students themselves to be focussed on maintaining an appropriate progress in their attainment level and engage in meaningful dialogue with their teachers regarding such progress.

For the duration of the Key Stage, regular assessments inform these groupings and opportunities for students to move into the most appropriate group are available at the end of each term.

We believe that it is vitally important that our students are equipped with the right practical and emotional skills to allow them to make the most of their opportunities and responsibilities and to flourish in the 21st century. To support this aim we will have a comprehensive program for the teaching of personal, social, health and economic education (PSHEE), in addition to our provision of IAG. These programs will be delivered through a varied model of form time activities, Year and House assemblies, dedicated days where the normal curriculum is suspended, and within the schemes of work of relevant subjects.

Year 7

Lessons in English, Mathematics and Science will be taught in groups set by ability and in Year 7 our bespoke PSHEE programme of study will be delivered within English lessons and will emphasise global enterprise and employability skills.

Where appropriate, some students will be withdrawn for small group support in literacy and numeracy.

In Year 7 students will be taught in House Groups in Geography, History, Modern Foreign Languages (both French and Spanish), Games and Religious Studies.

They will be taught in smaller groups, again mixed ability, for PE, Art, Drama, Music, Computing and Design & Technology.

For the Creative and Technology based lessons, a carousel will operate whereby students will have 10 lessons a fortnight in these subjects, and switch at the end of each term to pick up a different Creative subject and Technology subject. It is felt that this carousel provides students with a more immersive experience that supports an enriched experience and greater overall progress.

Year 8

Lessons in English, Mathematics, Science, and Modern Foreign Languages will be taught in groups set by ability.

In Year 8 students will be taught in House Groups in Geography, History, Games and Religious Studies.

They will be taught in smaller groups, again mixed ability, for PE, Art, Drama, Music, Computing and Design & Technology.

For the Creative and Technology based lessons, again a carousel operates.

Year 9

In Year 9 students will be taught in ability groups for the core of English, Mathematics and Science, and additionally in the Modern Foreign Language (French or Spanish) that students wish to specialise in, Geography, History and Religious Studies.

Students will be taught in mixed ability groups for PE, Games and three further optional subjects. We recognise that a curriculum experience that is increasingly personalised affords students with greater opportunities for enjoyment and engagement. We will seek to provide a breadth of curriculum choice that represents opportunities for both challenge and enrichment, suitable for all our students, whilst ensuring that no door is closed and that future options would remain open as they progress into Key Stage 4.

Design and Technology will form a compulsory element for the Year 9 curriculum but students are likely to be able to choose an area of specialism from Catering, Graphics, Resistant Materials and Systems and Control. Students' remaining two optional subjects will be selected from a list of 'National Curriculum' subjects (Art, Drama, second language French or Spanish, Com-

puting or Music) and a list of 'Enrichment' subjects (Astronomy and Cosmology, Extended Project, Leadership, Philosophy, STEM and Written & Digital Media).

Nearly one third of a student's lessons will be shaped by their choices and through careful guidance and support we look to ensure that they each maintain a balanced curriculum.

Key Stage 4

At Key Stage 4, all students will be required to study for GCSE qualifications in the core subjects of English Language and English Literature, Mathematics, a minimum of two Science qualifications, a minimum of 1 MFL subject and Religious Studies. Appropriate time will be given to support the broadened range of content required in the recently revised specifications for Mathematics, and some students will also study for the qualifications in Further Mathematics. All students also follow a core Physical Education (Games) programme.

Having first experienced the options process in Year 8, students will again shape their own curriculum during the spring term of Year 9 by choosing up to three optional courses that they wish to follow in Years 10 and 11.

Within the option block structure, students will be able to choose to study 'Triple Science' thereby working towards separate GCSE qualifications in Biology, Chemistry and Physics.

Students are free to choose their remaining optional subjects from a wide range of other qualifications. Our offer will be reviewed in the light of qualifications at national level but we are likely to want to cover the following subject areas at GCSE: Art, Business Studies, Computing, Digital Photography, Drama, DT: Catering, DT: Graphics, DT: Resistant Materials, DT Systems and Control, Economics, Engineering, French, Geography, History, Music, PE and Spanish. We will additionally offer vocational qualifications in Construction and IT.

Years 7 & 8

Summary	
English (<i>incl PSHEE</i>)	14%
Maths	14%
Science	14%
Core	42%
Geography	6%
History	6%
MFL	12%
Ebacc Subjects	24%
RS	4%
PE	12%
STEM / Creative	18%

Year 9:

Summary	
English	12%
Maths	12%
Science	12%
Core	36%
Geography	6%
History	6%
Core MFL	12%
Ebacc Subjects	24%
RS	4%
PE	12%
DT	8%
Optional Subjects	16%

Optional NC subjects:

Art, Drama, Music, Computing, MFL (2nd language)

Optional Enrichment subjects:

Astronomy, Extended Project, Leadership, Philosophy, STEM, Written & Digital Media

Yr 10 & 11:

Key Stage 4 retains the core emphasis on English, Mathematics the Sciences and foreign languages whilst promoting 'British Values' in part through the delivery of full course GCSE in RS for all students.

Summary	
English	14%
Maths	14%
Science	18%
Core	46%
Core MFL	10%
RS	6%
Core PE	8%
Optional Subjects	30%

The School Day

We anticipate that the school day will look like the one below:-

The following school day outline is for Mondays. There is a 20 minute administration Tutor period for Tutors to sign planners and issue all correspondence, including the weekly newsletter. This Tutor session is used for the year assemblies in order to avoid, as far as practical, holding year assemblies in learning and teaching time.

	Start	End
Tutor	08.40	09.00
Period 1	09.00	10.00
Break	10.00	10.20
Period 2	10.20	11.20
Period 3	11.20	12.20
Lunch	12.20	13.00
Tutor Period / Assembly	13.00	13.20
Period 4	13.20	14.20
Period 5	14.20	15.20

The following school day outline is for Tuesday through to Friday:

	Start	End
Period 1	08.40	09.40
Break	09.40	10.00
Period 2	10.00	11.00
Period 3	11.00	12.00
Lunch	12.00	12.40
Tutor Period / Assembly	12.40	13.00
Period 4	13.00	14.00
Period 5	14.00	15.00

SEND Provision

GLF Schools' approach to Special Educational Needs & Disability is based upon partnership, personalisation and inclusion. Students arrive to school with a variety of needs; students with specific SEND will be everybody's responsibility.

The new school will be incorporated into the Multi-Academy Trust which aims to improve the students' life chances by:

- Narrowing achievement gaps
- Raising educational standards and improving outcomes for all;
- Supporting and engaging parents and carers, and promoting the physical and emotional well-being and mental health of students and young people;
- Improving prevention services and safeguarding
- Ensuring the provision is at the very heart of the school's work. The management of the provision will be set clearly within the school's leadership and management structure. This successful approach reflects the arrangements in the other GLF academies.

One academy in GLF Schools was inspected in March 2012 and it was stated that "disabled students and students with special educational needs make good progress." Another academy was inspected in May 2012 and was deemed outstanding and this follows an LA review of provision in February 2011 which also found SEND provision and outcomes to be outstanding. We intend to promote these models of good practice and organisation at Lime Tree High School Special Needs Education.

At Lime Tree High School we intend to provide a fully inclusive education in which the barriers to learning are removed and the needs of every student are met. Staff and resources are made available to meet these needs as appropriate. Sometimes the class teacher will liaise with the school Special Educational Needs Co-ordinator and provision will be made as a result of differentiation of teaching and learning that takes place in the classroom.

At other times, teaching assistants will be used, under the direction of the teacher and the SENCO, to support the students individually or in small groups. Full use will also be made of partner agencies such as the Learning Support and Psychological Services. Parents of students with special needs will be kept fully informed of the provision made for their child and the progress made.

Specialist and appropriately qualified teaching staff will be appointed, who all will have experience or practical knowledge of teaching students with special needs.

Training and on-going CPD will be central to the core offer at the new school.

Effective tracking systems will ensure all students make good progress and that their provision is appropriate to meet their specific needs. This will be done through:

- Appointment of specialist staff
- Clear and effective tracking systems
- Effective and routine student progress meetings to monitor individual students
- Bespoke and individual plans for SEND students to ensure their needs are fully catered for
- Adjustment of the curriculum, facilities and approach to ensure SEND students are fully inclusive and their needs fully met

- Effective and close links with parents/ carers to ensure effective communication

The facilities of the new school will be adapted to fully meet the needs of students fully utilising the resources internally and externally to the school to maximise impact, and we will adopt proven programmes to ensure students make the greatest possible progress.

Students with a statement of special educational need and those who are Looked After students would be given priority for places at the school.

The importance of the needs of SEND students is such that within our initial staff structure, the role of SENCO will be established from the start and will sit within the senior leadership and management team.

We will have regard to the SEND Code of Practice through the following procedures:

Our definition of special educational needs is:

- A learning difficulty where a student has a significantly greater difficulty in learning than most students of the same age
- A disability, which needs different educational facilities from those that schools generally provide for students of the same age in our area
- SEND provision is when the provision is additional to or different from that made for the students peers

We will aim to recognise and respond early to individual needs. We will ensure we offer equal opportunities to all and develop self-esteem and confidence in all students. We will also work closely with parents and outside agencies to provide the best possible education for those students with additional needs or disabilities.

In planning SEND within the whole school curriculum, we will ensure all our teachers have suitable training so that they can set suitable learning challenges, respond to students' diverse learning needs and are able to analyse potential barriers to learning and assessment. Our SENCO, once appointed will liaise closely with partner agencies to assist class teachers to incorporate advice. It will be the SENCO's role to include all stakeholders when setting IEP's and actively seeking to engage parents in this process. The Senior Leadership Team will monitor each student's progress through Provision Mapping.

We will make use of multi-sensory teaching approaches to promote students' knowledge and understanding, where appropriate. We will also use relevant software programs and a variety of reading schemes for those that need additional help with literacy in particular.

We will encourage and support the participation of students in their learning. We acknowledge that the key to meeting the needs of all students lies in the teacher's knowledge of each student's skills and abilities, matching this knowledge with early identification of any additional need and facilitating appropriate provision. We will expect all teachers to liaise closely with the SENCO and take account of the variety of learning styles the students may have and adapt their plans accordingly. Staff will encourage the involvement of students in target setting and reviewing their own progress against these targets.

When the school first opens, we intend to have regular meetings with each parent in the first half term so that we can identify any specific needs as early as possible.

We also wish to ensure that any students with a physical disability are fully integrated into the school. The proposed school building would need to have disabled parking spaces, ramps for access to the main entrance and very wide corridors allowing freedom of movement for students who need to use a wheelchair or other disability aid, so that we are confident that we can meet their needs. The SENCO will meet with all parents of students with a physical difficulty including those less obvious physical disabilities such as diabetes. The student's needs will be discussed with parents and a care plan drawn up outlining the agreed support. The plan will be reviewed on an annual basis with parents and any relevant partner agencies.

The school would evaluate the success of the education which is provided for SEND students:

- Members of the Senior Leadership Team, in line with the cycle of monitoring, would carry out the monitoring of the teaching and learning of students identified as having additional learning needs, through lesson observations, student interviews and work scrutiny;
- the School Development Plan would be discussed at Governor meetings;
- reports on special projects would be presented to the school's stakeholders;
- regular visits to subject leads would be made by the relevant governor representative;
- whole school SATS attainment targets would be set and the performance of SEND students would be subject to specific review;
- provision mapping would be established (audit of need and planning for support)
- SEND policy would be reviewed on an annual basis.

In addition, governors would monitor and evaluate the work of the SENCO through:

- Considering Headteacher reports that reflect the activities of the SENCO and any current issues;
- considering reports from the SENCO;
- having regular discussions between the SEND governor (or SEND committee) and the SENCO;
- inviting the SENCO to attend meetings at regular intervals to report in person.

There will also be a significant focus on supporting English as an additional subject.

There will be a high focus on effective teaching and learning methods for students with EAL. GLF Schools provides:

- Specialist training for staff on understanding the needs of EAL
- Exposure to other schools in the group to ensure that staff don't work in isolation
- Specialist resources e.g. books, signs and IT programmes to support EAL teaching in the school
- An accessible curriculum that has EAL at the heart so that there is a progressive programme from Year 7 to 11.

Disadvantaged Provision

At Lime Tree High School we aim to enable all students to develop fully their personal talents and academic abilities in a happy and supportive environment. Every student who is in receipt of Pupil Premium funding should have every chance to achieve the same success as any other student in the school. We feel financial disadvantage should not affect a student's attainment or achievement.

Our Pupil Premium provision can be summarised by our 6 pledges to these disadvantaged students:

1. Every student will receive additional key skills support in the form of 1:1 tutoring in English and Maths
2. Each student will be given the opportunity to go on a minimum of one foreign residential school trip for the duration of their time at Lime Tree High School
3. Each student will be given the opportunity to go on every non-residential school trip
4. We will ensure the very best innovative use of technology to increase attainment and achievement for every student
5. We will ensure Pupil Premium students are not prohibited from taking part in any extra-curricular or enrichment activity through lack of resources
6. We will ensure every Pupil Premium student is able to come to school with the correct equipment and uniform and is not stigmatised for being disadvantaged

We believe that providing high quality support to parents of students who are finding it difficult to progress at school can impact greatly on their success. We want to provide regular structured meetings where parents can discuss their concerns and jointly identify strategies which can help students succeed at school and at home. We plan to meet every Pupil Premium parent during the year and to simply ask them what support we could give their child to provide the most impact to improve their learning.

Our team of Heads of House will work with our Pupil Premium Coordinator to provide this support where appropriate; our Faculties will look to run Family Learning events that include specific provision for Pupil Premium students.

Securing Success for all Pupil Premium Students:

Key to our strategy of securing the academic success of Pupil Premium students will be providing leadership at all levels specifically to support such students. We will appoint a designated Pupil Premium coordinator with whole school oversight of the welfare and support of Pupil Premium students and responsibility for whole school interventions. Additionally each Faculty, House and Year group will include Pupil Premium Champions thereby providing a matrix structure of leadership and oversight.

When students enter Lime Tree High School we ensure we know and understand the starting points for their academic progress. We gain valuable information from their Primary Schools and additionally we carry out several important baseline assessments. These include the MIDYS tests, English Standardised scores for both Reading and Writing and the Malt tests for Mathematics. We will set our expectations very high and therefore support KS3 students who are well above the national baseline standards. Our aim is for all of our students to perform at levels above the national average, regardless of whether they are in receipt of Pupil Premium funding. The Pupil Premium will be spent on ensuring that all students are making progress in the key skills needed to succeed and ensuring they are properly prepared for the next stage of their education.

The most important skills are:

- Reading
- Writing (including spelling, punctuation and grammar)
- Mathematics.

Without these skills students will not reach their potential. For students who enter the school in Year 7 with reading and or writing ages well below their chronological age we will deliver a personalised programme – Lexia – to help them improve on this vital skill. The catch up reading programme will be based on regular intensive withdrawal group sessions. Our Lexia programme will continue to support those students still struggling with English into Year 8 & 9 through home support. Alongside this we want to encourage students to read for pleasure; ensuring that both students and their parents have access to high quality stimulating reading materials as a priority.

Throughout their time at Lime Tree High School, we will intervene to support students who fall behind in these core skills. This will be done through interventions such as:

- Small group interventions within the SEN, English and Maths faculties and
- One to One Tuition.

Our experience at Glyn School in recent years has found these strategies to be particularly effective in helping students gain the skills and confidence to succeed.

It is essential that we carefully measure the effectiveness and impact of the measures that our Pupil Premium funding will support. Eliminating the gap in attainment and progress will be a key measure of our success in this regard. We will use high quality data from reporting assessment periods and through our School Information Management System to track and review our intervention strategies. It is also important to reflect upon our strategies from the perspectives of key stakeholders, and to that end we will regularly and systematically seek the views of Pupil Premium students, their parents and carers, and of faculties.

Working With the Wider Community

Wider community links will be promoted principally through the parent partnership and through parental feedback opportunities. These will include regular meetings with parents, the establishment of a Parent Consultation Group Forum and initiatives that form part of the parent programme of out-of-hours provision, such as language classes and the 'Enrichment Lectures'.

GLF Schools believes that community cohesion is fostered when parents are partners in their children's education. Parent workshops will increase parenting skills and bring an understanding of how students learn and how parents can support learning. Parents will be invited to work with the school in projects related to enhancing the school environment, cultural awareness and creative projects with the students.

The new academy will work closely with other providers on the four strategic aims for community cohesion:

- Closing the attainment and achievement gap
- Developing common values of citizenship, based on dialogue, mutual respect and celebration of diversity
- Contributing to building good community relations and challenging all types of discrimination and inequality
- Removing the barriers to access, participation, progression, attainment and achievement.

We intend that the proposed Free School will be a fully extended school. The full menu of extension activities will include: wrap-around care from 8am to 6pm for students aged 11 to 16; homework clubs; enrichment activities including a range of residential experiences; a variety of sports clubs; and we would examine the feasibility of hosting holiday clubs.

In line with the academy's vision, the school will support the community by promoting strong home/school links including, where possible, family and one-to-one support for parents and students. The academy will support the diverse community needs including EAL support and parent classes where appropriate.

Provision for Gifted and Talented Students

A designated member of the school team will lead on Potential High Achievers (PHA). They will work with middle leaders, teachers and teaching assistants to ensure that the nurturing of aptitude and talent throughout the curriculum is built in to the work of all subjects and that such students are identified and provided with opportunities, both in school and beyond, to extend their learning and development.

Our aim would be:

- That the proportion of students that attain 5 or more A* - A grades at GCSE is in line with the top 25% of schools nationally
- To broaden the aspirations of PHA students and in time maximise the numbers who go on to attend Russell Group universities

- To help our students to develop their skills and abilities, intellectually, emotionally and socially
- To provide teaching which makes learning challenging, engaging and enables students to reach their potential
- That our approach to provision for PHA students will be an integral part of the school's commitment to include all students

The term Potential High Achievers should be regarded as referring to the top 5% to 10% of any school, regardless of the ability profile of students at the school.

Within the school we would recognise that PHA students can be good all round performers as well as high achievers in one subject area

We also recognise that those students who are PHA do not always show their ability. Such students are PHA even though their abilities may be hidden or remain as potential. We regard it as the school's responsibility to identify and develop the gifted and talented students and organise teaching and learning approaches to ensure that the potential of these students is fulfilled both through the curriculum and through enrichment activities.

Identification:

PHA students would be identified by making a judgement based on an analysis of various sources of information including:

- Teacher nomination (based on classroom observation, discussions with students and work scrutiny)
- Peer or self-nomination
- Parental nomination
- Predicted test results
- Reading ages

This information would be collated by the designated lead member of staff and this register would be regularly reviewed and updated.

Important strategies include:

- The coherent management of pupil groupings and recognition that there will be students who have gifts and talents in all groups
- The provision of opportunities for PHA students to work with students of similar ability. This will mean that it is appropriate for students to work with older students occasionally
- Mentoring and additional provision for students of exceptional ability
- The provision of enrichment/extension activities and tasks

- Differentiation within subject areas
- The development of independent learning by allowing students to organize their own work, carry out tasks unaided and evaluate their work and become self-critical
- Access to a range of experiences through enrichment activities

The following would be offered on a regular basis and, although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practice and extend their skills.

- Departmental programmes for PHA
- Masterclasses & Workshops
- Competitions
- Enrichment days
- Residential experiences
- School clubs
- Guest Speakers
- Musical and Sporting activities
- GLF Schools Music Festival

Transition Plans

Into Key Stage 3

The transition to Secondary education can be daunting for students and families and we will build upon the exemplary transition arrangements employed at other GLF schools to ensure that students and families are appropriately supported. We recognise that the most effective transition arrangements benefit students both in terms of social and institutional adjustment, and maintain curriculum interest and continuity, and we will draw upon the range of expertise in Primary sector schools that are part of GLF to help shape our arrangements.

The Assistant Headteacher with oversight of Transition will visit all feeder schools to meet with staff and students. It is important that strong links with feeder schools are established and maintained through such visits and it is our view that the appropriate sharing of academic and social information regarding students is best explored within the context of the feeder school. The securing of strong links with feeder schools will be particularly important in helping us to shape the most effective provisions to support disadvantage students and those with EAL, and in identifying successful ways of engaging with families of these students.

'Transition Days' where Year 6 students visit Lime Tree High School will provide students with opportunities to meet other students in their form groups and, from year 2 onwards, establish relationships with older students in their House. Older students will continue to act as form 'buddies' throughout the following academic year supporting new students in settling in, and in turn Year 7 students will be involved in such transition arrangements for future cohorts.

During Transition Days, students will begin work on their Learning Portfolios – an online record utilising cloud services such as Google Apps for Education, which will allow them to collate and track their work, both academic and extra-curricular, over their school career. The intention is that students will be able to use the remainder of the term to populate this portfolio with some of their work from primary school. This portfolio will thus provide their new teachers with a further insight into the work and interests of students.

Lime Tree High School intend to run Multisport Activities days during the Easter and Summer breaks (supervised by Lime Tree High School PE staff and supported by older students), as well as a 'Treasure Hunt' orientation event. These events will support both the social and institutional adjustment of students and help to develop self-esteem and confidence.

Establishing strong and effective communication with families as early as possible is not just an important part of transition arrangements but also cements the essential partnership that will underpin the support for students' progress throughout their time at Lime Tree High School and beyond. In addition to a detailed Transition section on the school website (modelled upon that used by Glyn School: www.glynschool.org/131/welcome), we would look to provide parents with a number of opportunities to visit the school and to meet with key staff. In addition to a parental Transition Information Evening before the summer, it is important for parents to have the opportunity to meet with key staff involved in supporting the transition of students during the first term, and to that end we will host informal Coffee Afternoons and formal Tutor Evenings. We recognise that the strong network links between parents established at Primary schools are often hard to replicate within the context and scale of Secondary schools and it is felt that informal events such as coffee afternoons provide a useful opportunity. Equally many parents welcome the opportunity to discuss how their son or daughter has settled in during this transition period and as such the chance to meet with Form Tutors and Heads of House early in the year is important.

Proposed Timetable for Key Transition Activities

Date	For Students	For Parents and Carers
Late April		'Transition Pack' sent to Parents and Carers
Early May		Deadline for return of the 'Transition Pack'
Late April to early June	Staff visit to feeder schools <i>Senior and middle leaders (AHT, Heads of House), and SENCO to visit primary and junior schools to meet staff and Year 6 students</i>	
2nd and 3rd weeks of June	Pre - School Meeting for parents, carers and Year 6 students	
2nd week of June	Pre-Induction <i>Induction event for students from smaller feeder schools - aim of developing social integration prior to main transition day. By invitation only</i>	
Last week of June	Transition Day <i>For all students. Form group team building; taster lessons and information sharing</i>	
1st week of July		Transition Information Evening <i>Information sharing event with presentations from senior staff, middle leaders and individual Form Tutors</i>
2nd week of July	Treasure Hunt for Year 6 students <i>After school event designed to support students familiarisation with school site with limited presence of older students</i>	
4 th week of September		Year 7 Parents Coffee Afternoon <i>After school event designed to offer parents opportunity to informally meet other parents of students in year group, as well as senior staff, middle leaders and individual Form Tutors</i>
1 st week of November		Year 7 Parents Tutor Evening <i>After school bookable sessions for families to meet one-to-one with Form Tutors and Heads of House.</i>

Into Key Stage 4

Transition arrangements into Key Stage 4 will begin in Year 8 when students consider their choices for the optional Year 9 curriculum. A series of assembly presentations and form-time activities will culminate in our Year 8 Options Information Evening.

It is important that a decision to suspend study of an optional subject in Year 9 by a student will not preclude them from subsequently choosing to again study such subjects for GCSE in Year 10. Consequently our curriculum delivery will be carefully structured to allow such flexibility for students.

The options process for choosing Key Stage 4 subjects will again make use of faculty presentations in assemblies, form-time workshops that reflect on students prior experience of making

choices as well as current post-16 education aspirations, one-to-one interviews with students, culminating in our Year 9 Options Evening.

Beyond Key Stage 4

Critical to our post-16 transition arrangements will be the development of strong working relationships with the outstanding specialist providers of post-16 education in the immediate locality - Reigate College and East Surrey College, as well as the Sixth Form offer at St Bedes School.

As part of our commitment to providing access to high quality and impartial information, advice and guidance about a range of learning and work options such as Apprenticeships, Diplomas, and A levels, we will run a series of interviews, seminars, workshops and after-school Careers Fairs throughout the year. The aim is to ensure that our students are fully aware of the benefits of higher education and how to access the opportunities that it affords.

Behaviour

We believe that fundamentally students are keen to engage meaningfully in their own education and that the best way to promote positive behaviour is through the provision of outstanding teaching and learning opportunities.

There will be an inclusive approach to student behaviour and we will look to find opportunities to map provision for promoting positive behaviour traits in an engaging curriculum by identifying positive role models. We will aim to address issues of behaviour, prevent exclusions and meet the wide range of behavioural needs in Lime Tree High School. A small proportion of students will always need additional support through small group working and some one-to-one mentoring. There will be a positive behaviour policy that encourages and motivates students.

Attendance

Regular attendance is essential if a student is to make the most of the educational opportunity available to them. We intend to establish and maintain a high profile for attendance and punctuality. We will do this by relating attendance issues to our school's values, ethos and curriculum.

We will actively monitor attendance and expect parents to inform us by phone in the first instance, followed up by a letter or email citing the reason for their student's absence. If a phone call is not received and we have not been previously notified of an absence, we will contact the parents instantly to ensure that the child is safe.

We will discourage parents from taking holiday absence and point out to parents and students that high rate of attendance lead to sustained and therefore successful learning. We will draw up a home/school agreement which will incorporate parental responsibilities regarding their children attending school regularly.

Parents, of students who have persistent unauthorised absences from school, will be asked to attend a meeting with the Heads of House where the absences will be discussed. If this does not

result in an improvement in attendance, the Headteacher will send a formal letter to the parents indicating that the school will contact the Educational Welfare Officer for support.

Section D2

Academic Aspiration

We welcome the introduction of the Progress 8 accountability measure for schools, as it recognises that all subjects are important (whilst retaining the emphasis on the basics of English and Mathematics) and that every grade counts; schools rightly should stretch all students regardless of their ability and targets to attain the best possible grade in each of their subjects.

We will ensure that our students make outstanding progress from their starting point in the school, and this will be evidenced through our Progress 8 Value Added measure.

Our engaging curriculum, outstanding teaching and effective tracking systems will ensure this outstanding progress.

We believe that achievement in English and Mathematics is essential for all groups of students – including those from disadvantaged backgrounds, those with Special Educational or behavioural needs, and those with English as an Additional Language.

We will have highly aspirational academic targets:

- Progress 8 Value Added measure is in excess of 0.5
- All students make expected progress in English and Mathematics
- At least 60% of students make greater than expected progress in English and Mathematics
- The percentage of students achieving 5+ A*-C GCSEs including English and Mathematics puts the school in the top 25% nationally. *In 2014 nationally, 55% of students met this benchmark, whereas for the top 25% of schools this figure was 72%.*

Qualifications

We will ensure that all students work towards rigorous qualifications that are approved for inclusion within School Performance Tables at the end of Year 11. These will predominantly be GCSEs and but will also include other vocational qualifications such as Level 2 and Level 3 BTECs.

All students will work towards GCSEs in English Language, English Literature, Mathematics, Religious Studies and Science GCSEs. Some students will work towards Core Science and Additional Science GCSEs, whilst it is anticipated that the majority of students will wish to work towards three separate GCSEs in Biology, Chemistry and Physics.

Students will be offered a range of additional optional subjects. Our current intention is to offer:

GCSEs : Art, Business Studies, Computing, Digital Photography, Drama, DT: Catering, DT: Graphics, DT: Resistant Materials, DT Systems and Control, Economics, Engineering, French, Geography, History, Music, PE and Spanish.

Non-GCSEs: IT

In order to support the needs of individual students, in some instances students may be entered for other qualifications to support progression onto specialist post-16 courses. It is our intention to work in partnership with specialist local providers of vocational courses to offer students access to a wide range of vocational courses, such as Construction, Engineering, Motor Vehicle, Hair and Beauty, Art, Design and Media, Travel and Tourism, Health and Social Care. This offer would be tailored to each student's needs and aspirations, whilst allowing them to continue with their GCSE courses at Lime Tree High School.

Assessment, Tracking and Reporting

Student progress and achievement will be assessed at all stages against agreed learning targets and programmes.

'Assessment for Learning' (AfL) will enable the school's staff to discuss the students' future learning needs and priorities with their learning coaches and mentors. ICT systems and processes will ensure that records are up to date and accurate analysis is made easy and effective.

Targets will be set for the school using national benchmark data to ensure that students' progress exceeds the national average. Careful tracking of students' progress will take place throughout the year with a sharp focus on the use of data to identify underachievement and ensure intervention strategies are producing the accelerated improvement that is required.

Our school will be data-rich and teachers will use this to set and provide challenging learning experiences and give clear feedback and guidance to students on what they need to do to improve their performance and, importantly how to do it.

We will use methods which effectively capture all of the excellent experiences and achievements of our students.

Feedback will enable students to understand the strengths and weaknesses demonstrated in their work. Marking or oral feedback will be given to the students so that next steps can be explained and students can improve their work by building on previous learning.

Assessment will include individual target setting for all students and identify small incremental changes in performance for young people with special educational needs in order to recognise and reward achievement.

We will take the best aspects of the current provision at Glyn School and adapt it to the new school. We are conscious that the community will differ so we will tailor our curriculum to the needs of the students on entry. We will use prior attainment from primary schools and ability testing in the first half term to ensure our high quality teaching and learning meets the needs of our

students, so that all achieve and enjoy success. The school will work in collaboration with other local schools and colleges but we expect our examination performance to exceed national expectations in terms of levels of progress which translates into increased attainment. Our track record of exceptionally high achievement is transferable to the new school and we are committed to transforming our students' future prospects.

The school will have an Assessment, Recording and Reporting (ARR) policy to ensure that the achievement (this term combines attainment and progress) of all students at the school will be monitored via a common assessment, recording and reporting system. This will enable student achievement, across their subjects, to be compared and analysed to identify and address causes for concern.

In addition key data will be recorded on a centralised system managed by the Data Manager. In the initial stages we will expect Glyn School's data manager to be able to absorb this work. This will support the monitoring of all groups of students to assess their progress in line with targets set. The targets will be generated by the information shared from primary schools as well as the National Tests at the end of Year 6. It is our expectation that all students will make a minimum of expected progress from entry in Year 7 to the end of Year 11 in English and Mathematics. We do, however, aspire for and strive to achieve more than the minimum – we have the highest possible expectations for each and every student from the moment they join the school. We recognise that rapid and sustained progress from the outset is critical to the outcomes five years later.

It is fundamental to our ARR values that we are transparent about students' achievement. We believe that students and parents/carers have an entitlement to assessment information through a precise, informative and understandable recording and reporting system. We have a track record of this since 2006 when Glyn moved from 'satisfactory' to 'outstanding'. We believe that we can replicate successful systems yet adapt them for a new audience. This information should tell students and parents/carers how progress is being monitored, what targets and support are required, what an individual's attainment is and how comparable this is in relation to his or her peers.

We will set rigorous and stretching targets in a range of metrics beyond students' achievement. We will examine overall absence, overall unauthorised absence, overall persistent absence. We will break these down into other factors such as ethnicity, SEN, IDACI, age, students in care, gender, families, free school meals.

In order to ensure that our target setting for individual students is aspirational, rigorous and informed by national standards, we will use a range of recognised datasets and seek to apply the highest targets generated by these. At the beginning of Year 7, our students will complete MidYIS benchmarking assessments. We will additionally use national datasets from FFT Aspire to ensure that our students are set high challenge benchmarks for progress that will put them in at least the 20th percentile nationally.

As well as using the bespoke assessment tracking systems developed by GLF's Data Support Team, we will additionally make use of externally provided tools such as 4Matrix in order to ensure that our insight into the progress of our students can be referenced against national figures and will continue to use the latest coefficients used by national accountability measures.

An example of an annual schedule for assessment and reporting to parents is shown below.

Proposed Timetable for Assessment and Reporting

September	Year 7: Parents Coffee Afternoon - <i>Meet the tutor team</i> , Year 8: Parents Coffee Afternoon - <i>Meet the tutor team</i> , Year 9: Parents Coffee Afternoon - <i>Meet the tutor team</i> , Year 10: GCSE Information Evening - <i>What to Expect</i> , Year 11: GCSE Information Evening – <i>Next Steps</i>
October	Year 7: Interim Report (ATL only), Year 11: Interim Report
November	Year 7: FT / HOH Review Meetings, Year 8: Interim Report, Year 11: Sixth Form Transition Evening
December	Year 9: Interim Report, Year 10: Interim Report, Year 11: Mock Examinations
January	Year 7: Interim Report, Year 9: GCSE Options Evening, Year 9: Parents Evening, Year 10: Interim Report, Year 11: Interim Report, Year 11: Results Assembly, Year 11: Parents Evening
February	Year 10: Parents Evening
March	Year 8: Options Evening, Year 8: Parents Evening, Year 11: Interim Report
April	Year 7: End of Year Exams, Year 8: End of Year Exams, Year 9: End of Year Exams, Year 10: Interim Report
May	Year 7: End of Year Report
June	Year 7: Parents Evening, Year 8: End of Year Report, Year 9: End of Year Report, Year 9: Key Stage 3 to 4 Transition Assembly, Year 10: Mock Examinations, Year 10: End of Year Report

Quality Assurance

Outstanding learning and teaching must be at the heart of all that we do. In order to successfully meet the school's ambitious academic aspirations, we would expect the quality of lessons to consistently meet an equally ambitious target:

- All lessons to be at least 'good'
- At least 50% of lessons to be 'outstanding'

A robust system of monitoring teaching and learning will be put into place, based on proven models at our other GLF academies. Teaching will be assessed taking into account not just lesson observations, but evidence of the students' work in books and data about the students' progress. Our expectation will be for 100% of teaching to be judged as good or better, and at least 50% to be judged as outstanding by the time of the school's first Ofsted inspection.

Our curriculum model and 'Feedback & Marking Policy', with a focus on high quality feedback, will support our teachers to deliver high quality teaching and learning.

The promotion and empowerment of leadership at all levels within Lime Tree High School will serve to foster the highest standards and outcomes for students. We believe that robust processes for quality assurance are most effective when they are led by middle as well as senior leaders and that ultimately a culture of reflection and improvement is embedded in all that we do.

Our internal Quality of Standards (QoS) process will help us monitor and evaluate the quality of learning and teaching. It is imperative that the process is formative and helps develop faculty areas. The process will follow two pathways:

- Leadership and Management Team (LMT) supported QoS – LMT work jointly with the Heads of Faculty (HoF) to focus on the key areas listed in the table below
- Faculty led QoS – the Faculty is free to determine specific areas of focus in relation to the table below

At the conclusion of each QoS fortnight a report is written by the HoF outlining the areas of strength and areas requiring further focus and attention within the faculty.

	Overview	LMT Supported QoS	Faculty Led QoS
Quality of Standards 1 (1 st half term)	<ul style="list-style-type: none"> • All teaching staff to be observed with either external observer, LMT or Head of Faculty • Two week QoS cycle to allow for all staff to be observed • All observations to be one hour in length • Moderation of Observations and feedback • External Validation observations by Ofsted trained consultant 	<ul style="list-style-type: none"> • Focus on Department areas that have lower performance than our expectation following evaluation of exam results and end of year assessments • Lesson Observations, Feedback for learning, Exam Data Analysis and Leadership review 	<ul style="list-style-type: none"> • Lesson Observations, feedback for learning & one Faculty led research method
Quality of Standards 2 (3 rd half term)	<ul style="list-style-type: none"> • All teaching staff to be observed within either LMT or Head of Faculty • Two week QoS cycle to allow for all staff to be observed • All observations to be one hour in length • Moderation of Observations and 	<ul style="list-style-type: none"> • Faculty rotation following findings from QoS 1 • Lesson Observations, Feedback for learning, Current Data Analysis and Leadership review 	<ul style="list-style-type: none"> • Lesson Observations, feedback for learning & one Faculty led research method

	feedback		
Quality of Standards 3 (6 th half term)	<ul style="list-style-type: none"> All teaching staff to be observed within either LMT or Head of Faculty, KS Co-ordinator or equivalent Two week QoS cycle to allow for all staff to be observed All observations to be one hour in length Moderation of Observations and feedback 	<ul style="list-style-type: none"> Faculty rotation following outcomes of QoS2 and any remaining faculties not included in cycle within 2 years. Lesson Observations, Feedback for learning, Current Data Analysis and Leadership review 	<ul style="list-style-type: none"> Lesson Observations, feedback for learning & one Faculty led research method

Faculty Led approach

When reviewing a particular Learning and Teaching theme, as part of the Quality of Standards review, Heads of Faculty will discuss research methods with their LMT link and choose from the following list:

Learning

- Lesson observations
- Learning Walks
- Student Pursuit
- Targeted lesson observations
- Peer observations

Standards & Curriculum

- Student voice
- Staff voice
- Staff diagnostic interviews
- Parent voice
- Curriculum review: Schemes of Work, differentiation, homework setting, lesson planning , Year 9 enrichment curriculum, resources
- Assessment practices: tracking, moderation, consistency
- Phase: KS3 or KS4

Students & Experiences

- Learning environment
- Options uptake
- Future destinations
- Extra-curricular provision
- Comparable data analysis (benchmarking, Relative Performance Index (RPI) measures from RAISE-online, faculty tracking, groups of students (eg EAL, SEND, Pupil Premium), individual classes)
- Intervention strategies

Section D3

We have based our staffing model on that of Glyn School, our 'outstanding' secondary school, though factored down appropriately for a 6FE 11-16 school. We have proven experience of staffing a secondary school and therefore have confidence in our proposals.

Senior Leadership Team

The senior leadership and management team (LMT) will be made up as follows:

	2017	2018	2019	2020	2021
Headteacher					
Deputy Headteacher					
SENCO					
Assistant Headteacher					
Assistant Headteacher					

Many new schools would look to combine the roles of the Deputy Headteacher and SENCO in their first year, as a strategy for cost-efficiency. However, we believe that by keeping these two roles separate from the outset we will best support the needs of the students and the capacity of the senior leadership team to manage the development of the school in its critical formative years.

The expectation will be that the Deputy Headteacher, SENCO and Assistant Headteachers as they are appointed, will each have a part-time teaching load.

Middle Leaders and Teachers

We will appoint many of our middle leaders in the first year, as these will lead their subject areas as the school grows. As with the Senior Leadership Team, we feel that it is appropriate that such TLR posts are in place as early as possible in order to establish effective leadership, oversight and accountability. In some cases we have modelled for departments to initially be merged in larger faculties and these will devolve within the first few years.

The cost of such TLR positions this will be balanced by the use of NQTs and more junior teaching staff as faculties expand.

The table below summarises out our anticipated teaching staff build-up over the first 5 years until we are at capacity. Some additional teaching capacity will be provided by members of LMT however these appointments will not be subject specific.

	2017		2018		2019		2020		2021	
	Subject Teachers	Incl. Heads of Faculty	Subject Teachers	Incl. Heads of Faculty	Subject Teachers	Incl. Heads of Faculty	Subject Teachers	Incl. Heads of Faculty	Subject Teachers	Incl. Heads of Faculty
English	2.6	1	2.8	1	3.8	1	6	1	7	1
Geography			2.6	1	4.6	1	6	1	8	1
History										
RS										
Business & Enterprise / Other Humanities										
Maths	2.8	1	2.8	1	3.8	1	6	1	7	1
Science			2.8	1	4.8	1	6	1	7	1
MFL	1	1	1.8	1	2.8	1	4	1	4	1
Art	1	1	2	1	3	1	4	1	4	1
Drama										
Music										
PE	2	1	2.4	1	4	1	5	1	6	1
DT / Computing	0.6	1	1.6	1	2.6	1	4	1	5	1
Total	10	6	18.8	8	29.4	8	41	8	48	8

Other staff

As set out in our Financial Plan, we will recruit a School Business Manager and a Premises Manager for year 1, and would grow our Learning Support and administration teams as the school grows.

The table below summarises out our anticipated full time equivalent of non-teaching staff build-up over the first 5 years until we are at capacity.

	2017	2018	2019	2020	2021
Pupil Support	2	4	6	8	9
Administrative	1.8	2.7	4.5	6.8	8.5
Premises	1	1.6	1.6	2.6	2.6
LMT (SLT)	3	4	4	5	5
Teaching Staff	10	18.8	29.4	41	48
Total	17.8	31.1	45.5	63.4	73.1

Should pupil numbers not materialise as expected, then we would have the flexibility to reduce LSA and administration roles as the school grows. We would also have the benefit of being able to share staff across other GLF schools, particularly Glyn School, our secondary school.

Section D4 (only complete this section if you are proposing a free school with a religious ethos, religious character and those with a distinctive educational philosophy or world view)

Insert text

Section E: Evidence of need – part 1

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

This section will need to be completed by both route 1 and 2 applicants.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

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

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e. $D = ((B+C)/A) \times 100$.

	2017 ⁶				2018			
	A	B	C	D	A	B	C	D
Nursery								
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	180	24		13%	180	27		15%
Year 8					180	24		13%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

⁶ Change dates to 2017 and 2018 if appropriate.

Section E: Evidence of need – part 2

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

This section will need to be completed by both route 1 and 2 applicants.

Section E1

Evidence of Need

As described in our rationale in Section C, there is a clear need for our new school to meet both the increase in demand for secondary school places and the demand from stakeholders in the local community for a greater choice of providers in the area offering an outstanding education.

Demand for places

The Local Authority has provided the following data which shows the predicted shortage of secondary school places in September 2017.

Year	Current PAN	Y7 Projection	Projected Deficit
2015/16	813	855	42
2016/17	813	848	35
2017/18	813	900	87
2018/19	813	999	186
2019/20	813	1,053	240
2020/21	813	1,076	263

This data demonstrates the need for an additional three forms of entry from September 2017 and six forms from September 2018.

However, Local Authority data also show that in 2014 94 children from the Redhill, Merstham and Reigate area did not secure places at local schools and instead travel to schools outside of this area.

Our experience of opening Lime Tree Primary School in Merstham also suggests that the Local Authority figures may be under-estimated. Lime Tree Primary School was due to be a 2fe school but has taken three classes in both intakes to date.

Our experience of opening new schools means that we have a clear understanding of the time and expertise required to successfully recruit pupil numbers. We opened two schools in September 2013, Lime Tree Primary School in temporary accommodation prior to the permanent building being delivered in September 2015, and a second, Windmill Primary in Wokingham, at very short notice when the previous academy provider was not approved just three months before the school was due to open. Both schools missed the normal admissions round and so we have had to develop effective advertising and marketing campaigns to attract applications for places; Lime Tree Primary taking an additional class in its first and second year. Windmill Primary School did have low pupil numbers in year one, but numbers increased over the year and the new intake for September 2015 is full.

We are opening another TBN school in September 2015 in Croydon; again this new school will be in temporary accommodation but we have successfully marketed such that we have received the highest number of applications of the three new schools being opened in the area.

We believe that we are regarded as a popular choice of provider in the local area within which we wish to open our new school as a result of the success of Lime Tree Primary School; this is confirmed in the many positive comments we have received via our survey, examples which are shown in section E2.

Regardless, we are comfortable that our curriculum and financial models can be adapted to support a 3, 4, 5 or 6 form intake in September 2017. We have demonstrated our ability to adapt budgets when faced with reduced funding in section G3. We can achieve this given our infrastructure as a multi academy trust, with central support teams and by sharing staff across our existing schools. We would also work closely with other local secondary schools and look for innovative solutions to providing the best calibre staff.

There has been significant expansion within the primary sector within Redhill, Merstham and Reigate over recent years and this will undoubtedly lead to the requirement for secondary school places. This has been due to the significant housing developments in the area, primarily the Watercolour development in Merstham which comprises over 1000 households.

It is also recognised that 28% of children in Reigate & Banstead are currently educated in the independent sector; it is impossible to quantify how many parents have chosen this route because places were not available at a primary school of their choice and how many will return to state education at secondary phase, or how many parents have chosen this route for secondary education because of lack of choice or places in state schools. However, this is an important factor to consider when assessing demand.

Demand for greater choice of outstanding provision

We have shown in section C the performance data for the established secondary schools in the local area.

One of these schools has been judged by Ofsted as 'requires improvement' and only one is graded as 'outstanding'. Whilst the majority were judged to be 'good' in their most recent Ofsted inspection, many are showing a downward trend in their attainment at GCSE and their performance with regard to narrowing the achievement gap for disadvantaged students is, on average, below that which would be expected in an outstanding provision and of significant concern in an area where there is recognised deprivation.

Of the twelve secondary schools which children in Reigate and Banstead attend, four achieved a lower percentage of grades A*-C including English and Mathematics GCSE than the national average, with seven schools performing lower than the average for Surrey schools. Nine of the twelve schools show a downward trend in their achievement of 5 A*-C GCSEs (or equivalent) including English and Mathematics over the period of 2012 to 2014. The percentages achieved in 2014 range from 45% to 76%, with only three schools achieving above 70%. In comparison, Glyn School (GLF Schools' secondary school) achieved 83%. The Surrey average for 2014 was 63.5% compared to a national average 53.4%

In terms of Value Added, only one of the local schools achieved a figure higher than Glyn School. St Bede's School, an ecumenical 11-18 secondary, achieved 1037.1 compared to Glyn's 1028.5.

Looking at levels of progress in English, the three non-ecumenical secondary schools in Reigate, Redhill and Merstham achieved an average of 71% against an LA average of 75.8% and a national average of 71.6%. Glyn achieved 89%. The equivalent figures for mathematics shows the three schools averaging 69%; this compares to the LA at 73.4% and the national mean average of 65.5%. Glyn School achieved 85% for this measure.

Our discussions with local heads in the area lead us to believe that our new school will also attract students from over the borders into Coulsdon and Caterham. There are already a number of students who travel from Coulsdon and Caterham to attend schools and colleges in Reigate and Redhill. The performance data for the secondary school in Coulsdon shows that only 46% of students achieved A*-C in English and Mathematics and the Value Added measure was 987.7 in 2014.

At the seven state secondary schools nearest to the area, an average of 40.5% of disadvantaged students achieved 5 A*-C in GCSE including English and Mathematics, according to the DfE Performance tables, compared to 56.9% of other children. At some of the schools, the difference was as great as 29%, with 32% of disadvantaged children achieving this target compared to 61% of other children. 67% of disadvantaged children at Glyn School achieved this target.

These statistics demonstrate the 'gap' for an outstanding, secular school in the local area. Responses to our survey show that parents believe their choice is limited if they do not wish their child to attend a faith-based school. Furthermore, our school will offer a unique specialism in STEM and Business Enterprise centred on the aeronautics industry, extending the choice of schools for students and their families.


Evidence of demand for parents and young people

We have collected evidence of demand from parents using the following survey:

http://www.limetreehighschool.org/WordPress/?page_id=64 Register Your Support | Lim...

Logon Suggested Sites Web Slice Gallery Welcome To Schools Bud...

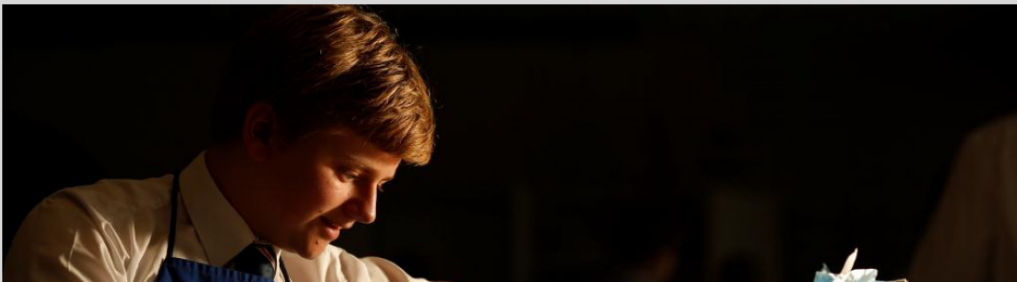
Page Safety Tools



Lime Tree High School

A proposed academy within GLF Schools

Lime Tree High School About GLF Schools Why Lime Tree High School? Our Vision and Ethos FAQs Register Your Support



Register Your Support

We are currently collecting information to measure support for a new school, Lime Tree High School in the Reigate and Banstead area of Surrey. We may share this information with the Department of Education as part of our application for a new school.

Please register your interest in sending your child to this school by completing the form below. If you provide us with your contact details we will keep you updated on the progress of the campaign.

1. Name of Parent

2. Postcode

3. Child's date of birth

4. Would you choose Lime Tree High School for your child?

☐ Yes - as first preference

☐ Yes - but I'd need to know more to decide on preference

☐ No

5. I am interested in finding out more information

☐ Yes

☐ No

6. Email address

7. Comments

Done

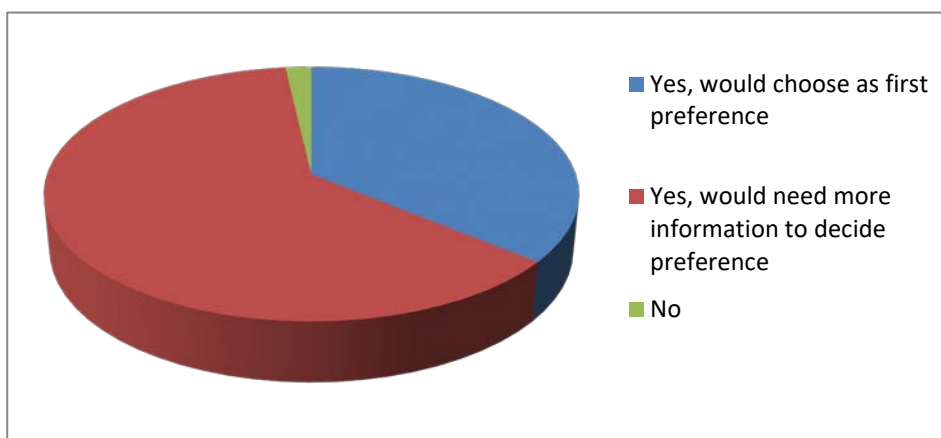
Search

Free Schools Calendar

May 2015

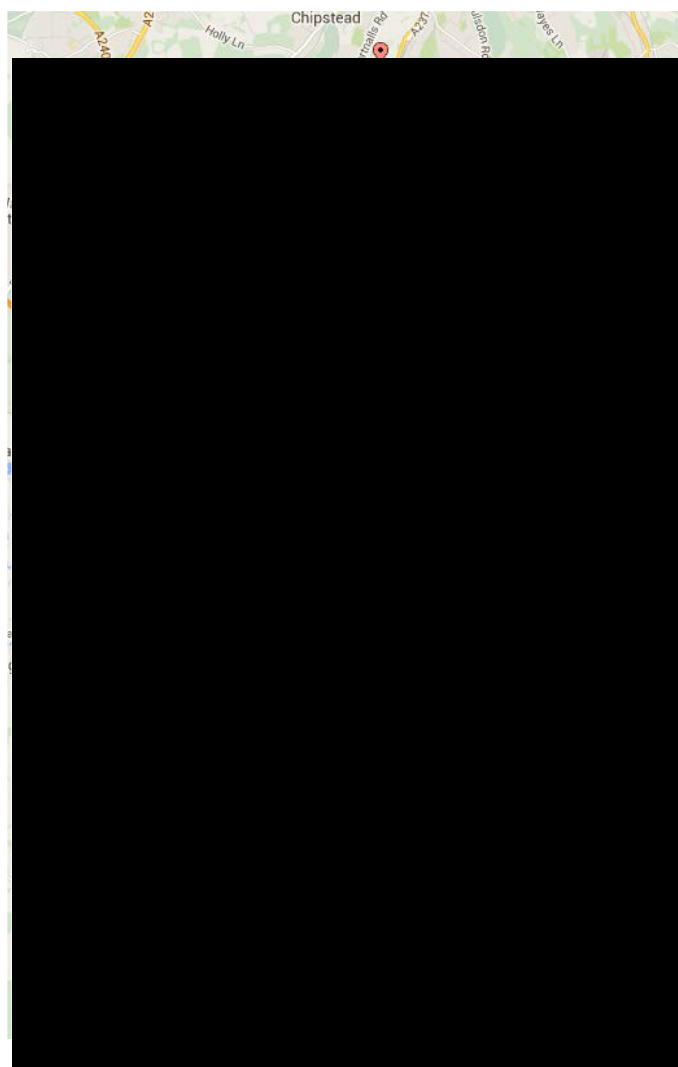
M	T	W	T	F	S	S
					1	2 3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
« Oct						

The chart below shows the breakdown of the 275 responses received to date and demonstrates the clear support for the new school.



36% of parents who responded to our survey stated that they would choose our school as first preference and a further 62% stated that they would consider it as one of their preferences and would need to know more before deciding whether it was their first preference; overall 98% of respondents stated that they would consider the school for their child. It was clear from the comments left by parents that they would need to know the location of the school before committing to a first preference choice.

The post codes of all respondents all fall within our targeted area of Redhill, Merstham and Reigate, as demonstrated by the following map:



We acknowledge that we have not collected sufficient responses from parents with children due to start the new school in 2017 or 2018. However, we have established that many of the families whose children would attend Lime Tree High School may not find an online survey the most accessible method of registering their support and/or may not be of the mind to give their child's secondary education too much consideration at this point when their child is still only in year 4. We are progressing alternative ways to engage with these parents and this is discussed in more detail in section E2.

Our experience with Lime Tree Primary School suggests to us that parents are unlikely to make a commitment to the new school until they can see firm plans for a building in place. This community in particular has experienced the opening of Lime Tree Primary School, which has had to open in temporary accommodation 4 miles from its permanent building with four year old children being 'bussed' to school. The opening of the new permanent has been repeatedly delayed. Parents were initially reluctant to sign up for the school. However, in practice the school was over-subscribed for its first year of opening, and has since taken bulge classes for its first two years on its temporary site.

It is also important to consider the educational landscape in the area, with most of the local secondary schools being good or outstanding. Until parents need to apply for a school place in eighteen months' time, they may not fully comprehend the reality of the limited choice that will be available to them without the provision of a new school.

Furthermore we have yet to target the high percentage of parents currently accessing private education, and this is a significant community who may well be considering state education when their children progress to secondary.

Although many of the respondents have younger children, i.e. children who are not due to start secondary school until later than September 2017, the strength of their support is evident. The comments section of the online survey demonstrates a clear demand from parents for a new school and shows strong support for GLF Schools to be the provider for this new school. Some examples are given below:

This is a critical need. More people are moving into the area and a lot of houses have already been built without this consideration. More are being built right now. The local authority finally woke up to this basic requirement. The area is growing and it needs the infrastructure and school facilities to support our community.

There is a desperate need for additional secondary schools in the area, we currently only have 1 school that will be available for my children to attend (Warwick), as St.Bedes is a church school.

Opening this school would massively help the oversubscribed schools in this area. Although we are on the fringes of this catchment area it would take the pressures off school this side of town giving more children more opportunities to get into their local or preferred school.

Child is in year 4 and he has a younger brother 3 years behind him at school - I have been concerned for a while as to where all the 'extra' primary children are going having made extra

provisions for them - I would fully support a more local school otherwise my child will be travelling from Merstham to Redhill everyday

A new secondary is vitally important in this area..... Location wise, it would seem to make more sense locating the school on the Redhill/Reigate borders or the Redhill/Merstham borders as it would be far more accessible to those three areas rather than being located the other side of Merstham. Ultimately, the location for the school would be a big factor in whether we chose it as a preference

If it's a well set up and run as Lime Tree primary school I'm 100% behind it

Any new school has to be good news for both my girls given the pressure on current places but I'd need to understand location and more about facilities etc before committing to preference.

It would be brilliant news if this school was built, the area is in great need of a new secondary. It would be good if it was in the same area as lime tree primary

With the current year 3 & 2 in primary schools being so full, a secondary school will definitely be required in Merstham. Glad that someone is being proactive & thinking ahead.

Desperate for a choice of secondary schools in the area - as at the moment limited to Warwick as we are not religious....

There is currently lack of choice in terms of secondary schools, as well as concern that existing schools will be unable to accommodate demand for places. The new school will address these issues, and is therefore necessary.

We are so happy with lime tree primary, our daughter is so happy there so a secondary school in the area would be excellent

GLF have done a great job at the primary school. I would definitely support GLF running a secondary school in Merstham area. Please let's get this started in good time so it's not disruptive to our children's education.

We are thrilled with the primary school, so this is an interesting prospect!

This is the news I have been waiting to hear as the shortage of school places currently is worrying.

The area desperately needs a new school and everyone is very pleased with the Lime Tree primary school (which my daughter attends).

I fully support this application for a new secondary school as the area is in desperate need of a good quality secondary school

My daughter attends Lime Tree Primary School and I have been nothing but impressed with the school. It has eradicated my fears and worries completely about entering the 'school parent' world. I would absolutely 100% support a GLF high school in the area

I cannot praise Lime Tree Primary enough and would love the prospect of my children continuing under the same umbrella of schools

Section E2

Our community

Our proposal was prompted by two key factors:

- 1) Feedback from the parents at Lime Tree Primary School, who throughout the consultation for Lime Tree Primary School and at parents' events since have voiced concerns about the lack of secondary school places to meet the demand which will follow the development of Lime Tree Primary School and the expansion of many other primary schools in the area.
- 2) Discussions with the Local Authority, Surrey County Council, following on from us being the chosen Academy Provider for Lime Tree High School through their targeted basic need programme. As GLF Schools as an organisation has grown from a core of Surrey schools, we have maintained a good relationship with officers at Surrey County Council. Officers have made it clear that there is a need for a new secondary school in the Redhill / Merstham / Reigate area to address the predicted shortage of places, and they have given their support to our application for a Free School to meet this need.

This information guided us to focus our proposal on the area of Redhill, Merstham and Reigate.

Further research informed us that the major housing development in the area is the Watercolour development on the Merstham / Redhill border which has introduced over 1000 households to the area over the last few years. Additionally the established Merstham estate which comprises around 670 households and has been identified as a priority regeneration area, presents itself to us as a community in need of outstanding secondary education provision to meet the specific needs of this disadvantaged community. As a result, we have focussed our evidence gathering on the areas of Merstham and Redhill, though have included the wider areas of Reigate and areas across the borders into Caterham and Coulsdon as we know that students travel between these areas for school.

Engagement with stakeholders

As well as prospective parents, we have engaged with many stakeholders within the local community:

The Local Authority

As mentioned above, our proposal has come about following discussions with and the support of officers at Surrey County Council. Throughout the process of writing the application and gathering evidence we have met regularly with officers to seek their advice and to obtain the latest data on the shortage of school places. A letter of support from the Local Authority is attached to this application.

Local Politicians

We have communicated with local councillors from the start of our campaign, and many of them have expressed support for our proposals and actively promoted our proposals to parents in the area, by word of mouth but also via social networking media such as facebook and twitter.

Local Schools

We secured the support of the headteachers of the local secondary schools and further education institutions in the area prior to progressing with our application. A letter of support from these colleagues is attached to this application. They welcome our application because their own schools have no further capacity to expand and they recognise the need for additional forms of entry from September 2017.

We have highlighted our proposal to all primary schools in Redhill, Merstham and Redhill, through a mixture of electronic and face to face communication.

Local community groups and organisations

We have actively sought to advertise our proposal with many local organisations – examples being the YMCA which provides after school care for local primary school children, the local leisure centre and the football club.

We have made contact with some local businesses with a view to promoting an awareness of our proposal and also securing potential governors for our school or business who would be willing to support our enterprise focus.

Our marketing campaign

We developed a website for our new school, www.limetreehighschool.org . This provides parents, and other interested parties, with information about our proposal and information about GLF Schools. It also asked parents to register an interest and complete an online survey to collect the data shown in section E1.

Screenshots of our website are attached as an appendix to this application to show the information that we provided for parents.

To publicise this website to parents, we undertook the following activities:

- We wrote to all primary schools in the area and asked them to forward a letter to their parents explaining our proposal inviting them to go to the website to register an interest
- We sent an article to the local newspaper, the Surrey Mirror, to explain the proposal and highlight the website link. We were delighted that this was printed as a front page article and this prompted a significant amount of publicity on social media.
- We designed and printed leaflets (shown on the following page) advertising the proposal and the website link. We delivered these to primary schools, asking them to send them home with their year 3 and year 4 children. We also delivered them to local organisations.

- Following an initial flurry of over 150 'signatures' on the website, we sent a follow up article to the Surrey Mirror which was also published on the front page again.



**A new secondary school for Merstham, Redhill & Reigate
WE NEED YOUR SUPPORT!**

GLF Schools is applying to open a new secondary school in September 2017 under the government's Free School programme.

Our application will only be successful if we have evidence of demand from local parents of children due to start secondary school in September 2017 or 2018.

Please visit our website **www.limetreehighschool.org** to register your interest or to find out more.

GLF Schools is a Multi Academy Trust which includes Lime Tree Primary School and Salfords Primary School.

 GLF Schools, The Kingsway, Ewell, Surrey. KT17 1NB
Telephone: 020 8716 4987 | Email: info@glfschools.org

www.glfschools.org


The newspaper articles are shown on the following pages:

REIGATE, REDHILL, HORLEY, CATERHAM, OXTED & SURROUNDING ARE

Surrey Mirror.co

th 26, 2015

26/3/15

local news  all day every day



KYLIE

BRITISH SUMMER

Hyde Park

Secondary school set to open here in two years

Merstham currently the favoured location

Exclusive by Chris Madden
chris.madden@surreymirror.co.uk

A NEW secondary school for Merstham, Reigate and Redhill is set to open by 2017.

The Glyn Learning Foundation (GLF), which runs Lime Tree Primary School in Reigate, is looking to open a secondary school in East Surrey, with Merstham the current location of choice.

The group wants to open the co-educational school, for pupils aged 11 to 16, in two years' time.

In the past, a new secondary school has been mooted to replace St Nicholas' Special School in Merstham's Faynton Drive, which is due to become a part of the GLF group later this year.

But a spokesman for the foundation said no final location has been decided, saying this is "the start of a

very long process". Jon Chaloner, the executive head teacher of GLF schools, added: "The process of applying to set up a new school via the government's free school programme means that the location would not be finalised until the bid is approved, but should our proposals be successful Lime Tree High School would, ideally, be located in an area equally accessible from Merstham, Redhill and Reigate."

Crisis

East Surrey has been highlighted as urgently needing more primary school places and GLF bosses believe action is needed now before the crisis spreads to secondary schools.

The foundation is calling on parents to support its plans.

Mr Chaloner said: "Secondary and special school head teachers in the area and officers at Surrey County

Council have given their support to GLF's proposals, but in order for the application to be successful we are now launching our plans to the wider public in order to prove that future local parents would support the introduction of a new secondary school in the area."

The school places crisis has been growing in East Surrey in recent years.

In November the Mirror reported how St John's Primary School in Pendleton Road, Redhill, receives more applications for reception class places than any other school in Surrey.

Figures from Surrey County Council show the school receives ten times the number of applications compared to places available.

Wray Common Primary School in Reigate has a similar problem with

■ Turn to Page 2

Be part of our growing online community

Secondary school is planned for 2017

■ From page 1

six times the number of applications to places.

The new school proposed by the GLF would be a free school, meaning one set up by an organisation or group of people which is funded by the Government but not run by the local authority.

However, GLF spokesman David Blackmore confirmed: "We would plan to follow the same admissions policy as other Surrey County Council schools - as all our GLF schools do."

"Parents would apply to Surrey County Council via the usual admissions process."

GLF is a group of academy schools including Whyteleafe School and Warlingham Junior School, along with Lime Tree Primary School.

To set up the new free school, the GLF has to prove there is parental demand for it. The school will have to meet a "genuine need" in the community, have good financial and admissions plans and be approved by the Secretary of State.

■ To register your support for the new school visit www.limetreehighschool.org


 **ONLINE:** For reaction to this story, visit

surreymirror.co.uk

Garda Coffey

MILL, HORLEY, CATERHAM, OXTED & SURROUNDING AREAS

ay Mirror.co.uk

local news  all day every day

Price 85p

WIN TICKETS
HYDE PARK FESTIVAL
PAGE 38



Education
A GUIDE TO SCHOOLS AND
LEARNING WHERE YOU LIVE
INSIDE

Parents outraged 'unfair' school places allocation

Hundreds back new secondary school bid

PARENTS have backed plans for a new secondary school for Merstham, Reigate and Redhill.

The Glyn Learning Foundation (GLF), which runs Lime Tree Primary School in Reigate, wants to open a secondary school in East Surrey and has set up a website to gauge support. It says it has received nearly 200 positive responses.

The group wants to open the co-educational school in two years' time.

GLF's executive headteacher, Jon Chaloner, said the levels of parental interest highlighted how big an issue the lack of school places is for the area.


Encouraging

He said: "The levels of interest shown are hugely encouraging. The fact that Lime Tree Primary School has already been set up and that it has taken an additional class in each of its first two year groups proves that there is demand for extra capacity in the local school system. In addition, the support from the local secondary head teachers and college principals has been exceptional."

The new school proposed by the GLF would be a free school, meaning it is funded by the Government but not run by the local authority.

Although Merstham is the current location of choice, last month GLF said no site had been finalised.

Mr Chaloner encouraged parents of prospective students, particularly those with children currently in Year 4 – as they will be the first year's cohort – to register their interest at www.limetreehighschool.org



East Surrey children given a place at their **nineteenth** closest school

Parents slam **"unfair"** system

Children forced to travel miles due to **oversubscribed** schools

Council says **95 per cent** of children given one of their choices

Demand for reception places up 3 per cent

35 extra classes needed countywide by September

FOR THE FULL STORY TURN TO: **Page 5**

Whilst the campaign to date, described above, has received significant support from all stakeholders, we have not yet collected sufficient signatures from parents with children due to start at the new school in September 2017.

We have received some feedback from staff at one of the primary schools in the area suggesting that their parental community are not inclined to respond to an online survey.

We have attempted to engage with the local primary schools, for example asking them to display hardcopy surveys in their reception areas to encourage parents to sign on paper rather than electronically. The response that we have received from primary schools has been mixed, and we believe that this is in part due to the success of our own primary, Lime Tree Primary School, which may be seen as a threat to their own schools.

As an organisation that already works within the area, and aspires to develop a collaborative relationship with both the primary and secondary sector in the area, we have approached our initial marketing campaign with a degree of diplomacy.

However, we have recognised the need to take a different approach and have set out the following timeline to continue to collect evidence of demand from parents between now and a potential interview:

Date	Activity	Expected outcome
May 2015	Advertising campaign to provide billboard posters at Redhill and Merstham train stations and 'telephone box' advertisements at four prime locations in Redhill and Merstham.	To advertise the proposal for the new school and stress the importance of parents of children in year 3 and year 4 signing up. We will re-run this campaign in September when parents are considering applying for secondary school.
May 2015	Through our partnership with the secondary heads, we will seek support to be more proactive in our contact with the local primary school headteachers.	We have the support of the local secondary headteachers to approach the primary schools in a more forward manner than our previous email communication and leaflets.
June – July 2015	Contact the headteachers of the local primary schools and arrange to meet with parents at school events during the summer term.	We will be able to ask parents to sign up in person, rather than to register online. We will be able to explain in detail our proposal and expand on information that they will have read in our leaflets and email communication.
June – July 2015	Book a stand in The Belfry Centre, Redhill's main shopping centre, stand outside supermarkets and attend local events	We will distribute more leaflets and canvas signatures.

Section F: Capacity and capability

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

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

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

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

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

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

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

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

F1 (a) Pre-opening skills and experience

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

GLF Schools has a dedicated central team which has the capacity not only to support the schools within our MAT but also to provide the project management required to set up new schools. Our project management team has grown since our MAT was formed in 2012 as we have opened three targeted basic need (TBN) new provision schools, and we have five further TBN schools to open over the next four years.

Our experience of opening these new schools means that we have a clear understanding of the time and expertise required to successfully open a new school. We opened two schools in September 2013, one in temporary accommodation prior to the permanent building being delivered in September 2015, and the second at very short notice when the previous academy provider was not approved just three months before the school was due to open. Both schools opened on time and one has just recently had its first Ofsted inspection which was positive⁷. We opened a third school in September 2014 and are opening a fourth TBN school in September 2015; our success at marketing these new schools is discussed in section E.

Our experience of opening these four schools has given us a good understanding of the time required to invest in the design of the school buildings and facilities, and also an appreciation of the importance of carefully staffing the school to ensure the best outcomes for the children without a whole school community in situ. We have also learnt that a new school will often attract children with Special Educational Needs, as parents see the benefit of their children being the oldest in the school and being in an

⁷ At the time of application the Ofsted report has yet to be issued; please refer to the Ofsted inspection for Lime Tree Primary School dated 11th and 12th May 2015 on www.ofsted.gov.uk

environment with less children, and so we have adapted our transition processes and staffing models accordingly. For LTHS we will work collaboratively with St Nicholas Special School, a secondary school in Merstham which is joining our MAT, where appropriate to support our students with SEN.

Whilst we know that our experience will be invaluable, we also acknowledge that the pre-opening phase for a Free School will bring different challenges, for example we would anticipate that there would be more involvement on our part in the identification and design of the school building. Although we believe our current team provides the capacity and skills to open new schools, we plan to recruit some additional project management to increase our capacity during the pre-opening phase of this Free School. This is reflected in (b) below. We have attended networking events and met other organisations applying to set up a Free School as well as those which have already successfully opened one, and will continue to take opportunities to learn from others' experiences.

We understand that the pre-opening phase will span nearly a two year period, from October 2015 until September 2017. Whilst we anticipate having project management capacity in place for this entire period, we would expect the figures in the table below relating to our education advisors not to be constant throughout this period but have shown the maximum per week that we would provide. We would anticipate recruiting the Principal Designate for our new school a year before opening to provide additional capacity (this is detailed in section F4).

We have carefully planned the growth of our Multi Academy Trust and have put in place a central team which gives us the capacity to support our planned growth. We have developed a 'hub' model whereby our schools work within geographically located hubs, to enable to school to school support and sharing of services within these local hubs as well as across the group as a whole.

As an approved academy sponsor the DfE have already asked us to sponsor four schools, with a fifth planned for July 2015. We have advised our Academy Sponsorship team and our Regional Schools Commissioner (RSC) that we are applying to open Lime Tree High School; our RSC has expressed support for us to develop our 'hubs' and Lime Tree High School fits within our Reigate and Epsom hub.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

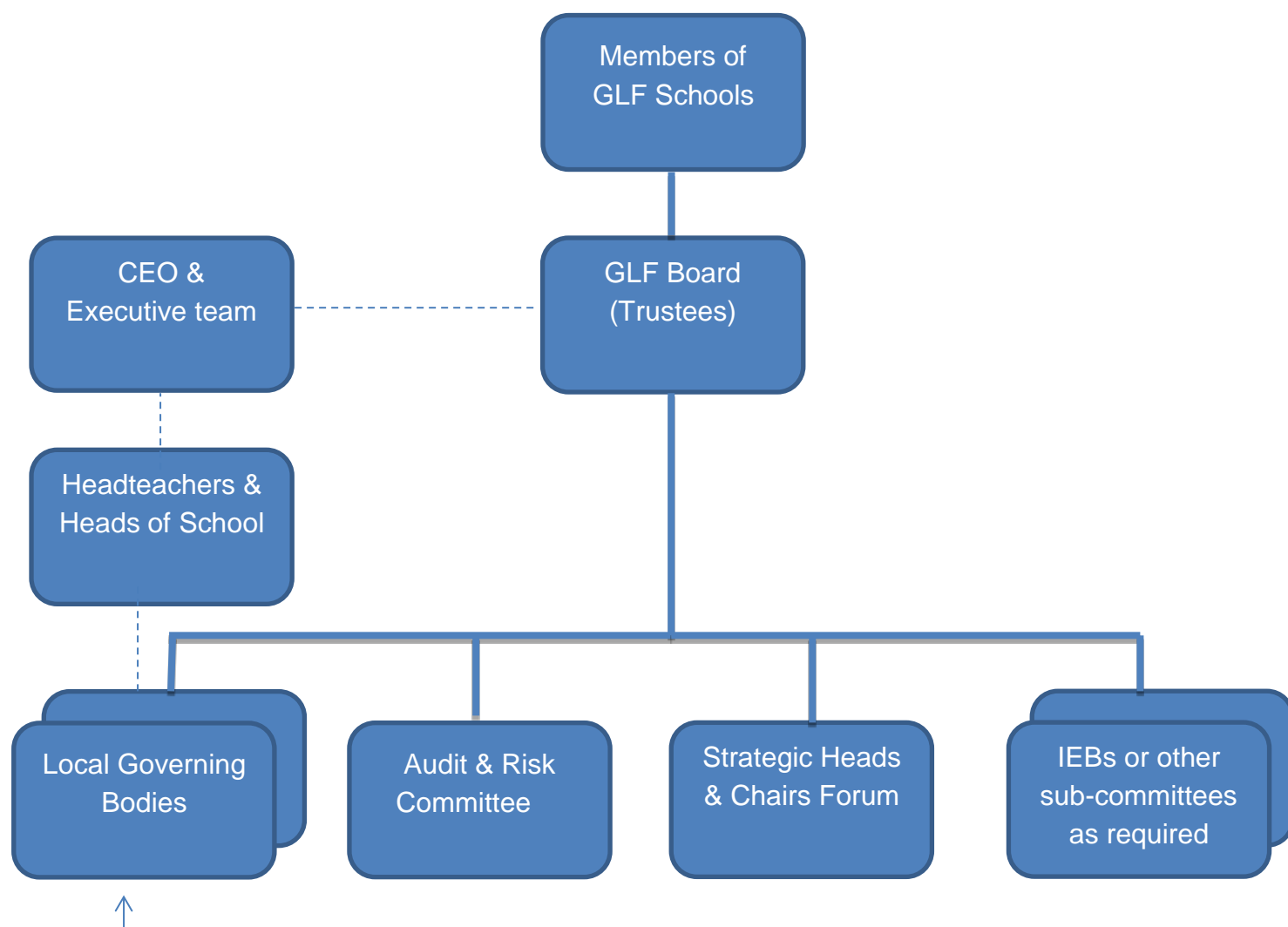
					
					
					
					

F1 (b) Skills gap in pre-opening

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

Skills/experience missing	How you plan to fill the gap
Additional Project Management support – 10-15 hours per week	We would recruit a part time project manager on a fixed-term basis to provide the additional capacity that would be required to manage the pre-opening phase of our new school. Through our recruitment fair and recent attendance at the Academies show we have details on file of project managers who have led such projects for other academy groups, and so we are confident that we would be able to recruit to this role.
Governors – we will need to recruit two more governors and would be looking for candidates to bring expertise from commercial settings, ideally one with finance experience.	We would initiate a recruitment campaign for governors for our new school. We have already secured two governors for our new school, both with a strong educational background. We will contact local businesses to attract governors who could not only bring necessary skills, notably financial expertise, to our Local Governing Body but also support the Business Enterprise focus of our school. We will also access the SGOSS organisation, as we have used them in the past.

Section F2

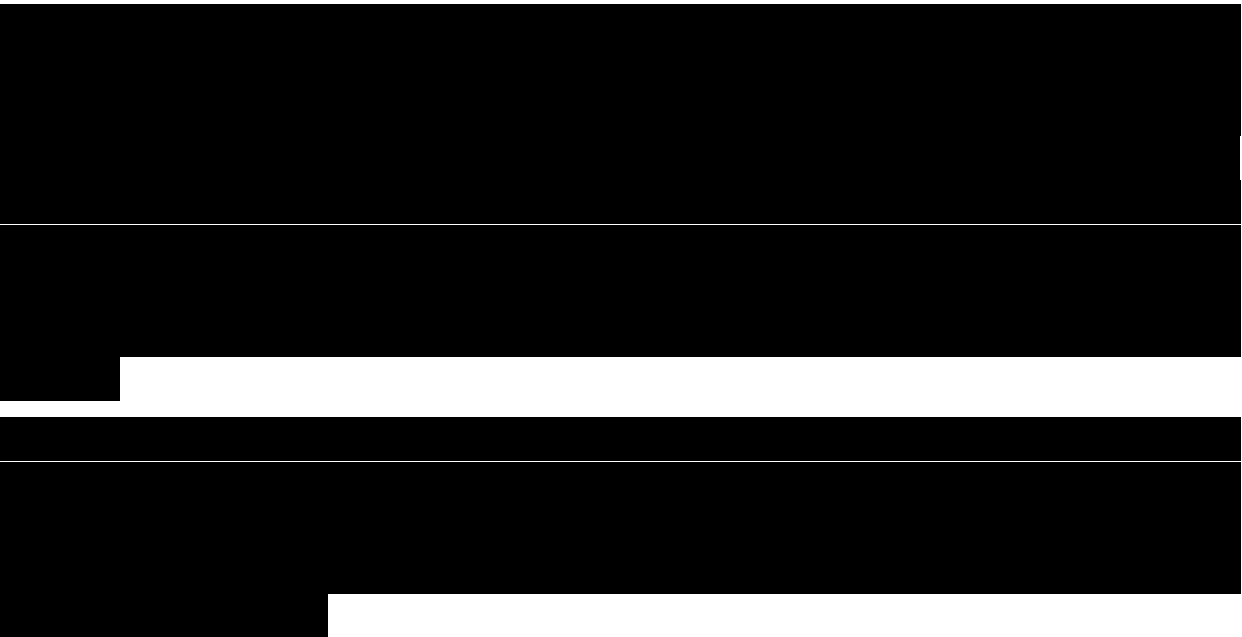


One LGB for each of our schools:

- Glyn School
- Danetree Junior School
- Lime Tree Primary School
- Windmill Primary School
- Warlingham Village Primary School
- Marden Lodge Primary School
- Cordwalles Junior School
- Springfield Primary School
- Hillcroft Primary School
- Wheatfield Primary School
- Cuddington Croft Primary School
- Whyteleafe Primary School
- *Lime Tree High School*

The diagram on the previous page shows the governance structure of GLF schools. This structure is supported by the Articles of Association and Scheme of Delegation.

Members



Trustees

The Trustees of GLF Schools are the company Trustees registered with Companies House. The Trustees are personally responsible for the actions of the Trust and the Academies and are accountable to the Members, the Secretary of State for Education and the wider community for the quality of the education received by all GLF students and the expenditure of public money. The Trustees meet six times per year in the form of the GLF Board; twice per academic term. One of these six meetings is an all-day strategic planning event. An annual work plan sets out clearly the items to be addressed at each meeting, for example Data Dashboards and Health and Safety audits from all GLF Schools.

[redacted]; the remaining Trustees are non-executive.

[redacted] all other positions are appointed for their skills. Current Trustees bring a range of skills as set out in table F(3) below, including HR, Legal and experience of running a commercial company. [redacted]

[redacted] all Trustees are appointed by the GLF Board, as set out in the Articles. All Trustees have the same responsibility to act in the best interested of the Trust and the academies.

There are no Parent Trustees on the GLF Board, as each Local Governing Body has Parent Governor Representatives.

The current Trustees are shown in the table below:

Non-executive trustees:	
Name	Nature of position
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

The GLF Board has strategic oversight and legal oversight of the academies and monitors all activities. The Board determines the strategic direction of the Trust and assesses the performance of the academies and reviews policies and practices.

The specific responsibilities of the Trustees are as follows:

- To determine and fulfil the shared vision and ethos of the Trust and the Academies, acknowledging the uniqueness of each individual Academy and the needs of the communities they serve
- To develop a strategic plan for the Trust and to effectively communicate that plan so this can be implemented across the Trust and all the Academies, including determining any future expansion of the Trust
- To develop and support strategic partnerships with other bodies and organisations, including service providers and government agencies, which will further the Trust's strategic plan
- To act as a critical friend to the Chief Executive Officer and each of the Local Governing Bodies by receiving reports and challenging outcomes and decisions
- To determine and implement policies and procedures which it is intended will achieve a consistently high standard of education and financial prudence across the Trust
- To work with the Heads & Chair Forum to develop the local capacity within the Trust to provide both governance and leadership support and mentoring to the Local Governing Bodies and the leadership teams within the Academies, as well as direct school improvement support

- To work with the Heads & Chairs Forum and having regard to any recommendations made by it, to make or facilitate the making of suitable appointments of governors who will serve on the Local Governing Bodies, including removing governors who fail to fulfil the expectations of Governors set out in the Scheme of Delegation (both the LGB and the Trustees have the right to remove governors)
- To determine the budget for any shared or central expenditure and support and to approve the individual Academy budgets
- To work with the Heads & Chairs Forum to supervise the effectiveness of the Academies and the Local Governing Bodies, intervening if necessary
- To formally appoint and, in conjunction with the Chief Executive Officer and the Local Governing Body, to review the performance of the Principals of the Academies
- To monitor and evaluate the delivery of the central or shared services and functions provided by the Executive Team lead by the Chief Executive Officer, ensuring there is comprehensive support to the Academies and procuring any strategic third party services as determined appropriate
- To ensure there is a proper system for the internal audit of the accounts of the Trust (including the Academies) and the financial procedures followed by the Academies, managing and overseeing risk, facilitating the preparation of the Trust's accounts by the Trust's auditors
- To act as the ultimate decision maker in relation to any appeals by staff following disciplinary or grievance procedures
- To ensure proper advice is available to the Trust and the Academies in relation to legal and compliance matters
- To ensure that insurance or risk protection cover is put in place and maintained for all risk areas including damage to property, employer liability, public and third party liability and Trustee liability
- To liaise with and support the Heads & Chairs Forum ensuring there is collaboration not just within a region but across the whole Trust, emphasising and facilitating the benefits of such collaboration

In practice, the agendas of the Board meetings will ensure that the Board regularly receives, reviews and challenges reports from the Executive Team which will include Data Dashboard information about the performance of all schools. The Data Dashboards show how schools are performing against their targets and enable strategic decisions to be made about the actions required to improve performance at

each school, for example by identifying good practice in one school which can be shared with other schools where there is an area for development. This is a key benefit to a school working as part of a Multi Academy Trust.

The Board delegates certain functions and responsibilities to committees or working groups as follows:

Heads and Chairs Forum

To encourage local collaboration and develop local leadership capacity particularly with the view to improving and sustaining standards of teaching and learning, a local “Heads & Chairs Forum” has been set up by the Trust Board to advise and assist the Trustees with regard to the progress of the academies and to provide support and a focus for collaboration for the academies themselves. The Heads & Chairs Forums is formed of the headteachers and Chairs of the Local Governing Bodies of the academies, and members of the Executive team as appropriate. The group meet at least termly, to fit with the cycle of the ‘data dashboard’ information produced for the Board, and provides a forum for communication between the LGBs and the Board. The Chief Executive Officer attends the meetings of the Heads & Chairs Forum and generally oversees and supports their activities. The Headteacher of LTHS would sit on this committee as soon as they are appointed.

Local Governing Bodies

The Board discharges responsibility for the strategic direction of the individual school to the Local Governing Body, via the Scheme of Delegation. The Scheme of Delegation sets out clearly the responsibilities of the Board versus the responsibilities of the Local Governing Body.

Minutes of all LGB meetings are made available to the Board. Performance of the LGBs is reviewed via regular Leadership and Management Reviews or Mock Ofsted at each school, outcomes of which are fed back to the trustees.

The CEO has to approve all appointments of Chair of Governors on the LGBs.

GLF Schools has sought to ensure that as much as possible the responsibility to govern is vested in those closest to the impact of decision making and that such responsibility matches the capacity of those assuming responsibility. Local Governing Bodies are for the most part made up of individuals drawn from the academy’s community, both as elected and appointed members. The expectation is that all governors actively contribute relevant skills and experience.

The core strategic functions of the LGB will be:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and

- Overseeing the financial performance of the school and making sure its money is well spent.

GLF Schools' recommended model for a Local Governing Body is 9 governors – Headteacher/Head of School, 2 staff governors, 2 parent governors and 4 ordinary governors. We believe that by having a governing body that is no bigger than it needs to be, it can operate efficiently and effectively. This is the model that would be adopted for the new Free School. Staff and parent governors would be elected via an election process which is the same as that in place for community schools. The Trustees would retain the right to attend any Local Governing Body meeting and would assist with the appointment of ordinary governors to ensure that the appropriate skillset is available across the Governing Body. The Trustees also retain the right to remove any appointed governors on an LGB should they identify a need, and equally to replace a LGB with an IEB should it be required.

Each LGB is encouraged to undertake annual skills audits using standardised questionnaires and would be expected to demonstrate a range of skills; finance skills would be essential, and other skills which would be valued would be HR, marketing, legal, estates management and education across different sectors.

This smaller size LGB does not function with sub-committees; instead the Full Governing Body will meet at least half-termly. It is anticipated that LTHS would adopt this model of LGB in the first instance, and there is the flexibility to use co-opted governors to extend the skillset of the LGB if required. As the school grows it is likely that the size of the LGB will increase and move to a sub-committee structure as this is more appropriate for a large secondary school; at Glyn School there are two sub-committees, Operations and Standards, and it is likely that once the school is at full capacity this model will be adopted.

GLF Schools has experience of setting up LGBs for new provision schools, and would set up a 'transition board' at the earliest opportunity. The transition board would comprise the ordinary governors in the first instance, along with the Principal (once appointed). Parent and staff governors would be recruited as soon as the school opens.

Governors will fulfil their role of support and challenge by getting to know the school through regular visits linked to the targets within the School Development plan. Governor meetings will be scheduled to tie in with the assessment timetable set out in Section D so that governors will have a good understanding of progress and be able to challenge in a timely and effective manner. Governors will attend events through the year to enable engagement of parents, and this will be particularly important in the early stages of the school's development.

We recognise the importance of appointing an effective chair to lead and manage the governing body, and hence we have identified our prospective chair of governors who has extensive educational, leadership and governance experience. We are confident that our chair will lead the LGB effectively so that as a collective they understand their strategic role, being able to build a productive and supportive relationship with the Headteacher from the start, whilst holding them to account for school performance and taking strategic decisions in light of objective data.

GLF Schools offers a range of training opportunities for its Local Governing Bodies and employs an Associate Governance consultant and an Associate Clerk to advise individual academies. In addition to this there exists an ethos of peer to peer review and advice across LGBs within the Trust and there are many examples of experienced and effective governors sitting on more than one LGB to provide strength where required. Furthermore for the purpose of appeals or disciplinary panels, governors act across more than one school within the group, to add capacity to the LGB where required and where other governors, such as staff governors, may be ineligible to sit on panels.

Principals

The Board delegates the responsibility for the internal organisation, management and control of an academy to the Headteacher, who will report to both the Local Governing Body and to the CEO, as representative of the Trust Board. The Headteacher of the school will fulfil a substantive Headteacher role and have autonomy to make decisions appropriate to his/her school.

The Headteacher is accountable to the LGB but the Scheme of Delegation makes clear that all appointments of Headteachers are made by the GLF Board (in conjunction with the LGB) and that the CEO will advise the LGB during the Headteacher's appraisal process. The CEO and Executive team would intervene should there be any concerns about the performance of the Headteacher.

Audit and Risk Committee

The Board delegates financial oversight to an Audit and Risk Committee, which receives and monitors termly risk and financial reports from Local Governing Bodies. LGBs submit budget forecasts and financial monitoring to the Audit and Risk Committee, who in turn report to the Board. GLF Schools has had three successful annual audits and complies with the requirements of the Academies Financial Handbook.

Executive team

The Executive team is the executive arm of the Trust Board, focusing on operations and resources (including HR, finance and policies) and supporting the educational performance of the Academies. It operates under the leadership and direction of the CEO. The Executive Team works directly with the staff in each Academy and the Local Governing Bodies to ensure that the required outcomes are achieved in accordance with the direction and vision of the Trust Board.

The functions of the Executive Team include:

- to direct and support the operation of each academy, assisting in the development and implementation of the School Development Plan and advising on policies in core areas of the operation in accordance with the requirements of the Trust Board;
- to provide operational and management support to the Principals and senior leadership teams within the academies (including assisting with budget setting), as well as assist the Local Governing Bodies in achieving the collective strategic aims and objectives;
- to implement and review systems for the benchmarking of the academies across the group (including financial as well as educational performance), developing systems for cross fertilisation and supporting the Heads & Chairs Forum in maximising the opportunities for resource sharing and collaboration;

The Executive team under the direction of the “Chief Financial Officer” (Claire Potter, Group Accountant) will also supervise and facilitate the production of accounts (both at Academy and Trust level) and the auditing of those accounts for disclosure purposes and will report on the activities of all the Academies to the relevant statutory bodies. The Chief Financial Officer reports to the Audit and Risk committee. An external body is commissioned by the GLF Board to audit the accounts annually.

The Executive team attend the regular forums for Chairs and Heads, as well as work individually with each school and each LGB as individual circumstances require.

Conflicts of Interest

The Trust Board has adopted a formal ‘Conflict of Interest Policy’ which is included within the Scheme of Delegation, in order to assist all those involved in the running of the Trust at every level to avoid and manage conflicts. Specific attention is given to any

arrangement whereby a Member or Trustee would personally benefit from an arrangement and the policy makes reference to the EFA's guidance on "related party transactions" which all those involved in the running of the Trust must have regard to.

Examples of the steps that are taken to manage any conflicts of interest that do arise are:

- all members, trustees, governors and staff are asked and encouraged to declare any conflict of interest
- any person declaring an interest will not be allowed to take part in any discussion or vote on any related matter, nor manage any contract where they have an interest
- any declaration of interest will be minuted at any meeting where the matter is discussed and such minutes will be made available to the Audit and Risk committee
- where appropriate any interests will be included in the Trust's accounts and annual report

All Members, Trustees, Governors and members of an academy's senior leadership team are expected to complete a Register of Business interests. The clerk of every LGB and the Clerk to the Trust Board are responsible for ensuring that the Register of Business Interests is kept up to date. Any interests declared are notified to the Chief Financial Officer and/or Company Secretary so that they are then passed on to the Audit and Risk Committee.

F3 (a) Proposed trustees

You must complete a separate line for each person that will be on the board of trustees, including your proposed chair of the board if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre- opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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

3 (b) Skills gap for board of trustees

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

Note there are no skills gaps on our board of trustees, but we have shown below the skills gaps for our Local Governing Body for our new school.

Skills/experience missing	How you plan to fill the gap
Two governors on the LGB for LTHS to bring skills and experience to support the school's Business Enterprise focus.	We will contact local businesses to secure suitable candidates for these positions and in will be looking for at least one candidate to have financial expertise. We intend to fill these two positions by July 2015.
Parent governors for the LGB for LTHS.	We would recruit for parent governors during the first term of opening, so that the parent governors were in post by November 2017.
Staff governors for the LGB for LTHS.	We would recruit for staff governors during September 2017, so that these positions were filled by October 2017.

Section F4

As an existing Multi Academy Trust, we have previous experience of recruiting Headteachers. We have successfully recruited eight headteachers over the past three years and our ethos of developing leaders from within, as well as our close relationship with other local secondary schools through our Teaching School Alliance, would increase the likelihood of us being successful in recruiting the Principal for LTHS.

We have a dedicated HR team at GLF who would manage the recruitment process for this post. We have a business relationship with Eteach whereby they provide us with a webpage on Eteach for GLF Schools, as well as for each of our individual schools. We would therefore advertise the post on the GLF Schools page but we would also set up a new page for LTHS and advertise here. Additionally we would advertise on the TES website.

We have invested time, with support of the experienced team at Eteach, in ensuring that the GLF webpage on Eteach, and also the individual school pages, provide an attractive option for candidates seeking positions, and we have seen an increase in response to our recent advertisements as a result. As an organisation, we have also run Recruitment Fairs over the last two years and would include information about LTHS in our advertising for these.

Given our standing as an established MAT, we are confident that we would pitch the salary being offered appropriately, and we are able to offer Terms and Conditions which we believe would be attractive, for example to include private medical insurance, whilst at the same time consistent with our other schools.

We would advertise for the principal of LTHS during Spring Term of 2016, with a starting date of September 2016. Based on our experience of opening other new schools, we understand the value of having the principal in post for a full year before the school opens. We would ensure this is financially viable by using the appointee for school improvement work across GLF Schools alongside their work on the new schools, for the Autumn and Spring Term, and we would plan for this in both the budgets for GLF and for LTHS.

We will be looking to recruit a Headteacher who can demonstrate their success in the following:

- effective leadership in a secondary school working at senior leadership level as Deputy Head, Head of School or Headteacher

- working in more than one secondary school including an outstanding school, or across more than one school setting/wider LA role
- developing participation in wider school experience and encouraging links with the wider community
- delivering a vision through strategy and action at a school level
- promoting outstanding learning and teaching and the highest levels of achievement
- monitoring and evaluation learning and teaching to ensure that standards are consistently high
- leading and developing the curriculum
- effective management of people and resources
- motivating, integration and directing the school community
- developing and maintaining strong relationships and partnerships with the governing body, students, parents and other stakeholders
- a desire to work collaboratively with other headteachers and with the GLF Executive team, especially the CEO

The candidates will be expected to have, at minimum, an honours degree, qualified teacher status and evidence of continuous personal/professional development. Ideally we would be able to recruit someone with further qualifications, such as a higher degree, evidence of post-graduate study or research, Ofsted training or a qualified LLE.

We would expect candidates to have the following professional skills and knowledge:

- Knowledge of national trends that could impact upon the school knowledge of models of learning and teaching
- The ability to inspire, challenge, motivate and empower others to carry the vision forward
- A passion for excellence in the learning process with a strong commitment to School Improvement and raising achievement for all
- An understanding of how financial and resource management enables school to achieve its educational priorities
- The ability to analyse and interpret complex information and explain key elements in simple terms

- The ability to think strategically and to plan and implement change as necessary
- The ability to recognise and deal effectively with poor performance
- The ability to model the values and vision of the school and lead by example
- An ability to communicate effectively orally and in writing to a range of audiences
- The ability to build effective working relationships and networks both within and outside the school
- The ability to anticipate trends
- An ability to be approachable and to enjoy being highly visible to staff, students and parents
- The ability to think strategically, and to build and communicate a coherent vision
- The ability to promote and market the school
- Self-motivated and well organised
- Resilient and tenacious
- Works effectively under pressure
- Inspires respect
- Innovative and solution focused
- Reflective and emotionally intelligent
- Inspires confidence
- Decisive with sound judgement
- Demonstrates professionalism and integrity
- Values diversity and contribution of all stakeholders

We recognise that there will be specific skills and expertise which will be especially important for a Headteacher of a new school to demonstrate. We will therefore be expecting candidates to excel at communication, so that they can be the figurehead for the new school and bring the community on board, and to prove their ability to develop an ethos and culture which will be key to the new school. Experience in starting a school or project management of significant building work would also be valuable.

Our Scheme of Delegation sets out that a panel is to be set up for the appointment of any Headteacher. This panel would include three people appointed by the Board and two of the governors for the new school. The three appointed by the Board would include the CEO and our Primary Schools Lead, both trustees.

The panel would be set up at the start of the recruitment process and would be advised by our HR consultant throughout. The post would be advertised via the TES as well as via Eteach and our websites. Eteach's education recruitment specialists

would advise us to ensure that the wording of the advertisement the best candidates. We would also promote the vacancy within our existing secondary school and within partner secondary schools. A high quality recruitment pack would be available to prospective candidates and there would be an expectation of a pre-application visit, likely to take place at our existing secondary school but with an opportunity to see the plans for the new school.

We would anticipate the timeline for the application process to be as follows:

Start January 2016	Panel agreed
End January 2016	Recruitment Pack prepared
Start of February 2016	Advertisement agreed and published
During February 2016	Candidates visit
End February 2016	Short listing by panel
Mid-March 2016	Interview Day 1 (followed by short listing)
Mid-March 2016	Interview Day 2

We have significant experience within our team of Headteacher recruitment, and would design the two day interview process which is specific to this new post. Given that the post is for a school which will not yet exist, we would use our existing secondary school as base for the interview process. An example timetable for the two days is set out below:

DAY 1						
Student Support In-terview Panel	Assembly Panel	Staff Discus-sion Panel	Curriculum & Teaching Interview panel	Presentation Panel	Parental Complaint Letter	RAISE Re-sponse

DAY 2				
School Walk	Leading & Man-agement Panel	Teaching School Discussion	Student Parlia-ment	Interview

The presentation would focus on the vision for the new school.

Section G: Budget planning and affordability

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

This section will need to be completed by both route 1 and 2 applicants.

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

In addition you should complete the Excel budget templates.

Section G1

Budgeting approach

GLF Schools already has one very successful secondary school; Glyn School in Epsom has been judged as outstanding since 2009. A key part of maintaining this status has been ensuring that income has been spent in the best way to maximize the value to each student's education and the school has a tight budgeting process. In creating the budget for LTHS we have used Glyn as our baseline, with adjustments made as detailed on the spreadsheet for the fact that Lime Tree High School is considerably smaller, is anticipated to be in a new building, and will need to start from scratch with resources.

Pupil Premium

We have amended the budget allocation calculator to reflect the actual Pupil Premium that we expect to receive, based on the FSM6 percentages of local schools. We expect to receive significantly more pupil premium funding than the model calculations suggest as these are based on Surrey averages, but the area where we intend to build Lime Tree High School is a relatively deprived area bordering with Coulsdon and Croydon. Such additional funding would be used to support these students as follows:

Specific educational resources expenditure on students entitled to Pupil Premium funding will include:

- Parental engagement events
- Educational trips, foreign visits and clubs
- Uniform supplies

Further specific support for our students entitled to Pupil Premium will take the form of a family worker and learning coach. In addition LSAs will be used to provide specific small group work, under the supervision of our SENCO. One thing that has proved very successful in Glyn is the provision of specific mentoring and support in Year 11 and we have budgeted for a full time member of staff from the fifth year onwards to support our Pupil Premium and EAL children in their GCSE year.

Our staffing model assumes that in the core subjects we run 8 classes per year group of 180 students, meaning an average class size of 22.5. A key reason for this is that smaller class sizes is a key tool by which we will close the gap and support our pupil premium students.

EAL and other income

Evidence from local schools suggests that the EAL percentage will be much higher than the Surrey average. Accordingly we have adjusted the template in line with the average EAL rates of the local secondary schools of 9.4%. These students will have a specialist EAL support worker to assist them and to coordinate the specific support they each require across the curriculum. Again smaller class sizes in core subjects will greatly help these students, as will additional LSA support.

We also expect that deprivation and mobility rates will be higher than those included in the template but given how difficult these are to predict we have not made any specific financial adjustment for this. However, once the school has been allocated its first students we will look in more detail at the specific requirements they have to see to what extent we need to adjust our budgets and support to cater for their needs.

Staffing

At the core of our budget are the staffing requirements. The number of teachers required is based on our curriculum model. In the early years we will be requiring some staff to teach across a number of related subjects. In particular in year 1 we will be looking for two members of staff to cover geography, history and RE, one to cover both maths and science and one to cover arts, drama and music. In addition we have budgeted for some part time staff throughout. In part this is to clearly identify

subjects that need to be covered, and in practice some of these part time roles may be combined to create a full time role. However we are confident that we will be able to recruit these part time staff, and note that in Glyn 17% of our staff are part time, due to their preference. As the school expands, and the subject matter becomes more difficult as the students progress up the school, then we will quickly move to specialist teachers. There are a significant number of free periods built into the first years, in order to prevent staff being stretched too widely across different subject areas. This in itself will provide built in cover.

In year one the leadership team will consist of the Headteacher, deputy and also a SENCO as we consider it essential to get this specialist support in early. In the first year the deputy will be required to teach for 3 days a week. We will develop the leadership capacity further in year 2 with the addition of an assistant head. All of the leadership team will be required to provide some PPA support and cover as required.

Additional classroom support will be provided by LSAs, including specialist EAL and Pupil Premium support.

In the first year only, teaching staff will be required to act as technicians for science and DT, with support from LSAs. In year two we will employ a DT/Science technician, with this increasing to three staff by year four when GCSE course work commences.

IT support, including on site technical support, will be covered by GLF, in the same way that we currently do for other schools. The charge for this is detailed within other expenses.

Administrative support will initially be a School Business Manager, a Head's PA and a receptionist. Data analysis will initially be provided through GLF through the central service fee, until a data manager is appointed in Year 3. As the school grows a specialist exams and cover assistant and an attendance officer will be appointed, as well as an assistant School Business Manager and an additional receptionist. This team will also cover HR administration, although with extensive support and advice from GLF Schools including support with recruitment and attendance at key interviews. The expectation will be that the ordering of goods and services is done by this team under the supervision of the SBM, but the core finance function will be carried out centrally by GLF Schools, with the SBM responsible for the preparation and review of annual budgets. With all administrative functions the school will benefit extensively from having the support of GLF to offer advice and assistance with many of the tasks that would otherwise be done by the school.

The premises team will initially consist of a Premises Manager with two premises assistants being added in later years. They will be responsible for the daily upkeep and running of the premises, with the advantage of being able to call on Glyn and GLF expertise and experience with major projects.

Pay Progression

All teaching staff are budgeted at an average teaching staff rate of £35,480. This is based on Glyn salaries. By doing it this way we take account of pay progression and staff turnover. The reality is that staff will be employed on a variety of pay scales, many of them starting as NQTs on £23,082, although quickly progressing.

Other staff costs

Supply teachers are expensive. We aim to reduce the cost of this in a number of ways. Initially some staff will have some spare capacity due to the way timetabling is arranged. Where possible this will be used to provide short term cover. We will also look to other schools within the MAT to provide assistance. This is a key part of the way GLF works as a support network for its schools. Whilst this will be provided on a cost basis it will be much cheaper than supply cover and will allow us to control the quality of teaching provided. As of Year 5 we include two cover supervisors.

Recruitment is a key issue for all schools. GLF Schools seek to actively promote themselves as an employer throughout the year, hold recruitment fairs and invite applications from anyone who wishes to be part of our talent pool even if there is not currently a job available. We also have a relationship with eteach who provide microsites for each GLF school. In this way we are able to keep down the costs of recruitment for each school at the same time as attracting better candidates and being able to fill vacancies more quickly.

GLF Schools run a large number of forums for groups including for NQTs, headteachers and subject specialists. These are provided as part of the Central Contribution and provide focused training as well as opportunities to share best practice. The budget also includes additional training costs, both for whole school INSET days and for individual members of staff.

Premises

For the purposes of budgeting it is assumed that the premises will be new on opening and therefore will not require significant expenditure on maintenance in the first few years, although this will increase towards the end of the 6 year period to

ensure that the quality of facilities is maintained. The energy and other premises expenses are based on Glyn School's budget, pro-rated for a smaller school but also taking into account fixed costs (£24,000 of energy costs per annum are assumed to be fixed and £10,000 per annum of cleaning costs). The rates are similarly pro-rated, although as these are fully refundable this has no net effect.

Educational resources

The budgeted amount for learning resources, both ICT and other, is based on 1.5 times the per pupil cost in Glyn for the first 5 years, and 1.25 times thereafter. This is because Lime Tree High School will be a STEM school and also because as it's new there will be no carry forward of surplus resources from prior years. Learning resources will include educational visits and speakers.

Exam fees are based on the per pupil cost at Glyn of sitting GCSEs.

Administrative supplies are again based on Glyn's per pupil costs, but at a higher rate in year 1 and year 2 when absolutely everything will need to be bought from new.

Professional services

Auditing fees comprise only Responsible Officer fees as the rest is included within the GLF central contribution. Legal fees are also included in the central contribution. Marketing expenses are required due to the imperative to attract students and staff to a new school.

Payroll and accounts package include the cost of running PS Financials and also the fees charged to Surrey Payroll for provision of our payroll service.

Other professional services include EWO, behaviour support and clerking.

GLF Central Contribution

The central contribution to GLF is 3% of GAG funding, with a de minimus of [REDACTED] to acknowledge the significantly increased level of support and assistance required by schools in their early years before they have the capacity, experience and knowledge to complete all functions themselves.

This fee covers the support of our School Improvement Team, including access to Headteacher, governor, NQT and subject specialist forums as well as forums for School Business Managers and clerks. It also provides specialist HR and recruitment advice, a first line support helpline and legal and premises support and advice. It also includes provision of the core finance function and technical assistance with budgeting and transaction processing.

Other costs

These include a contingency of 1% of core funding.

Catering will be contracted out. The catering cost is flat throughout the period of the budget as it is assumed that as more students join they will consume more meals and so contribute more to the higher running costs each year.

As detailed earlier, the IT service will be provided by GLF Schools. The fee will cover all IT support required and will increase as the staffing and the amount of IT in use increases.

Other

The school will provide a large number of residential trips, with the number increasing with the number of schools. With the exception of students entitled to Pupil Premium, for whom these costs have been separately budgeted, these will be funded from parental contributions. Similarly holiday clubs are expected to be self-financing.

General

Whilst we are satisfied that a budget showing approximately 10% cumulative surplus after six years is prudent, we recognise that in some years, particularly year four, the margins are tight. Without cutting back on budgeted staff there is flexibility in the budget in terms of timing of expenses, in particular with maintenance and timing of purchases of learning resources and administrative supplies

Section G2

We consider we have put together a coherent and well thought through budget which shows a cumulatively increasing surplus and is therefore financially viable. We have been prudent throughout. In particular, although we will be actively seeking additional funds we have not anticipated any additional income simply to support the core budget. When we do receive this additional income we will use this to further enhance the curriculum rather than to plug a gap in basic provision. The budget does not rely on any borrowing.



G3 Financial resilience to reductions in income

Given the high percentage of fixed costs in any school, most notably leadership expenses, a 70% reduction in income would present a significant challenge to the budget and would inevitably mean that changes would have to be made that are not in our original plan. Given that the vast majority of the budget goes on staffing this would be where most of the savings would be made. In particular we would run 5 classes of 25 rather than our preferred class sizes of 22 to 23 students per class. Some of the other savings would fall out naturally eg smaller student numbers would mean fewer learning resources required. Other savings would require staff to multi-task more than they would otherwise do. We would use the capacity of GLF and other schools to support the school to enable this to happen.

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Teaching staff	Our original proposal is that most subjects will be taught in classes of 22 or 23 ie 8 classes per year group. However if we were to have a 30% fall in student numbers we would run 5 classes of 25 students with savings as detailed. The savings per year group fall off in later years as we would need more staff to cover the wider range of options offered.	2017 – 3 teachers 2018 – 6 teachers 2019 – 10 teachers 2020 – 12 teachers 2021 – 12 teachers 2022–12 teachers	
Cover supervisors	The original budget included two in 2021 and 2022. These will go, but because staff will have a	2021	

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	reduced teaching load in order that they are not spread too thinly across subjects this should be manageable	2022	
Staffing: Deputy Head	We would lose the Deputy Head. These responsibilities would be taken on by the Head and also subject and year group leaders	2017 2018 2019 2020 2021 2022	
Staffing: Assistant Head	The second Assistant Head due to start in 2020 would be unaffordable	2020 2021 2022	
Staffing: SENCO	We very much prioritise having a specialised SENCO. However, due to budget constraints, in the first year this would be a 70% post only. In reality this may be achieved by having the SENCO have a 30% teaching load for that year.	2017	
Staffing: Pupil Support	We would not appoint the third technician. In	2017	

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	addition we would expect 30% fewer students so have reduced the hours of general LSA and Pupil Premium and EAL support by 30%	2018 2019 2020 2021 2022	
Staffing: Administrative support	Savings would have to be made in administrative support. We would do this in a managed way, utilising the support of GLF, and looking to see where further efficiency savings can be made across the group by reducing the duplication of tasks. Proposed changes would be for the Head's PA to cover reception in year 1, and to lose the admin assistant and assistant SBM.	2017 2018 2019 2020 2021 2022	
Staffing: Premises	The second premises assistant would be unaffordable.	2018 2019 2020 2021 2022	
Learning resources (including ICT	Our planned budget includes spending 50% more	2017	

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Learning Resources)	on learning resources than at Glyn. This is in part due to the school being new and also because it is a STEM school. Budgetary constraints would mean this extra spend per head compared to Glyn would be reduced to 20%. In addition we would expect expenditure to fall by 30% with a 30% fall in student numbers. This is a particular area where we would look to fundraising to supplement the reduced spend. In addition we would have to delay some expenditure to the following years as detailed. We are confident that this could be done, even if it meant borrowing some resources from other GLF schools for the initial year.	2018 2019 2020 2021 2022 2017 2018 2019 2020 2021 2022	
Pupil Premium resources	These are spent on items such as uniforms, school trips, school meals etc and the cost would directly correlate to the number of FSM6 students	2017 2018 2019 2020 2021	

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
		2022	
Exams	Again, these fees are on a per student basis	2020 2021 2022	
Admin supplies	We would have to make further cuts here and have reduced the budget by 30%	2017 2018 2019 2020 2021 2022	
Premises	Premises costs are a mixture of fixed and variable. As such I have estimated that they can be cut by 15% with a 30% reduction in student numbers.	2017 2018 2019 2020 2021 2022	
Other staff costs	The reduced student numbers will lead to a fall in staff, I have assumed other staff costs fall by 30%. This is based on reduced staff numbers.	2017 2018 2019	

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
		2020 2021 2022	
Depreciation	We would depreciate over 5 years not 3	2019 2020 2021 2022	
Surplus used	All surpluses budgeted for at full capacity would be utilised to keep the school solvent.	2017 2018 2019 2020 2021 2022	
Contingency	The fall in numbers will mean that this contingency is fully utilised	2016 2017 2018 2019 2020 2021	

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
TOTAL	<div data-bbox="712 400 913 667" style="background-color: black; width: 100%; height: 100%;"></div>		

Section H: Premises

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

This section will need to be completed by both route 1 and 2 applicants.

Please complete the Excel application form.

Annexes

In this section you should only provide CVs of key individuals. The annex is excluded from the page limit but should be submitted as part of your application, i.e. as one Word document.

This section will need to be completed by both route 1 and 2 applicants.

CV template

CV template		
1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/organisation position and responsibilities held length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name:</p> <p>Position:</p> <p>Dates:</p>
		<p>Name:</p> <p>Position:</p> <p>Dates:</p>
		<p>Name:</p> <p>Position:</p> <p>Dates:</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> date of qualification professional body membership number how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in	

CV template

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

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

Self-assessment form for independent schools

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

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

	<p>descriptors (available at page 33-34 of the school inspection handbook here).</p> <p><i>please delete this guidance before submitting this form]</i></p>			
Quality of teaching in your school	<p>[Please provide a commentary on the quality of teaching in your school, with reference to the Ofsted grade descriptors (available at page 37-38 of the school inspection handbook here).</p> <p><i>please delete this guidance before submitting this form]</i></p>			

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

	<p><i>Ofsted grade descriptors (available at page 47-48 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Spiritual, Moral, Social and Cultural development of pupils at your school	<i>[Please provide a commentary]</i>			

Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
The extent to which the education provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.	<i>[Please provide a commentary]</i>			
Any other comments or observations not captured				

above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.				
---	--	--	--	--



Department
for Education

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence or email psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

Any enquiries regarding this publication should be sent to us at www.education.gov.uk/contactus.

This document is available for download at www.gov.uk.