



Department
for Education

Free school application form

Mainstream, studio, and
16 to 19 schools

Published: December 2015

Insert the name of your free school(s) below using BLOCK CAPITALS

Lime Academy Ridgeway

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The application form explained

Before completing your application, please ensure that you have read both the relevant [background information and glossary document and the assessment criteria booklet](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found in the Word application form. All applicants are required to complete this section in full.

All applicants will need to complete sections A, B, C, E, H and I in full.

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *background information and glossary document* and the *assessment criteria booklet*, for the information your group should include in these sections.

Section A asks you for applicant details in the Excel form.

Section B asks you to outline your proposed free school(s) in the Excel form.

Section C asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

Section D asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

Section E asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

Section F asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

Section G specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Studio schools use a different Excel budget template than mainstream and 16-19 free schools.

Section H asks for information about premises, and 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 Word form for this.

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size.

Applications for a Studio School should also be sent to: applications@studioschooltrust.org.

The Word template should be between 50 and 100 pages long (depending on which type of group you are); 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. You may also hand deliver if you prefer.

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

Submitting Section I

Section I, ie the Personal Information form, is required for each member, director, and principal designate who 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 by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

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

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application	Yes	No
<p>12. 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 who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days <p>by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

- the requirements outlined in the background information and glossary document;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg 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:



Completing the application form

Section A – applicant details (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section B – outline of the school (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C – vision

This section will need to be completed by **all** applicants.

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

A new Free School in Enfield

Our vision is to establish a new primary Free School in Enfield, in the Chase area of North Enfield.

We see this as a great opportunity to use the strengths of our existing organisation to build a strong, confident well-led non-faith based primary school that will be a focus for the current local community and the newly-planned and developing community at the chosen location. We feel we have the expertise and the drive to make a great success of this project.

The Lime Trust

The Lime Trust is a Multi Academy Trust (MAT) that acts as a sponsor of new and existing schools with a particular focus on leading and managing schools in challenging urban circumstances serving disadvantaged, multi-ethnic communities.

The purpose of the Lime Trust is to provide high quality education for primary-age pupils through school to school collaboration and Trust direction, high challenge and high support.

The Trust is committed to:

- Setting the standard – for all pupils, all staff, all parents and stakeholders
- Putting children first – a moral purpose to place pupils' learning and wellbeing at the centre of all that we do
- Building capacity-rich schools

By 'setting the standard' we mean defining very high standards of practice within each academy and ensuring that they apply universally in every classroom (Lime Trust

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

Principles and Procedures), for every teacher and every pupil; with challenge at all levels to ensure that all children have the very best opportunity.

By 'capacity-rich schools' we mean opportunities for professional growth at all levels particularly for ambitious young leaders, for the workforce to continually build and extend the ability of the school to deliver outstanding teaching and learning using its own resources. We talent spot and identify individuals who want to join us, bringing dynamism and intellectual talent. Capacity also means great resource management to support learning and the best systems.

The Lime Trust is ambitious, optimistic and forward-looking. It aims to build capacity in its academies. It celebrates diversity and promotes wellbeing. It will:

- Deliver rapid and sustained improvement in large primary schools
- Grow young leaders to headship in challenging schools
- Recruit and retain the very best teachers to deliver Quality First teaching

It is important to challenge stereotypes early to give children a breadth of learning experiences. We are committed to promoting gender equality and tackling discrimination. In the Lime Trust cultural diversity is acknowledged and celebrated as we prepare pupils for life in modern Britain.

The vision of the Lime Trust was discussed and agreed at Board level with a clear intention to build a cohesive Multi Academy Trust. At time of writing The Lime Trust manages one school, Larkswood Primary Academy. Under its current leadership, Larkswood was moved from Ofsted Special Measures in 2011 through two grades to a Good school in less than a year, and there has been subsequent year-on-year improvements in outcomes at all levels. The Lime Trust was incorporated on the 5th November 2014. Larkswood became an academy on the 1st February 2014. The Trust leadership sets high standards in everything it does and has built capacity in preparation for the expansion of the MAT. In preparation for the expansion of the Trust, leaders bid successfully for the Sponsor Capacity Fund and are providing interim headteachers to other schools.

The Trust's Business Development Plan has an expansion strategy to grow by 2 schools in 2015-2016 and two more schools in 2016-2017 by the free school, converter academy or sponsored academy routes. Following discussion at Board level we explicitly want to add at least one newly-constituted Free School to our portfolio of schools.

Our long term goal is to establish a successful Multi Academy Trust of primary schools clustered in North and East London which work collaboratively to make a positive difference to the lives and opportunities of the children, young people and adults within

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

our schools and the global community.

A Free School in Enfield

The London Borough of Enfield falls within our targeted geographical area – it is 15 minutes' drive from Enfield to Larkswood Primary Academy – and has a growing primary-age population. We have identified a part of the borough and a specific site that address the basic need for further places – see Section E1. This is the Chase area of North Enfield where there is acknowledged need today and a large housing development about to be initiated. We wish to work in collaboration with the local authority and other neighbouring schools.

Our proposed free school would be a 3 form entry primary school, the same size as Larkswood and in an area with a similar population, enabling us to replicate our model and apply our expertise directly, with common bases for monitoring and support. The new school would also have a nursery unit, which like the Larkswood nursery would qualify to offer places to 2 year olds. We are strongly of the view that the addition of a nursery is of great value to young children and their families in providing a good start to learning and development, with continuity for most into Reception.

Section D – education plan: part 1

This section will need to be completed by **all** applicants. Please:

- use the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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 2017, please leave the relevant earlier columns blank.

	Current no. of pupils	2017	2018	2019	2020	2021	2022	2023
Reception	-	90	90	90	90	90	90	90
Year 1	-		90	90	90	90	90	90
Year 2	-			90	90	90	90	90
Year 3	-				90	90	90	90
Year 4	-					90	90	90
Year 5	-						90	90
Year 6	-							90
Total roll		90	180	270	360	450	540	630

Section D – education plan: part 2

D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this section.

All applicants will need to complete the table of subjects and hours. Please use the table below.

EYFS Nursery Curriculum – part time sessions

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Literacy/literacy focus/S&L groups	1.5	M	
Reading	1.25	M	
RW/Inc	1.25	M	
Maths/maths focus	1.5	M	
Free flow/observations	8.0	M	
Story time/shared	1.0	M	

reading			
PSED Circle time	0.25	M	
Music	0.25		

Total: 15 hours

EYFS Reception Curriculum

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Literacy/literacy focus	3	M	
RWInc	2.75	M	
Maths/maths focus	4.5	M	
Free flow/observations	9	M	
Story time/number games	1.75	M	
P.E.	1.5	M	
PSED Circle time	0.5	M	

Total: 23 hours

Key Stage 1 Curriculum

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Literacy	9.5	M	
Numeracy	6.25	M	
Science	2	M	
I.P.C.	1	M	
R.E. and SMSC	0.75	M	
P.E.	1.5	M	
Music	0.75	M	
Languages	0.5	M	

ICT	0.75	M	Embedded in all lessons in addition
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Total: 23 hours

Key Stage 2 Curriculum

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Literacy	7.5	M	
Mathematics	7.5	M	
Science	1.5	M	
I.P.C.	1.5	M	
P.E.	2	M	
R.E. and SMSC	1	M	
Music	0.75	M	
Modern languages	0.75	M	
I.C.T	1	M	Embedded in all lessons in addition

Total: 23.5 hours

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Comparison of Pupil Populations

In the Chase area the housing is a varied mix with the large Four Hills high rise estate of social housing to the north side of Lavender Hill, streets of traditional terraced and semidetached houses, and higher-value detached homes and private flats along The Ridgeway.

A comparison between the Larkwood pupil population [Raiseonline 2015], the four nearest schools to the [REDACTED] [DfE performance data 2015], and national data demonstrates that the Larkwood and the local Enfield pupil populations have

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

much in common.

	Distance	NoR	FSM/AnySix	EAL
St John's CofE VA Primary School	0.6 miles	100	39%	19%
St Michael's CofE VA Primary School	0.7 miles	388	13%	17%
Chase Side Primary School	0.8 miles	473	28%	39%
Merryhills Primary School	1.0 miles	570	19%	21%
Lavender Primary School	1.2 miles	604	32%	28%
Larkswood		762	32%	29%
National		n/a	26%	19%

We do not therefore envisage any curriculum variation to be required as the school opens and begins to develop. Note that the basic needs growth here will include a new development of up to 500 owner-occupation units on the hospital site including many family homes; the pace of this development and the nature of the new population will impact on the school. Our curriculum model contains the flexibility to respond to pupil needs, individually and as identified groups, as they develop and are picked up through assessment and monitoring.

The Lime Trust Curriculum Model

The Lime Trust curriculum model is based on strong building blocks:

- Excellent EYFS curriculum based on sound early years pedagogy
- Literacy work is structured through ReadWriteInc and Literacy for Language programmes, where Larkswood is a lead school
- Maths learning is structured through the Primary Advantage Maths Programme (PAMP), with a range of additional support programmes including Numicon

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

- Science is taught through units taken from the EduKent Science schemes of work
- We use the International Primary Curriculum
- Music, PE, ICT and MFL are taught as discreet subjects in addition to being threaded throughout the curriculum and extended beyond the school day e.g. Orchestra, Choir, Sports Teams etc

These building blocks, our developed enrichment and personalisation programmes and the detailed planning structures that accompany them work effectively in larger urban primary schools and will form a strong curriculum structure for a Free School.

1. Early Years Foundation Stage

The EYFS is made up of seven areas of learning which are delivered through a balance of adult led and child-initiated activities. The staff plan the learning environment, activities and experiences and provide a framework for the foundation stage curriculum: strong Early Years pedagogy with attention to detail and precision teaching.

We recognise that children learn and develop in different ways and have their own characteristics of effective learning. The curriculum is directly linked to the Early Years Outcomes. Learning opportunities are planned for on a weekly and daily basis and are linked to the children's progress and data to make sure we meet their needs. Our learning opportunities are based on childrens' interests and identified next steps which enable us to deliver a creative and balanced curriculum. The continuous provision planning reflects a balance of the seven areas of learning, the Early Years Outcomes and the childrens' interests and next steps. We make regular assessments of children's learning through Target Tracker and 2BuildaProfile; we use this information to ensure that future planning reflects identified needs.

The weekly plan is informed in two ways. Firstly, through on going observation of child initiated or spontaneous activity and planned play opportunities (indoors and outdoors). This allows for flexibility in response to individual children's needs and interests and for revision and modification of plans. Through this, learning objectives for the next weekly plan are identified. It is informed secondly by referring to the Early Years Outcomes and the Continuous Provision. Maths, Phonics (RWI) and literacy carpet sessions are planned for daily on a weekly plan with clear learning objectives .

Our Continuous Provision is linked to assessment and levelled around the ability of the children in that area. It is enhanced with open ended resources that will encourage

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

investigation, exploration and thinking as well as resources linked to children's interests that will encourage engagement. Challenge is planned for in all areas of Continuous Provision. We aim for all children to be fully engaged with high levels of learning and excellent articulation of what they are doing and why.

We follow Alistair Bryce Clegg's guidance (influential key speaker of EY pedagogy and 10 years as a headteacher) to make sure we have an excellent balance of precision teaching, adult led and child led learning. We use 'Objective Led Planning' where we take EY objectives to the children whilst immersed in their play rather than pulling children away from play; by playing alongside the child, they will present with high levels of engagement. A teaching focus is identified from previous assessment and children are grouped according to performance in that area. Teachers/practitioners record where they are working at now and identify clear next steps for learning. There has been a significant increase in attainment and engagement, in particular in writing.

The outdoor area has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

2. Literacy: Read Write Inc.

Read Write Inc. Phonics: in Reception and Year 1 we teach reading and writing through a synthetic phonics programme, Read Write Inc, which is an inclusive literacy programme. It is a synthetic phonic approach to reading where the children learn through practical activities which enable the phonemes to fix in the memory. Initial assessment material indicates the best starting place for each child. Children are re-assessed each half-term to measure progress and to adapt the programme to make sure learning is personalised.

We have been recognised by Ruth Miskin for our outstanding progress and achievement in phonics and reading. Due to this and for achieving 94% in Y1 Phonics Screening last year, we have been awarded a 'Badge Award' by Ruth Miskin Training (RMT). We work closely with RMT to share and develop outstanding practice within and across schools.

We are a 'Filming School' for RMT. Our Literacy leader was successful in being awarded one of five 'model teacher' statuses across the country to represent London and the South East. The filming team visit the school half termly to film exemplar Read Write Inc Phonics lessons, assessment, and one-to-one tutoring to share across the world for training and promotion purposes.

Read Write Inc. Fresh Start: Read Write Inc. Fresh Start offers older primary children

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

who have not made sufficient progress in their English reading a second chance to catch up and become confident, fluent readers. We will offer this programme to Years 4 and 5 children.

Read Write Inc. Spelling: Read Write Inc. Spelling for Years 2 to 6 has been specially created to meet the higher demands of the national curriculum. Lessons are short, sharp opportunities for both new learning and rehearsal. The 15 minutes a day spelling rules are introduced by aliens from an exciting online spelling planet to engage and motivate learners. Every child's progress is recorded in pupil log books, which enables teachers to monitor progress carefully.

In addition to the Read Write Inc. Spelling programme, every pupil from Years 1 to 6 will sit a weekly spelling test. Words can be 'magpied' through other subjects and a display must be built up over the week to support and extend learning.

Read Write Inc. Literacy and Language: From Year 2, Read Write Inc. Literacy and Language is used as a complete literacy programme for fluent readers, taught on a daily basis for 1.5 hours and integrating National Curriculum Reading and Writing. The aim is for all children in Years 2 to 6 to read, write and discuss texts with maturity. Each Literacy and Language unit is planned using a planning rubric that focuses teaching and learning on the key components of the unit. Each unit culminates in a 'Big Write', assessed using a standardised assessment grid which is referred to by both pupils and teachers to record and track writing targets. This is in addition to the weekly Big Write that takes place across KS1 and KS2.

We place a strong emphasis on literacy across the curriculum. Writing targets, as well as the elements from the Literacy and Language planning rubric are continually consulted across other subjects, such as science, ICT and IPC, as well as in their home learning.

Handwriting: Handwriting will be specifically taught in every year group across the school and practised for 5-10 minutes daily. The techniques taught are practised and reinforced throughout the school day when writing in all subjects, with high expectations modelled.

Reading: children will be reading widely, often and for enjoyment with well-stocked classrooms, a library and use of 'Bug Club', an online reading programme. We use Lexia, an IT-based programme that supports children with their reading and spelling.

3. Mathematics: Primary Advantage Maths programme (PAMP)

PAMP is a planning document which was developed by a group of practising teachers working in partnership to raise attainment in primary maths within the Hackney

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Learning Trust. It is rooted in current research based into best practice in mathematics teaching and learning. It aims to develop children's conceptual understanding and skills proficiency, underpinned by a strong commitment to problem solving, reasoning and fluency.

PAMP supports progression throughout the primary years. Children are exposed to conceptual ideas at a concrete level with a range of apparatus (e.g. counters, beads, Numicon and Dienes) before moving on to pictorial representations. This may mean diagrams and sketches. Doing so develops children's deep conceptual understanding and skills proficiency, which supports the next move into abstract mathematics, such as long division. The Singapore 'Bar Model' is used throughout the curriculum to create pictorial representations for worded problems. The bar model enables children to understand what a problem is asking of them and therefore develops reasoning skills. Fluency, reasoning and problem solving are three themes of the Maths National Curriculum (DfE, 2014) and will inform all maths teaching. Each Maths lesson will last for 1 hour and 15 minutes in KS1 and for 1 hour and 30 minutes in KS2.

Through close partnership with Lynn Churchman, founder of the National Mathematics Partnership and former HMI Specialist Adviser for mathematics, initiatives including Morning Mental Maths Meetings and Inspirational Maths are incorporated into the curriculum. Lynn uses her vast experience, and that of her colleagues, to raise achievement in mathematics through bespoke school improvement programmes.

Morning Maths Meetings (MMM): each morning at 8:45, every class has a Morning Maths Meeting which includes a times table activity, with related division facts, and a counting element as well as solving problems mentally, rather than rely on a written method. This daily rehearsal helps pupils to develop a fluency in mathematics. Mental maths will also be taught at the beginning of each lesson and pupils from Year 1 to 6 will have a weekly mental maths test.

Inspirational Maths: a Week of Inspirational Maths aims to tackle negative viewpoints in the teaching and learning of mathematics by supporting teachers to deliver five lessons which have been planned in detail, specifically to target and address these poor attitudes at the very start of the academic year and to promote enjoyment and resilience.

My Maths: an interactive online teaching and homework subscription website that builds pupil engagement and consolidates maths knowledge. Interactive lessons, worksheets and mathematical games are linked to a powerful assessment manager system that allows us to effectively track the progress of each child.

Mathletics: an inspiring and engaging online platform for improving and reinforcing maths skills. Mathletics facilitates an element of competition, encouraging children to log on and challenge their peers in a range of different maths activities. Children need to

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

complete the homework assigned before they can access any of the games on the site.

Numicon: a multi-sensory approach to mathematics which develops fluency by using a visual, practical base to develop conceptual understanding and fluent recall. The programme is supported by bespoke NCETM (National Centre for Excellence in the Teaching of Mathematics) accredited professional development, which enables us to deliver the highest quality maths teaching.

Larkswood has identified teachers who have volunteered to be Mathematics Champions, as an addition to their core responsibilities who promote 'great Maths' at every opportunity. This works well and will be rolled out in the new school.

4. Science: EduKent Science

In Lime Trust Academies pupils are taught science through units taken from the EduKent Science schemes of work. Units taught in each year group are based upon the national curriculum framework of study for science. Each unit either has a biology, physics or chemistry focus. In accordance with the guidance in the National Curriculum, the scheme clearly indicates a progression in the key scientific knowledge and concepts from Year 1 to Year 6 through its 28 units of study, each of which clearly indicates the aspects of knowledge to be developed. Where appropriate the unit indicates the 'learning journey'; i.e. where the knowledge and concepts of that particular unit fit within the learning for that particular aspect of science, as the child progresses through the primary phase.

The scheme breaks down each unit into sections to enable effective and efficient planning. The following elements are covered in planning guidelines: Scientific vocabulary; Resources; Hooks; Teacher subject knowledge; Scientists.

Within each science lesson, pupils gain key scientific knowledge about their topic. Lessons are planned so that there is also a scientific skills focus, to enable pupils to gain a better understanding of the methods used in scientific investigation. Across the course of the year pupils learn how to work scientifically by making observations, looking for patterns, classifying and grouping, fair testing and using secondary sources.

Scientific work is recorded in science books, as well as through work added to display and photographs of investigative work.

For each of the unit, assessment sheets allow teachers to record children's achievements during their studies for both the knowledge aspects within a particular unit, and some of the requirements from Working Scientifically, enabling teachers to identify what the children need to know or be able to do next, as well as support them at different times in the year to make summative judgements as to the children's

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

attainment.

5. International Primary Curriculum

The International Primary Curriculum (IPC) allows the children to be taught history and geography through topic work which encourages the children to learn through exploration and investigation, ensuring that the learning is exciting, active and meaningful. The units run in the final two weeks of Autumn 1, Spring 1 and Summer 1 and sometimes school visits will link to the children's IPC unit.

The IPC topics begin with an activity designed to immerse the children in the learning theme, which is closely followed by the children sharing their existing knowledge on the subject. The lessons planned can then be tailored to build on this prior learning. In Key Stage 1 IPC includes topics that explore historical themes through 'Time travellers' and 'People of the past'. The children will expand their geographical knowledge with topics such as 'From A to B' and 'Hooray! Let's go on holiday.'

In Key Stage 2 the children will build on their historical and geographical knowledge through topics such as 'Temples, tombs and treasures'; 'The Great, the bold and the brave'; 'Gateway to the world' and 'Living together'. Some year groups will also explore an ancient civilisation in depth, and some will engage in a historical or geographical study of the local area.

6. Other curriculum areas:

P.E., sports and well being

The Lime Trust believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. Furthermore, it will teach and provide the children with the confidence and skills to compete in sports and activities to the best of their abilities. 60% of pupils in Y5 and Y6 represent the school in a sporting event across a year and a policy of offering such opportunities as widely as possible will be part of the new school, within and beyond curriculum time.

Music

Music stimulates complex thinking that requires high levels of precision. It demands commitment and imaginative decision-making. We believe that musical activity allows children to explore feelings and provides children with opportunities to express

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

themselves in ways that support or go beyond verbal communication. Being exposed to regular music making activities and being encouraged to respond to music can develop children's aural awareness, self-confidence, self-esteem and creativity. Opportunities for instrumental tuition will come through the Music 4 Schools Foundation and LA music services.

The school will use both the Music Express scheme of work and the online programme Charanga to help support teachers in increasing their confidence in teaching music whilst perhaps not making music themselves.

Larkwood has a large orchestra – we would expect similar in the new school.

Computing

Computing is delivered as part of our ICT offer. The programming aspect of the new computing curriculum will be spread across the year.

In the Autumn Term the children will focus on the starter unit of Espresso Coding. This will introduce and cement the key aspects of programming that they will require to complete the two longer units later in the year. The following two terms will involve the children completing two longer units. At the end of each unit the children will be required to create a booklet that highlights the steps that they have used to complete the final outcome of the unit. This will involve the children creating a Word document with screenshots highlighting their steps to success. The rest of the year is to be supplemented by the remaining National Curriculum points, which have been spread across the year. The new computing curriculum also provides the children with the chance to learn in a cross-curricular manner. Evidence is saved into the children's e-folder to create a portfolio of evidence highlighting the skill that the children have acquired over the year.

E- Safety is embedded to inform everyday practice; however it will also be taught discreetly each term and during E-Safety Week.

Enrichment Opportunities

Collapsed Curriculum Opportunities: we widen pupils' learning experiences through enrichment activities and Collapsed Curriculum Days. These days offer children the opportunity to work in different ways from their normal curriculum and to develop new skills such as working in a team and problem solving. We hold 3 such days in an academic year, focussing on a specific area of the curriculum, e.g. a science/D&T day or Computing day; eg 'Build a Den' Reception – Year 6.

The Lime Trust offers a range of activities and opportunities through our enrichment

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

and extended services provision. This includes:

- Extended days for Year 6 focusing on additional literacy & numeracy teaching
- A range of sports clubs with specialist coaches
- Orchestra and choirs

Children attending will be able to participate in a rich programme of activities, which support parents and carers through offering an affordable, flexible, quality extended hours provision:

Breakfast Club: the breakfast club is open to all children in full time education at Larkwood Primary Academy during term time from 7.45am until the start of the school day. Whilst at the breakfast club, the children will be given breakfast cereal, toast and water or milk. The children are free to participate in a range of play and structured activities under the supervision of the staff.

After School Club: the after school club is open to all children in full time education at Larkwood Primary Academy during term time. We offer flexibility and value to parents with the option of children attending for one or two hours.

Every school visit is carefully planned to link directly to certain areas of the New National Curriculum and each school will use the web-based system 'EVOLVE' to facilitate the efficient planning, management, approval, and evaluation of visits.

Ensuring consistency of approach to teaching and learning in the new school

The new Free School will initiate detailed systems to make sure there is internal consistency in teaching and learning with non negotiable tracking and assessment systems (see D2). The senior and middle leadership structure will allocate clear responsibilities to ensure consistency of approach and consistently high standards. There will be rigorous quality assurance to make sure there is consistency.

Across the Lime Trust, and particularly through links with the strong school Larkwood Academy, we will coordinate an Annual Calendar including half termly data drops, learning observations, book looks and progress reviews. There will be scrutiny and quality assurance by the central Lime Trust team and school-to-school review and support. Structured Trust-wide CPD will bring the best speakers to provide quality training. The Trust expects strong collaboration between subject leads and senior leaders to share best practice and make sure provision is of a consistently high standard.

Meeting individual needs

The school's Assistant Head, Safeguarding and Inclusion will manage the day-to-day

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

specialised provision for SEND pupils and meet with the class teachers regularly to discuss and review identified children. There will be coordination meetings of postholders across the Trust, who will work as a team. Expertise within the Trust will be made available as needed by a member academy to assist accurate diagnosis of need and planning of individual support packages; for example, a Trust colleague has Level 7 qualifications in diagnosis of dyslexia and/or a specific language difficulty. We will also work with our specialist partner organisation ASEND. We will employ a Speech and Language Therapist who will focus on the early years and work with parents and staff to upskill and make best practice common place.

Special educational needs and disability (SEND)

Some of our children have needs or disabilities that affect their ability to learn. We ensure that those pupils are given the right care and support, focused on their specific needs. Additional support can be either in the classroom, working individually, or in groups outside the classroom. It may be temporary or long term.

We work closely with children and their families as well as with other professionals such as therapists and health visitors to ensure that children with Special Educational Needs thrive and succeed at school.

Our admissions policy ensures that we do not disadvantage children from particular groups. The admissions process is monitored by ethnicity and disability to ensure that it is administered consistently and fairly to all children.

All staff follow absence procedures, aware of and sensitive to relative community issues. The Lime Trust schools are aware of the rights of staff and children to have leave of absence for religious observance. Children's attendance is monitored by ethnicity, disability, traveling and care status. Provision is made for children on extended leave or sick leave or for children travelling, to cover missed work. Action is taken to address any discrimination or inequality.

We know that the active involvement of parents/carers in supporting the education of their child is one of the most important factors in ensuring a child's success and achievement. We make every effort to communicate clearly and regularly with parents.

Gifted and talented

For those children who are identified as being gifted and talented we provide more challenging lessons and other opportunities. Gifted and talented pupils are identified based on test results, work quality and teachers' and parents' views. With our strong teaching team in a capacity-rich environment, we can provide high-level English and Maths tuition including preparation for entrance exams to private schools. Opportunities

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

are available for those gifted in sports or creative areas.

New to English

Children who come to school with very little English receive an individualised assessment and a structured induction programme of support that may include some short 1:1 withdrawal sessions to accelerate basic language learning and small group work to develop confidence in speaking. For those joining in Early Years the focus is on immersion in a spoken English environment to accelerate language acquisition.

D2 – measuring pupil performance effectively and setting challenging targets

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D2 – measuring pupil performance effectively and setting challenging targets

Larkwood, the strong school used in D1, has well-developed, tried and tested systems of monitoring and measuring pupils' progress and attainment. They have been built up over a five year period to be cohesive, very thorough, well understood and straightforward to manage. Our free school proposals are similar in nature and we intend to replicate the Larkwood systems in setting up the new school. We also continue to explore, innovate and seek to improve our methods; the new school will play an equal part in this.

Assessment and Record Keeping

We analyse and use data on individual, groups and cohort to make informed decisions on next steps and targets. This enables us to plan the next steps for individuals and groups of children by providing challenging but achievable activities and experiences to extend the children's learning. All practitioners who interact with the child contribute to the assessment process. Staff review assessment data half termly with the Senior Leadership Team, monitoring rates of progress and identifying strategies that address learning, teaching priorities and next steps.

We believe that effective assessment provides information to improve teaching and

D2 – measuring pupil performance effectively and setting challenging targets

learning. We give learners regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil.

Early Years

Early Years Baseline Assessment: we use the Early Excellence model – EexBA. The baseline assessment scores each pupil against the knowledge and understanding typical for children at the start of reception year. It is linked to the learning and development requirements of the early years foundation stage (EYFS) and to the KS1 National Curriculum in English and mathematics.

Early Years Ongoing Assessment: we use 2Build a Profile, an app that provides a simple and powerful way to log children's achievements against the Early Years profile. The app is used to take a photo with the device's camera, where a virtual post-it note can be written. The target children who are being observed are then selected, with the opportunity to tag the observation image with the learning objective. The observations are automatically sent via wifi to a secure website (Web Management Suite) that enables us to collate, view, save and print the observations at any time, and to share data between key staff members.

Assessment in KS1 and KS2

KS1 Phonics Screening Check: our Read Write Inc. programme fully prepares the children for this type of assessment, and the results of this feed back into our own internal assessment from Read Write Inc.

KS1 Standard Attainment Tasks at the end of Year Two support the school in making judgements about progress over time at the end of KS1 and KS2

Target Tracker:

The Lime Trust uses Target Tracker as its complete assessment package, supporting entry, analysis and sharing of pupil progress and attainment data through Early Years and KS1 and 2. It includes complete support for the National Curriculum. We will empower all teaching staff to take ownership of their pupils' data on Target Tracker, with teachers inputting and analysing data based on 'can do' descriptors on a fortnightly basis. In addition to the class analysis feature, Target Tracker has many useful tools to help middle and senior leaders analyse different sets of data, providing gap analyses and numerous other reports that enable the school to rigorously assess progress right across the school. All year groups present their data to SLT on a half

D2 – measuring pupil performance effectively and setting challenging targets

termly basis at Pupil Progress Review Meetings.

Fischer Family Trust (FFT) Aspire:

FFT Aspire is a reporting and data tool for schools, local authorities and academy chains. It provides key school performance evaluation information, using the latest curriculum and accountability measures including pupil background data. The school can then interrogate anticipated outcomes from the national data set and set intelligent targets including stretch targets.

Hodder Testing:

Hodder testing is used to assess whether the children are meeting Age Related Expectations (ARE) in Mathematics and Reading. Results are analysed by class teachers, Heads of Year and the Senior Leadership Team, and form an important part of our assessment cycle. The data is also inputted into Target Tracker to enable a deep analysis of progress between both terms and years across different groups, classes, and year groups. Hodder test programmes in use are:

- Progress in Understanding Mathematics Assessment (PUMA):

Termly use of PUMA enables us to reliably assess, track and predict pupil progress in Maths across the primary years. The tests are simple to administer and provide a reliable range of information that will support and guide the management of effective learning in the classroom. They help to monitor small increments of progress - offering a reliable basis for predicting future progress and supporting the setting of targets.

- Progress in Reading Assessment (PIRA):

These termly tests give standardised results and age related scores that enable us to track pupil progress term by term. They also provide a diagnostic profile for each pupil - including a Standardised Score, Reading Age and Hodder Scale Score, based on the termly performance of over 10,000 pupils nationally.

CAT Testing:

CAT testing is used to develop our understanding of pupils' developed abilities and likely academic potential. Results from CAT testing help in intervention, monitoring progress and setting targets for future attainment. CAT tests are administered bi-annually to Y2 and Y6 pupils.

D2 – measuring pupil performance effectively and setting challenging targets

Marking and Feedback

The Lime Trust recognises that marking and feedback are an integral part of assessment for learning and need to focus on helping pupils learn how to improve and move their learning on and must inform planning. It is therefore important that all staff, pupils and parents have a common understanding of how work is marked and feedback given so that children's books demonstrate that teaching over time is good or outstanding. We value pupil voice.

Marking stickers will be used to celebrate children's work and to assess their learning against the lesson objectives and success criteria. Stickers may also be used to give the children targets in order to move their learning on. Stickers are used in KS1 (and where children in KS2 are working below Level 3) to display date, Learning Objectives and Success Criteria. In addition to using stickers, it is essential that the children receive and respond to personalised comments from teachers resulting in a meaningful learning dialogue between pupil and teacher. Teachers plan an allocated time at the start of the next lesson for the children to respond to the teacher's comments in green pen and/or complete peer and self-assessment.

Quality Assurance

The academy will have a stringent monitoring process that ensures every child makes good or better progress over time. The following quality assurance measures are in place at Larkswood Primary Academy:

- Progress Reviews
- Lesson Observations
- Book Looks
- Cross-Year/Phase Moderation
- Learning Walks
- Planning Scrutiny
- Data analysis

Book scrutiny is a major element of QA processes in examining individual pupil progress, building consistency of practice and confirming judgments.

Consistency of practice across the Lime Trust

The Lime Trust board advocates common structures and understandings to assure consistency of practice across all its academies. The tried and tested systems of monitoring and measuring pupils' progress and attainment will be replicated in the new school. All staff at the free school will be trained in their use by outstanding practitioners from the Trust, in order to develop local competence and confidence.

D2 – measuring pupil performance effectively and setting challenging targets

Common planning frameworks will be in use which will be linked to a common assessment framework using the elements and programmes described above: Target Tracker, Hodder and other test systems, etc. Progress reviews will follow a standard format.

There will be a common Lime Trust Calendar to be followed by all academies, including

- Set assessment weeks, with common assessment tasks and tests.
- Dates for half-termly progress reviews for all year groups and uploading of locally moderated data on Target Tracker
- Common dates for testing
- Common processes of target-setting and review including targets for externally-validated attainment outcomes
- Timetabled Trust-wide meetings for school-to-school challenge and support
- Cross-Trust moderation exercises. We have staff with wide experience of leading such exercises on behalf of the Local Authority, eg. EYFS outcomes; teacher-assessment of Writing at KS1 and KS2

These processes will be an item on the agenda of the regular meetings between the CEO and academy headteachers.

The Trust will also establish externally led scrutiny reviews, formally every two years and with more frequent focused visits as decided by the Trust and/or as requested by an individual academy. The School Review Teams will be lead by an external consultant with two senior Trust staff.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

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Proposed Staffing - Please see attached organograms for each year

Year 1 2017/18 [90 on roll: Year R plus 52 place Full Time Equivilent 104 part time place nursery]

Year 2 2018/19 [180 on roll: Years R-1 plus 52 place Full Time Equivilent 104 part time place nursery]

Year 3 2019/20 [270 on roll: Years R-2 plus 52 place Full Time Equivilent 104 part time place nursery]

Year 4 2020/21 [360 on roll: Years R-3 plus 52 place Full Time Equivilent 104 part time place nursery]

Year 5 2021/22 [450 on roll: Years R-4 plus 52 place Full Time Equivilent 104 part time place nursery]

Year 6 2022/23 [540 on roll: Years R-5 plus 52 place Full Time Equivilent 104 part time place nursery]

Year 7 2023/24 [630 on roll: Years R-6 plus 52 place Full Time Equivilent 104 part time place nursery]

The Free School as part of the Lime Trust

As a MAT, all staff are appointed to the Lime Trust; this is made explicit in recruitment and their contracts. We intend to use staff from the strong school Larkwood Academy and Lime Trust staff strategically, for example to:

- Support the new free school at start up through secondment or sharing of established staff as they develop, for example the Lime Trust Principal School Business Manager will provide direct support in the first two years until the school appoints their own Business Manager in year 3
- Facilitating timetabling of shared INSET
- The strong school providing PPA cover for the first two years e.g. year groups having planning sessions at the same time

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

- Expert teachers modeling and setting the standard
- Cost effective use of staff eg IT technicians; MFL teachers
- The free school will benefit from the Lead Practitioners from the strong school in the first three years until they recruit their own in year 4

Recruitment and staff development strategies

Staff recruitment is seen as a continuous process. Our excellent resource management allows us to fund and make good use of additional high quality staff as and when they become available. The Lime Trust website welcomes enquiries, prior to application, from good teachers who can deliver Quality First teaching.

Safer Recruitment

All senior leaders will receive accredited safer recruitment training and there will also be an accredited leader on an interview panel. The HR lead in the administrative team is also trained and will lead on:

- Administration of recruitment
- Pre employment checks
- DBS checks
- Seeking references
- Maintaining and updating the single central record

Single Central Record

A Single Central Record will be created as soon as the school is approved and staff are appointed.

Safeguarding

The academy will have an Assistant Head as named designated safeguarding lead [DSL] who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care from opening. In addition, the headteacher will also be a DSL. As the school grows further senior leaders will be trained to DSL level and every member of staff will have Level One Child Protection Training on an annual basis and regular updates at staff meetings and briefings.

The Trust expects to grow young leaders into headship and makes full use of the best certificated leadership and management courses.

Case Study 1: CR Recruited to the school 2012 from a middle management role to be Assistant Head; 2014 promotion to Deputy Head; completion of NPQH; 2015 promotion

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

to Consultant Headteacher; 2016 placement as Interim Head in another school

Case Study 2: NB Teaching Assistant supported to complete BEd at Institute of Education in June 2013; became Schools Direct trainee teacher in September 2013; completed NQT year July 2015; promoted to Head of Year from September 2015

The Lime Trust has a fully functioning training arm to develop staff new to the profession and has very successful experience with PGCE and the Schools Direct route. We work in partnership with the FIPC - the Forest Independent Primary Collegiate - to train School Direct students The FIPC also operates in London Borough of Enfield. The Lime Trust has developed its own NQT training programme.

Nursery provision

Our nursery provision will be led by two qualified teachers and two Early Years Practitioners.

D4 – the school will be welcoming to pupils of all faiths/world views and none

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D4 – the school will be welcoming to pupils of all faiths/world views and none

An Inclusive Academy

Our ambition is to work together to make a positive difference to the lives and opportunities of children, young people and adults within our school and the global community.

Our pupils will come from rich cultural and linguistic backgrounds and we will work very hard to ensure that everyone has a sense of belonging to the community and that everyone feels supported in recognising and working to eliminate any bias, prejudice and misconceptions about other people. We are very proud to have such a diverse intake of pupils. We learn so much from each other and it makes the school the vibrant, exciting place that it is. We see children first and foremost as individuals who have the potential and the right to succeed at school and we maintain high expectations for all our pupils. As an inclusive community we are committed to:

- Challenging discrimination and harassment whenever they occur.
- Promoting equality of access and opportunity within our school and the wider

D4 – the school will be welcoming to pupils of all faiths/world views and none

community.

- Recognising that diversity enriches us all and promoting positive attitudes to difference between people of different backgrounds, genders, sexual orientation, ethnic origins, cultures, faiths and capabilities.
- Rigorously analysing our work to ensure no groups of pupils underperform.

A fully inclusive approach

We pride ourselves on being an inclusive school, where we celebrate diversity and difference and acknowledge the richness that this brings to our school community. We aim to provide opportunities for all children to access a broad, balanced and creative curriculum, regardless of age, attainment, ethnicity, language or background.

A broad and balanced curriculum; SMSC provision

In the Lime Trust, our SMSC provision is met through a wide variety of lessons. In specific lesson to use a scheme called 'R-Time' to specifically develop the children's understanding and skills in their social, moral and cultural development. This is part of our curriculum for Years 1 to 6. In our early years foundation stage, the children are exposed daily to opportunities to develop their personal, social and emotional skills.

Across the school, the children's spiritual development is met through our in depth and engaging religious education, which follows the local SACRE syllabus. The children are taught about the major world religions throughout their time with us, revisiting each religion two to three times, taking their understanding and conversations deeper each time.

The academy will offer a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. There will be no areas of the curriculum to which disabled pupils have limited or no access. The academy will continue to review provision and seek input from students, parents / carers, relevant specialist advisers and appropriate health professionals on a regular basis.

The Pupil Premium expenditure will draw on research conducted by the Education Endowment Foundation to ensure that we are current with research in helping to close the gap between disadvantaged and non-disadvantaged children. We will model the provision at the strong school, Larkswood Academy. In 2015 disadvantaged children outperformed all children by 5% at the end of KS2 in the strong school. Impact is then measured at Pupil Progress meetings where we look at individual children and the progress they are making.

D4 – the school will be welcoming to pupils of all faiths/world views and none British Values

The Department for Education states that there is a need:

“To create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”.

The Lime Trust promotes British Values in the following ways:

Democracy - Respect for democracy and support or participation in the democratic process

At the start of each school year each class (from Year 1 upwards) vote in two school council representatives who give children a say on small-level decisions that are made at the Academy. The council meet fortnightly with the lead teacher to discuss any issues that rose in class and across the school. Individual children are also chosen to be class monitors and playground buddies. We teach our children to be respectful of themselves and others. They are given a voice and that voice is heard. We participate in fundraising for many charities for example Macmillan Foundation where we raised funds through holding a ‘bake sale’ and we are proud of our achievements in this area. Children are also taught that they can make a difference through decisions made and actions shown.

The Rule of Law – Respect for the basis on which the law is made and applies in

Pupils are taught the rules as soon as they enter school. Each class and Key Stage have an agreed set of rules and behaviour expectations. The children are aware of the consequences of not following the school or class rules and learn to understand the difference between right and wrong. We follow a rigorous behaviour system and have adapted a sanctions board, where there is an opportunity for children to put right what has been done wrong.

Individual Liberty – Support and respect for the liberties of all within the law

Children are both encouraged and given the freedom to make choices and to respect the choices, decisions and beliefs of other children. They are also encouraged to give their opinions and share these ideas with due regard for the feelings of others. As part of our PSHE, R Time and Religious Education curriculum we place an emphasis on their social and emotional learning and working in partnership. This is also followed during whole school assemblies where we celebrate achievements both in and out of school through certificates, trophies and stickers.

Mutual Respect – Support for equality of opportunity for all

Children are reminded about the importance of respecting themselves and those around them. We also teach them to be respectful of their school, resources and

D4 – the school will be welcoming to pupils of all faiths/world views and none

environment. Adults model this throughout the school day and there are set themes for assemblies. Children's work is celebrated during Friday's assemblies where children show both respect and appreciation.

Tolerance – Respect for and tolerance of different faiths and religious and other beliefs

We promote diversity through our celebrations of different faiths and cultures. During Religious Education, R/Circle Time and whole school assemblies, we reinforce messages of tolerance and respect for others. Children are given opportunities to share their beliefs with their class and through this sharing we learn to be more tolerant, respectful and knowledgeable about other faiths, religions and beliefs. The children visit places of worship that are important to different faiths as part of the curriculum. We recognise that not everyone's home life is the same so children are also given opportunities to speak about any issues affecting them in a safe, non-judgmental environment.

British Traditions and Heritage

In our academy we celebrate the role of Britain both historically and in the present through our curriculum. This involves celebrating any Royal events, Remembrance Day, festivals such as Harvest, Christmas and Easter alongside those from other cultures such as Eid, Diwali and the Chinese New Year.

The Prevent Duty

The new Counter Terrorism Bill places a statutory duty on schools to help prevent young people being radicalised. Prevent is seen at The Lime Trust as part of our safeguarding duties and within the Trust the following key themes in relation to Prevent have been implemented: Leadership and Accountability, Reporting and Referral Process and Curriculum.

Leadership and Accountability

- Clear Leadership – Identified Prevent Lead/single point of contact/Safeguarding Lead.
- Prevent lead has an understanding of Prevent and its objectives.
- Prevent is embedded within the safeguarding policies and procedures and safeguarding responsibilities are clear and explicit.
- SLT, Governors, and all teaching staff are aware of Prevent and its objectives.

Reporting and Referral Process

- Staff in school know who the Prevent Lead is.
- Internal referral process follows safeguarding process.

D4 – the school will be welcoming to pupils of all faiths/world views and none

- Prevent Lead and key staff know who to contact with a concern – Prevent Team.
- An Audit trail/process exists for reports, concerns and or referral.
- Development of 'Lessons Learnt' – with SLT and Governors as necessary.

Curriculum

- Broad and balanced.
- Range of initiatives and activities (spiritual, moral, social and emotional needs).
- Engagement with the local community/ Community Cohesion.
- Development of British Values – Promoting fundamental British values as part of SMSC at Lime Trust.
- No 'one off spectacles' – Prevent embedded within the curriculum.
- Range of subject areas/across all year groups.
- Development of critical thinking skills (internet safety, power of influence).
- Regular updates for parents.

Meeting our commitment to the Prevent strategy will be carried into the new Free School.

A disciplined learning environment

We firmly believe that all the children at the academy deserve every opportunity to learn in an encouraging, safe environment. There are very high expectations of behaviour, resulting in a school environment that is very calm, productive and positive. Good discipline is essential for good education. We therefore take a zero tolerance approach to behaviour that is disruptive or anti-social. The Lime Trust's Behaviour Policy would be adopted by the new free school, with clear structures of reward and sanctions incorporating DfE Guidance.

Pupils displaying the values of enjoyment, excellence, trust, courage, equality and partnership are rewarded through a range of incentives. Prizes are awarded in each class for the winners of class Dojo competitions each week (Dojo is an online reward system). Pupils' accomplishments are also celebrated in achievement assemblies and via post cards home.

Partnership initiatives:

Families and Schools Together (FAST)

Families and Schools Together is an award-winning early-intervention programme which brings parents, children, teachers and the wider community together, to make sure children get the support they need to fulfil their potential at school – and in life.

D4 – the school will be welcoming to pupils of all faiths/world views and none

Larkwood Primary Academy believes every child should be happy at school and have the chance to fulfil their potential. We also know how important it is for parents to get the support they need to help their child achieve, learn and develop. By building supportive relationships within families and across communities, FAST helps improve children's engagement in learning and can have a huge impact on their life chances and wellbeing.

FAST supports families by:

- Helping children improve their skills in reading, writing and maths – as well as encouraging good behaviour and a positive attitude to school and learning.
- Helping parents get more involved in their child's education, so they can support learning and development at home.
- Encouraging stronger bonds between parents and their child, their child's school, other parents and the wider community.

Research commissioned by FAST has shown that after taking part in the FAST programme, children are happier at home and at school, and are more engaged in learning. Parent-child bonds improve, family conflicts decrease, parents' involvement in school increases and social support networks develop between parents.

Leading Parent Partnership Award (LPPA)

The LPPA is a nationally recognised award achievable by schools who work closely with the families of its pupils. It will make our work with families better, improve communication and build more activities for families in school.

The award provides a challenging framework within which schools can strengthen their partnerships with parents and carers. There are 10 evidence based objectives which we must meet to obtain the award. Research shows that when parents are involved, children do better and achieve more. Parents, carers and family members are by far the most important influences on their children's lives. By becoming involved in the life of their child's school, parents show that their education is important to them.

UNICEF UK Rights Respecting Schools Award (RRSA)

The Unicef UK Rights Respecting Schools Award (RRSA) supports schools to embed children's human rights in their ethos and culture. The award recognises achievement in putting the UN Convention on the Right of the Child (UNCRC) at the heart of a school's practice to improve well-being and help all children realise their potential.

The award is based on principles of equality, dignity, respect, non-discrimination and participation. The initiative started in 2006 and schools involved in the Award have reported a positive impact on relationships and well-being, leading to better learning and behaviour, improved academic standards and less bullying.

D4 – the school will be welcoming to pupils of all faiths/world views and none

The Lime Trust works towards recognition that we have embedded children's rights in our schools' practice and ethos. We are currently implementing four evidence-based standards that cover the leadership of the school, knowledge and understanding of children's rights, ethos and relationships and the empowerment of children. The RRSA programme unifies a range of educational priorities: the global dimension, social and emotional aspects of learning, community cohesion and sustainable development.

Section E – evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete both sections in full for each school they wish to open.

E1 – provide valid evidence that there is a need for this school in the areas

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E1 – provide valid evidence that there is a need for this school in the area

This Lime Trust Free School application is based on a basic need for increased provision of primary places in the London Borough of Enfield: specifically in the Chase area, part of the borough's North Central planning area.

Basic Needs demand

Enfield has seen continuing population growth over the last decade and that growth is still working through primary schools: the Borough is experiencing high demand for primary places including from parents who are new to the area.

Office of National Statistics (ONS) data

ONS Local Level Population estimates for Enfield show that child population growth has been rapid, of the order of 20%, but is projected to begin to plateau for a period:

	2014	2015	2016	2017	2018	2019
Age 1	5815	5877	5900	5939	5931	5909
Age 2	5702	5814	5875	5897	5932	5923
Age 3	4946	5695	5803	5863	5884	5916
Age 4	4976	4941	5687	5793	5852	5873
Age 5	4900	4980	4948	5694	5798	5856

SCAP Tables: EFA School Capacity Forecasts

E1 – provide valid evidence that there is a need for this school in the area

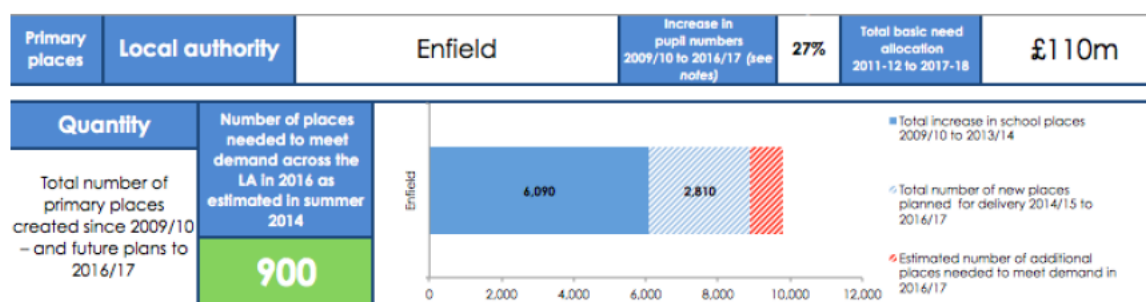
From the published series of SCAP Tables, actual primary population figures for Enfield have been:

- 2010/11 27,297
- 2011/12 28,198
- 2012/13 29,330
- 2013/14 30,124

Forecast figures reach 34,802 for 2018/19. This represents a 27% increase of numbers over 2010/11.

DfE Basic Needs Scorecard

The current DfE Basic Needs Scorecard for Enfield, calculated in 2014, records a shortfall of 900 primary places to meet demand in 2016.



Targeted Basic Need support from DfE

Additional capital resourcing has been made available by central government to help meet the shortfall in primary provision. The July 2013 national Targeted Basic Needs (TBN) allocations made funding available to a total of 11 projects in Enfield:

	School	Extra places
Enfield	Bowes Primary School	90
Enfield	Chace Community School	420
Enfield	Chase Side Primary School	210
Enfield	Edmonton County School	420
Enfield	Enfield Secondary Tuition Centre	50
Enfield	George Spicer Primary School	420
Enfield	Grange Park Primary School	210
Enfield	Highfield Primary School	210
Enfield	Oasis Academy Hadley	210
Enfield	St John's CofE Primary School	119

E1 – provide valid evidence that there is a need for this school in the area

Enfield	Worcesters Primary School	210
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Source: <https://www.gov.uk/government/publications/targeted-basic-need-programme-list-of-projects>

A further Basic Needs Allocation of £4.461m has been made available for 2017/18.

Enfield Council's management of expansion

Enfield Council has addressed this need through a Primary Expansion Programme to manage the TBN allocations and their own capital spend. Officers produce an 'Annual Report on Pupil Place Provision, Demand and Delivery Options', the most recent of which was presented to Cabinet on 21st October 2015. It uses data from the 2015 release of the Greater London Authority school roll projections that use the GLA 2014 Round Projections (Strategic Housing Land Availability Assessment variant). The 2015 projections amend their estimates of the angle of trajectory and rate of increase in demand with the plateau effect noted in the ONS data and then the upward trend continuing from 2020 onwards:

This release has reversed the picture of demand over the short term with projections on average of 4% higher for 2015-17 compared to the last release. Additionally the demand trajectory has changed to a sharp increase in September 2015 and 2016 followed by a reduction to 2019 then a steady increase over the long-term (from 2020 onwards).

Source: *Annual Report on Pupil Place Provision, Demand and Delivery Options, para 2.3*

Basic Need in North Central Enfield

Enfield uses Primary Pupil Place Planning Areas. The Annual Report identifies two planning areas where additional permanent accommodation is required to meet basic needs growth up to 'plateau' level: the 900 places in the Basic Need Scorecard. The greatest need is in the North Central area:

Enfield Primary Areas	Recent delivery to meet demand for Sept 2015	Delivery required to meet demand for Sept 2016	Delivery required to meet demand beyond Sept 2016
North Central Enfield	Up to two forms of provision will be provided through joint partnership arrangements at Suffolks Primary and Bishop Stopford secondary. This is temporary provision in advance of planned	One extra form of temporary provision is required to meet short term demand and maintain surplus capacity at 4% to	Three permanent extra forms of entry required from 2017 to replace the temporary provision and provide additional permanent capacity in advance

E1 – provide valid evidence that there is a need for this school in the area

	<p>permanent provision.</p> <p>Area surplus capacity is expected to be around 4%.</p>	<p>support parental choice.</p>	<p>of increased demand expected from residential development.</p> <p>No extra capacity is expected to be required from 2018-2025.</p> <p>Subject to annual review of GLA projections and monitoring the effect of the new residential development planned for [REDACTED]</p>
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Source: Annual Report on Pupil Place Provision, Demand and Delivery Options, para 2.8

The ONS and GLA data does not take account of major new residential developments, and Enfield note 'increased demand from residential developments'. The [REDACTED] [REDACTED] redevelopment is expected to generate up to 500 residential units, from one bed flats to five bed family homes. The block of land for the majority of these homes is planned to be released to a developer in March 2016. There is another site in Enfield Road where Fairview Homes may submit a planning application to build up to 300 homes with a site for a secondary school, currently a Free School academy proposal to DfE from the Wren Academy.

Current capacity in the North Central area

The Lime Trust is applying to open a Free School in the North Central area to address this Basic Needs requirement.

Local community schools are oversubscribed and have restricted catchment areas:

Chase Side Primary: 2FE/60 admissions :

2014 371 applications, 2015 359 applications

Catchment size 2015 0.466 miles

Distance from [REDACTED] 0.8 miles

Merryhills Primary: 3FE/90 admissions:

2014 398 applications, 2015 467 applications

Catchment size 2015 0.98 miles

E1 – provide valid evidence that there is a need for this school in the area

Distance from the [redacted] 1.0 miles

Lavender Primary: 2FE/60 admissions:
2014 384 applications, 2015 404 applications
Catchment size 2015 0.339 miles
Distance from the [redacted] 1.2 miles

No local schools have physical space to expand. The TBN grant (agreed in 2013, a sum of £6.457m) for Chace and Chase Side School expansions in this planning area remains unused as the expansions proved to be unfeasible (paper to Cabinet 11th March 2015, para 3.4). Enfield council have searched for alternative sites and found none. To the north of this area is the London Green Belt.

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

E1 – provide valid evidence that there is a need for this school in the area

Source: Report to Planning Committee 26.1.2016, Application No 15/05021/RM



Performance of nearby schools

Our application is predicated on a proven basic need for further primary capacity.

Analysis of the performance of the nearest primary schools shows relatively successful schools on headline progress and attainment measures. However there are some concerns when we look at the attainment levels of disadvantaged pupils compared with their peers, where there are negative gaps at all these schools that in one case (Merryhills) reach more than 40%. At Larkswood, the Lime Trust strong school, disadvantaged pupils outperformed other pupils in 2015.

Schools nearest to the proposed free school location	Most recent Ofsted rating	Progress Measures: 2015 Expected progress K1 – K2	Attainment Measures: 2015 K2 SAT scores	
			All pupils	Gap: other pupils/ disadvantaged pupils
St John's CofE VA Primary School* NoR 100 0.6 miles distant	2 in Feb 2013	R 100% W 100% M 100%	L4+ R/W/M 100% L4b+ R/W/M 78% APS 30.0	not available
St Michael's CofE VA Primary School NoR 388 0.7 miles distant	2 in May 2012	R 100% W 100% M 100%	L4+ R/W/M 90% L4b+ R/W/M 87% APS 30.9	not available
Chase Side Primary School NoR 473 0.8 miles distant	2 in June 2015	R 91% W 98% M 92%	L4+ R/W/M 82% L4b+ R/W/M 72% APS 29.2	L4+ R/W/M -9% L4b+ R/W/M -15%

E1 – provide valid evidence that there is a need for this school in the area

Merryhills Primary School* NoR 570 1.0 miles distant	2 in March 2014	R 92% W 98% M 95%	L4+ R/W/M 85% L4b+ R/W/M 72% APS 29.4	L4+ R/W/M - 29% L4b+ R/W/M - 43%
Lavender Primary School NoR 604 1.2 miles distant	2 in Jan 2012	R 96% W 99% M 85%	L4+ R/W/M 82% L4b+ R/W/M 69% APS 29.0	L4+ R/W/M - 18% L4b+ R/W/M - 22%
Suffolks Primary School* NoR 415 2.8 miles distant	2 in Nov 2012	R 96% W 96% M 100%	L4+ R/W/M 79% L4b+ R/W/M 75% APS 29.1	L4+ R/W/M - 29% L4b+ R/W/M - 15%
Lime Trust: Larkswood Academy	2 in Nov 2012	R 88% W 93% M 92%	L4+ R/W/M 85% L4b+ R/W/M 72% APS 29.1	L4+ R/W/M + 5% L4b+ R/W/M + 4%

*St Johns CV of E Primary is being expanded to become a full 1FE school.

*Merryhills was expanded from 2FE to 3FE with the larger cohort now up to Y5.

*Suffolks was expanded from 1FE to 2FE, with the larger cohort now up to Y6. It is included in this chart despite being so far away from the Chase site [12 primary schools are closer] only because London Borough of Enfield has set up a 1FE unit there called 'The Ridgeway at Suffolks' as a further expansion in provision:

As a part of the rejuvenation of the [REDACTED] a new primary school is going to be built. There is already a need for children in this area to have a school place so as from September 2015 they will be joining Suffolks temporarily for a two year period until their school is completed

Suffolks HT letter to parents, 17th July 2015

In the DfE Performance Tables 2015, compared to similar schools these schools are graded:

St John's CofE Primary 1/125

St Michael's CofE Primary 17/125

Chase Side Primary 71/125

Merryhills Primary 60/125

Lavender Primary 61/125

Suffolks Primary 41/125

Larkswood Primary Academy, Lime Trust 36/125

Nursery provision

E1 – provide valid evidence that there is a need for this school in the area

The Lime Trust believes that attached nursery classes benefit pupils in ensuring good nursery provision and a good transition to main school Reception.

There are a small number of private providers in the Chase area, with Ofsted Good ratings:

[REDACTED]

Given the impending population increase we believe there is a case to support nursery provision on both need and quality grounds. This view has been supported during our ongoing consultation process (see E2 for details)

Other areas of Basic Need in Enfield

The other School Places Planning Area with significant basic need that the borough is struggling to meet is in South West Enfield.

There is a major development planned in the South East of the borough, Meridian Water, with up to 5000 homes.

Please tick to confirm that you have provided evidence as annexes:

E2 – successful engagement with parents and the local community

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E2 – successful engagement with parents and the local community

We have implemented a planned programme of community engagement and enhancement activities alongside a targeted marketing campaign for the school, developing a Trust vision and ethos that expresses high expectations and aspirations for all.

Parent and community engagement are pivotal to the success of any school, with latest research evidencing the importance of parental education and aspirations. The Lime Trust through rigorous application received funding from New Schools Network to support a programme of engagement and consultation.

E2 – successful engagement with parents and the local community

We decided to consult on additional free school provision in both the [REDACTED] (North Central Planning Area) and Grovelands Park (South West Planning Area) areas of Enfield. [REDACTED]

Programme of Engagement

1. Notification of intention, dissemination of information and engagement with local organisations

Letters sent from [REDACTED], informing of consultation, inviting to events and seeking responses and feedback:

- All secondary school Headteachers
- All primary school Headteachers
- Local MPs & Councillors
- All preschools and private nurseries

2. Notification of intention to the local community

- Advertisement in local free newspapers – for three weeks in the Enfield Independent and for two weeks in the Enfield Advertiser – to raise our profile and to advertise consultation events (weeks ending 5th, 12th and 19th February)
- 2000 leaflets disseminated to GP surgeries, community halls, sports centres, supermarkets, libraries, community centres and businesses for posting on notice boards
- 6000 leaflets distributed to key residential streets identified as not in receipt of Free newspapers
- 6 banners erected on railings on prominent places in and around the area
- 40 posters disseminated to main libraries, sports centres, children's centres, etc. for display
- featured on the N21 website and in their community newsletter, disseminated to 1500 local residents

3. Specific Targeted Focus Group Feedback: Parents & Carers

Attendance at 30 playgroups, 3 libraries, sports events and centres during identified relevant sessions to seek focus group feedback from parents and carers.

Notes taken at each session, with completion of questionnaires.

4. General wider Community Engagement & Feedback

Community Engagement - pop up shop/stall, handed out leaflets and questionnaires. Please see examples below:

- . Attendance at Jack & Jills Music group, Thursday 5 February (55 Parents and Carers in attendance, questionnaires completed)
- . Attendance at Jack & Jills Music group (2 Sessions) Approx. 60 people in attendance (Friday 5 February)

E2 – successful engagement with parents and the local community

- . Leap frog nursery- Meeting parents (Friday 5 February)
- . Attendance at St Michaels Toddler group Tuesday 9 February (Approx. 40 people in attendance, feedback received questionnaires completed)

5. Consultation/Feedback Events

Consultation Event Monday 22 February 2016, at the Dugdale Centre, Enfield Town, with three sessions of presentation, Q&A and consultation at 10.30am, 13.30 pm and 18.30 pm to enable a range of people to attend.

Notes taken at each session, with completion of questionnaires.

6. Online Questionnaire

Well-signposted questionnaire on Lime Trust website. Text of the Questionnaire and responses to date are included here as an Annex.

Outcomes of community engagement to date

The consultation process has enabled the local community to engage, provide feedback, raise concerns and inform our proposal. The response and feedback received has been overwhelmingly positive with over 96% of respondents supporting the opening of a free school in the [REDACTED]

We have received responses and feedback from a wide range of stakeholders including parents of children who are approaching primary school age in the identified likely catchment area. Parents and staff at playgroups talked of the limitations of current early years provision and their interest in a nursery attached to a possible new school, as they felt there would be a good educational and social link for their children and it would be efficient for them as parents.

All parents expressed anxiety around the availability of primary places and lack of real choice (eg faith/non faith schools). Concerns were also raised around the recent expansion of community schools but not serving their particular area very well.

No objections were received to our specific proposal, although concerns were raised about the concept of free schools and concern over the possible encroachment onto green belt land [REDACTED]

Through the consultation process we were able to gather and address their questions around entrance and egress, congestion and road safety and the communities' worries about the protection/preservation of green belt land. [REDACTED]

[REDACTED]

[REDACTED]

E2 – successful engagement with parents and the local community

Specific meetings/individuals contacted:

1. Positive meeting with Jenny Tosh, Chief Education Officer, and Jo Fear, Head of Admissions, Enfield Council, 11th February 2016. Jenny Tosh is to visit Larkwood Primary Academy on 11th March 2016.
2. Meeting with Ward councillors, Chase and Highlands Wards, and Opposition Education Lead Alessandro Georgiou, 8th February. Subsequent endorsement of this application by the Ward Councillors of Chase and Highlands Wards and by the Conservative Group on Enfield Council.
3. Meeting with Andrew Panniker, Head of Estates at the Royal Free Hospital Trust, 23rd February 2016. [REDACTED]
4. Attendees at the Consultation events on 22nd February included the Headteacher and Deputy Headteacher of St Michael's CofE Primary School who gave their support to the proposal and described the current pressure on admission places in the area, in their own experiences and reported to them from the local community.
5. Also at the Consultation event was the Chair of Governors of St Andrew's CofE Primary School, Enfield Town, who gave his personal support to the Lime Trust in their application.
6. Also attending were sisters from St Annes Catholic High School who expressed their support for the proposed free school.

The online questionnaire is still active and further responses are being gathered. We have a contact list of people in the local area who have asked to be kept informed as the project develops.

Section F – capacity and capability

Please note:

If you are not an approved academy sponsor, 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.

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.

If you do not meet the criteria set out above, please:

- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
Lynne [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]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

[Add lines as appropriate]

F1 (a) Skills and experience of your team

[Redacted]

[Redacted] Our proposed staffing model is in Section D3.

We have provisional agreement from individual Trustees to constitute the Transition Board at an appropriate time. In the early pre-opening phase reporting and direction will be to the full Board.

F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- complete the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
[Redacted]	[Redacted]	[Redacted]

[Add more lines as appropriate]

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

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

The Lime Trust was established with a strong governance structure with separation between members and Trustees in line with DfE best practice, and with a Scheme of Delegation agreed a year ago that provides strong accountability and relates degree of delegation to a Local Governing Body to that academy's capacity and capability. We have a governance structure for a Transition Board to manage the setup of a new school.

We are in process of reviewing our Articles of Association to bring them in line with the latest DfE Model Articles of February 2016, supported by our legal advisors Winckworth Sherwood. This will lead to a review of our Scheme of Delegation and movement towards Advisory Boards at academy level to further clarify roles and responsibilities. These changes will be taken to our Trust Board meeting in March 2016.

We do not anticipate any specific conflicts of interest in relation to establishment of this Free School. No financial transactions are likely to take place between any member/trustee (or a connected party/business) and the academy. The Lime Trust has a specific Conflict of Interest Policy that is reviewed annually and operates in accordance with the Academies Financial Handbook.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below ; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

[Add text here. Table expands]

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector

[Add text here. Table expands]

F5 – Independent schools have an appropriate, well-maintained, and secure site

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F5 – Independent schools have an appropriate, well-maintained, and secure site

[Add text here. Table expands]

Section G – budget planning and affordability

All applicants will need to complete this section, but you will give us different information depending on which type of group you are.

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

G1 – budget planning and affordability
Pre – Opening Budget Attached including assumptions and staff organogram

Section H – premises (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Annexes

This section will need to be completed by **all** applicants. Please:

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, ie as one Word document.
- Refer to the relevant section of the background information and glossary document and the assessment criteria booklet for what should be included in this section.

Annex 2: [Redacted]

[Redacted]

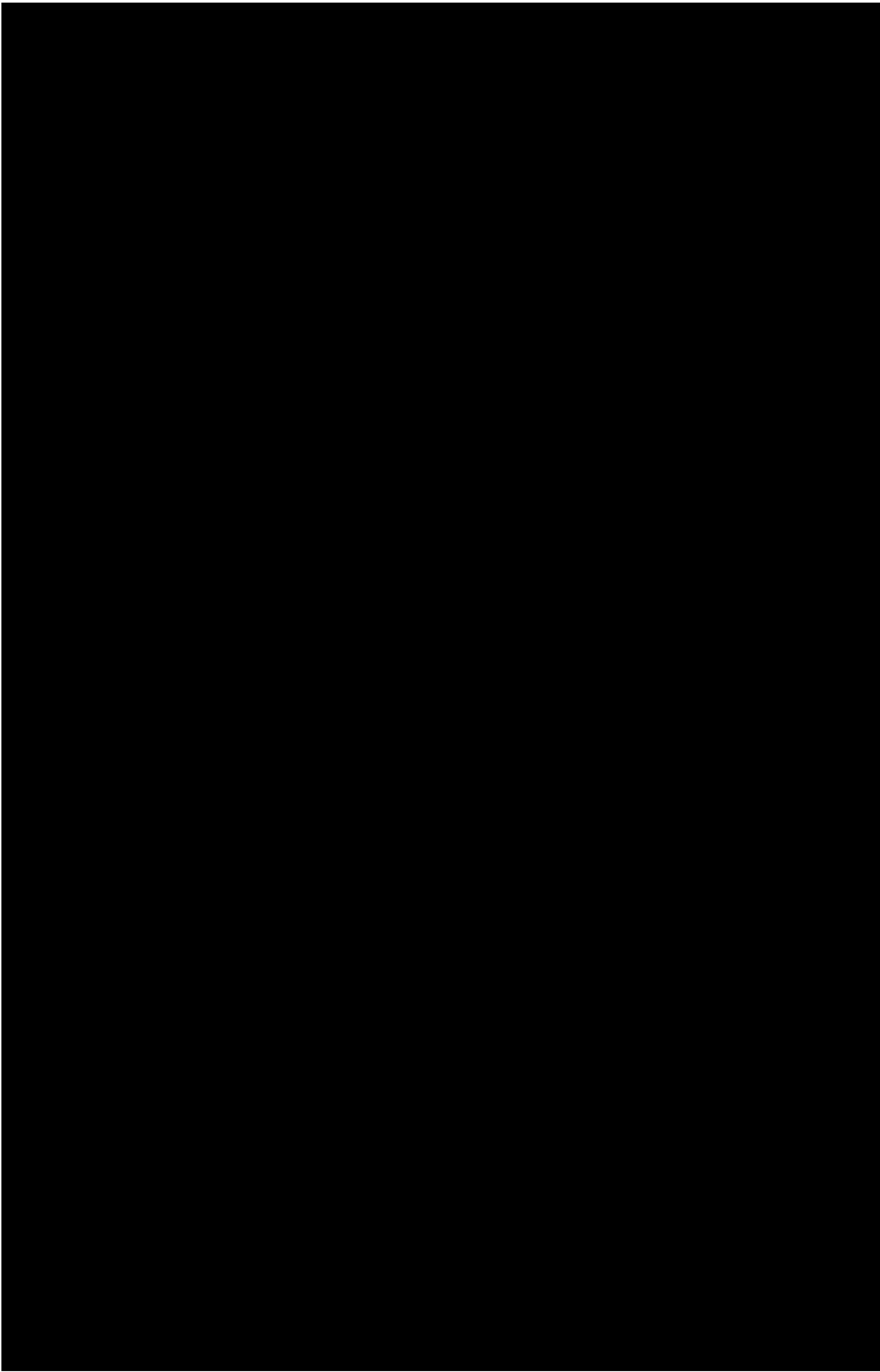
[Redacted]

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[Redacted]

[Redacted]



Annex 3: Consultative Questionnaire responses to date

TEXT OF QUESTIONNAIRE:

Consultation Questionnaire

This questionnaire is to help us to ascertain, through public consultation, feedback on our proposal to the Secretary of State to enter into a funding agreement with the Lime Trust to open a free school

* Required

1. Do you support the proposal to open a new school (2-11yrs) in Enfield to meet the demand for school places in the local area and increase parental choice? *

Yes	107	96.4%
No	1	
Don't know	3	

2. Do you support our proposal to open a 3FE (90 children per year) non-faith school? *

Yes	101	91%
No	4	
Don't know	6	

3. Do you support the School's educational vision to nurture, challenge and inspire its pupils? *

Yes	108	97.3%
No	1	
Don't know	2	

4. Do you agree that the Secretary of State for Education should enter into a funding agreement with the Lime Academy Trust to open a Free School in Enfield in September 2017? *

Yes	93	83.8%
No	2	
Don't know	16	

5. Our aim is to establish a primary school with high aspiration, based on what has worked successfully in our proposer primary school. Do you think our consultation document clearly reflects this aim? *

Yes	88	79.3%
No	2	
Don't know	21	

6. Do you have any additional comments?

Your details - I am: *

Parent/carer of a primary age child	66	59.5%
Representative of a community or youth group	5	
Member of staff at a school	8	
Local resident	36	32%
Local employee/employer/business owner	6	
Other	16	

Your name *

Your home address *

Post code *

Email address *

Additional comments:

my older children both go to faith schools but the lack of choice and places in the area is a by problem. we need more schools.

Whith so few places available in an ever expanding borough we desperately need more high quality Schools

We need more schools however dont want to see green belt areas being sacrificed

I Live in [REDACTED] just off the ridgeway and we are actually selling our house currently. one of the main reasons for wanting to move is school catchment as I know it is currently oversubscribed in our area.

I support a new school in the [REDACTED] I would not support a school in the Grovelands area

great idea and much needed

there is a definite need for more primary school places and need to address the disparity between good and not so good schools

This consultation is very vague! I disagree with free schools however if the school followed a normal local authority's model I would be happy with a free school e.g. Only employing qualified teachers. I'm also disappointed this was not better publicised as I've missed the consultation meetings

My own sons are in their 20's now I know that their old primary school is full to capacity prince of wales , salsbury road , Enfield , portacabin classes on site

Would welcome more information on how you decide where the school should be located. Would also like to know more about how the school will be run, governed, funded and regulated.

need to know more about project level. definite need for more schools in the area.

A definite need in this part of Enfield for another Primary school, I have direct experience during the application process. I have a child in reception at Chase Side Primary and a child at chase farm hospital nursery. I live by Gordon Hill Station. Although my own children are settled there is a definite need for a further primary school in the Chase farm area. The application process was worrying for reception as despite applying for my 6 nearest schools the catchments were so small that we worried if we would have a place at any of them. I am aware of parents who live near to me who did not get any of their selected schools and have to travel further out to schools with no direct public transport links. I feel that the fact that Chase Side Primary has a priority zone is proof itself that another school is needed in the area

there is definitely a need for more schools in the Enfield area. with an increase in population there is a great demand that is currently not being met

Very well presented clear and personal. I support the Lime Trust whole heartedly

there is a huge demand for new primary schools in Enfield due to an increase in population and lack of school places.

We live just off fox lane in Palmers Green and have had terrible problems finding a primary school place for our sons. A school is over a 30 minute walk away

too many joint schools making non religious places very hard to get.

great incentive. I fully support it!

it would depend on the site and how local people feel about a new school. schools create a lot of unwelcomed traffic and congestion. full and careful planning is essential.

What makes people think that a primary school of any kind should be built 100 meters from a forensic unit where some dangerous people are living and at times allowed out? Are we waiting for an incident ?

As long as it doesn't go on green belt lands and that a traffic management plan is put in place at the same time. for building work as well as use of the site.

there does seem to be a need for more nursery and school places in the enfield chase area

older children attend a recently expanded primary school its too large

I don't know enough but sounds good in theory

needs to be more published so could have a better voice

Meeting the Needs of SEN?

I like system of catholic schools. my sons go to St Marys primary school en1. it strict and kids have got so much authority in teachers

Supportive of a free school, Very happy to support the idea it just needs to happen more quickly

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				
Chair of governors		[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]				
Number of pupils currently on roll						
Capacity						

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
Achievement of pupils at your school	[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/moderation will be essential to ensure reliability. please delete this guidance before submitting this form]		

<p>Quality of teaching in your school</p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
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<p>Behaviour and safety of pupils</p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
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<p>Quality of leadership in, and management of, your school</p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
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<p>The extent to which the education and systems 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.</p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]</p>		
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			

Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
<p>1. The roles and responsibilities of the directors/ trustees</p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer <p>Understanding of the strengths and weaknesses of the school.</p> <p>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)</p> <p>Holding school leadership to account</p>	
<p>2. Structure of the board</p>	<p>Accountability system</p> <p>Structure of decision making</p>	

3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	<p>Please give details of:</p> <ul style="list-style-type: none"> • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process-budget; • Investment policy; • Procurement including leases; • Internal control framework; • Contingency and business continuity plan; • Insurance cover 		



Department
for Education

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