



Department
for Education

Free school application form

**Mainstream, studio, and 16 to 19
schools**

Published: July 2016

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

Kilnwood Vale Primary School, Forge Wood High School, Wickhurst Green Primary School,

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The application form explained

Before completing your application, please ensure that you have read both the relevant [how to apply to set up a free school guidance and the criteria for assessment](#) 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 on page 8 of this 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 *how to apply to set up a free school guidance document* and the *criteria for assessment*, 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. The form is available [here](#).

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. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

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, i.e. 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 type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input 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 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 your 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 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 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 type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

- the requirements outlined in the [how to apply to set up a free school guidance](#);
- 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: [REDACTED] (please delete as appropriate)

Print name:

Date:

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

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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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

About GLF Schools

GLF Schools is a multi-academy trust which was established in September 2012 and has grown from 2 schools to 19 schools in September 2016. GLF Schools spans five Local Authority areas and comprises 2 secondary schools and 17 primary schools, with 2 further secondary schools due to join by December 2016.

GLF Schools holds an ambitious vision for education. The schools in the trust are committed to our core remit of providing an outstanding educational experience so that:

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

What we say in our motto is true: "Where Children **G**row, **L**earn and **F**lourish." Each of our schools has its own distinct character and culture which is respectful of its community and context but the utmost common ground is that our staff make the difference in each school. Our collective GLF culture is built upon caring for our

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children and students by enabling our staff to provide the best possible education with the resources at our disposal.

We believe that the geographically-based hub and cluster structure that we have developed as our Trust has expanded supports these principles by empowering collaboration between our schools and, key to our vision, across sectors. Our growth strategy is designed to strengthen this structure and all our proposed new schools align with this strategy.

Our growth plan has been agreed with the [REDACTED], as shown in Appendix C. The table below shows our current schools (including those in pre-opening) and our proposed new schools.

Oxfordshire Hub			
<i>South Oxfordshire Cluster</i>			
Aureus School	Secondary	LA presumption process	Opening Sept 17
Chalkhill Primary	Primary	LA presumption process	Opening Sept 18
[REDACTED]	Primary	Proposed for Wave 12	
<i>North Oxfordshire Cluster</i>			
Longford Park Primary	Primary	LA presumption process	Opening Sept 17
William Morris Primary	Primary	Sponsored	
Western Hub			
<i>Wokingham Cluster</i>			
Wheatfield Primary	Primary	LA presumption process	Opened Sept 14
Windmill Primary	Primary	LA presumption process	Opened Sept 13
<i>Sunbury & Camberley Cluster</i>			
Cordwalles Junior	Primary	Sponsored	
Hammond Junior	Primary	Converter	
Lightwater Village Infant	Primary	Converter	
Springfield Primary	Primary	Sponsored	
Central Hub			
<i>Epsom Cluster</i>			
Cuddington Croft Primary	Primary	Converter	
Danetree Primary	Primary	Converter	
Glyn School	Secondary	Converter	Founding school
The Beacon	Secondary	Converter	
<i>Redhill Cluster</i>			
Lime Tree Primary School	Primary	LA presumption process	Opened Sept 13

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Lime Tree High School	Secondary	Free School	Opening Sept 18
Salfords Primary	Primary	Sponsored	
██████████	Primary	Proposed in wave 12	
<i>Crawley & Horsham Cluster</i>			
Forge Wood Primary	Primary	LA presumption process	Opened Sept 16
Forge Wood High School	Secondary	Proposed Wave 12	
Kilnwood Primary	Primary	Proposed Wave 12	
██████████	Secondary	Proposed Wave 12	
Wickhurst Green Primary	Primary	Proposed Wave 12	
Eastern Hub			
<i>Caterham Cluster</i>			
de Stafford School	Secondary	Converter	Joining Dec 16
Hillcroft Primary	Primary	Converter	
Marden Lodge Primary	Primary	Sponsored	
Warlingham Village Primary	Primary	Sponsored	
Whyteleafe	Primary	Converter	
<i>Croydon Cluster</i>			
Chestnut Park Primary	Primary	LA presumption process	Opened Sept 15
Meridian High School	Secondary	Re-brokered	Joining Oct 16
██████████	Primary	Proposed Wave 12	

Each of the new schools which we are proposing will meet the needs of their local area and we have discussed each with the relevant Local Authority. Our proposed year of opening for each new school has been driven by the basic need data provided by the Local Authorities, and so we are proposing to open four primary schools in 2018, a secondary in 2019, and a primary and an all-through in 2020. We believe that we have the capacity to meet these timescales, given our experience to date: 2018 will be our sixth consecutive year of opening new schools and 2020 will be our eight consecutive year. Our experience also tells us that projects are often delayed, or opened in temporary accommodation, and so we believe it is important to aim in the first instance for the most appropriate dates to meet the local need.

██████████

Rationale

Data from Surrey County Council indicates a need for an additional 3 forms of entry for the Redhill/Reigate/Merstham/Earlswood & Salfords area of ██████████ in the short to medium term, and it is likely that this will be supplemented further by

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local housing development. Data from Surrey County Council is included in Section E, together with a letter of support for our application which confirms the need for places.

GLF Schools opened Lime Tree Primary School (2fe) in [REDACTED] in September 2013, and this school accepted two additional bulge classes within its first two years. Lime Tree Primary School continues to be oversubscribed.

GLF Schools had approval in September 2015 to open a free school, provisionally named Lime Tree High School, in September 2017. This will be a 6fe secondary school. A site has been identified but due to the timescales of its availability, opening has been deferred until September 2018. The identified site is large enough to accommodate a 2fe primary school as well as the secondary school and our vision is to create a campus to include both.

Salfords Primary School is also within our Trust, and so this cluster of three primaries and a secondary school would deliver the opportunity for strong school to school collaboration for education from age 2-18 (with our partnerships with Reigate Sixth form college and East Surrey College).

Key Features

[REDACTED] will be a co-educational primary school for ages 2-11, opening in September 2018. The school will offer nursery provision for children aged 2-4 years old, in line with our existing school, Lime Tree Primary School, and other local primary schools.

Rationale

Data from London Borough of Croydon indicates that there is a need for an additional 2fe of primary provision in the south of the borough. A 3fe primary had previously been anticipated to open in this area but this is no longer expected.

GLF Schools opened Chestnut Park Primary School (3fe) in North Croydon in September 2015, and Meridian High School in New Addington is joining GLF Schools in October 2016. GLF Schools also works in partnership with The Crescent Primary School in North Croydon and will be a key partner in the new Crescent Secondary School, should that free school application be approved.

A further primary school in Croydon would consolidate this cluster of schools and realise the benefits of school to school collaboration tailored to meet the needs of the Croydon community.

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

Key Features

██████████ will be a co-educational primary school for ages 4-11, opening in September 2018. It is our intention to open the school as a 2fe school, though it would be preferable to identify a site with the flexibility to expand to 3fe given the rate of housing development in the area. We do not expect to offer nursery provision given the number of private nursery providers in the area, however we would continue to review this during pre-opening and would be confident in adding nursery provision given our track record of such within our Trust.

Kilnwood Vale Primary School

Rationale

The West Sussex 'Planning School Places 2016' document sets out the need for a primary school as part of the ██████████ near ██████████ in Crawley which will provide 2500 new homes.

More importantly than this demand for places, there is a need to raise standards in the local area. Four of the local primary schools achieved key stage two results below national average for 2015, and two were below floor standard. Absence rates at schools are above national average and three schools have been judged by Ofsted as 'requiring improvement'. There is a high number of EAL children and children who are eligible for pupil premium, and so these schools are not raising outcomes for disadvantaged children. The ██████████ area has been targeted over recent years as an area for regeneration.

GLF Schools has a track record of improving outcomes for children across our primary schools and we believe that we can provide a school to meet both the basic need for places and also to raise aspirations for the local community.

GLF Schools opened Forge Wood Primary School (2fe) in Crawley in September 2016, which currently works as part of our Redhill and Reigate cluster. Our vision is to build a cluster of schools in Crawley and Kilnwood Vale Primary would form part of this.

Forge Wood Primary School has similarly opened as part of a new housing development and so we have a good appreciation of the issues involved in such a project.

Key Features

Kilnwood Vale Primary School will be a co-educational primary school for ages 2-11, opening in September 2018. The school will offer nursery provision for children aged 2-4 years old, as we believe that this will be beneficial to this community by allowing

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us to work with families from the earliest stages of their children's education and development.

A key feature of our new school will be our focus on parental engagement as we recognise the challenges that a newly formed community brings (on a new housing development), compounded by the make-up of the population in Crawley which is influenced by its proximity to Gatwick Airport and the M23 corridor in two ways: immigration and inward migration from London due to lower house prices.

Forge Wood High School

Rationale

The West Sussex 'Planning School Places 2016' document sets out the need for a secondary school to meet the growing demand for places in the borough. The Crawley Census in 2011 identified an increase in overall population, and that this growth was mainly due to an increase in the amount of ethnic minority groups. A further 5100 homes are expected to be built within the borough between 2015 and 2030.

Alongside this increased demand for places there is a need to improve outcomes for young people in Crawley. The attainment of three of the six local secondary schools was below national average in 2015, achieving less than 57.1% 5 A*-C GCSEs including English and Mathematics; four of these schools achieved less A*-C GCSEs in English and Mathematics than national average. Four of the six local post-16 providers achieved less than the national average for 3 'A' levels. In particular, two of the local secondary schools have a high number of pupil premium children and a higher percentage of young people not staying in education post-16 than national average.

GLF Schools has a proven track record of successful secondary education provision, having been founded from Glyn School, which has been consecutively judged 'outstanding' in its last two Ofsted inspections. By December 2016 GLF Schools expects to have four established secondary schools within the Trust, three of which are good or outstanding, as well as having the Glyn Teaching School Alliance. The Trust is opening two new secondary schools – one in September 2017 and one in September 2018. We will therefore be well equipped to open a new, high performing secondary school in Crawley in September 2020.

A secondary school in Crawley fits with our vision for cross-sector clusters of schools, working closely with Forge Wood Primary School which we opened in September 2016.

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

Key Features

Forge Wood High School will be a 6fe non-denominational co-educational secondary for ages 4-18, opening in September 2019.

Wickhurst Green Primary School

Rationale

The West Sussex 'Planning School Places 2016' document sets out the need for a 2fe primary school as part of the [REDACTED]

The nearest primary school to these houses, Shelley Primary, has already taken an additional 40 pupils this year in a temporary unit. West Sussex CC is predicting an additional 187 places required in this catchment area. Together with the demand in the wider locality, this equates to a new 2fe school. Further data is provided in Section E.

Key Features

Wickhurst Green Primary School will be a co-educational primary school for ages 2-11, opening in September 2018. The school will offer nursery provision for children aged 2-4 years old.

Rationale

An additional 2750 new homes are planned in the [REDACTED], which is geographically dislocated by virtue of being a greenfield site to the north of the [REDACTED]. This will give rise to a demand for additional primary and secondary school places, and provides an exciting opportunity to develop an all-through provision in a campus style setting.

The nearest primary school is in Rusper, is very small and has an intake of just 15 pupils. The demand for primary places for this immediate catchment area is predicted to rise from 105 to 526 by 2031, the equivalent of a 2fe primary school. Anticipated increased demand in the wider locality will mean that a 2fe primary will be required from 2020.

West Sussex County Council are predicting a need for a new 6fe secondary school in 2020, expanding to 8fe. There is already a shortfall in secondary school places

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identified using the current numbers on roll in the primary sector and this will be exacerbated by the housing development. Further data is provided in Section E.

Given our proven track record of both primary and secondary provision, GLF Schools will be ideally placed to deliver an all-through school to meet this need.

This campus would form the heart of our Horsham cluster of schools, which would work closely with our Crawley cluster.

Key Features

██████████ will comprise a 2fe primary school for ages 2-11 and a 6fe secondary school for ages 11-16, expandable to 8fe. The school will be non-denominational and co-educational and will open in September 2020.

We will offer nursery provision from age 2 which we believe is essential for a new, developing community such as this. We have significant experience of education provision for 2-4 year olds within our Trust.

We understand that there is a desire for special school provision within this campus. Although we do not have the expertise within our Trust to offer such a facility, we are proactive in our relationships with all sectors and would welcome the opportunity to work closely with any future provider, in the same way that we already have partnerships with established special schools and share expertise across sectors.

Rationale

██████████ a housing development to the west of the ██████████ ██████████ and will provide 4500 new homes. The draft 2016 Pupil Place Plan produced by Oxfordshire County Council indicates that the existing schools can accommodate the predicted increase in demand until 2020 and that new provision will be required from 2020.

There is also a need to improve outcomes for children in the local area. Three of the nearest primary schools to the ██████████ failed to secure outcomes at key stage 2 at or above national average. Three of the local schools have a higher than average percentage of pupil premium children, and at two schools the achievement of these children was significantly lower than the national average.

GLF Schools is opening Aureus School in September 2017 and Chalkhill Primary School in September 2018, both on the ██████████. A further

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primary school would allow consolidation of this cluster and collaboration both within and across sectors.

Key Features

████████████████████ will be a co-educational primary school for ages 2-11, opening in September 2020. The school will offer nursery provision for children aged 2-4 years old, as it will be important to provide this facility for the new community.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 2018, please leave the relevant earlier columns blank.

██████████ is a new 2fe primary school which will open in ██████ in 2020. We would envisage the school opening with 60 children in and build each year with an additional 60 children until it is full with 420 children in September 2026.

██████████	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception				60	60	60	60	60
Year 1					60	60	60	60
Year 2						60	60	60
Year 3							60	60
Year 4								60
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								

Year 10								
Year 11								
Year 12								
Year 13								
Totals				60	120	180	240	300

[REDACTED] expected to open in 2018. Due to the requirement for further primary provision in the area, it is planned that both schools will open in 2018. As [REDACTED] will be situated in an area of [REDACTED] we would welcome the opportunity to offer a mixed age Y3/Y4 provision in the early years of opening. The school will reach its full capacity of 420 children in 2024 and we would expect to link admissions to Lime Tree High School.

[REDACTED]	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3		15			60	60	60	60
Year 4		15	15			60	60	60
Year 5			15	15			60	60
Year 6				15	15			60
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		90	150	210	255	300	360	420

Forge Wood High School is named as such as it links to Forge Wood Primary School which we opened this academic year. West Sussex County Council has identified the need for a new secondary school in the town and we believe that our track record in secondary education will enable us to open a high-performing secondary to complement our existing primary school. We are conscious of the issues in the area when the Crawley Free School's funding agreement was terminated and we would seek to work with all parties to ensure the school is located in the right area.

We would wish to open in year 7 with 180 students in 2019 and would expect this growth to continue year on year until the maximum 900 students in the main school are in place in 2023. In addition, we would expect to admit to Years 10 and 12 in our second year of operation (small numbers in order to support secondary need in the town as not all families will have children in year 7 and below). We would expect the sixth form to grow as students from the main school continue into the sixth form at FWHS from 2024. We believe that this would support our recruitment policy at the outset as teachers would not be having to withdraw from GCSE and A level teaching for a significant number of years.

Forge Wood High	Current number of pupils (if applicable)	2019	2020	2021	2022	2023	2024	2025
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		180	180	180	180	180	180	180
Year 8			180	180	180	180	180	180
Year 9				180	180	180	180	180
Year 10			30		180	180	180	180
Year 11				30		180	180	180
Year 12			50	60	75	100	135 (75%)	144 (80%)
Year 13				50	60	75	100	135
Totals		180	440	680	855	1075	1135	1179

Kilnwood Vale will open with one form of entry in 2018 with another mixed age class to accommodate the needs of families moving into the school's vicinity in the [REDACTED]. We would expect that there would be demand for an additional class in

this first year group in 2021 when it reaches KS2 in Year 3. The school would reach its maximum capacity in 2024 with 420 children.

Kilnwood Vale	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception		30	60	60	60	60	60	60
Year 1			30	60	60	60	60	60
Year 2		15		30	60	60	60	60
Year 3		15	15		60	60	60	60
Year 4			15	15		60	60	60
Year 5				15	15		60	60
Year 6					15	15		60
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals			60	120	180	270	315	360

██████████ will be an all-through school to meet the needs of the area which requires a primary and secondary school. We are confident that there will be demand for both phases from 2020 and we would expect to open a 1fe primary phase and a 4fe secondary phase at the outset.

In 2027 we envisage the primary phase being full with 420 children. In terms of the secondary phase, we expect it to begin with a 4fe Year 7 in 2020 followed by two cohorts of 6fe before building to its 8fe potential capacity in Year 7 in 2023. This means that the school will be full with 5 year groups of 240 students in 2027. Naturally this is the latest date and we would expect that the quality of provision and its mixed gender intake will attract families from the outset.

[REDACTED]	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception				30	60	60	60	60
Year 1					30	60	60	60
Year 2						30	60	60
Year 3							30	60
Year 4								30
Year 5								
Year 6								
Year 7				120	180	180	240	240
Year 8					120	180	180	240
Year 9						120	180	180
Year 10							120	180
Year 11								120
Year 12								
Year 13								
Totals				150	390	630	930	1230

Wickhurst Green Primary School will be situated on the [REDACTED] which is already being constructed at [REDACTED]. The site has been identified and the school will be able to open as a 2fe school in 2018. With two classes per year for subsequent years, WGPS will be at planned capacity by 2024.

Wickhurst Green	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60

Year 4							60	60
Year 5								60
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals			60	120	180	240	300	360

London Borough of Croydon has undergone a very significant expansion programme over recent years. LBC has identified that [REDACTED] requires a 2fe primary school from 2018. We would expect the school to be full at the outset and would wish for the site to be large enough for the school to expand to 3fe in due course. Our figures show that the school will build year-on-year until the first cohort reach Year 6 in 2024 when the school will be at planned capacity.

[REDACTED] [REDACTED] [REDACTED]	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		60	120	180	240	300	360	420

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.

For our primary provision:

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	7.5	Mandatory	The designated hours take place in core learning time each day between 8.55 am and 3.15pm
Maths	5	“	
Science	1	“	
Geography/ History	1.5	“	
PE	1.5	“	
Music	45 mins	“	
Art	1.5	“	
DT	1	“	
MfL	30 mins	“	
IT	1	“	
PHSHE	30 mins	“	
RE	40 mins	“	
Assembly	1.25	“	

Enrichment	1	“	There is learning enrichment between 3.30 and 4.30pm when children attend clubs.
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For our secondary provision:

Glyn School is the lead school within GLF Schools and has been an outstanding school for the last 8 years. The success of the school’s comprehensive performance is centred upon high expectations of success for the students and the quality of teaching and support from its staff.

We would seek to replicate the curriculum model offered at the school as far as possible. We would endeavour to include aspects such as textiles and dance which have not been a central feature of the curriculum within Glyn which is boys only between the ages of 11-16.

We would make sure that the curriculum is reviewed on a regular basis especially in light of the curriculum reforms which are working their way through the secondary system at present.

In terms of Forge Wood High School, we would offer the fullest range of A level subjects possible at the outset and we would encourage our students to choose three subjects. There will be a fourth subject for those students who have capacity to study another subject such as further maths.

For students born overseas UK-born students who have moved back to the country having lived abroad we would seek to offer GCSE and A level courses in the language with which they are fluent.

Subject/other activity	Hours per week Y7 & Y8	Hours per week Y9	Hours per week Y10 & Y11	Mandatory/ Voluntary	Comments
English	4	4	4	M	En & En Lit to be taken at the end of Y11
Mathematics	3.5	3.5	4	M	Ma GCSE curriculum now larger; opportunity for further study

Science	3.5	3.5	4	M	Triple Science at end of Y11 for majority; 2 GCSEs for a few
Art	1			M in 7 & 8	Can be studied in greater depth from Y9
Drama	1			M in 7 & 8	Can be studied in greater depth from Y9
Music	1			M in 7 & 8	Can be studied in greater depth from Y9
Geography	1.5	1.5		M in 7,8,9	Can be studied through to GCSE
History	1.5	1.5		M in 7,8,9	Can be studied through to GCSE
Religious Studies & PSHE	1.5	1.5	2	M	GCSE RS can be an additional choice
Computing	1	1		M in 7,8,9	Can be studied through to GCSE
Technology	1.5			M in 7 & 8	Can be studied in greater depth from Y9
MFL	2	2		M in 7,8,9	Can be studied through to GCSE. Emphasis on benefits of studying a language for majority will be clear.
PE & Games	2	2	2	M	Healthy lifestyles to be modelled and encouraged. GCSE PE is an option.
Options – 3 courses		4.5		V	In Y9 there is the ability to study certain subjects in more depth and include additional subjects such as philosophy, astronomy, Latin.
Options – 4 courses			10	V	Four choices at GCSE. Triple Science to be accommodated here. Additional support in En and/or Ma here too.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

At the centre of everything we aim to achieve at GLF Schools is our non-negotiable principle that “every child counts”. Every child has a contribution to make and we will provide the right learning environment within which each child is able to thrive. Our Trust will be 4 secondary schools and 17 primary schools in December 2016 and this gives us the capacity and expertise to know how to make these new free schools work for children and their families, the local community as well as how they will work in partnership with their sibling schools across the Trust.

Our new free schools are committed to the remit of providing an outstanding educational experience so that:

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

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

Forge Wood High School and the [REDACTED] will benefit from the wealth of curriculum experience that exists across all of the GLF schools which is shared as part of our commitment to school to school support and professional development. The initial secondary academy within GLF, Glyn School,

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

was rated as 'outstanding' in 2009 and 2012 and has been awarded Teaching School status in recognition of its strength in the professional development of new and existing teachers, and its focus on fostering and utilising outstanding learning and teaching. We will replicate much of the practice that has been so successful at Glyn School in securing exceptional outcomes for our students. This will be coupled with the strengths brought to the Trust by our other secondary schools including de Stafford, The Beacon, Meridian High and Rosebery. Nonetheless our new schools cannot simply be a replica of Glyn – its strengths will be shaped by its own students and the local community and as such Forge Wood High School and [REDACTED] [REDACTED] will ultimately look to share its own expertise with others, both within the MAT and beyond. These secondary schools will not be our first foray into new provision. Aureus and Lime Tree High schools are already under development with both due to open in under two years. Our experiences with those two projects will enable us to work more efficiently and effectively with our proposed new free schools.

[REDACTED] Kilnwood Vale, [REDACTED] Wickhurst Green and [REDACTED] all follow in the footsteps of the schools which we have already opened as brand new provision: Windmill and Lime Tree (2013), Wheatfield (2014), Chestnut Park (2015) and Forge Wood Primary (2016). We are due to open two new primary schools within the next two years: Longford Park (2017) and Chalk Hill (2018). With the primary schools already open or in the pipeline for opening, we have worked very closely and successfully with the DfE and latterly with the [REDACTED]

In addition we have worked collaboratively with the LAs: Wokingham, Surrey, Croydon, West Sussex and Oxfordshire. Due to our knowledge of these LAs, we have focused these free school bids in the latter four areas where there is need and our cross-phase expertise will be valued. We have not put in a bid for alternative education nor special education as we do not believe we have the expertise and capacity, at this stage.

The curriculum the students will experience is designed so that:

- All students are fully literate by the time they leave Year 11. This ensures that literacy is a central and cross curricular part of what is on offer. Appropriate programmes are used to ensure all groups of students are challenged and make good or better progress. An exciting curriculum using the key literacy skills is central to the philosophy of GLF Schools
- All students are fully numerate by the time they leave Year 11. Again the curriculum provision ensures students have the basic and advanced numeracy skills to be able to understand and tackle with confidence everyday real life problems. Numeracy will be practical, exciting and age appropriate.

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

- Underpinning our drive to ensure literacy and numeracy will be the effective use of small-group withdrawal sessions, based upon the successful *Grow Group* model operated at Glyn School. Catch up funding has been used to great effect to support these intensive sessions that have allowed students with entry levels below the old NC Level 4c in reading, writing or mathematics to quickly re-join the mainstream lessons in English and Maths. These programmes have also been shown to have a positive effect on students who fall behind the rates of progress of others after they start, and we would look to utilise these intervention strategies where appropriate throughout Key Stage 3.
- Teachers will become experts in ensuring students develop a love of learning, an independence to learn and the perseverance to work in a sustained way. We believe that not only does the quality of our teaching have the greatest impact on our students' learning and the standards that they attain, but also that appropriate teaching and learning experiences help students to lead happy and rewarding lives.
- Throughout KS3 and KS4 the curriculum will be progressive, building upon previous learning and developed skills. Links will be made with students' backgrounds and the local community as well as reaching out to the wider influences both nationally and internationally.
- The curriculum will be underpinned by very clear learning styles and values that ensure the culture for learning in the school is explicit and students are motivated to learn and have a 'can do' attitude. This attitude will also be promoted through the activities of a house system.
- We aim to make the transition between key stages seamless and ensure that students continue to see familiar faces. Teachers will be expected to transfer knowledge about how students learn and what they need to improve to get better. Records and samples of work will be shared across year groups and key stages so that there will be no gaps in learning progress. Tasks and projects will be set specifically to bridge these important phases. Teaching Assistants and other support staff will cross these phases with their designated learners.

Within the primary sector our curriculum will be similar across the schools but they will be shaped by the community within which they are situated and other factors such as the number of children with SEND. We have found that the initial cohorts to a brand new school may attract more SEND children due to the lack of older children on a day-to-day basis. This experience has enabled us to adapt our curriculum when necessary.

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

The curriculum is based on three key drivers: diversity, enterprise and basic skills. This reflects Chestnut Park Primary School in Croydon which opened in September 2015 and moved into its permanent buildings with a 2fe Year 1 and a full 3fe Year R a year later.

- *Diversity*- the curriculum is developed knowing that children learn best when actively engaged in the world around them. Our curriculum embraces equality and diversity; developing the school's values, within a language rich and nurturing environment.
- *Enterprise*- children will be innovative, embrace challenge and develop as independent learners and thinkers.
- *Basic Competence*- children will secure, retain and apply the skills of reading, communicating, writing and calculating to the highest standard.

The curriculum drivers will be reflected throughout each new free primary school's individual vision, values and aims.

Reception Classes

In the Reception Classes, children progress within a language rich environment. A language rich environment is about using every available opportunity to use language, to interact, to take turns, to share and to talk.

The Early Years Foundation Stage Curriculum comprises seven areas of learning and development. All areas of learning and development are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three prime areas are:

Communication and Language

-giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development

-providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development

-helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

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

Each of our proposed primary free schools will support children in four specific areas, through which the three key drivers are strengthened and applied. The specific areas are:

Literacy	-encouraging children to link sounds and letters and to begin to read and write.
Mathematics	-opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
Understanding the World	-guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
Expressive Arts and Design	- enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

Staff appointed to the school will ensure there is a balance between activities led by children, and activities led or guided by adults. Learning takes place indoors and outdoors, through play, exploration and creative thinking. As children grow older, and as their development allows, there will be a gradual shift towards more activities led by adults. This will help children prepare for more formal learning, ready for Year 1.

In planning and guiding the children's activities, our staff will reflect on the different ways that children learn. These characteristics of effective teaching and learning at the outset are:

playing and exploring - children investigate and experience things, and 'have a go';

active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;

creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In all our schools, whether primary or secondary, we expect the curriculum to be enhanced with an enriched curriculum linking to SMSC and the promotion of British Values. We are committed to providing extracurricular or co-curricular activities to enhance our daily curriculum. With new free schools we would add to these opportunities as the school grows which in turns means the staff grows in number and therefore the spread of activities within the co-curriculum is enhanced.

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

Our Education Team within GLF will provide the oversight and monitoring necessary to ensure that the new schools and our current schools are consistent in their approach. Indeed, as the MAT model matures, we have noticed that heads and deputies themselves are sharing resources on a more strategic level; they also moderate effectively with each other and work within local clusters to make sure that teachers themselves have the opportunities to come together.

At secondary level, the new schools will join our innovative MAT Mondays. This is when curriculum areas come together once a half term to share good practice and work together in enhancing pedagogy and improving learning and teaching. At present, each of our five schools hosts English, Maths, Science, MFL and Humanities. After this year this will be reviewed.

All schools come together annually for the staff conference which will enable further links between schools to ensure consistency.

In terms of our schools, we have a wide range when examining the percentages of the school cohort with SEN, EAL or FSM. Across the Trust, we have two schools with an above 'Trust-average' in all three elements with a further four schools above Trust-average in two of the three.

The proportion of children with SEND is 12.1%, with a range of 5.4% to 23.1%. The proportion of children with EAL needs is 13.5% across the Trust with a range in our schools of between 1.7% and 43.5%. The proportion of FSM is 7% with individual schools ranging between zero and 19.7%.

We believe that the significant variance between our Trust average and our individual schools' range supports our belief that curriculum and teaching adaptations will happen where necessary to reflect the cohort in each of the individual free schools in this bid. We would anticipate that each of the new schools would be within the ranges already established across the Trust.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

D2 – measuring pupil performance effectively and setting challenging targets

From a secondary perspective, we intend to replicate the processes and systems used successfully at Glyn School, the lead school within GLF Schools upon which the MAT was formed. Twice rated 'outstanding' over the last 8 years, Glyn has well-honed and adaptable systems.

Assessment, Targets, Tracking and Reporting

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

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

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

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

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

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

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

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

D2 – measuring pupil performance effectively and setting challenging targets

within GLF as well as other local schools and colleges. We expect our examination performance to exceed national expectations in terms of levels of progress which translates into increased attainment. Our track record of exceptionally high achievement is transferable to the new school and we are committed to transforming our students' future prospects.

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

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

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

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

In order to ensure that our target setting for individual students is aspirational, rigorous and informed by national standards, we will use a range of recognised datasets and seek to apply the highest targets generated by these. At the beginning of Year 7, our students will complete MidYIS benchmarking assessments. We will additionally use national datasets from FFT Aspire to ensure that our students are set

D2 – measuring pupil performance effectively and setting challenging targets

high challenge benchmarks (such as FFT5) for progress that will put them in at least the 20th percentile nationally.

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

An example of an annual schedule for assessment and reporting to parents is shown below. This is for both free secondary schools focusing on their 11-16 age range. Sixth form provision for Forge Wood High School will be integrated into such a timetable when necessary (reflecting the 11-18 nature of Glyn, Rosebery and The Beacon within GLF).

Proposed Timetable for Assessment and Reporting

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

Quality Assurance

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

A robust system of monitoring teaching and learning will be put into place, based on proven models at our other GLF academies. Teaching will be assessed taking into account not just lesson observations, but evidence of the students' work in books and data about the students' progress.

D2 – measuring pupil performance effectively and setting challenging targets

Our expectation will be for 100% of teaching to be judged as good or better, and at least 50% to be judged as outstanding by the time of the school's first Ofsted inspection.

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

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

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

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

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

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

D2 – measuring pupil performance effectively and setting challenging targets

<p>Quality of Standards 2 (3rd half term)</p>	<ul style="list-style-type: none"> All teaching staff to be observed within either LMT or Head of Faculty Two week QoS cycle to allow for all staff to be observed All observations to be one hour in length Moderation of Observations and feedback 	<ul style="list-style-type: none"> Faculty rotation following findings from QoS 1 Lesson Observations, Feedback for learning, Current Data Analysis and Leadership review 	<ul style="list-style-type: none"> Lesson Observations, feedback for learning & one Faculty led research method
<p>Quality of Standards 3 (6th half term)</p>	<ul style="list-style-type: none"> All teaching staff to be observed within either LMT or Head of Faculty, KS Co-ordinator or equivalent Two week QoS cycle to allow for all staff to be observed All observations to be one hour in length Moderation of Observations and feedback 	<ul style="list-style-type: none"> Faculty rotation following outcomes of QoS2 and any remaining faculties not included in cycle within 2 years. Lesson Observations, Feedback for learning, Current Data Analysis and Leadership review 	<ul style="list-style-type: none"> Lesson Observations, feedback for learning & one Faculty led research method

Faculty Led approach

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

Learning

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

D2 – measuring pupil performance effectively and setting challenging targets

Standards & Curriculum

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

Students & Experiences

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

Behaviour

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

There will be an inclusive approach to children and student behaviour and we will look to find opportunities to map provision for promoting positive behaviour traits in an engaging curriculum by identifying positive role models. We will aim to address issues of behaviour, prevent exclusions and meet the wide range of behavioural needs in all our new free schools. A small proportion of students will always need additional support through small group working and some one-to-one mentoring. There will be positive behaviour policies based upon our existing successful schools which encourages and motivates children and students.

Attendance

D2 – measuring pupil performance effectively and setting challenging targets

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

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

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

Parents, of students who have persistent unauthorised absences from school, will be asked to attend a meeting with the appropriate member of staff where the absences will be discussed. If this does not result in an improvement in attendance, the Headteacher will send a formal letter to the parents indicating that the school will contact the Educational Welfare Officer for support.

PRIMARY

In terms of the primary free schools, we have secured consistent ways of measuring pupil performance via Pupil Asset which is used across all our primary academies. We now have 17 schools utilising this system and this enables cross-school moderation at EYFS, KS1 and KS2.

Achievement and learning will be assessed at all stages of pupils' progress against agreed learning targets and programmes. 'Assessment for Learning' will enable each school's staff to discuss the students' future learning needs and priorities with their learning coaches and mentors. ICT systems and processes will ensure that records are up to date and accurate analysis is made easy and effective, especially when pulled through to Pupil Asset. Targets will be set for the school using national benchmark data to ensure that children's progress exceeds the national average. Careful tracking of children's progress will take place throughout the year with a sharp focus on the use of data to identify underachievement and ensure intervention strategies are producing the accelerated improvement that is required. Our schools will, along with our present academies, will be data-rich which teachers will use to set and provide challenging learning experiences and give clear feedback and guidance to pupils on what they need to do to improve their performance and, importantly how to do it.

D2 – measuring pupil performance effectively and setting challenging targets

We will ensure that data for each pupil is fed into a continuous assessment system, reflecting the progression of their educational experience;

Assessment practice will be 'fit for purpose', including the most up-to-date assessment so that pupils understand how to produce work of quality and how to improve.

Value added will be assessed through the use of ICT.

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

Assessment methods will give clear advice to the pupils about how to improve and we will make full use of peer and self-assessment for pupils and teachers. Using consistent feedback and marking strategies children will benefit from opportunities for formal feedback through group and plenary sessions.

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

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

Schools within GLF offer a variety of settings. Using the expertise within these schools coupled with the outstanding leadership qualities of the GLF team, robust and effective systems will be used to ensure standards are improved and sustained. These include:

Highly effective systems for tracking and understanding the levels of attainment within the school on a half termly basis:-

- ensuring all teaching is at least good
- ensuring all support staff are at least good
- ensuring the curriculum matches the needs and pitch of the children learning – adjusting lessons to match all needs
- effective differentiation , marking and evaluation
- robust pupil progress meetings to target pupils underperforming
- highly refined intervention and booster lessons to enable rapid progress can be made from pupils who are underperforming

D2 – measuring pupil performance effectively and setting challenging targets

- excellent provision for SEN, EAL and LAC
- ensuring leaders are of the highest quality to keep a strategic over view of the school and focus on the key priorities
- provide systematic CPD and appraisal to maintain and improve standards.

In order to inform ourselves, the children, their parents and other interested agencies that our proposed free schools are successful, we will assess critical areas of achievement. These areas will be:

1. Pupil academic attainment
2. Pupil attendance
3. Pupil behaviour
4. Quality of teaching
5. Pupil and parent satisfaction
6. Pupil participation

A. Targets set:

1. Academic :

- at the end of EYFS, 85% of children confidently working at Good Level of Development (GLD) with 35% working above
- 80-85% of children passing the Phonics screening in year 1 with 95% overall passing, following the year 2 retakes
- at the end of KS 1 we would aim for a minimum 85% meeting age related expectations (ARE) in the teacher assessments for Reading, Writing and maths, with 80%+ getting combined in all three areas. We would set a challenging target of 35% of children exceeding ARE in all three areas.
- at the end of KS 2 we would aim for a minimum 85% of children meeting ARE in Maths, Writing, Reading, SPAG, science and combined in the first year moving to consistently 85%+ plus in future years. We would aim for between 30- 40% exceeding ARE in all areas.

Pupil Premium and lower attaining children would all perform in line or above the National Averages (when compared to all children) in all subjects

D2 – measuring pupil performance effectively and setting challenging targets

We would ensure all children made good progress between KS1 and KS2 and look for a positive progress score that is between 2 and 5 in all areas.

2. Attendance

- We will be aiming for 96% attendance as a minimum.

3. Behaviour

- We will be aiming to make sure that our behaviour strategies result in not having to impose permanent or fixed term exclusions.

4. Quality of Teaching

100% of observed lessons to be good and 50% to be outstanding reflecting the Ofsted criteria of observing progress over time.

5. Pupil/parent satisfaction

- 100% of returns are positive – but where there are any concerns, we will respond to these in a timely and transparent way.

6. Pupil Participation

- Every child in Key Stage 2 in the school and 50% of EYFS and Key Stage 1 to access the opportunity of participating in at least one extended day activity each year.

B. This information will be used:

- by teaching staff, as an end of key stage standard to ensure that all children are making good progress towards realising their academic potential;
- the Headteacher and SLT to ensure that the academic standards and direction of the school are maintained and as a benchmark against other similar schools. Also to make sure that all vulnerable groups within school are making as much progress towards their targets as their peers;
- the Trustees, the Executive Team and the Education Team at GLF will ensure that the leadership of the school is being held to account, that the school is offering best value and that the children are reaching their full potential;
- school to inform parents and prospective parents;
- by the ████████, Department for Education, the relevant LA and other agencies, to externally monitor the school's performance;
- staff to ensure that children are attending and accessing learning;
- the Headteacher to use information about the quality of teaching to inform curriculum and CPD planning, the staff appraisal process and to report to GLF and Ofsted;
- the Headteacher and staff to use the parent/pupil survey to inform discussion in school about any potential changes;
- Headteacher and staff to monitor pupil participation to inform developments in the enrichment curriculum.

D2 – measuring pupil performance effectively and setting challenging targets

Moderation is a vital part of this system. To ensure accuracy and consistency within and between schools we would expect the following system to be adopted;

1. Ongoing Assessment from teachers, recording the level of attainment a child has met.
2. Formal half termly collation of data to track progress being made.
3. Internal moderation (on a regular basis) within and between year groups to ensure a consistency of understanding and approach.
4. Hub moderation each term. These sessions will ensure that schools are consistent with their assessment of children and the approach taken.
5. GLF central moderation and agreement sampling each term. These sessions will look at assessment across the group of schools to ensure a robust and accurate system of assessment and tracking.

Termly Data collection

At the end of each ½ term there should be a data collection.

At the end of the autumn term each school should submit the number and % of children in each band. The expectation is the vast majority of children will be within Beginning and Beginning+ bands.

However some children will have made better than expected progress or started from a higher baseline and may be within Developing or Developing+ bands.

For some children they may not have secured the previous year's learning. It is also recognised that some children who have specific learning needs will not need to be represented in this way. This could include SEND children and other specific needs children, who would be denoted using a more SEND-specific data entry.

All schools should set targets for likely outcomes by the end of the year e.g. % of pupils who reach expected levels and mastery levels for each subject.

Tests and Assessment

GLF Schools recommends teacher assessment and moderation as the main method for understanding and child's ability level. We appreciate that some schools may wish to use formal assessments, but our strong advice is to use this information in conjunction with teacher assessment, classroom observation and book scrutiny.

Interventions to ensure targets are met

D2 – measuring pupil performance effectively and setting challenging targets

In the case of academic achievement targets being met, we will appropriately re-adjust the targets for that cohort upwards taking into account factors such as Fisher Family Trust predictions and the amount of mobility within the class.

If, however, the pupil achievement data shows that targets are not being met, then a variety of appropriate intervention strategies will be put into place. These strategies include:

- springboard maths support
- further and additional maths support
- supported writing groups
- enhanced and targeted TA support
- 1 to 1 support
- SEN school action support
- spelling groups
- reading groups
- friendship and social interaction groups

If the quality of teaching is deemed not to be maintaining the necessary high standard then early intervention will follow. According to the particular circumstances, interventions may take the form of:

- further observations of a teacher in a professional yet supportive environment
- an opportunity to observe an outstanding colleague
- a coaching/mentoring programme led by an outstanding colleague
- a CPD programme to develop an area of pedagogical need

The attendance figures will be examined every week to ensure that any patterns of non-attendance that emerge are quickly dealt with. The behaviour of each child will be the responsibility of all teaching and non-teaching staff. A collective responsibility approach to monitoring behaviour ensures that inappropriate behaviour is dealt with when it is observed. There will be a clear structured reporting system to make sure that whichever adult originally deals with an incident reports it to the correct level of authority.

With both the children and the parents' survey, each new school will act upon any

D2 – measuring pupil performance effectively and setting challenging targets

issues to ensure that successful areas develop even more and any potential issues are addressed. Where pupil participation is an issue analysis of attendance, pupil views and range of activities will be reviewed termly by the school's leadership and suggestions made as to refreshing the enrichment offer.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

The staffing structure for our primary and secondary schools, at steady state, are shown in Appendix A.

The staffing structure for the proposed [REDACTED] would differ as this will be an all through school and leadership roles will be across the primary and secondary phases.

The following tables demonstrate the growth in the staffing over the first few years for a typical primary and secondary schools, although this will vary for each school depending on its intake and local needs:

Primary School

Leadership team	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Headteacher							
Lead EYFS							
Lead KS1/2							
SENCO							
DHT							

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

Class teachers and LSAs would be recruited per year group as the school grows. SENCO responsibilities would be assumed by other members of the leadership team in the early years of the school.

The school would have access to a part time SBM from the start and a full time receptionist. Premises staff would be appointed a appropriate to the building.

Secondary school

	Year 1	Year 2	Year 3	Year 4	Year 5
Headteacher					
Deputy Headteacher					
SENCO					
Assistant Headteacher					
Assistant Headteacher					
Assistant Headteacher					

All leadership roles other than Headteacher would have a teaching load in the first years of the school.

	Year 1		Year 2		Year 3		Year 4		Year 5	
	Subject Teachers	Incl. Heads of Faculty								
English										
Geography										
History										
PSHE	2	1	6	2	8	2	10	2	12.5	2
RS										
Other Humanities (incl RS)										
Maths	3	1	6	2	8	2	12	2	16	2
Science										
MFL	1	1	2	1	3.5	1	4.5	1	5.5	1
Art										
Drama	1	1	3	1	3.5	1	5	1	6.5	1
Music										
PE	1	1	2.5	1	3.5	1	4	1	4.5	1
DT		1	3	1	4	1	4.5	1	5.5	

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

Computing/IT	1									
Total	9	6	22.5	8	30.5	8	40	8	50.5	8

	Y1	Y2	Y3	Y4	Y5
Pupil Support	1.4	4	6	8	9
Administrative	1.1	2.7	4.5	6.8	8.5
Premises	1	1.6	1.6	2.6	2.6

All of our schools will ultimately have their own staffing complement, albeit some posts may be recruited internally to the Trust. In the first years of each school, however, there will be the potential to share staff with our current schools and this option will be particularly valuable should pupil numbers in the new schools be lower than expected in the first years.

We have experience of managing similar scenarios already within our Trust, for example Forge Wood Primary School which has opened this year is sharing an [REDACTED] with one of our established schools, Lime Tree Primary School, which opened two years earlier; Windmill and Wheatfield Schools in Wokingham, which opened in 2013 and 2014 respectively, share a number of staff. This allows us to ensure that each school benefits from the required expertise and calibre of staff but without the impact of the full cost.

In Section D1 we have explained how we would ensure that our education plan for each new school is consistently delivered, regardless of how we may adapt the staffing structure. Given the size of our Trust, it is expected that a number of posts at the new schools would be recruited from our current schools to support the professional development of our existing staff, and so expectations will be consistent within these schools.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Promoting Inclusivity

A critical element of the vision that GLF Schools holds for the education of children attending its schools is the aspiration that every school services its local community; that all children will benefit from an inclusive ethos and all children will respect the views of others. The diversity of the local context for our schools is a key strength but one which presents challenges and potential barriers to excellence should the schools not be sufficiently proactive in preparing for the unique needs of its pupils. It is therefore important that we are continually maintaining a careful understanding of the characteristics of our communities, including the educational context of each, an understanding of the ethnicity and religious makeup of our communities and how these might correlate to historical educational outcomes.

The promotion of inclusivity will be a key foundation for all our schools and it is essential that this ethos is at the heart of our admissions policies and practice; in outreach to local feeder schools; in promotional material; in our open evenings. We will ensure that families are reassured that the schools will be both welcoming and supportive to students of all faiths and of none. Where appropriate, literature may be drafted in multi-lingual versions. It will be important for the schools to ensure that catering facilities are sensitive to the dietary requirements of the children.

Additionally, at our secondary schools we will ensure that a designated prayer room is made available to students for use during breaks and lunchtimes.

We believe that the school uniform plays an important role in establishing the ethos of our schools and that our uniform policy benefits the school in a number of ways:

- It encourages children to identify with the school and nurtures the notion of community
- It protects children from social pressures to dress in a particular way
- It supports discipline and good behaviour and ensures the health and safety of students
- It instils a sense of pride in the school
- It promotes more effective teaching & learning

It is important nonetheless when defining our uniform policy that this does not provide a barrier to inclusivity. Consequently our published policy will make it clear that religious headwear may be worn (for religious purposes only) but will be required to be black or of colours in line with the wider school uniform.

We are mindful of our *Public Sector Equality Duty* and are committed to the elimination of discrimination, harassment, and victimisation, and to the advancement of equality of opportunity and good relations between communities.

PSHE, SMSC and the Promotion of British Values

We are mindful of the important role that a well-developed, discrete PSHE curriculum can play in the promotion of inclusivity, tolerance and respect for fundamental British Values. As outlined in Section D1, we therefore intend to ensure that our Key Stage 1, 2 and 3 curriculum includes dedicated lessons.

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

The wider whole school delivery of PSHE would be supplemented through a varied model of class/form time activities, Year and House assemblies, dedicated days where the normal curriculum is suspended, and within the schemes of work of relevant subjects. Every class/form group will have time dedicated each week to reflect upon and discuss the PSHE theme for that week, and this will integrate with our assemblies.

Our regular provision of assemblies will play an important and high profile part in the school day; we run them not out of tokenism, but because they enable us to act in the community and to consider SMSC related issues. The intention is that assemblies will be engaging, high challenge and involve children wherever possible. Equally we would aim to include children in the delivery of assemblies regularly in order to promote leadership skills and engagement.

As with PSHE, the development of SMSC is promoted through our thematic Assembly programme, class/form times and drop-down days, and is embedded within the general ethos of our school communities.

SMSC will be promoted across the wider school curriculum and all aspects of school life. All students will have the opportunity to develop an appreciation of the Arts in all their forms, to develop their understanding of values, rights and responsibilities, and to practise the skills and attitudes required for them to participate fully in a democratic society.

In pursuit of our children's **spiritual development** we will look to promote:

- reflection on their experiences
- reflection on their own beliefs, religious or otherwise, and how these inform their wider attitudes and approaches to their own life and their views towards other people's faiths, values and opinions
- reflection on the power that creativity has on their wider learning

In pursuit of our children's **moral development** we will look to promote:

- an interest in moral and ethical issues, and being able to understand and appreciate the viewpoints of others in relation to such issues
- recognition of the difference between right and wrong, reflecting this to students own lives and experience and with respect to the civil and criminal law of England
- an understanding of the impact that their behaviour and actions may have

In pursuit of our children's **social development** we will look to promote:

- the acceptance of and engagement with democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, and the understanding that these constitute fundamental British values
- a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- the use of a range of social skills in different contexts, including working and socialising with students from different backgrounds (e.g. religious, ethnic and socio-economic)
- the development of skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

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

In pursuit of our children's **cultural development** we will look to promote:

- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- the understanding and appreciation of the range of different cultures within our school, our local community, national community and globally
- the understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

In further support of the promotion fundamental British values, we will ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school parliament whose members are voted for by the students. We will use opportunities such as general or local elections to hold mock elections to further underscore such values and provide pupils with the opportunity to learn how to argue and defend points of view.

Prevent

GLF Schools fully endorses and supports the Prevent strategy in combating radicalisation and terrorism. We recognise that along with all agencies that work with young people, we can contribute to this strategy and will be committed in countering terrorist ideology and in challenging those who promote it; supporting individuals who are especially vulnerable to becoming radicalised; and working with sectors and institutions where the risk of radicalisation is assessed to be high.

In our active support of our Prevent duties, we recognise the important part it has in checking the growth of issues that create a climate that may facilitate the development of radicalisation. Our goal would be to create a climate of mutual trust in which our students grow and develop. This climate works against creating circumstances in which young people feel isolated and become vulnerable to exploitation by those who wish to further a radical agenda. In support with our core values and ethos we will create a school that is a secure and safe place based on appreciation and respect for all.

Extremism in all its forms has no place at our schools as extremists of all kinds aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice. Education is a powerful weapon against this as it equips young people with the knowledge, skills and sound judgement to challenge and debate these issues in a secure environment.

We will seek to support the Prevent strategy by:

1. Raising Staff Awareness of the issue of radicalisation and how to respond

- Through INSET opportunities in schools, we will ensure that our governors and staff are fully aware of the threats, risks and vulnerabilities that are

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

linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on. As such all staff will undergo Prevent strategy CPD

- Pastoral staff will specifically monitor children under their care
- Teaching staff will ensure that opportunities for combatting radicalisation should be taken when they arise directly in lessons, and indirectly all the time

2. *Raising children's awareness* through the curriculum

- The embedment of our PSHE and SMSC provision across the curriculum and through the wider school life, such that it underpins the inclusive ethos of the school.
- Ensuring that our curriculum promotes respect, tolerance and diversity. Pupils will be encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.
- Providing a clear understanding of history / religion / tradition promotes an appropriate understanding of the origins of movements such as Nazism and promoting an understanding of Islam and other world religions based on peaceful messages and intent.
- A pastoral curriculum designed to encourage pupils to want to be part of an inclusive society, pupils are encouraged through learning to strengthen their sense of belonging.
- Subjects will when applicable, foster an understanding of what terrorism is and how it occurs.
- Pupils will be regularly taught how to stay safe when using the Internet and will be encouraged to recognise that people are not always who they say they are online. They will be taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

3. *Creating an inclusive school*, which appreciates the importance of SMSC

- Encouraging full participation in a broad and balanced curriculum
- Celebrates the diversity of the school community
- Aims to make pupils feel valued and included.
- Celebrating success for all. Ensuring that our rewards systems are open to all pupils and monitored for inclusivity

4. *Responding to concerns*.

- Ensuring clear channels of communication are recognised and used by all staff

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

- Staff or other pupils are investigated as Safeguarding issues according to the school safeguarding protocol and policy.
- Feedback is given to reporting staff/pupils and issues regarding further investigation are reported to the local Prevent team for discussion and further action as appropriate.
- Support for local 'Channel' procedures

5. Robust Safeguarding protocols and procedures.

- Ensuring a culture where all staff and pupils feel empowered and enabled to raise concerns no matter how small in an atmosphere of support and openness.
- Recognising that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.
- Ensuring regular review/audit of such policies
- External agencies or speakers can enrich the experiences of our pupils, however we will ensure that we do not unwittingly use or engage with outside speakers or agencies that are inconsistent with, or are in complete opposition to the school's values and ethos
- As part of wider safeguarding responsibilities staff will be alert to and report using the school's Safeguarding protocol:
 - *Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups*
 - *Graffiti symbols, writing or art work promoting extremist messages or images*
 - *Pupils accessing extremist material online, including through social networking sites*
 - *Parental reports of changes in behaviour, friendship or actions and requests for assistance*
 - *Other local schools, local authority services, and police reports of issues affecting their students*
 - *Learners voicing opinions drawn from extremist ideologies and narratives*
 - *Use of extremist or 'hate' terms to exclude others or incite violence*
 - *Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, sexuality, race, colour or culture*
 - *Attempts to impose extremist views or practices on others*

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

- *Anti-Western or Anti-British views*

6. *Building Effective Partnerships*

- We will work with local partners, families and communities in our efforts to ensure that our pupils understand and embrace their local context and values in challenging extremist views, and to assist in the broadening of young people's experiences and horizons

7. *Robust network e-Safety systems*

- Use of appropriate tools/services to ensure the monitoring/screening of all internet traffic within the school's network.
- Ensuring both content and search terms are monitored/screened appropriately.
- Systems to identify individual pupils or staff attempting to access sites with radicalised content and ensuring they are appropriately referred

8. *Promoting Resistance.*

- We recognise that pupils with low aspirations are more vulnerable to radicalisation and therefore we will strive to equip our students with confidence, self-belief, resilience, respect and tolerance as well as setting high standards and expectation for themselves.
- We will provide well-designed learning programmes with a student-centred approach, facilitate a safe space for dialogue and positive interaction and seek to equip young people with appropriate skills, knowledge, understanding and awareness
- Participation will be encouraged and facilitated by discounted fees / options to pay by instalment where appropriate so that it is open to all as far as possible.

Safeguarding & Welfare

GLF Schools is committed to providing a secure environment for children and all staff will recognise that safeguarding and creating a safeguarding culture is the responsibility of everyone who works at the school. We recognise that protecting children from harm and promoting their welfare depends on a shared responsibility and effective joint working between the school, families and different agencies.

We will have a detailed range of safeguarding protocols and procedures in support of a robust policy. Key elements will include:

Raising awareness of safeguarding among staff

- We will adhere to Keeping Children Safe in Education, statutory safeguarding guidance from the DfE and ensure that all staff have read at least the first section of this guidance.

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

- We will appoint a designated safeguarding lead (DSL) for each school who is trained to support staff and liaise with other agencies. The DSL will be available to staff at all times during school hours.
- Protocols will ensure that staff raise any concerns about pupils' welfare with the safeguarding lead, who will then make decisions about referrals and a referral will be made immediately where a child is in immediate danger or at risk of harm.

Safeguarding training

- Mandatory, annual CPD will ensure that all staff are aware of the safeguarding policies and procedures the school has in place and know how to recognise and report signs of abuse and neglect.
- Training for the DSL and their deputy will be updated at least every two years.

Safer recruitment

- Anyone working at a school, including governors, third party staff and volunteers, will undergo appropriate safer recruitment checks, including the correct level of DBS check.
- Anyone engaged in 'regulated activity' will undergo an enhanced DBS check with barred list information. Such checks will be recorded on the school's single central record (SCR).
- At least one person on any appointment panel will have undertaken safer recruitment training.

Specific safeguarding issues

- All staff will be made aware of specific safeguarding issues such as radicalisation, child sexual exploitation, children missing education and mental health.
- Teachers will be reminded of their legal obligation to report to the police known cases of female genital mutilation (FGM) involving a girl aged under 18.
- Appropriate internet filters and monitoring systems will be in place to keep pupils safe online.

Safeguarding policies

- GLF Schools will ensure there is a child protection policy and staff code of conduct in place. The child protection policy will be updated at least annually and be publicly available.
- Procedures covering particular safeguarding issues such as recruitment and selection, allegations against staff, peer abuse, children missing education, radicalisation, whistle-blowing, mobile phone usage, external lettings, educational trips and visits, and work experience will also be in place.

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

Promoting Cohesion

In order to support community cohesion, we want our pupils and staff to be actively involved in making our community a better place to live. In part this will be addressed through our curriculum that:

- Helps pupils to understand, explore and celebrate their similarities and differences
- Helps pupils to understand what is meant by the term 'human rights' and what some of these rights are
- Encourages pupils to take part in voluntary activities as part of the wider curriculum

The school will seek to promote community cohesion at different levels of "community":

The school community

- Establishing peer support systems within each school, including: paired reading schemes, mentors and sports and language leaders
- Providing pupils with a strong voice in decisions that affect their learning and environment through the school council/parliament, and the opportunity to undertake additional roles with significant responsibilities, notably, in secondary schools, student leaders assuming responsibility for a number of events and activities
- The tracking of all pupils comprehensively, with particular consideration for groups of pupils such as EAL, those in receipt of Pupil Premium funding and those from ethnic minorities, with appropriate interventions where necessary.

The local community

- Taking part in an inter school sporting fixtures
- Providing opportunities for pupils to participate in a range of events and competitions with other schools
- Promoting community use of sports facilities
- Providing lifelong learning for the local community through the long term aim of establishing an Adult Learning programme
- Staff representation Safer Neighbourhood Team meetings
- Positive engagement with a wide variety of other local community groups
- Distribution of the school newsletter to parents and the local community
- A range of parental engagement activities in line with our transition and assessment/reporting routines
- Encouraging the local community to participate in a wide range of events (concerts, productions etc)

The UK community

- Extending and developing the school curriculum through a wide range of trips to places of interest in the UK and by participating in national events and activities

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

- Actively using assemblies to promote awareness of national issues such as homelessness and racial prejudice
- The organising of annual charity days to support national charities

The global community

- Providing a range of residential and exchange opportunities in different countries to allow pupils to experience and learn from other cultures

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

The School Organisation Plan 2013/4-2022/23, produced by Surrey County Council, identified that the birth rate in Reigate and Banstead has increased by 29.5% from 2002 to 2010, compared to the national average of 22.4%. Within Surrey, Reigate and Banstead has the second highest increase in birth rate for this period. Birth rates in Surrey are forecast to rise year on year from 2012 to 2017, causing a further increase of 2.6% forecast for Reigate and Banstead. This need will be supplemented by significant housing development.

The Redhill/Merstham/Reigate area of Reigate and Banstead has witnessed significant growth of demand in the primary phase over the last few years resulting in the permanent expansion of existing primary schools, the opening of Lime Tree Primary School (a school within our multi academy trust) and the use of bulge classes. The Local Authority has exhausted all options to expand existing primary schools and so further new provision is required to meet the continued growth.

The table below shows the Local Authority's predicted need for places:

Year	YR PAN	YR Projection	Projected Surplus
2016/17	900	994	- 94
2017/18	900	979	- 79
2018/19	900	956	- 56
2019/20	900	945	- 45

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

2020/21	900	951	- 51
2021/22	900	957	- 57
2022/23	900	961	- 61
2023/24	900	966	- 66
2024/25	900	973	- 73

This data clearly demonstrates the need for at least an additional two forms of entry in September 2017 and beyond.

Our intention is to open a primary school on the same site as our approved Free School (Lime Tree High School) to create an all-through campus. We know from our community engagement for Lime Tree High School that this is an area of high deprivation and SEND. The nearest established primary school achieved outcomes below the national average, indicating that there is a need to raise outcomes in the local area. An all through campus will allow us to engage with families from an early stage in their child's education, through our offer of nursery provision from age 2, and provide a continuous relationship through to age 16, and support to age 18 via our partnership with Reigate Sixth Form College and East Surrey College.

Given the nature of the pupil population, the mobility that comes with this and our ambition to raise outcomes for these children, we would welcome the opportunity to offer a mixed age year 3 and 4 class on opening, as set out in D1.

We attach a letter of support for our proposal for The Albury Primary School from Surrey County Council.


The Education Estates – School Places report by the London Borough of Croydon (LBC) presented to cabinet on 11 July 2016 set out the plans to meet the increase in demand for school places across the North and South of the Borough. These plans indicate that a combination of expansions, bulge classes and Free Schools (both approved and yet to be approved) will meet this need.

In the South of the borough, the report refers to a 3fe Free School to be opened by Ark. LBC have confirmed that this school is no longer going ahead in this planning area. The most up to date projections for the area are shown below:

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

Planning area	Academic year	Available places (Year R)	Forecast (Year R)	Surplus	FE
South	2016/17	660	601	59	2
	2017/18	630	591	39	1
	2018/19	720	591	129	4
	2019/20	720	579	141	5
	2020/21	720	580	140	5

The number of available places above includes the 3fe Free School that had originally been approved for this planning area. Removing this provision would revise the numbers as follows:

Planning area	Academic year	Available places (Year R)	Forecast (Year R)	Surplus	FE
South	2016/17	570	601	-31	-1
	2017/18	540	591	-41	-2
	2018/19	630	591	39	1
	2019/20	630	579	51	2
	2020/21	630	580	50	2

The birth rate in the area has dropped slightly since the 3fe Free School was approved and the data now indicates a need for 2fe in 2017/18. However, this data does not reflect the significant housing development in the adjacent planning area where there is a limited surplus of school places. LBC have confirmed their need for a 2fe school in the area and believe there will be a need for it to expand ultimately to 3fe.

Kilnwood Vale Primary School

The West Sussex 'Planning School Places 2016' document sets out the need for a primary school as part of the [REDACTED] near [REDACTED] in Crawley which will provide 2500 new homes. Outline planning permission for the housing development has been granted and it is expected that the revised

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

masterplan will be presented as part of the next phase of the development to include a 2.5fe primary school. Consultation has already taken place regarding the proposed catchment area.

There is also a need to raise standards in the local area. The 2015 DfE Performance Tables show that four of the local primary schools achieved key stage two results below national average(80%) and the average for the Local Authority (77%); two of the schools were below floor standard (50% and 52%).

Absence rates at all five local schools are above national average of 4.0%, ranging from 4.3% to 5.8%, and the rates of persistent absence is also above national average at all schools, ranging from 2.7% to 5.3% against a national average of 2.1%.

Three of the local schools have been judged by Ofsted as 'requiring improvement', and one of the two schools judged as 'good' was last inspected in January 2014 but was below floor in 2015.

The number of EAL children in the local area is higher than the national average (ranging from 23.1% to 41.4% at the five schools against a national average of 26.4%) and the number of pupil premium children is also high, ranging from 18.8% to 51.7% against a national average of 19.4%.

The [REDACTED] has been targeted over recent years as an area for regeneration and so there is appetite for a school to deliver improved outcomes for the children.

Our new school will offer nursery provision from age 2, as we believe that this will allow us to engage with families from an early stage of their child's education.

Forge Wood High School

The West Sussex 'Planning School Places 2016' document sets out the need for a secondary school to meet the growing demand for places in the borough. Demand for primary school places has continued to grow as a result of the young population in Crawley, significant new housing (a further 5100 homes are expected to be built within the borough between 2015 and 2030), immigration patterns due to the town being close to Gatwick airport, inward migration from London where house prices are higher and economic growth due to the proximity of Crawley to the M23 corridor and Gatwick Diamond (an area where many global companies and innovative enterprises have set up their regional headquarters; the Gatwick Diamond is home to 45,000 businesses and 500 international businesses).

There is also a need to improve outcomes for young people in Crawley. The attainment for students at three of the six secondary schools in Crawley was below both national and local authority average for 2015 (57.1% and 60% respectively) with one school securing 55% 5 A*-C including English and Mathematics, and the others

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

securing only 36% and 12%. At four of the six schools less students achieved A*-C in English and Mathematics than nationally. Two of the local schools have been judged by Ofsted as 'requiring improvement' and three of those judged as 'good' have not been inspected since 2012.

The number of EAL students across these schools is higher than the national average, ranging from 20.1% to 29.2% against a national average of 15%. There is also a high percentage of students eligible for pupil premium, with one school showing 40.5% against a national average of 29.4%. Two of the schools also record an above average level of students with SEND.

There are a significant number of students who do not continue in education post 16; only 78%-85% of students from two of the schools continue compared to 91% nationally. For those students who do stay in education beyond the age of 16, outcomes are below the national average at 4 of the 6 providers in Crawley, ranging from 39%-70% achieving 3 'A' levels (A*-E) compared to 77.2% nationally.

Data from West Sussex CC indicates that there will be a need for 1683 secondary school places in 2019/20 against a PAN of 1440: a shortfall of 243 places. These figures do not take into account the significant housing planned for the area. The PAN of 1440 assumes that Gatwick Free School offers a PAN of 120 but this is not guaranteed as the school has not received full planning permission.

The increase in secondary school places will lead to greater demand for post-16 provision and so it is our intention for the new schools to offer sixth form provision.

Given the significant housing development, immigration and inward migration in Crawley propose to offer a limited number of places in year 10 and year 12 in our second year of opening.

Wickhurst Green Primary School

The West Sussex 'Planning School Places 2016' document sets out the need for a 2fe primary school as part of the [REDACTED] near [REDACTED].

Admissions arrangement for primary schools in West Sussex are based on defined catchment areas. West Sussex CC is predicting an additional 159 places required in the catchment area for the [REDACTED] in 2018/19, and this is likely to be higher once all housing is in place and taking into account the demand in the wider locality.

There is already a significant demand for the places at Shelley Primary, the nearest primary school, from the 300 of the 1000 houses built to date. Shelley Primary, has already taken an additional 40 pupils this year in a temporary unit. A shortfall of 29 places is forecast for Shelley Primary in 2018/19, increasing to 36 in 2019/20.

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

Combined with forecast shortfalls at other local schools, there is a clear need for an additional 2fe of primary provision in 2018/19.

There will be an obligation on the housing developer to provide capital contributions towards a new school. We propose to offer nursery provision for children from age 2 years old, to ensure that we can engage with families from an early stage of their education. It will be particularly important to provide this facility for the new community which is emerging through the new housing development.

████████████████████
An additional 2750 new homes are planned in the ████████████████████, which is geographically dislocated by virtue of being a greenfield site to the north of the ████████████████████. This will give rise to a demand for additional primary and secondary school places.

The nearest primary school is in Rusper and is very small with an intake of just 15 pupils. The demand for primary places for this immediate catchment area is predicted to rise from 105 to 526 by 2031, the equivalent of a 2fe primary school. Anticipated increase demand in the wider locality will mean that a 2fe primary will be required from 2020. By 2031 it is predicted that 957 primary places will be required in the East Horsham area.

West Sussex County Council are predicting a need for a new 6fe secondary school in 2020, expanding to 8fe. There is already a shortfall in secondary school places identified using the current numbers on roll in the primary sector and this will be exacerbated by the housing development. There is potential for existing schools to be expanded to accommodate additional students from 2018 but from 2020 new provision is required. West Sussex CC's data shows a forecast intake of 895 for 2019/20 compared to the PAN available of 828, a shortfall of 67 places, which will be supplemented by further housing development.

Taking into account the data above, we propose to open an all through school in 2020. In our first year we would offer 30 places at year R and 120 places at year 7, increasing to a PAN of 60 and 180 respectively. We will offer nursery provision for children from 2 years of age, to enable us to support and engage with the new community being formed through this new housing development.

We have worked closely with West Sussex County Council when considering each of the schools above, building on our successful relationship with them via our existing school, Forge Wood Primary School, and attach a letter supporting our application for these schools.

████████████████████

E2 – successful engagement with parents and the local community

We have worked in partnership with each Local Authority in our decisions to apply for each of the new schools proposed within this application. The decision for each school has been driven primarily by basic need, but coupled with our ambition to raise outcomes for young people in each of the areas within which we work.

Our communities

For [REDACTED] and Forge Wood High School we already know the local communities well through our existing schools in these areas.

Four of our proposed schools are to meet the need for new housing developments and so we will need to build relationships with these communities as they grow.

Engagement with stakeholders

As mentioned above, we have engaged with the relevant Local Authorities for each of our proposed schools. Throughout the application process we have liaised regularly with officers to seek their advice and ensure that we have the latest data on the demand for school places. Letters of support from Local Authorities are attached to this application.

Similarly we have existing relationships with local politicians and other local schools in the areas within which we already work.

It is our strong belief that all schools need to work closely with their local schools, and be part of local networks, regardless of whether they are part of a Trust. It would be a priority for us to work with headteachers and governing bodies of established schools within the areas that we are proposing to open new schools.

Our marketing campaign

As set out previously, the key driver for our application is to meet basic need and to raise outcomes for young people. The data provided by each Local Authority clearly sets out the need for the new schools.

It is our intention to embark on our marketing campaign to raise awareness of and garner support for our proposals should we be successful in entering pre-opening stage.

Having opened five new schools, and being well underway with plans to open four further schools over the next two years, we are experienced at undertaking successful marketing campaigns to secure sufficient pupils on roll for opening. In our experience, parents will engage to a greater degree once they believe that the school is real possibility. This has been demonstrated to us recently where we have held two events for our secondary school opening in September 2017 and have had around 250 attendees at each.

E2 – successful engagement with parents and the local community

Our marketing campaign for each school will comprise:

Upon approval	Press Release Launch of school website Letters to parents at local feeder schools (where appropriate) Leaflets for sales offices on housing developments (where appropriate)
Summer term prior to first admissions round	Prospectus Leaflet drops Billboards Information events
Autumn term of first admissions round	Information events

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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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)
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			<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
[REDACTED]	[REDACTED]	Y	<p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	5
[REDACTED]	[REDACTED]	Y	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	3
[REDACTED]	[REDACTED]	Y	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	5

				████████████████████ ████████████████████.	
██████████	██████	Y	████████████████████ ████████████████████	████████████████████ ████████████████████ ████████████████████	3

[Add lines as appropriate]

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Principal Designates	Pre-opening team	See plan below.
Additional capacity for our Project Management team	Pre-opening team	We would recruit appropriate personnel as soon as our application is approved.

[Add more lines as appropriate]

Recruitment Plan for Principal Designates

As a Trust we have extensive experience of recruiting Headteachers. Our ethos of developing leaders from within will mean that our schools will provide a wide audience for the roles, and our Teaching School Alliance will support us in advertising outside of our Trust.

We benefit from an experienced Recruitment team who run regular Recruitment Fairs and will advertise on the TES website.

Given our experience we are confident that we would pitch the salary being offered appropriately.

We would advertise for the principals of the new schools during the Summer Term of the year before the schools are due to open, with a starting date of January. Based on our experience of opening other new schools, we understand the value of having the principal identified a full year before the school opens.

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

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

Start April	Panel agreed
End April	Recruitment Pack prepared
Start of May	Advertisement agreed and published
During May	Candidates visit
End May	Short listing by panel
Mid-June	Interview Day 1 (followed by short listing)
Mid-June	Interview Day 2
September	Admissions round begins
January	Appointment effective

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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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

We have attached a letter from [REDACTED] and our lead [REDACTED] confirming our capacity and capability.

As our Trust already comprises 19 schools – 2 secondary and 17 primary – our governance structures are already set up to allow us to exercise strong accountability and effective decision making for our schools.

The diagram in Appendix B shows our governance structure:

We have recently adjusted our structure to add two sub-committees to the Board – Standards and Resources. This is to reflect our growth and to ensure that Trustees have sufficient scope to review and challenge all aspects of the Trust as it grows. These sub-committees are also open to nominated representatives from our LGBs to provide a stronger link between local governing bodies and the Board.

The Trustees are responsible for the strategic oversight, administration and management of the Trust and all its schools and entities to develop and achieve the Trust's vision, and to ensure compliance with government and EFA requirements, company law and charity law. They exercise their responsibilities through setting the vision and policies for the group, ensuring strong and effective governance, entering into contractual relationships with third parties, and exercising powers of intervention if required. They have legal obligations through the Articles and Memorandum of Association of the Trust, and also under company law as directors and under charity law as trustees, for the proper conduct of the business of the Trust.

The specific duties of Trustees are to:

- Establish and regularly review the vision of the Trust in consultation with all constituent schools and entities
- Ensure the quality of education provision and oversee standards and outcomes across the Trust, including:

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

- Annual target setting for the Trust in general and for individual academies;
- Overseeing key performance data on a Trust and individual academy basis;
- Challenging and monitoring the performance of the individual academies;
- Performance management of the Chief Executive.
- Manage the Trust's finance and property, including:
 - Establishing a funding model for use across the Trust;
 - Agreeing each academy's budget;
 - Ensuring compliance with the Academies Financial Handbook;
 - Overseeing the finances of each academy in the group;
- Determining, in consultation with each academy, the extent of services provided centrally and the allocation of cost;
- Establishing processes for the local management and maintenance of assets and appropriate registers.
- Establish pay, appraisal and HR policies for the staff employed by the Trust.
- Exercise reasonable skill and care in carrying out their duties.
- Ensure that the Trust complies with charity and company law.
- Operate the Trust in accordance with the Funding Agreement that has been signed with the Secretary of State.

The powers and duties of each LGB are set out in the Scheme of Delegation as approved by the Trust Board.

The core functions of each LGB are as follows:

- Setting the school's vision, ethos and strategic direction within the values of the Trust;
- Maintaining the effective operation and membership of the LGB;
- Overseeing the educational performance of the school:
 - Regularly reviewing performance and progress and monitoring data;

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

- Understanding the quality of teaching and learning across the school with detailed knowledge of its strengths and weakness;
- Ensuring the school has appropriate support and intervention strategies in place to deliver high quality teaching and learning plans, and to address underperformance and areas of weakness;
- Overseeing the financial performance of the school:
 - Seeking value for money and ensuring resources are applied appropriately at academy level;
 - Monitoring and reviewing expenditure regularly;
 - Notifying the Trust of any changes to fixed assets used by the school;
 - Supporting the Trust board in relation to the annual budgetary process
 - Observing proper levels of delegation;
- Ensuring pupil wellbeing including safeguarding, school safety and security;
- Carrying out the annual performance appraisal of the Headteacher, in conjunction with the [REDACTED] or his/her representative.

Intervention

The Board of Trustees, via the Executive Team, monitor the performance of every schools via regular reviews, visits and data collection. This allows prompt action to be taken where necessary, and the Scheme of Delegation gives the Board authority to intervene where required, be that replacing a LGB with an IEB or other actions that may be required.

Conflicts of Interest

We do not foresee any conflicts of interest with any of our new schools, however we have robust procedures in place to address these.

The Trust Board has adopted a formal 'Conflict of Interest Policy' which is included within the Scheme of Delegation, in order to assist all those involved in the running of the Trust at every level to avoid and manage conflicts. Specific attention is given to any arrangement whereby a Member or Trustee would personally benefit from an arrangement and the policy makes reference to the EFA's guidance on "related party transactions" which all those involved in the running of the Trust must have regard to.

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

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

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

All Members, Trustees, Governors and members of an academy's senior leadership team are expected to complete a Register of Business interests. The clerk of every LGB and the [REDACTED] are responsible for ensuring that the Register of Business Interests is kept up to date. Any interests declared are notified to the [REDACTED] [REDACTED] so that they are then passed on to the Audit and Risk Committee.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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

[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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

G1 – budget planning and affordability
[Add text here. Table expands]

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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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, i.e. as one Word document.
- Refer to the relevant section of [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

CV template

CV template		
1	Name	
2	Area of expertise (i.e. education or finance)	
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	Name: Position: Dates:
		Name: Position: Dates:
		Name: Position: Dates:
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and 	

CV template		
	per student for level 3 qualifications.	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6	Brief comments on why your previous experience is relevant to the new school	
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	

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
1. The roles and responsibilities of the directors/ trustees	Please detail your duties as: <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer Understanding of the strengths and weaknesses of the school. 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) Holding school leadership to account	
2. Structure of the board	Accountability system Structure of decision making	

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
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