

# Free Schools in 2014

## Application form

### Mainstream and 16-19 Free Schools

## Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

**Section G** requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

**Section I** is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

**You need to submit all the information requested in order for your application to be assessed.**

**Sections A-H** and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: **mainstream.fsapplications2014@education.gsi.gov.uk**.

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team  
Department for Education  
3<sup>rd</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

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

**Section I** must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team  
Department for Education  
4<sup>th</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

#### **Data Protection**

Personal data is collected on this form 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

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<u>Section A</u> : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section B</u> : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section C</u> : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section D</u> : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section E</u> : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section F</u> : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section G</u> : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section H</u> : Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. <b>Independent schools only:</b> you have provided a link to the most recent inspection report.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. <b>Independent schools only:</b> you have provided a copy of the last two years' audited financial statements or equivalent.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to <a href="mailto:mainstream.fsapplications2014@education.gsi.gov.uk">mainstream.fsapplications2014@education.gsi.gov.uk</a> between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <u>Section A</u> of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 <sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Queen Elizabeth's Grammar School, West Park Road, Blackburn BB2 6DF
3.	Email address: headmaster@qegsblackburn.com
4.	Telephone number: 01254 686301
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details:
7.	How you would describe your group: <ul style="list-style-type: none"> <li><input type="checkbox"/> A parent/community group</li> <li><input type="checkbox"/> A teacher-led group</li> <li><input type="checkbox"/> An existing Free School sponsor</li> <li><input type="checkbox"/> An academy chain</li> <li><input type="checkbox"/> A federation</li> <li><input checked="" type="checkbox"/> An independent school</li> <li><input type="checkbox"/> A state maintained school</li> <li><input type="checkbox"/> Something else</li> </ul>
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please provide more details:

11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:	
<b>Details of company limited by guarantee</b>		
13.	Company name: QEGS Blackburn Academy Trust	
14.	Company address: West Park Road, Blackburn BB2 6DF	
15.	Company registration number and date when company was incorporated: 8331789 14 <sup>th</sup> December 2012	
16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:	
<b>Company members</b>		
The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.		
18.	Please confirm the total number of company members:	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name:	██████████
	2. Name:	██████████
	3. Name:	██████████

**Company directors**

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED] [REDACTED]
	2. Name: [REDACTED] [REDACTED]
	3. Name: [REDACTED] [REDACTED]
21.	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]

**Related organisations**

22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
23.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> <li>• the role that it is envisaged they will play in relation to the Free School.</li> </ul>	
24.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).	

**Existing providers**

25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	889/6001
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	Currently 3-19 451 1220 capacity
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:  Jan and Feb 2011 <a href="http://www.isi.net/schools/6809/">http://www.isi.net/schools/6809/</a>	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: <a href="http://www.education.gov.uk/rsgateway/DB/PER/index.shtml">http://www.education.gov.uk/rsgateway/DB/PER/index.shtml</a>	
32.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	



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



### Declaration to be signed by a company member on behalf of the company

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. 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: (signed on hard copies submitted on 4<sup>th</sup> January 2013)

**Position: Chair of company**

**Print name:** [REDACTED]

**Date:** 2.1.13

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

## Section B: Outline of the school

1.	Proposed school name:	Queen Elizabeth's Grammar School
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input checked="" type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other  If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2017
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

10.	If Yes, please specify the faith, denomination, etc of the proposed school:	
11.	If you have a preferred site, please give details, including the post code:	The existing site: Queen Elizabeth's Grammar School, West Park Road, Blackburn BB2 6DF
12.	Please tell us how you found this site:	Currently occupied by the independent school
13.	Is the site:	<input checked="" type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14.	If you have <b>not</b> identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	Blackburn with Darwen
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Lancashire County Council
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <b><i>If this applies to your application please briefly outline the main differences below.</i></b> You will also need to address these differences in more detail in the relevant sections of the application.</p>	

## Section C: Education vision

Please refer to page 19 of the 'How to Apply' guidance for what should be included in this section.

### Section C: Educational Vision

**Our mission:** through a phased programme of growth, to develop Queen Elizabeth's Grammar School, as a 1200 strong, diverse 'all-through' co-educational 4-19 Free School, providing the highest standards of independent education to the local and wider community without charge, thus remaining true to our historical roots, whilst being forward looking in our practice, thereby ensuring that we prepare all pupils to succeed in an increasingly competitive global market and to play their full part in the community.

Our proposal envisages reaching capacity at 1205 pupils in 2017, with 2 form entry to the Infant school, and two classes (maximum 20 in each) throughout the Junior School, expanding to 5 form entry at Year 7, with 300 in the sixth form over time.

#### **Rationale and context for the Free School: "A tradition of excellence – open to all"**

The Secretary of State has characterised the UK as having one of the most stratified and segregated education systems in the world, and set about an accelerated programme of reform to enhance international competitiveness, re-focus schools on building the essential knowledge, skills, character development and sense of communal responsibility which underpin a cohesive future society. In this, he has recognized the many strengths which the Independent sector has in stimulating aspiration and attainment, in balancing the development of excellence academically with that of the whole person, and has actively exhorted 'good' schools from across the sectors to grow.

At Queen Elizabeth's Grammar School, one of the oldest grammar schools in Lancashire, we believe passionately that every child has the right to access excellence, and ensure that the pupils in our care, across the range of abilities, achieve the highest academic standards.

Our track record of results and the immediate response to our Free School proposal demonstrate that Queen Elizabeth's embodies the qualities and standards which both Government and parents want, as does our recent ISI Inspection, where Inspectors reported under the headings 'The Success of the School' and 'its Characteristics':

*"Queen Elizabeth's Grammar School provides good standards in all that it does, and outstanding pastoral care for its pupils....overall standards of achievement and the quality of the pupils' learning attitudes and skills are good....pupils' personal development is excellent... The school's motto,*

*disce prodesse, may be translated as “Learn to be of service”. To that end, it aims to instil in its pupils the principles of good citizenship as well as preparing them for university and the world of work”*

Key elements of our current success which we would make accessible to all in a Free School context are:

- A culture of achievement, of high expectations and aspirations, which enables all pupils to excel and to fully develop their potential
- High quality teaching from experts in their field
- A rigorous academic curriculum, which ensures strong take up of and success in science, Mathematics, languages both modern and classical, alongside the arts and humanities
- High levels of literacy, numeracy and oracy
- A rich co-curriculum, including a strong sporting legacy (for which the school has achieved a Sportsmark Gold Award with Distinction), which unlocks individual talent, raises aspiration and self-esteem, and broadens pupils’ horizons
- A House system, which embodies the history of the school, promotes healthy competition, whilst ensuring that all pupils are ‘known and tracked ’ and have a sense of belonging within a smaller school community
- Outstanding pastoral care, which enables pupils to meet their personal and academic goals
- An all-through educational environment which supports modelling of success and establishing good learning habits across the age ranges, as well ensuring cross phase understanding of curriculum and assessment, which supports all pupils in reaching their potential
- The highest standards of behaviour, attendance and punctuality
- A commitment to service to the community, in support of excellence, which includes the development of pupil character, as well as working collaboratively to share strengths (expertise and facilities) and raise standards in schools more widely

Founded in 1509 in the first year of the reign of King Henry VIII as a chantry school, we received a royal charter from Queen Elizabeth I as a “Free Grammar school” and retained that ethos as part of both the Direct Grant and the Assisted Places schemes, under which latter, demand for our offer supported a cohort of over 1200 pupils. The demise of the latter scheme, allied with recent and on-going recessions and high levels of local deprivation, have seen numbers fall significantly from this height and reduced our ability to serve our local community. We are therefore committed to opening as a Free School, building on our on-going strength of offer and, in keeping with our Founder’s intentions, ensuring that the transformational power of high quality education can be enjoyed by pupils of all abilities across a fully diverse school population.

### **Countering the impact of local deprivation and supporting social cohesion**

In the 2010 Index of Multiple Deprivation, Blackburn with Darwen was

identified as being one of the Most Deprived Places in England, with more wards in the top 10% of deprivation and the school is very much located at the heart of this, as reported in a communication from the Director of Schools and Education at Blackburn with Darwen, with whom we have formed a useful, co-operative link: *The school is located in an area amongst the most deprived third of areas nationally, on the northern side of Blackburn. The area has a relatively high proportion of benefits claimants and people with limiting long-term illnesses.*

There is a furthermore a degree of segregation apparent within the local school communities despite Admissions policies, with local secondary schools tending to be almost exclusively either white or Asian. This is recognized as a matter of concern by key local figures, and the issue of segregation between white and Asian heritage communities has been highlighted in Blackburn with Darwen's Area Assessment 2010. Queen Elizabeth's prides itself on having a diverse mix of pupils and by operating in a wide catchment area wishes to retain the mix, which we consider beneficial to both communities, now and for the future.

Amongst other social factors affecting the aspirations and life chances of its young people, the Lancashire Engage Team has highlighted significant issues of a safeguarding nature in the area which covers Blackburn with Darwen, Hyndburn and the Ribble Valley, which touch on national concerns over child exploitation.

We believe that QEGS which, throughout its history, has realized the Secretary of State's intention that '*deprivation does not equal destiny*' can play a key role in raising aspirations locally through the Free School Programme, providing to a wide social and ethnic mix a challenging academic curriculum founded on traditional values, of a kind which is today, largely accessible only to those who can afford to pay. This will increase social mobility and cohesion in a way which embodies a fresh approach to our charitable objects.

In so doing, a key value which we would hope to retain through the significant increase in numbers, is a balance between increasing access to those pupils from the immediate vicinity (including those who typically still underperform on national and local statistics, such as those on Free School Meals and Looked after Children), with continued admission from our traditionally wide catchment area which, as highlighted by ISI, ensures that QEGS attracts a broad mix of pupils (*Pupils come from a very wide geographical area, from Bolton to the south and to Colne in the east, with most travelling on buses provided by the school. About one in five pupils are of Asian heritage*).

Our commitment to a diverse school community which is renowned locally, is evident not just in our existing racial mix (almost unique in the local area) but also in the number of existing parents who receive fee support, some on as much as 100% bursaries and 25% of pupils currently in receipt of financial assistance. It is also evident from those who benefited from the

EMA scheme, before it was withdrawn, with between 17-20% of Sixth formers in receipt of EMA across 09/10 and 010/11, applied to both years, and 11% in the final single year 2011/12.

This does not allow us however to respond fully to the needs and demands of our local primaries for example, where proportions of pupils attracting Free school meals are significantly above the national average (with many ranging from above 20% to 45% plus), nor post 16 to the needs of those pupils who wish to follow an academic curriculum. By way of example on the latter, two of the schools from where we have admitted applicants to our sixth form through bursary funding/scholarships (Beardwood and Blakewater) have in excess of double the national average of pupils with FSM (with 32% and 37% respectively).

The wide spread of demand identified in Section E from across the diverse local populations demonstrates clearly that an integrated co-educational school, offering academic excellence with an emphasis on educating the whole person within an inclusive and cohesive community with which this school has always been associated, is desired by parents across all social and ethnic groupings.

Whilst systems would clearly need to be adjusted to meet the needs of a wider intake, we believe that the existing infrastructure, the all-through culture, which allows one to establish appropriate learning habits and expectations and tackle disadvantage at an early stage, informed by the blend of vertical House and year group support and tracking, and the excellent personal and social programme would be equal to it.

*As our recent Inspection attests, 'The pupils' personal development is excellent. They are looked after well and are confident, friendly and aware of the needs of others. The care and support offered in both the junior and senior schools ensures that pupils understand how to work, behave and show respect for others. Pupils from all backgrounds mix well. Excellent systems and standards of care mean that arrangements to ensure the pupils' welfare, health and safety are outstanding'.*

## **Raising standards and closing the gap**

### **Secondary performance**

Academic performance across the LA is variable, with some providers only just above Floor Target for the % of pupils at 5+A\*-C with English and Mathematics on the last published 2011 School Performance Tables, although the LA as a whole was close to the national standard with 56.9%, achieving the same against the national average of 58.2%. The comparable QEGS figure was 89%. The overall LA figures, unlike those at QEGS, presumably include a number of 'equivalent qualifications' which may no longer be applicable since the Wolf Report.

Whilst the overall LA percentage has improved slightly for 2012, these overall outcomes are far below the levels we achieve, the comparable

GCSE figure for QEGS being 78.4% (despite the latter reflecting a very much less able cohort and suffering to some extent from the fallout of the recent debacle on the Summer GCSE results in English).

In terms of A-Level performance, most local maintained schools are 11-16, and we believe that there is clear evidence of currently unmet demand within Blackburn for high quality, state funded provision in an academic sixth form. 28% of 16-19 year olds are educated outside the borough boundaries in sixth form settings, as indicated by the School Sixth Form Cohort data provided by the Authority for the 2011/12 part academic year (May 2012), these being the latest available data from the Education Funding Agency.

The most recently available (2011) DfE Tables for existing local post 16 providers identify significant variation in performance across measures, with those achieving 3 or more A-Levels (or equivalent) at that time, varying from 16% to 98% (a selective single-sex independent girls' school), and QEGS achieving 97% with a fully co-educational cohort. In terms of achievement of the highest grades, by way of example, St Wilfrid's, according to their website, achieved 40.1% A\* - B in 2011; our equivalent figure was 62.2%. In the 2012 A-Level results we can report 33% A\*/A with a 99% pass rate.

### **Primary performance**

At primary level, there is increasing pressure on places with the LA close to capacity at a time when a bulge is being forecast nationally, and local educational outcomes falling below the national expectation across the whole of the proposed catchment area. The Director of Schools in her commentary on 2012 outcomes reports: *'At Primary school age, performance is less strong, with 75% of children resident in those areas achieving the expected level of a level 4 or better in both English and Mathematics, compared with the national performance of 80%.'*

By way of comparison, in our all-through context (see Appendix 1), 65% of KS2 pupils at QEGS gained Level 5 in English and Mathematics in 2012, with 100% of pupils achieving Level 4 as a minimum, and very significantly outperforming the CEM Centre's PIPS predictions for that cohort, as set out in Appendix 1.

### **The QEGS offer**

DfE tables at GCSE and A-Level confirm that the school is consistently in the top three in the district, year on year, across both the 5+A\*-C including English and Mathematics, and the most recent EBacc measure, (despite it being clear from inspection evidence that we take in pupils with a wide range of abilities from our junior phase onwards, and support pupils with a range of learning difficulties /disabilities), and in terms of those achieving 3 or more A-Levels (or equivalent), outperforming the national average by some 15% in the latest tables published.



We are also the outstanding co-educational provider, with other comparable providers either teaching in a single sex or faith-led context. Almost all of our pupils at age 18 go on to university, including a number to Oxbridge, and over 40% follow courses in subjects key to the national economic wellbeing in science and engineering, medicine, dentistry and veterinary science.

With strong take up and success in those 'hard' subjects deemed to be in short supply nationally, and our almost universal take up of Higher Education as a means to social mobility, we believe that we can 'close the gap' for a new and much larger intake locally as well as raise standards through collaborating with schools more widely in areas where we have expertise such as the sciences and languages.

We recognise that there is real interest more widely in an all-through approach, whether as part of a single school or through a hard or soft federation. Indeed, we are aware that St Wilfrid's Church of England Academy is currently consulting with parents on a proposal to extend their age range from 11-18 to 7-18, in partnership with Blackburn Cathedral. We believe that our expertise and track record in this field can be used to support greater numbers of pupils within our own establishment as well as to work with other schools on cross-phase development to drive up standards.

### **Physical capacity**

QEGS has kept pace with the needs of a modern curriculum and evolving intake through a series of well planned developments, and the current site can well support the phased return to about 1200 pupils, benefiting from excellent facilities which reinforce the academic curriculum and underpin successful learning. These include a dedicated block housing excellent laboratories for Physics, Chemistry and Biology, staffed by a full complement of subject specialists, plus a fully equipped science laboratory in the Junior school and a twenty-five metre, six-lane swimming pool which is in constant use during the day by all age groups (4 – 19) which provides a fantastic resource to the local community. There is also an impressive full-size computer-driven Languages Laboratory, and a Mathematics ICT Laboratory plus 3 other bookable ICT Laboratories. Classrooms are well-appointed and equipped with data projectors and subject-related technology. The Senior Library, which is extremely well stocked and used (as is the Junior Library), is staffed by a professional librarian during school hours. Off site, the [REDACTED] have a sports hall, which has been recently extended in partnership with a local sports club and the Football Foundation (which includes provision for the disabled for whom there is a sensory room as well as the usual sporting surfaces), and the use of sport to develop character, team work and the pursuit of excellence all have a high profile in the life of the school. Further detail on the site can be found in Section H.

### **Evidence of demand**

As indicated earlier, in those periods when we have benefited from state funding, we have been an oversubscribed and successful school of 1200. Current local demographics, which mean that we serve some of the most economically deprived wards, the escalating costs of fees at a time of recession, allied with the limitations of bursary funding have resulted in our numbers dropping. However, local interest and demand are high, and analysis of the questionnaire responses of those parents who have children of the relevant ages, not currently on roll, who have indicated that Queen Elizabeth's would be their first choice should the Free School application be successful (Section E1), would already see all but 2 year groups heavily oversubscribed in relation to the places available for 2014. Responses to the questionnaire continue to arrive on a daily basis, and we expect demand at age 16+, where we know that **28%** of students currently exit the authority to find high-quality sixth form provision elsewhere, would increase significantly were our application to be successful.

As can be seen in the actions recorded under Section E, considerable energy has been put into ensuring that our offer is known and understood in those areas of greatest deprivation locally, and early analysis of positive responses from parents of more than 950 children who do not currently attend QEGS indicate that 68% have come from Blackburn with Darwen; 8.5% from Preston and Chorley; 7% from Ribble Valley; 5.5% from Burnley and Pendle, and 4.5% from Hyndburn, thus increasing significantly local access.

There is strong support for this move from the existing parental body, and such is the demand for our offer as a Free School, that we currently have 21 additional pupils for whom offers of places to start in January 2013 have been accepted, with an additional 45 offers (as at 20 December) awaiting response: thus the evidence of demand we have received from parents is already being converted into increased pupil numbers. In addition, we have received a considerably higher number of applications for entry in September 2013 than would be the norm for us at this time of year, following the publicity that we are applying to become a Free School in 2014.

These data all demonstrate the demand locally for our acquiring Free School status. Governors, staff, the majority of our existing parent body, alumni/ae, key local Education officials and the wider community have expressed their support for Queen Elizabeth's Grammar becoming an all-through school, genuinely accessible to the local and wider community.

## **Vision and ethos**

### **Vision**

**To establish a Free school which discovers and develops the potential of pupils from all abilities and backgrounds through a programme of academic challenge, leadership development and wider curricular life and within a culture of high aspiration, mutual respect and consistent expectations of behaviour, enabling them to become active learners, and committed members of the community.**

**Our accompanying mission as represented earlier:** will be to deliver the above through a phased programme of growth, which develops Queen Elizabeth's Grammar School, as a diverse 1200 strong 'all-through' co-educational 4-19 Free School, providing the highest standards of independent education to the local and wider community without charge, thus remaining true to our historical roots, whilst being looking forward in our practice, thereby ensuring that we prepare all pupils to succeed in an increasingly competitive global market and to play their full part in the community.

**High aspirations allied with academic breadth and challenge** will be delivered through a curriculum that will be accessible by all but will challenge all. It will be based on the national curriculum, (and in the Foundation Stage on the Early Years Statutory Framework), with a strong emphasis on developing high levels of literacy, numeracy and oracy across the curriculum, but extend well beyond its parameters, with the traditional offer in the Junior School enriched by our unique programme of complementary studies (which runs from Year 1 to Year 13, covering environmental and health matters, careers, economic awareness and citizenship), the introduction of specialist taught French in Year 3, plus specialist taught science and music, and an extended programme of PE and games which makes full use of the campus, and develops early habits of co-operation, application and aspiration.

In the Senior School, pupils will follow a broad curriculum incorporating English, Mathematics, the three separate sciences, history and geography, specialist music, art, design technology, ethics and philosophy (which includes RE), complementary studies, a range of modern foreign languages, plus the introduction of Latin and classical civilization from Year 7, and a full programme of PE and games.

A system of flexible banding will be introduced from Year 8 to enable the curriculum to be adjusted to suit the increased range of ability and support coherent/rewarding pathways, whilst keeping the full range of options open, with key points for movement between the bands, as we acknowledge that pupils develop at different rates. Most importantly, high aspirations will be insisted upon, across all bands, including for those who will take fewer GCSEs and have greater time devoted to English and Mathematics. Wherever possible we will operate a system of setting so that pupils, especially in the key subjects of English and Mathematics will have the opportunity to receive specialist teaching at a pace and level that is appropriate to inspire confidence and ambition amongst all pupils, and additional support/arrangements will be made available, as needed for pupils with learning difficulties or those whose reading age does not enable them to access the full curriculum at point of entry. There will also be a rigorous focus across **all** year groups on accelerating reading ages, with appropriate tracking in place to monitor any gap between this and the chronological reading age, using technology appropriately, as for example through the Accelerated Reader Programme, and contact has already been

made with the Head of St Bede's to visit their very successful special needs department to see what good practice we might import from them. (It is proposed there will be reciprocal lesson observations too, as the school, which is 11-16, is keen to raise achievement at the top end). Unusually among independent schools, over half the staff have experience in the maintained sector and bring with them a range of strategies. This applies at Senior Management level too, with the new Deputy Head (Academic) having taught until September 2012 in a state maintained school, and the Bursar having also come from a maintained school.

At KS4, **all pupils will continue to follow the core** (Mathematics, English, foreign languages, history or geography, at least double science), with the expectation that a majority will achieve the **EBacc**, and **GCSE remaining the expected qualification**, with all those who need most support expected to achieve as a minimum 6 GCSEs, and the two other bands entered for up to 9, or 10 plus GCSEs. Regular subject clinics and master classes will be available to support and inspire pupils, with an excellent programme of academic, careers and higher education advice throughout, and a clear expectation that all pupils will progress to high quality further/higher education and training, including aspiring to places at Russell Group Universities, across the range of pathways. (This year 96% of the cohort went directly to university with 88% gaining places at their first choice establishment, including two to Oxford). This is key to our ambition to accelerate social mobility and will continue to be a strength of the school but will obviously be tailored to a wider intake.

Strong links are already being developed with Blackburn College with whom we intend to form a partnership to consider how we might jointly support those who wish to pursue a more vocational route post 16 and the two Heads have arranged to meet to this end in January 2013.

The majority of post 16 students will go on to a broad programme of 3 plus academic A-Levels – our traditional area of expertise (currently nearly 70% of students follow at least one science at advanced level), with the most able taking the full AQA Baccalaureate, but the key elements of the latter, with its extended project, independent learning, community spirit, inculcation of leadership and work related skills will be characteristic of the pedagogy and 'deep learning' expected across all areas of the curriculum.

**Underpinning ethos: Good discipline and parental commitment** are key to our achieving high standards in academic and other work, and it is our belief that our success at GCSE, where we consistently outperform local state schools is a consequence of the ethos of the school which does not tolerate poor or disruptive behaviour.

**Well-trained specialist teachers** (currently 64% with 2.1 or First Class degrees) will engage with the pupils whom we treat very much as individuals, providing a stimulating climate for learning, and will continue to teach in fairly small classes, making time for pupils after classes. The commitment of staff to 'going the extra mile', running lunchtime and after

school 'clinics', helping individuals with any difficulties they may encounter, addressing underperformance, and keeping parents informed, both by e-mail and where appropriate additional meetings beyond routine parents' evenings ensures pupils can fulfil their potential.

**Quality of relationships:** The ethos of the school is such that people are here in order to learn and there is a consensus among pupils and staff that this is best achieved by co-operation and mutual respect. Those joining us as a Free School would subscribe to the same values, indeed the likelihood is that we will be chosen by parents precisely because of these values.

The relationship between pupils and staff is enhanced by the involvement of teachers in an extensive and dynamic programme of extra-curricular activities which broaden horizons, develop character, and ensure that they are seen by pupils and see pupils in different contexts. This requirement for the engagement of staff in the wider life of the school will continue to inform the recruitment and training of staff as the school scales up to support increased numbers and a wider intake.

The **on-going engagement of pupils in the rich co-curricular life of the school** will also be a value that we expect pupils and parents to subscribe to, with the expectation that we will maintain our high standards in sport, music, drama and debating, DofE (which includes the potential to gain vocational qualifications), community service and other activities through a **newly designed extended day** and on-going Saturday sporting programme (where currently 40% plus of pupils are engaged in competitive sporting fixtures), so as to continue to produce rounded human beings who have something to offer society, develop self-esteem and, whatever their ability, are challenged by the breadth of experience available. We are already in discussion with the North West of England and Isle of Man Reserve Forces and Cadet Association to extend provision through introducing a cadet unit at the school.

This programme will be further enhanced by our active alumni/ae network of the Old Blackburnian Association which has over 5000 contacts on our database with whom we are in regular contact. Many of them have already indicated their strong support for our change of status. They have assisted the school, both financially in the form of bursaries, travel scholarships and other awards, and in terms of time. Many provide work experience; others who have distinguished themselves across a very broad spectrum of achievement in the local and wider community talk to and will mentor pupils, thus providing inspiring role models. This will be a real strength of the Free School.

**A broadly Christian ethos which celebrates children of all faiths and none:** Whilst we are in no way a 'faith' school, we would wish to retain the strong links we have formed with Blackburn Cathedral, which is a place in itself very conscious of its mission to be inclusive in what is a very diverse community, We celebrate a number of events there, including the start of the school year, and our Founder's Day is a time when the whole school comes together to share a consciousness of our past and express our

gratitude to those who continue to support us in all we seek to achieve. These events are welcomed by our diverse parental community as a context to the ethos of the school and part of our public profile, provide opportunities for reflection and inspiration, and underpin the ethics of our pastoral approach and the standards of probity and behaviour we embody and expect from our pupils. Contact with religious rites and language is, we believe, an enriching experience for all pupils, culturally and spiritually, and this is reinforced by the presentation and discussion of a range of faiths both in Ethics and Philosophy (RS) lessons and in assemblies.

The Dean is, ex officio, a Governor, and we have strong links with the Choir; the Director and Assistant Director of Music come into school to assist with rehearsals.

**The all-through experience:** as indicated earlier, pupils will be offered stability from age 4 through to 19 in an environment in which they can thrive, establish early habits of application, aspiration and healthy living, develop a strong sense of community in which older pupils model success, and in which they and their parents can be known, with strong linkage and best practice in curriculum methodology and assessment across the primary and secondary age range. To support additional forms of entry for those who enter at age 11, the school will develop a coherent outreach and engagement programme with feeder primaries which builds on its existing links (such as our current science and technology summer school programme for up to 250 primary pupils) and support pupil transition/early intervention.

The all-through DNA is complemented by:

- our well-established House structure, which ensures that pupils are known in smaller vertical communities; builds self-esteem and a sense of belonging; promotes healthy competition and provides on-going leadership opportunity
- horizontal pastoral support informed by close monitoring and tracking of pupils through use of PIPS, MidYIS, ALIS and other forms of pupil tracking and benchmarking

**A Hub of Learning and Community Involvement:** Our well-endowed campus and facilities will become available to primary schools, and to other groups and organisations, supporting sports clubs, summer camps and 'mini Olympics' in a community where health is generally worse than average (as per the Local Area Assessment 2010) other schools on an out-of-hours basis, with the Head already committed to join the local Education Improvement Partnership, and work together to raise standards.

We will continue under separate arrangements to make available to the wider community our recently opened nursery which provides high-quality child care for pupils from age 3 months for hard-pressed working parents 51 weeks of the year.

**Key measures of success**

Key to realising potential is achieving high levels of mastery in literacy and numeracy. We would, therefore, be looking as an indicator of success for:

- 100% of pupils at KS2 to achieve level 4 in English and Mathematics, with significant numbers, as now, achieving level 5
- An overall 5+ A\*-C with English and Mathematics pass rate at GCSE of over 90%, through our more tailored offer and extended day, with a majority of these achieving the EBacc

Other indicators would include the narrowing of the percentage gap in performance between pupils who qualify for Free School Meals and their peers. The latest tables for KS2 show a gap of 14 percentage points between pupils with FSM and groups overall for English and Mathematics, and of 17 percentage points for combined Level 4 in English and Mathematics.

Other key measures include:

- Achieving 70% A\*-B grades at A-Level, and 40% at A\*-A, with 100% of those entered for the AQA Baccalaureate achieving it, and the majority of pupils progressing successfully to Higher Education
- Strong participation by all in the co-curricular programme, with individual take up and satisfaction monitored through pupil profiles and questionnaires
- Become oversubscribed for entry at Years 7 and 12 within the timescale identified.

## Appendix 1

### QEGS KS2 Standard Assessment Test outcomes over the last 3 years

<u>2010</u>	Level 3	Level 4	Level 5
English	4% (8%)	38% (45%)	58% (47%)
Mathematics	4% (8%)	33% (52%)	63% (40%)
<u>2011</u>	Level 3	Level 4	Level 5
English	4% (12%)	48% (51%)	48% (37%)
Mathematics	0% (11%)	39% (59%)	61% (30%)

<u>2012</u>	Level 3	Level 4	Level 5
English	0% (15%)	35% (58%)	65% (27%)
Mathematics	0% (14%)	35% (65%)	65% (20%)

**The PIPs predictions are in brackets:** the achievements are far higher than predicted thus reflecting the excellent efforts of both the children and their teachers.



# Section D: Education plan – part 1

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

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	<b>Current number of pupils (if applicable)</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>Reception</b>	6	40	40	40	40	40	40	40
<b>Year 1</b>	7	40	40	40	40	40	40	40
<b>Year 2</b>	12	40	40	40	40	40	40	40
<b>Year 3</b>	15	40	40	40	40	40	40	40
<b>Year 4</b>	16	40	40	40	40	40	40	40
<b>Year 5</b>	15	40	40	40	40	40	40	40
<b>Year 6</b>	17	40	40	40	40	40	40	40
<b>Year 7</b>	28	125	125	125	125	125	125	125
<b>Year 8</b>	46	125	125	125	125	125	125	125
<b>Year 9</b>	71	65	125	125	125	125	125	125
<b>Year 10</b>	72	55	65	125	125	125	125	125
<b>Year 11</b>	78	75	55	65	125	125	125	125
<b>Year 12</b>	36	150	150	150	150	150	150	150
<b>Year 13</b>	37	50	150	150	150	150	150	150
<b>Totals</b>	456	925	1075	1145	1205	1205	1205	1205

We have been deliberately cautious in relation to numbers for Year 13 in 2014, but fully expect that as a consequence of our becoming a Free School they will be larger, which would be a benefit.

## D Education Plan: Proposed Numbers

Although the DfE customarily expects Independent schools applying for Free School status to be at or near capacity, our particular situation, the major social and economic factors facing the local community, our history and on-going local educational standing, our track record, through periods of state funding, in raising standards and ‘closing the gap’ for large numbers of pupils through the provision of a rigorous academic curriculum allied with outstanding pastoral care, should provide a compelling case for consideration. A summary of supporting evidence and recent demand is provided below:

- Our pupil numbers at time of submission are 456 fee payers (25% of whom are in receipt of some financial assistance), down from 626 at the time of Inspection (February 2011) as a result of our traditionally larger groups at the top end being replaced by very much smaller cohorts feeding through, not as an outcome of

quality or demand, as evidenced respectively in our recent Inspection (and year on year in the Performance Tables) and in Section E.

- Under the Direct Grant and Assisted Places schemes, the school was at capacity with some 1200 pupils.
- The 2010 Local Area Assessment and the 2010 National Index of Multiple Deprivation both highlight the high levels of poverty, deprivation and unemployment in Blackburn and Darwen, with the closure in recent years of traditional industries, and we have had far more queries and verbal requests for financial assistance, since the demise of the Assisted Places and recent economic decline than we do for fee paying places.
- Since submitting our bid however, we have had 23 applications for new pupils starting in January 2013, and in excess of 150 applications to join across all year groups for September 2013, **representing a net increase in numbers on roll of 53%**, once leavers at Years 11 and 13 have been allowed for. This means that we will certainly need to open a second junior class, and additional requests are coming in almost daily.
- The above bears out evidence from other high quality independent converters, e.g. Bradford Girls' Grammar, that demand is such that the school will begin to build back numbers even before it opens as a Free School, and ISC research, that parents want their children to have access to the Independent offer – *'More parents than ever would choose to educate their child at an independent school if they could afford it, according to a 2012 Populus survey commissioned by the Independent Schools Council (ISC) which found that 57 per cent of parents would send their child to an independent school if they could afford to'*.
- Pre-Christmas analysis of QEGS as a first choice from parents not currently linked to the school, in response to our Free School bid, indicates that **all bar 2 year groups will be oversubscribed in the first year of opening, and this is prior to events such as our Sixth Form Open Day on 12th February 2013, for September 2013 entry.**
- Current local provision does not meet the needs of parents and pupils, with latest EFA data indicating that 28% of post 16 students choose to be educated outside the Borough in more academic sixth form settings than are currently available.
- The Borough has a high proportion of young people (with nearly a third of the population quoted as being under 19 in the 2010 Area Assessment), and a primary bulge is being forecast, with parts of East Lancashire reported to have seen a 44% rise in birth Rates, and [REDACTED] reporting *'The increase in pupil numbers has already started to be seen in the primary schools and will gradually feed into secondary'*. Standards at primary level however are significantly below the national average.
- Parental choice of high quality state-funded provision is constrained locally (by 11-16, faith led and single sex provision), and appeal rates historically have been some of the highest in the country for Blackburn and Darwen (e.g. in 2010 when figures released by the DfE revealed that 28.6% of parents were granted appeals when their children did not achieve their First Choice school).
- The school continues to enjoy an excellent reputation locally, and becoming a Free School will enable us to return to a size at which we can be most effective in raising standards, closing the gap, increasing social mobility and the life chances of young people locally, and contributing to social cohesion.

## Section D: Education plan – part 2

Please refer to pages 20-26 of the ‘How to Apply’ guidance for what should be included in this section.

### D1 Rationale

In his response to the most recent developments on the National Curriculum Review (June 2012), the Secretary of State endorses an approach to the curriculum which builds on the features of the most successful jurisdictions internationally and the highest performing schools in the UK. These are characterised by high expectations and essential core knowledge in the critical subjects of English, Mathematics and Science and by the need for increased breadth in the primary phase (including the importance of language teaching from Year 3 onwards). Greater breadth and rigour are required across all phases and there is a need to raise levels of literacy and oracy across the curriculum. Each school needs to define its own wider curriculum. There is a false dichotomy currently across much of the educational sector between knowledge and skills. This view is reinforced by much of the Wolf Report, which emphasizes the importance of high levels of literacy and numeracy in providing genuine access to a fulfilling secondary curriculum, and highlights the intellectual and educational impoverishment of a substantial proportion of current school-based vocational provision.

At Queen Elizabeth’s, as a Free School, our intention is to build on the breadth, rigour and values of our current academic offer (a National Curriculum plus), which has been our hallmark of success (as set out in the Vision and Ethos Section), in a way which meets the educational, character and personal needs of the wider intake, but remains ambitious and aspirational in its breadth of academic offer, by providing the kind of co-curriculum that unlocks talent, broadens opportunity and horizons, and builds confidence and self-esteem.

**In the primary phase**, the curriculum has been chosen to give a strong foundation in the key areas of literacy and numeracy across all year groups in order that pupils are able to access the full curriculum when they join the Senior School. The approach in the Infant school will continue to be informed by the National Strategies, ensuring that pupils have a firm understanding of the basic concepts in Mathematics, and that they are able to begin to apply them in a range of contexts. A vital component of the English curriculum will be the development of phonic skills which, in turn, develop sound reading and writing skills. Vibrant and exciting reading material provided through a guided approach to reading, involving all staff and pupils as readers and use of our well stocked Junior Library will help to engender early on a love of books, stories and reading (fiction and non-fiction), and pupils will be encouraged to express themselves both orally and in writing across the curriculum, as well as being taught how grammar and language work.

- Pupils in the Reception classes will follow the early learning areas of experience and goals
- From Year 1 onwards, the curriculum will become more formalized, with increasing proportions of discrete time given over to specific subject areas, and the strong focus on literacy and numeracy will be complemented by a programme of activity, including Science, Art, Dance, French, Music, PE and Swimming,

which reflects the close tie between the academic, cultural and physical development of each child. QEGS has also developed a unique programme of age-related Complementary Studies, which is introduced at Year 1 and taught through to Year 13, which brings together environmental and health matters, careers, economic/industrial awareness and citizenship.

- In the Junior School, in addition to on-going Literacy and Numeracy, the curriculum will cover Science, History and Geography, ICT, French, Art and Design Technology, RE, Music and Drama and PE, including swimming throughout the year, and Complementary Studies.
- The Junior School has its own specialist facilities, with its well furnished library, run by the Year 6 librarians, Art room, ICT suite and Science Laboratory.

### **Supporting the wider intake and pupils at different points of transition**

The all-through nature of the school means that primary staff have a clear understanding of what is needed to equip pupils for the secondary phase, and that, as needed, subjects such as French and music can from Year 3 be taught by specialists from the senior phase thus providing appropriate expertise and stretch to support pupils across the range of abilities, including those identified as Gifted and Talented, enhancing ease of transfer at 11+, and ensuring that the curriculum in Year 7 builds on their stage of development. It also supports the development of effective learning habits, healthier lifestyle and enjoyment in learning

Teaching methods blend individual, group and class tuition with the added benefit of what will remain relatively small class sizes, as per the numbers proposed in our Free School Model, ensuring that pupils' individual learning needs can be identified and supported across the wider intake.

This will be reinforced by an increased focus on the use of a wider range of data, standardized reading tests and monitoring of the progress of different groups of pupils with appropriate intervention strategies, to ensure that we are closing the gaps for the most vulnerable groups. We will continue to assess at KS1/2 and set high but achievable aspirations which demonstrate the added value achieved.

Close working between the Early Years staff and parents will be vital for the identification of children's learning needs particularly in the context of the wider intake, as will ensuring a quick response to any area of particular difficulty, with on-going monitoring and screening in place to identify pupils with learning difficulties and disabilities at an early stage, including those who join at Year 3, or other non-traditional points of entry. Across the infant and junior phases, this will be managed by the Learning Support Coordinator, who will ensure that pupils with identified needs across the range of spectrum (including EAL, G&T) have an Individual Education Plan (IEP), and that they receive the additional support required, building on our current links with external agencies, as needed.

An Extended Day is being planned as part of our Free School proposal, which will provide additional learning time in the Infant and Junior years, as well as facilitating extra-curricular enrichment activity and targeted support and catch up.

The Infant and Junior Schools have a good track record for monitoring, supporting and motivating pupils across a range of abilities, as reported in the recent Inspection, which they will build on in meeting the wider needs, with the expectation being that 100% of pupils at KS2 will achieve level 4 in English and Mathematics at KS2, with significant numbers, as now, achieving level 5.

### **The secondary phase**

**At Key Stage 3**, the curriculum will continue to be broad and balanced across all areas set out for the Junior phase, augmented by the introduction of Spanish alongside French in Year 7 (to ensure that those with no previous knowledge of a language are not disadvantaged) and German in Year 8. All pupils will follow at least one language to GCSE through a Department which has been recognized for its pioneering work (looking in to new methodology for KS3 teaching using the target language), through previous National Curriculum Reviews, a North West teaching Award, and the development of its own course material, subsequently published by Hodder and Stoughton. This will be complemented by the introduction of Classical Civilization and Latin, which we feel becomes a still more important feature of the Free School curriculum, enabling those who enter at the different points of transition to access a range of cultural and historical contexts that they would not experience elsewhere in their education, and reinforcing the structures of language development and literacy. A course entitled Ethics and Philosophy, introduced in Year 7 will provide a further unique enrichment to the pupil experience

Specialist Science teaching, which is begun in earnest in the Junior School, will be presented as separate Biology, Chemistry and Physics throughout KS3, with Dual Award or the three separate sciences an expectation for all pupils at KS4, either of which will support an A-Level programme. Within ICT, the emphasis will be on pupils beginning to understand the elements of programming as well as using technology most effectively to support their learning.

Music will be an integral part of the life of the school: choirs and instrumental ensembles are accessible at all levels of the Free School. We will, through our close links with the Cathedral and with links that we will develop further with groups such as Little Voices and other charitable groups, ensure that all pupils are able to be inspired by singing and learning musical instruments.

The extensive opportunities to experience a range of sporting activity through PE and Games, introduced from the Infants onwards, through the support of our excellent facilities both on campus and at Lammack, and reinforced at secondary level through the Saturday sporting fixtures programme will play a significant part in the cohesion of the school community. This will develop both team work and competition, and will establish healthy lifestyles: a key issue identified in the Area Assessment for the Blackburn and Darwen community, and a hallmark of current success.

During Years 8 and 9 a process of flexible banding will be introduced across the core subjects and languages. Pupils across all bands will follow a similar curriculum, but taught in a way most suited to their needs.

**This will support the needs of our wider intake, whilst remaining aspirational in terms of outcomes, and will lead into the provision of 3 distinct pathways at KS4, each of which will actively support the majority of pupils to achieve the EBacc suite of subjects.**

**Pupils in Band A** will follow English Language and Literature, Mathematics, three separate sciences and a modern foreign language as a minimum, with 3 option choices from a selection including Art (Fine Art), Business Studies, DT, EP(Religious Studies), Geography, History, Latin and other languages, Music and PE. The intention is that pupils will take 10 GCSEs. In the separate sciences, we will follow the AQA Certificate (IGCSE) which is the best possible preparation for Advanced Level study in these subjects. There may also be the option of Level 2 Certification in Further Mathematics.

**Pupils in Band B** will take nine GCSEs with English Language and Literature, Mathematics, Dual Award Science and a modern foreign language as compulsory components, and three further GCSEs from the range identified above.

A minority of **Pupils in Band C** will be expected to take from 6-8 GCSEs and will follow a compulsory programme in English, Mathematics and Science (Dual award wherever possible) along with a modern foreign language, a humanities-based subject from Geography, History, EP, or Classical Civilisation to GCSE, and a creative or practical-based subject discipline in Art, DT or PE, which may lead to a GCSE or BTEC. Additional time will also be devoted to support for English and Mathematics and complementary Functional skills qualifications will be available in English, Mathematics, and ICT. We will be working with Blackburn College initially, as well as with other providers in the longer term, to ensure that our programme meets the needs of all pupils, and can develop over time, whilst ensuring that there is appropriate breadth and challenge to enable all pupils to access further study, post 16, whether at QEGS, through some joint offer, or in a rigorous FE/apprenticeship/work related training context.

**Post 16: We will offer a full AS and A2 programme** from a curriculum offer built around three main fields of study:

- **Arts:** Art and Design, Classical Civilisation, Drama and Theatre Studies, English Literature, Ethics & Philosophy, French, German, Greek, History, Latin, Music, Spanish
- **Social Sciences:** Economics, Geography, Physical Education, Psychology
- **Physical Sciences:** Biology, Chemistry, DT (Product Design), Further Mathematics, Mathematics, Physics

This will be arranged so that, at the end of Key Stage 5, pupils will have completed a programme which will lead to:

- three A-Levels
- an AS-Level in a fourth subject

- the possibility of four A-Levels plus a fifth subject at AS-Level for the most academically able
- the Extended Project Qualification
- pupils who complete the requisite voluntary aspects will also be entered for the AQA Baccalaureate.

### **Transition between phases**

A key strength of our Free School offer is the **all-through** context, which ensures that pupils are properly prepared with the learning habits, aspirations and literacy and numeracy levels necessary to access the secondary curriculum. For pupils moving between the 4 phases of the Free School, this transition will be made smoother by their familiarity with the surroundings, personnel and expectations.

The Infant School already benefits from considerable input from Junior School staff in RE, French, Music, PE, and Complementary Studies, and this will be built upon in the Free School, with pupils also coming together for a weekly achievement Assembly. Junior pupils also benefit from specialist teaching from Senior School staff, and share use of a range of senior school facilities.

As already indicated in the earlier section on the primary phase, key to ensuring successful transition internally, will be further enhancing the effective use of data and close monitoring of all groups of pupils, including those who fill up spaces in existing year groups, with tracking of reading ages a key area of focus and targeted support and intervention available across all ages and stages, through the Learning Support Coordinator in the Junior Phase and the Special Needs Coordinator in the senior. Again, the four phase structure ensures effective transfer and understanding of data across the age ranges.

To support pupils who do not transfer from our Junior School, we will also ensure that there is a structured programme of outreach in place to work with key feeder primaries particularly across Years 5 and 6, building on existing links for example with Newlands Special school and others which already benefit from our Science and Technology week, typically attended by 250 primary pupils. Year 6 Pupils who will be joining us from a range of primaries will have taster days in school in the preceding summer term, and we intend to run Summer School catch up programmes for targeted groups of pupils, who transfer both internally and from other primaries at Year 7. We will also consider the most effective way of using the Pupil Premium to support 'closing the gap'.

A range of entry data will be analysed at point of entry at Year 7, including KS2 outcomes, MidYIS data, and reading ages to ensure that appropriate strategies can be put in place to build on existing strengths and needs. These will include consideration as to arrangements for managed access to the curriculum for some, whilst ensuring that those who have a combined Level 4 at entry are appropriately challenged. Across Years 7-9, the focus will be on accelerating progress, and closing any gap in reading and chronological ages. In this we will be helped by the expertise of our primary staff and the strategies that they use to enhance literacy (as well as numeracy), and other strategies such as the Accelerated Reader programme. Setting and banding will also be used to ensure that pupils are appropriately supported in

their learning, whilst the full range of options remain open, and Assessment for Learning strategies will need to be consistently developed across all staff.

At Year 7, the main mode of teaching will be through carefully balanced and integrated tutor groups, with opportunity for other groupings for some lessons, and a Year Tutor system will ensure that pupils' overall progress and achievements are closely monitored. Involvement in the House system and extra-curricular clubs and activities, which are a key part of our co-curriculum will also support confidence building, establish our aspirational ethos, and create opportunities for pupils to be known. We will also consider the need to extend our Breakfast and Homework Clubs alongside our existing system of subject clinics to ensure that all pupils are appropriately supported to learn.

Pupils are prepared for the next stage throughout the age ranges through our programme of Complementary Studies and internal guidance systems. At Years 10 and 11, Morrisby profiles are used to assist pupils in planning for their next step, and support is provided by a range of mentors and advisors, including our alumni/ae, [REDACTED], local figures and our specialist staff, with all pupils supported to have an experience of work. As already indicated, we are working with the [REDACTED] to underpin our offer for those who wish to pursue a more vocationally oriented offer post 16, but are confident that pupils who gain a minimum of 6 GCSE passes, including English and Mathematics, can access a wide variety of high quality post 16 courses.

In Year 12, we will welcome additional external pupils, who will already have met the entry criteria for a 3 plus A-Level academic offer. They will already have toured the school, met Heads of Department in their areas of study, and had a consultation on options with a senior member of staff. They will also be supported by an Induction programme for all Year 12 pupils (including an outdoor activities day), that looks at the skills, habits, and learning styles needed for sixth form study. They will also be introduced to the many opportunities for leadership through the House system and all-through approach. A range of strategies are in place through Careers and Higher Education Conventions, the Complementary Studies Programme and other means to inform the next steps, including internships and a 3 week out of term time work experience project (Venture), with just under 90% of Year 13 pupils in 2012 securing places at their first choice universities. We recognize that, with a wider and more socially diverse intake, our aspirational culture regarding post 16 routes and destinations will need to be developed at a much earlier stage in KS3/4, with a broader range of high quality routes to further/higher education and training fully fleshed out in collaboration with local providers.

The curriculum and attendant pedagogy will be kept under regular review to ensure that it continues to meet needs and deliver the highest standards, preparing all young people to compete effectively in a global market, with real life contexts used wherever possible to reinforce excellence, as has been achieved to date through the use of Artists, and Writers in residence, [REDACTED], our work with outside clients and business in DT, development of the pupil voice through the School Council and Listening Time, which latter underpins our approach in the Complementary Studies Programme.

## **D2: Curriculum Plan**



The curriculum plan will be explained in four separate sections for the four phases of the school. We have already addressed the important issue of links between the phases and how we prepare our pupils for transitions between the phases of their education.

### **Infant School (Covering Reception, Years 1 and 2)**

The Infant curriculum is broad and carefully balanced. The primary intention is to provide exciting and interesting experiences which develop each child's ability to think and learn effectively. Children will have opportunities to reach beyond the Early Years Foundation Stage and Key Stage One requirements. Currently, the Infant School takes advantage of the National Curriculum and the National Primary Strategy, where it is most advantageous to our learners.

*Our aims are to:*

- Help and support all our children to enjoy learning through a broad, balanced and challenging education. We will give all our children the opportunity to fulfil their own individual potential through a balance of teacher-led learning and independent child-initiated efforts.
- Instil a love of learning and encourage our children to have lively and enquiring minds. We want our children to truly enjoy coming to school.
- Provide a genuinely caring, supportive, stable and disciplined environment in which all our children feel secure and are valued. We want to provide a setting with a truly 'family' atmosphere, where children feel comfortable to try, confident to make their own mistakes and be able to learn.
- Develop a sense of independence as per our school motto. We will encourage our children to begin to take some responsibility for their own learning by acquiring the skills and areas of understanding which will enable them to adapt to a rapidly changing world.
- Promote moral, ethical and spiritual values and encourage cultural awareness so our children feel totally confident in who they are and accepting of those around them.
- Maintain an Infant School 'community' based upon sound values of common sense, courtesy, good manners and respect for others. We have our golden rules 'code of conduct' but believe in a setting charged with praise and encouragement. We will provide opportunities for children to show responsibility in the local community and as citizens in the wider world.
- Promote a healthy life style. Balancing enjoyment and participation in sport and physical activity, healthy food choices, positive self-esteem and health and wellbeing.
- Begin to build early habits of application, aspiration and expectations around attendance and punctuality

Our inclusion policy ensures that all children receive their full curriculum entitlement, and additional intervention strategies will be developed through this to support the wider range of needs.

The Infant School has developed a close relationship with a wide variety of sites, businesses and experienced providers, which give pupils throughout the department an opportunity to use the skills learned in literacy and numeracy lessons in a 'real

world' situation. We will also build on their current links with Children's Services and a wide range of agencies to support pupils for whom there are social, health or child protection concerns.

Infant children will be organised by school year cohorts (2 classes of up to 20 children each of Reception, Year 1 and Year 2) and taught for the majority of their time by their class teacher. The class teachers are assisted by classroom support staff (qualified NNEBs) who will deliver some aspects of the curriculum, withdraw children for booster sessions and support groups of children where necessary in class. The class teacher has day-to-day responsibility for welfare and pastoral issues. Class teachers are responsible to the Head of Infant School, who will take an overview of IEPs and targeted interventions.

### **The Reception Class – Early Years Foundation Stage**

The Reception class accepts boys and girls from age four. The Reception classrooms, at the very heart of the Infant School, are bright and spacious rooms where our very youngest children are offered exciting, enriching and stimulating activities to stretch them to their full potential. Well qualified, warm and caring Early Years trained staff ensure children gain the attention they need to make rapid progress but also to develop the close relationships with other children that make them happy to come to school. Reception children develop the skills outlined within the "Early Years Foundation Stage (EYFS)". These skills are divided into six areas for learning:

- Language, Literacy and Communication
- Mathematical Skills
- Physical Development
- Creative Development
- Knowledge and Understanding of the World
- Personal and Social Development

The small, structured stepping stones in these areas ensure a solid foundation on which to build in Year 1. All activities are delivered through carefully structured play; through exploration and first-hand experiences with a true emphasis on building children's self-esteem.

### **Year 1**

Children progress into Year 1 from the age of five. Here the basic skills are cultivated and children are taught to become independent learners through an emphasis on the development of thinking skills. Some specialist teaching is undertaken in subjects such as French, Music, Physical Education (PE) and swimming.

### **Year 2**

Children progress into Year 2 from the age of six. Here learning begins to become more formal in readiness for a smooth transition into the Junior School curriculum. Throughout years 1 and 2, children undertake programmes of study in all the following areas:

Numeracy                      Literacy                      Science                      History

Geography	ICT	RS	Music	PSHE*
Art	DT	French	PE	

## Junior School

Our Junior School will become two-form entry with 20 children per class. These small class sizes will support Free School pupils receiving much individual attention. The parallel classes in each of Years 3 to 6 will be of mixed ability, but the children will be set for literacy and numeracy, enabling the needs of the wider intake to be effectively met. The Junior School will through the Free School offer ensure a broad and balanced experience with an enriched National Curriculum. This curriculum offer will cover Numeracy, Literacy, Science, ICT, History, Geography, Religious Education, Art, Design Technology, Music, Physical Education, a modern foreign language and Complementary Studies\* (identified as PSHE within the Infant curriculum).

Teaching in the Junior School will take place in eight 35 minute periods per day, lessons to be timetabled over a five-day cycle. The proportion of curriculum time devoted to each subject is the same for all year groups, and is described in the following table.

	no. lessons per cycle	Minutes	% of school week
Literacy (including Library period)	10	350	25%
Numeracy	9	315	22.5%
Science	4	140	10%
French	2	70	5%
History and Geography	2	70	5%
ICT	2	70	5%
Music	2	70	5%
Art and DT	2	70	5%
Religious education	1	35	2.5%
Complementary studies	1	35	2.5%
PE	2	70	5%
Games	3	105	7.5%

## Sample Timetable KS2\*

	1	2	Break	3	4	Break	5	Lunch	6	7	8	
<b>Mon</b>	English				Math		Hi/Ge			PE		En
<b>Tue</b>	Maths		Art/DT		En	Fren	ICT	RE				
<b>Wed</b>	PE	Eng	Maths		ICT	Maths	Mus	Li				
<b>Thu</b>	Eng	Music	Games				CS	Math		Eng		
<b>Fri</b>	Maths		English		Hi/Ge	Fren	Science					

\*Individual pupil programmes may be adjusted however under the Free School arrangements to support pupils with specific learning needs or disabilities.

## Curriculum Planning

Teaching will be provided through a blend of class teacher and specialist provision, some provided by Senior School staff.

Each subject taught in the Junior School will be carefully planned as follows:

- The long term plan which will provide an overview of the topics to be studied in each subject throughout the academic year.
- The medium term plan, with details of the main teaching objectives for each unit of work for the particular year group.
- The short-term weekly plans which will be submitted by each class teacher to the Head of the Junior School at the start of each week, and will include strategies for intervention for specific groups of pupils. These plans will be working documents which whilst followed closely may need to be annotated or adapted to suit the situation and/or needs of individual pupils, particularly in the changing context.

Within the primary phase as a whole, additional learning hours will be provided through both a re-structured and Extended day, as set out later on in the section describing the arrangements for the School Day.

**Plans for assessing and monitoring** at all levels are described in detail in section D5.

## **Senior School**

At the senior stage we will seek to admit 125 pupils into Year 7 each year, of which up to 40 will transition from our own Junior School. Pupils will be organised into five tutor groups of 25 pupils representing a mix of pupils from the Junior school, and those who have entered at Year 7. They will remain in mixed tutor groups throughout KS3 and KS4, giving the pupils time to develop the genuine friendships and life-long bonds we all know should emerge from a happy school experience. These tutor groups will be mixed ability, mixed gender and racially mixed and will provide both a key teaching unit in a number of subject areas in Year 7, and a pastoral unit. This will strengthen the cohesion of each year group on a social level and provide a safe, inclusive environment in which all pupils can be nurtured to fulfil their potential as members of society. All pupils from Year 7 will also be allocated to one of the six vertically organized Houses, as are all members of staff, thus enabling a sense of belonging across the whole school, the opportunity to learn from the mixed age context and see models of success, and being able to take part in a rich cross age co-curricular experience.

## **Key Stage 3 curriculum plan**

The curriculum will be broad and balanced, with scope beyond the National Curriculum. All pupils will study English, Mathematics, three separate sciences, History, Geography, Music, Art, Design Technology, Ethics and Philosophy (which covers Religious Education), PE and Games, plus the subjects listed below. Where necessary, we will look at whether some managed programme of access to the full curriculum is appropriate for a minority of pupils who have come to us at Year 7 and require additional short-term intervention/support to manage the transition.

The sciences (Biology, Chemistry and Physics) will be taught separately throughout

KS3, by specialist staff who have experience of teaching all-through to A-Level, Science teaching having long been a strength of the school. They are able to enthuse pupils across the ability range and to enrich their learning with their deep knowledge. (We see the effect of this in the Sixth Form, where 68% of students currently study at least one science subject.)

All pupils will follow one modern foreign language, either French or Spanish, with attention given to whether they have studied a language in the primary phase, and this will be complemented by the introduction of Classical Civilisation and Latin. A second modern foreign language, German, will be introduced in Year 8.

Pupils' personal, health and social education will be addressed in the Complementary Studies programme, which runs through all year groups.

A core component of the KS3 curriculum under our Free School proposal, will be the introduction of a new taught programme in ICT, which is fit for purpose for the 21<sup>st</sup> Century, which provides a clear understanding of the working processes of computers and supports innovation, enterprise and creativity. This will mean computer science/programming, information technology, digital literacy and technology enhanced learning, and ensure that we educate young people across all abilities for success in the e-enabled future economy.

Whilst this programme of study is currently under development, local businesses and existing parents have already expressed a high level of interest and support, and we see this as an additional area of specialism for the future.

As part of our overall support for study skills, Year 7 pupils will, as now, separately be given a short-term, intensive course in touch-typing, which we have found helpful to pupils with specific learning difficulties, but is also an essential generic skill.

### **KS3 curricular organisation**

As part of the use of a range of data sets at point of entry, referred to earlier in this section, which inform the most appropriate learning approaches and organisation to support effective pupil progress, we will also test all pupils for aptitude through our well established MidYIS programme. These, plus other data, will be used to set in certain key subject areas: English, Mathematics, Sciences and, if possible, French/Spanish from the beginning of Year 7. These sets will be reviewed regularly and remain flexible in both structure and composition in relation to the characteristics of the particular year group, so that pupils can be supported appropriately in their learning. The five forms of entry will be divided into six sets, averaging 21 pupils per set, although larger sets (up to 25 pupils) may operate for more able pupils allowing smaller sets with more time for individual pupil attention across the wider intake.

Other subjects in the Year 7 curriculum will be taught in the tutor groups of 25, enabling pupils to make the transition successfully, and learn to study in a supportive environment of mutual respect. Practical and creative subjects will however, be organized into mixed ability groups of 20 or below, for reasons of health and safety.

The time allocated to the teaching of each subject is shown in the table below. The

distribution assumes that **one afternoon per week is devoted to Games**, and that the teaching time is averaged out across the lessons (see **School Day** below.) Lessons will be timetabled over a 10-day cycle, which will contain 60 periods for maximum flexibility.

Year 7	proposed lessons cycle	no. per	mins	% of school week
English	7		350	10.94%
Mathematics	7		350	10.94%
Biology, Chemistry, Physics	9		450	14.06%
French/Spanish	4		200	6.25%
Classics/Latin	3		150	4.69%
Geography	4		200	6.25%
History	4		200	6.25%
EP	3		150	4.69%
ICT	3		150	4.69%
Art	3		150	4.69%
Music	3		150	4.69%
DT	3		150	4.69%
Complementary Studies	1		50	1.56%
PE	2		100	3.13%
Games	4		200	6.25%

This breakdown of lessons gives most weight to the core subjects of English and Mathematics by giving over one fifth of the curriculum time to these two areas. As part of our vision and ethos to support breadth and rigour, including achievement of the EBacc, we will also allocate half of the curriculum time to the sciences, languages and humanities. Creative subjects will be allocated 15% of lesson time as we feel that this is a very necessary part of developing pupils' creative, aesthetic, practical skills and intellectual attributes.

### Sample timetable Year 7

		1	2		3	4		5	6	
Week A	<b>Mon</b>	French	Maths	Break	Biology		Lunch	English	Geography	
	<b>Tue</b>	History	Physics		Classics	Maths		Games		
	<b>We</b>	DT	PE		English	EP		Chemistry	Maths	
	<b>Thu</b>	Geog	CS*		Art			French	ICT	
	<b>Fri</b>	Maths	English		ICT	History		Music		
Week B	<b>Mon</b>	French	Maths		Chemistry	English		Geography	Geography	
	<b>Tue</b>	History	EP		Classics	ICT		Games		
	<b>Wed</b>	Art	PE		English	EP		Biology	Maths	
	<b>Thu</b>	Physics			DT			French	English	
	<b>Fri</b>	Maths	English		Geog	History		Music	Classics	

\*CS – Complementary Studies

(As indicated earlier, a minority of pupils who have a specific learning need or for

whom an intensive literacy intervention is necessary, may in the short term have more managed access to the full curriculum).

In Years 8 and 9 we move to a more formalized but flexible banding, which will operate for English, Mathematics, Sciences, French/Spanish, German and Latin/Classical Civilisation, using our on-going data and monitoring. Pupil allocation to one of the three bands will be determined partly on diagnostic tests (aptitude test, MidYIS) and prior attainments (KS2 SATs results) but also through continual; teacher assessment to take account of their different rates of development. Pupils across all bands will follow a similar curriculum so that all doors are open, but will be taught at a pace and in a style that suits their learning.

A mixture of setting and banding will allow stretch and challenge for the most able and additional support for pupils across the full ability range. The most able band (A) will continue to study two modern foreign languages and Latin until the end of KS3. They will study sciences in depth, being prepared to take three separate science GCSEs in KS4. In the middle band (B) there will be setting (as in Year 7); pupils will follow either Latin or Classical Civilisation, according to their interests and aptitude. The lower band (C) will follow a course in Classical Civilisation, and by Year 9 may continue with a single modern foreign language, offset by additional support in English and Mathematics.

The time allocated to the teaching of each subject is shown in the table below. The distribution assumes that one afternoon per week is devoted to Games, and that the teaching time is averaged out across the lessons of differing length (see **School Day** below). Lessons will be timetabled over a 10-day cycle for maximum flexibility which will contain 60 periods.

Year 8 & 9	proposed lessons per cycle	mins	% of school week
English	7	350	10.94%
Mathematics	7	350	10.94%
Biology, Chemistry, Physics	9	450	14.06%
French/Spanish	4	200	6.25%
German	4	200	6.25%
Classics/Latin	3	150	4.69%
Geography	3	150	4.69%
History	3	150	4.69%
EP	2	100	3.13%
ICT	2	100	3.13%
Art	3	150	4.69%
Music	3	150	4.69%
DT	3	150	4.69%
Complementary Studies	1	50	1.56%
PE	2	100	3.13%
Games	4	200	6.25%

As already indicated, the banding structure which will run through Years 8 and 9 is flexible to allow movement between bands, and so does not restrict pupils who develop at different rates. There is no implication that the three bands divide a year group equally. However, it is likely that Band A will consist of two classes, and contain a total of between 30 and 45 pupils (top 25% - 36%). Band B will contain three classes, up to a maximum of 75 pupils, and the least able 16%, 20 pupils or fewer, will be in one class. In those subjects which are not banded, pupils will be taught in form classes of 25, and for creative and practical subjects, class sizes will remain below 20 pupils.

### Key Stage 3 class size summary table

125 pupils per year group	Year 7		Years 8 & 9	
	mean	max	mean	max
English & Mathematics	21	25	21	25
Sciences	25	25	21	25
Modern Languages	21	25	21	25
Latin/Classical civilisation	25	25	21	25
History, Geography, EP, CS, ICT	25	25	25	25
Art, DT, Music	18	20	18	20
PE	12	15	12	15
Games	18	20	18	20

### Progress to Key Stage 4

The three Bands will lead to three distinct pathways through KS4, with a range of option subjects offered to each band appropriate to their interests and abilities. Pupils in Band A will prepare to take 10 GCSEs. English Language, English Literature, Mathematics and three separate sciences will be compulsory, as will one modern foreign language from the two studied in KS3. Three further GCSE subjects will be chosen from a list which includes Humanities and creative subjects. The subjects on offer will be Art (Fine Art), Business Studies, DT (Graphical Products), EP (Religious Studies), Geography, History, Latin, Music, a second language, or PE.

Pupils in Band B will prepare to take nine GCSEs. English Language, English Literature, Mathematics and Dual Award Science will be compulsory, as will one modern foreign language from the two studied in KS3. Three further GCSE subjects will be chosen from a list which includes Humanities and creative subjects. The subjects on offer will be Art (Fine Art), Business Studies, Classical Civilisation, DT (Resistant Materials), EP (Religious Studies), Geography, History, Latin, Music, a second language, or PE.

Pupils in Band C will prepare to take from six up to eight GCSEs. English, Mathematics and Science (dual award rather than single wherever possible) will be compulsory, as will one modern foreign language. Pupils will then choose a humanity-based subject – Geography, History, EP (Religious Studies) or Classical Civilisation to study to GCSE and a creative or practical-based discipline in Art, DT or PE. At this level, additional time can be devoted to support for English and Mathematics; pupils will also prepare to take Functional Skills qualifications (at Level



1 or 2) in English, Mathematics and ICT.

In all these combinations, access to the English Baccalaureate suite of subjects is maintained, and will be actively managed, forming one of our key measures of success. The balance between compulsory and optional subjects, and the tailoring of options to the different Bands will support a more personalised curriculum. Further personalisation of the QEGS Free School experience will be provided through the sporting arena, in musical performance, through the House system and the many extra-curricular activities which are on offer. All three pathways support transition to high quality post 16 education and training, a key element of our vision of social mobility and excellence for all. We also recognize that we will need to adapt and grow our curriculum over time to keep abreast of change nationally and internationally, and in response to the changing demands of our pupils, and will look at areas of potential expansion through our discussion with the College and other providers.

### **Key Stage 4 curriculum plan from 2014**

In Year 10 in 2014 we project that there will be 55 pupils. This is a reduction on the current year group (72) and we must model the curriculum accordingly. Pupils will study a curriculum consisting of

- English – Language and Literature
- Mathematics
- Complementary Studies
- PE – swimming and gymnasium activities
- Games
- A modern foreign language – chosen from French, Spanish or German
- Sciences – either Dual Award or 3 separate sciences
- three further GCSE options chosen from these option blocks

<b>Block A</b>	<b>Block B</b>	<b>Block C</b>
Art	Geography	Geography
History	History	Classical Civilisation
Music	DT	Latin
Business Studies	PE	Religious Studies

With a year group of 55 there is not the capacity to run more than four subjects per option block. The numbers of classes will need to be based on our previous experience of the popularity of the various subjects for this first Free School cohort. This range of subjects does however provide pupils with the opportunity to study a broad range of subjects to GCSE, including full access to the English Baccalaureate suite of subjects as well as a range of creative disciplines and further options to personalise the curriculum.

Pupils entering the Free School Year 11 in September 2014 will continue to follow the GCSE courses they began at QEGS in 2013. They will benefit from the lengthened school day (see below) which will mean more teaching time than was previously available in this crucial year of school. A full careers programme will prepare them for the transition to Sixth Form study, Further Education or work-based training as appropriate.

## Sample timetable Years 10 & 11

		1	2		3	4		5	6
Week A	<b>Mon</b>	Maths	Option B	Break	Physics		Lunch	Option A	English
	<b>Tue</b>	Biology	English		MFL	Opt B		Maths	Op C
	<b>We</b>	MFL	Option A		Maths	CS		Option C	Opt B
	<b>Thu</b>	English	Maths		Opt A	MFL		Chemistry	Physics
	<b>Fri</b>	Opt C	Chemistry		English	Maths		Games	
Week B	<b>Mon</b>	Maths	Option B		Biology	Option A		English	
	<b>Tue</b>	Biology	English		MFL	Opt B		Maths	Opt C
	<b>Wed</b>	MFL	Option A		English	PE		Option C	Opt B
	<b>Thu</b>	English	Maths		Opt A	MFL		Chemistry	
	<b>Fri</b>	Opt C	Physics		English	Maths		Games	

### Key Stage 5 curriculum plan

In KS5 the Free School offer will support a challenging, academic post 16 curriculum of the kind recognized by Russell Group Universities and aimed at developing our young people and enabling them to enter Higher Education at the University of their choice. We will offer a broad range of AS and A2 courses, with the subjects on offer falling in to three broad categories or strands:

- **Arts:** Art and Design, Classical Civilisation, Drama and Theatre Studies, English Literature, Ethics & Philosophy, French, German, History, Latin, Music, Spanish
- **Social Sciences:** Economics, Geography, Physical Education, Psychology
- **Physical Sciences:** Biology, Chemistry, DT (Product Design), Further Mathematics, Mathematics, Physics.

Our starting point in terms of supporting pupils' individual needs will be to place no restrictions upon the combinations of subjects pupils choose, although both internal and external applicants will be carefully guided by our careers team, and we recommend that pupils consider subjects from at least two strands, in order to give them sufficient breadth of study. In particular we are mindful of the **Russell Group list of facilitating subjects, all of which will be on offer in our Sixth Form.**

It is expected that, with the sufficiently large year group in Year 12 (and into Year 13), through the current evidence of demand, we will be able to satisfy all sensible subject combination requests. Where difficulties with option clashes are likely to occur they will be dealt with on an individual basis by our experienced timetable team, led by the Deputy Head (Academic). In all cases we will ensure pupils pursue a combination of subjects which keeps as many options open as possible for their futures.

Following analysis of subject preferences, subjects and classes will be organised into five option blocks. Pupils will have study time within their timetables, and will be able to make use of the private study facilities in our Sixth Form centre, Singleton House, or in the School Library. Each AS or A2 subject will be given the same amount of teaching time

<b>Year 12</b> most will choose 4 from 5	proposed lessons per cycle	Mins	% of school week
subject A	11	550	17.19%
subject B	11	550	17.19%
subject C	11	550	17.19%
subject D	11	550	17.19%
subject E	11	550	17.19%
Complementary Studies	2	100	3.13%
Games	4	200	6.25%
<b>Total</b> for most (4 from 5)	50	2500	78.13%

Pupils will usually study four subjects at AS level, and three at A2. The academic programme will be enhanced by our Complementary Studies programme which will include the opportunity to work towards the Extended Project Qualification, to take part in a range of community service, and to take AS or A-Level General Studies. The wider role of Sixth form students within a 4-19 mainstream school allows them to be role models and take on a wide range of leadership roles across all 4 phases of the school and within the House Structure. Prefect duties, House Captaincy, D of E and Young Enterprise all provide vehicles whereby Sixth Form pupils can develop their leadership skills and promote the aspirational ethos of the school. Sixth formers will also be expected to participate fully in and run activities as part of the co-curricular programme.

### Sample timetable Year 12

		1	2	Break	3	4	Lunch	5	6
Week A	Mon	A	D			B			
	Tue	D			A			C	B
	We	B				C		Games	
	Thu	A	C		D	CS			B
	Fri	C			A			B	
Week B	Mon	A	D		B			D	C
	Tue	D			A			C	
	Wed	B			A	C		Games	
	Thu	A	C		D	CS			B
	Fri	C			A			B	D

Increased numbers in our Sixth Form will allow us to extend the range of subjects on offer, with the expertise to support Business Studies, Politics and Government, and Geology at A-Level already in house, and Computing as an area of development. Over the next few months, we will engage in further discussions with a range of potential post-16 partners to discuss how we can best widen our own offer and support them in ensuring that our own pupils and pupils locally have an enhanced set of high quality progression routes open to them.

## The Co-Curriculum

A key component of our vision for the Free School is the development of the whole person, both the intellect and the character, allied with a clear sense of service, in line with our school motto. This will be supported through the values, understandings and relationships embodied in the curriculum itself, but will be enhanced by a rich co-curricular programme of activity across all year groups, which unlocks individual talent, raises aspiration and self-esteem, and broadens pupils' horizons.

The programme will be designed to reflect the diverse interests of the pupils, but also to introduce them to new and challenging areas of experience, to build teamwork and leadership, and promote healthy competition and aspiration, making them more confident in a range of settings, and better able to cope with the inevitable pressures to which they will be exposed in life. Whilst some activities will be offered on a year group or key stage basis, the House structure will also support cross-age activity, team work and challenge.

Sporting engagement will be an important part of the life of the school, promoting healthy lifestyles (a key issue in Blackburn with Darwen), strong habits of application, commitment and teamwork, using our excellent facilities, and enabling pupils to compete more widely in local, regional, county level and national events, with an extremely varied programme of extra-curricular activities at lunch and after school, games afternoons and Saturday fixtures. This is enabled by our extended day and approach to learning. Weekly fixtures across the year will include football (in which we have been the only school to date to win the National Independent Schools' FA Cup on 3 occasions), rugby and netball (with teams from under 12s to across the senior age ranges), athletics and cricket. We will host regular swimming fixtures and galas in our 25 metre, 6 lane pool, through the House system, and in partnership with local schools. Pupils will be able to achieve bronze, silver and gold awards through an extensive D of E programme, which develop their personal and survival skills under the guidance of well qualified staff. Further developments are planned, including establishing a CCF, as referred to elsewhere in our application.

As indicated earlier, music is a key component of the life of the school both through the curriculum and extra-curricular activity. Pupils will be able to participate in choirs, jazz bands, string quartets, the orchestra and a range of musical/dramatic events, run at the school and through international tours.

To bring the curriculum alive, the Modern Languages staff, Classics staff, Historians and other departments will all continue to develop their wide programme of study trips to Italy and France, to Pompeii and Herculaneum, to the First World War battlefields, to name but a few. In order to ensure that no pupil is excluded from this programme, we will establish a special fund, supported by the Old Blackburnians and our Elizabethan Association.

Within the extended school day, a wide range of clubs and societies will operate (including chess, conjuring, Young Enterprise, sailing and running, mandarin, electronics, debating-in which there will be intra-school, local and national competition, which currently includes links with the Oxford Union) and there will be extensive local and international community work. This programme will be flexed to reflect on-going needs and interests.

As the Free School staffing complement grows, engagement in the programme will remain a requirement, and we will be able to add to the already very considerable staff skill base, which includes the [REDACTED] ([REDACTED]) and a Welsh ex-international Rugby player amongst others, and our pupil base, for example the Conjuring Club is run by [REDACTED]

These will all be part of our Free School ethos, which believes that education and preparation for life must go beyond the classroom, and will enable pupils to take personal responsibility, experience something new, develop confidence and self-esteem, and make their individual contribution to school life, with all pupils expected to participate in a number of activities. Through the House and year system, pupils' personal involvement in the programme will be monitored and supported throughout the year.

### **Extension and Intervention**

As part of the extended day, we will also run a carefully structured programme of specialist 'subject clinics', literacy and numeracy support, age-related revision, homework, and study skills support activity. These will provide targeted support and intervention to pupils in relation to on-going need and IEPs, and will be coordinated by the Learning Support Coordinator in the Primary phase and Special Needs Coordinator in the senior phase in close liaison with the Class/Year Tutor Teams. Support may include one to one and group work, with some activities, e.g. creative approaches to Mathematics, open to all.

Pupils will also be able to take part in a range of extension activity through Mathematics Olympiads, national spelling and writing competitions and a range of Master class activities.

### **Teaching and learning**

With a gifted and highly qualified specialist staff, our target for the quality of teaching in the Free School will be for 100% good and 50% outstanding building on our current track record, in which the majority of teaching is good or better. Organisation of the delivery of the curriculum and teaching units will support flexibility and personalisation, through the mixture of individual, group and class-based activity described in the primary phase, and the mixed economy of tutor group teaching, setting and banding described in the Senior School. Teachers will regularly review both pedagogy and curricular organisation in terms of their impact on the pupil performance and to ensure that we remain abreast of best practice nationally and internationally. A key feature of the 4-19 approach will be the opportunity for teachers across the primary and secondary phases to learn from and build on each other's practice.

Learners and learning will be at the heart of all activity, within a culture that is aspirational in its approach to pupils of all abilities, and which recognises that transformational learning needs to take place both within the classroom and through an extended approach to education which inspires, excites, enriches and intervenes, as necessary.

### **Assessment, monitoring and tracking**

Building on current best practice, the Free School will develop an all-through monitoring and assessment framework that will support all learners from Early Years through to the Sixth Form in achieving the stretching and ambitious targets we will set for all Key Stages.

All learners will have an Individual Learning Programme tailored to their needs and aspirations, with regular checks made on their progress, as set out in more detail in D5. This will include specific IEPs in relation to particular learning needs or disabilities, and Personal Learning Plans in the senior phase, for which pupils take increasing individual responsibility.

We will complement the existing data rich environment, which includes PIPS, MidYIS, ALIS, use of Key Stage outcomes, Year 7 screening strategies and other entry data, teacher assessment and target setting, use of Morrisby testing at KS4 to ensure that pupils, teachers, and parents fully understand individual progress and what needs to be done to achieve the next level/sub level and the wider goal, with SLT regularly monitoring outcomes. Again, the 4-19 approach and House Structure will facilitate all pupils being 'known', and those who enter at Year 7 will be supported through earlier outreach and the wide range of entry data. Close monitoring of reading ages and tracking of any chronological gap will be a key strand of the assessment data under development, with termly tracking of progress in relation to literacy intervention strategies which will be put in place.

## **School day**

Although all four sections of the school will occupy a single site, the Infants and Juniors are housed in their own free-standing buildings and will operate their own age appropriate school day, with benefits which are both educational and administrative in terms of catering and pupil movement, for example, and in demands on cross-phase facilities.

As part of the development of the Free School model, we will re-structure the timings and organisation of the Infant School Day in order to provide additional Learning Hours which will enable the Infant School to develop its curriculum even further, whilst creating additional time to extend strategies within its inclusive learning policies to ensure effective learning for a wider range of learning abilities.

The proposed Infant School day below, therefore, builds in additional time for discrete high quality phonics sessions and hour long uninterrupted Literacy and Numeracy lessons. Some lessons will be delivered by specialist teachers, in subjects such as French, music and swimming. Time is also built into the day for registration and for 'home-time', without impacting upon learning time.

Given the extension of teaching and learning time within the Infant school day we propose to retain our model of 37 weeks school per year, consisting of 180 pupil days and up to 5 teacher training days. This model will deliver approximately five teaching hours per day, meaning up to 870 hours of learning for each pupil over the course of the school year. This gives 25% flexibility **above** the recommendations for KS1 learners, to enable the Infant School to personalise and tailor the curriculum to

the needs of our children as part of the new Free School arrangements.

		Learning time (mins)	Excluded time (mins)
8:40 am	Registration		10
8:50 am	Phonics	20	
9:10 am	Period 1	60	
10:10 am	Break		10
10:20 am	Assembly		20
10:40 am	Period 2	60	
11:40 am	Period 3	30	
12:10 pm	Lunch break		55
1:05 pm	Registration		5
1:10 pm	Period 4	60	
2:10 pm	Break		10
2:20 pm	Period 5	60	
3:20 pm	Preparation for home-time		10
3:30 pm	End of school day		

In the Junior School, timings for the overall school day will be similar to the Infant School, but the day will be divided up in a more structured way, with specific lessons given over to different aspects to the curriculum. Each lesson will last for 35 minutes. This structure to the school day will help to prepare pupils for their time in Senior School. The timings for the Junior School day will be as follows.

8:40 am	Registration and form time
8:50 am	Period 1
9:25 am	Period 2
10:00 am	Break
10:10 am	Period 3
10:45 am	Period 4
11:20 am	Break
11:35 am	Period 5
12:10 pm	Lunch break and activities
1:30 pm	Registration and assembly
1:55 pm	Period 6
2:30 pm	Period 7
3:05 pm	Period 8
3:40 pm	End of school day

In the **Senior school**, we will be moving from our current arrangements, and timings (an 8 period day of 35 minute lessons) in order to deliver a more integrally structured extended curriculum as proposed for the Free School, which supports a wider range of abilities and will enable us to embed still more securely our commitment to extra-curricular activities and sport.

The Free School model proposed will also maximise the time spent by pupils attending high quality lessons, and support the development of deeper learning, with a standard lesson becoming 50 minutes long. Movement time is being built into the

model to allow pupils sufficient time to traverse distances across the school site, whilst ensuring a culture of punctuality for the start of each lesson, and ensure that the full amount of timetabled time is used for teaching. Lunchtime will last for one hour, to enable large numbers of pupils to take part in lunchtime Clubs and Societies. In the afternoon, the 100 minute slot will allow sufficient time for Games activities to take place at the Lammack playing fields, a mile away from the main school site. The proposed timings for the new school day are as follows.

8:40 am	Registration
8:50am	Assembly
9:10 am	Period 1 begins
10:00 am	End of period 1; movement around school
10:05 am	Period 2 begins
10:55 am	Break
11:15 am	Period 3 begins
12:05 pm	End of period 3; movement around school
12:10 pm	Period 4 begins
1:00 pm	Lunch
2:00 pm	Registration
2:05 pm	Period 5 begins
2:55 pm	End of period 5; movement around school
3:00 pm	Period 6 begins
3:50 pm	End of school day

Again, with the extension to teaching time proposed for the senior Free School day, we intend to retain our model of 37 weeks schooling per year, consisting of 180 pupil days and up to 5 teacher training days. This model will deliver 5 teaching hours per day, totalling up to 900 hours of learning for each pupil over the course of the school year, plus Saturday fixtures.

### **Pastoral arrangements**

Across the 4 phases, pupils will be organised into horizontal Tutor groups overseen by a form tutor, who will be the first point of contact for day-to-day concerns regarding pupil welfare. Form tutors, who will also be the first port of call for parents, will be accountable to Heads of Year, who have overview of pupil progress and any pastoral issue which may impact on learning or pupil welfare. They are, in turn, responsible to the Deputy Head (Pastoral). Tutor groups will also form a key teaching unit for a number of subjects in Years 7, 8 and 9.

These arrangements are complemented by the vertical grouping which operates through the House System, which gives another dimension to the way in which pupils are known and enables pupils across a range of ages within the Senior School to model success and to come together to tackle some of the more problematic characteristics of age related development. The specialist led all-through Complementary Studies programme will provide strong support for the personal, social health and economic development of pupils across the phases.

### **D3: Staffing**



The Free School will be led by the Headmaster, ably supported by his Senior Leadership Team (SLT), comprising two Deputy Heads (Pastoral and Academic), an Assistant Head, the Bursar, the Heads of the Infant and Junior Schools (to ensure effective cross-phase planning and sharing of expertise).

The Deputy Head (Pastoral in the widest sense) will have overview of pupil welfare and progress, ensuring that pupils achieve the academic and personal targets set, that high standards of attendance, punctuality, behaviour and application are adhered to and that matters of pupil welfare are dealt with effectively and do not impact on learning. He will be accountable for and lead the work of Form Tutors and Year Heads across 11-19 and also manage the prefect team, led by the Head of School (School Captain) who take on many supervisory duties, and House Staff Leads. He will also have oversight of the Infant and Junior Schools, and will meet weekly with the Heads of each phase. He will work together with the Head of the Junior School and the Deputy Head Academic to co-ordinate the outreach programme to support external entry at Year 7.

The Deputy Head (Academic) will be responsible for curriculum development and management, consistency of systems and processes for assessment including Assessment for Learning and the range/quality of assessment data and their application; systems for reporting, monitoring and tracking, and all arrangements for internal and national assessments/examination/accreditation. She will lead and be accountable for the effectiveness of Heads of Department, who will each be accountable for the outcomes of their academic discipline within the Senior School and Sixth Form. She will chair the Assessment and Reporting Committee and line manage the Exams Officer and Timetablers.

The Assistant Head will support the work of the Deputy Head (Academic) on a number of aspects of Teaching and Learning, including developing the Personal Learning Plans which will be used by all pupils in KS3 and beyond.

The Bursar will be responsible for the financial management of the school, ensuring that all aspects can be delivered in a value-for-money context and will have overall line management responsibility for all non-teaching staff. He will work closely with the Deputy Heads Academic and Pastoral to ensure that the pupil premium funding delivers real value for money in 'closing the gap' for pupils on FSM, e.g. through Year 6/7 Summer Schools and on-going targeted interventions.

The Infant School teaching staff, complemented by NNEBs, are highly trained primary specialists, and each member of staff will have responsibility for a specific area of subject or aspect co-ordination, with key leads identified on Literacy and Numeracy. The Infant School will also make use of some specialist teachers including in Swimming, Music, French, PE and RE. As the Infant School numbers increase, we will further enhance classroom support by recruiting additional properly qualified support for learning.

All Infant School staff will be accountable to the Head of Infant School who will form part of the SLT.

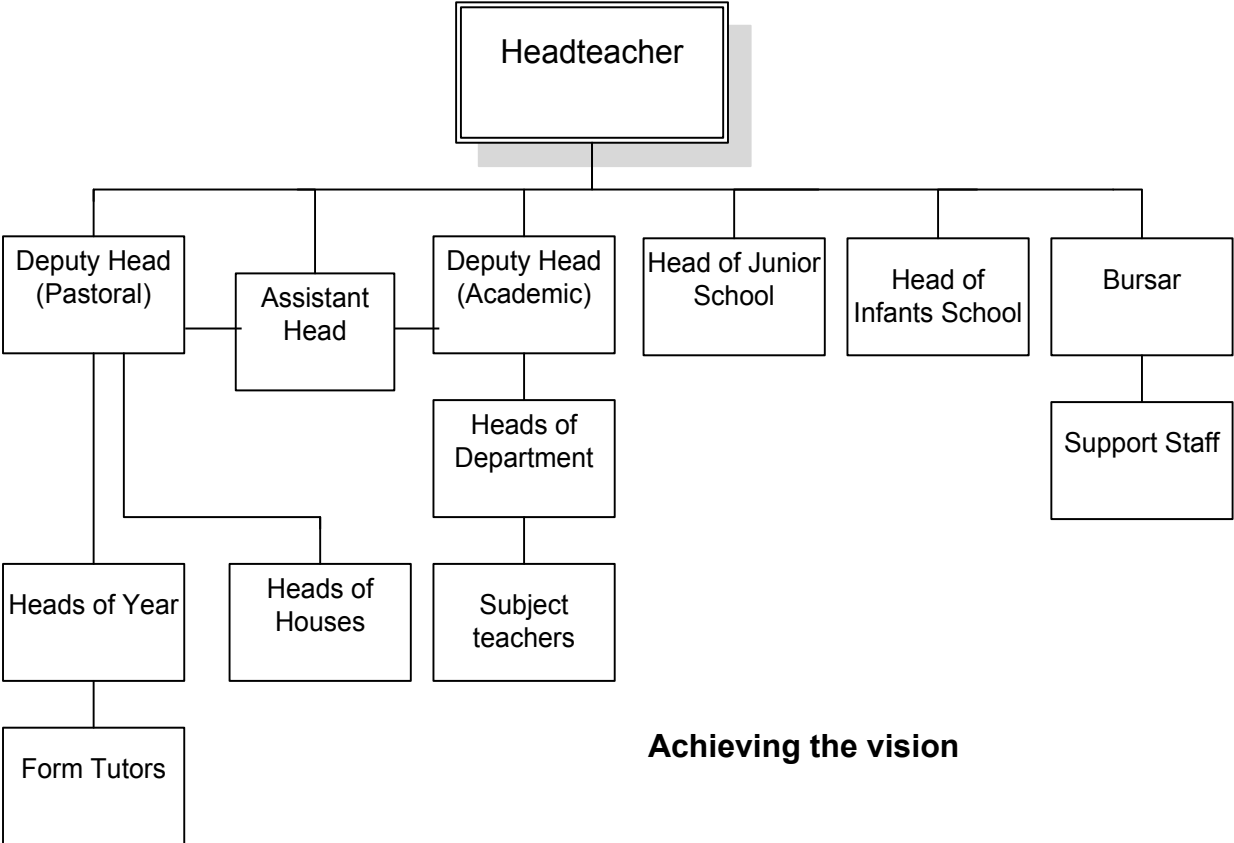
The Junior School staff of four experienced KS2 specialists (one of whom is male) will be led by and accountable to the Head of Junior School, who also is a member of SLT, and will have overview of the work of the specialist teachers from Senior School within the Juniors (across French, Music, PE and Games), in liaison with the Academic Deputy. Demand for places in the Junior School has already grown rapidly, and we anticipate running two forms in one or more year groups during 2013-14, with a commensurate increase in teacher numbers. Staff numbers will rise further in 2014 to accommodate two forms in each year group, as set out later in the staffing increase chart.

The Foundation Director (responsible to the Bursar) will be responsible for the promotion of the school within the local community and more widely and will develop her role within the Free School in relation to Partnership building and Fundraising, taking a lead in coordinating the extension and enrichment programme and building a range of opportunities for real life contexts, internships and co-operation with external partners e.g. our alumni/ae, Little Voices, LAMDA and local businesses, which broaden horizons.

**An organisational chart showing the planned leadership arrangements is set out below.**

# QUEEN ELIZABETH'S FREE SCHOOL

## Leadership and Management Structure



We are fortunate in having a body staff, who are well-qualified in their subject specialisms and in both primary and secondary best practice. They also share a passion for their vocation, dedication to their pupils, and to the vision and ethos of the Free School which will be evident in the enrichment and intervention programmes available to all pupils. They are supported by committed and well-qualified non-teaching staff at both primary and secondary level, including a professional librarian, ICT managers and laboratory technicians. While building our staffing base in relation to increasing numbers in the Free School, we will ensure that all appointees continue to support high specialist standards, quality of care, and a commitment to going the 'extra mile'. The recruitment of teaching staff will continue to include observation of their quality of teaching.

In order to prepare staff appropriately for the demands of the wider intake, we will put in place a well-focused programme of CPD, supported by expert external input on areas such as Assessment for Learning, and support for pupils with a range of learning difficulties. This will feature throughout our on-going Strategic Development Plan, and will be informed by some of the links we are already making with St Bede's and Blackburn College for example, to put into place reciprocal arrangements for developing pedagogy and practice. We will also build on our current best practice in appraisal, and institute a challenging programme of performance management within the Free School, which is regularly informed by observation of the quality of teaching and learning as well as outcomes (including key measures of progress).

### **A phased programme of staffing growth**

Class sizes are currently small in a number of subjects, and across Tutor groups, and will therefore support considerable expansion in the first instance to our maximum of 20 in the primary phase, 25 pupils per class in Y7, and 15 pupils per class in Y12 without additional recruitment. This will also ensure better viability of option groups at 14-19, and that the curriculum at 14-19 is organized to provide maximum value for money, allied to appropriate curriculum coverage whilst pupil numbers build.

The table of pupil numbers presented in D Part 1 which underpins staffing growth (reproduced here for ease of reference), demonstrates the additional capacity referred to above, as well as the phased growth across the four years from 2014 (925 pupils) to steady state in 2017 (1205 pupils) .

The growth of the senior school will occur naturally as smaller (existing) year groups leave the school at the end of Year 11 and are joined by external entrants into Year 12, and are replaced by full cohorts of 125 in Year 7.

	<b>Current number of pupils (if applicable)</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>Reception</b>	6	40	40	40	40	40	40	40
<b>Year 1</b>	7	40	40	40	40	40	40	40
<b>Year 2</b>	12	40	40	40	40	40	40	40
<b>Year 3</b>	15	40	40	40	40	40	40	40
<b>Year 4</b>	16	40	40	40	40	40	40	40
<b>Year 5</b>	15	40	40	40	40	40	40	40
<b>Year 6</b>	17	40	40	40	40	40	40	40

<b>Year 7</b>	28	125	125	125	125	125	125	125
<b>Year 8</b>	46	125	125	125	125	125	125	125
<b>Year 9</b>	71	65	125	125	125	125	125	125
<b>Year 10</b>	72	55	65	125	125	125	125	125
<b>Year 11</b>	78	75	55	65	125	125	125	125
<b>Year 12</b>	36	150	150	150	150	150	150	150
<b>Year 13</b>	37	50	150	150	150	150	150	150
<b>Totals</b>	456	925	1075	1145	1205	1205	1205	1205

### Managed increase

Current staffing levels are 43.875 full-time equivalents (FTE) teaching staff in the Senior School, with four members of the SLT and 7.1 FTE teaching staff in the Infants and Junior Schools which also have two members on the SLT. This gives a current total staffing level of 51 (50.975) FTE teachers and 6 SLT. Staffing levels in the Senior School already account for all middle leadership responsibilities – Heads of Department, Heads of Year – with their associated time allowances. See table below for non-teaching staff increases.

There is already increased demand for places in the Infant and Junior Schools which may necessitate the opening of additional classes in one or more year groups in the Junior School for September 2013. Each additional class will require one additional FTE teacher. (We also anticipate some rise in pupil numbers in the Senior School, but this can be accommodated within existing staffing levels). Any staffing additions in the primary phase will be self-funding, in terms of additional classes.

In September 2014, as the Free School model shows, we will be planning for a large increase in pupil numbers in Years 7, 8 and 12. This will require 5 FTE additional teachers in the Senior School. All year groups in the Infant and Junior Schools will also expand to two classes of 20, requiring the addition of up to seven FTE teaching staff. Hence, in September 2014 the entire Free School will be staffed by 63 FTE teachers and 6 SLT. This is accounted for in the financial model (see section G).

In September 2015 there will be another significant rise in pupil numbers in the **Senior School**, requiring an additional 5 FTE teachers, taking the total to 68 FTE teachers and 6 SLT. Similar growth in 2016 and 2017 will see the entire staff rise to 83 FTE by September 2017. The anticipated growth is summarised in the table below. As some staff teach across the primary and secondary phases, an overall PTR is given.

	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Existing FTE teaching staff	51	63	68.25	72
Additional recruits	12	5.25	3.75	4
SLT (excluding Bursar)	6	6	7	7
Total FTE staff	69	74.25	79	83
Staff:pupil ratio	1:13.4	1:14.5	1:14.5	1:14.5

This phased growth of teaching staff will support the introduction of the new programme of ICT/Computing set out in the earlier curriculum section in the first year of the Free School, as well as enabling additional well qualified specialist support, as

required. The phased programme of staffing growth, accompanied by a programme of on-going CPD and fresh additions to the staffing complement, will bring a wealth of wider practice as well as ensuring that the culture of academic achievement and high attainment which currently exists within the Common Room will continue to thrive. Such a culture is vital to achieving the aims of the Free School as outlined in the Education Vision (section C), namely high standards both academically and in music, sport and other extra-curricular activities, high aspiration to support increased social mobility, closing the gap for all pupils and providing a range of enriching trips, visits and charitable work. All of these aspects are required for us to maintain/build within the Free School the rounded education for which Queen Elizabeth's is well-known.

### Value for money

We also believe that the phased building of pupil numbers, utilizing our existing spare capacity in the first instance, our cross-phase approach to the provision of specialist teaching, our controlled development of curriculum 14-19 (which fully supports delivery of the EBacc and the Russell Group list of subjects), our plans to work in partnership with other local providers, and to monitor use of any funding for pupil premium ensures good value for money (VFM), as well as excellence. This is similarly the case in steady state.

### Expansion of non-teaching staff between now and steady state:

#### Non- teaching Staff – Table showing the build-up of Education Support Staff

Category	2014	2015	2016	2017	Comment
<b>Science Technicians</b>	2.5	5.0	5.0	5.0	As soon as we can, we will recruit a Head Technician, one dedicated technician per science subject, and one "floater".
<b>Librarians</b>	1.0	1.0	1.5	1.5	We intend to recruit a part-time librarian as soon as possible, in order that our evening homework club will be supervised.
<b>DT Technicians</b>	1.0	2.0	2.0	2.0	We expect DT to be a popular choice of subject across the ability range
<b>Teaching Assistants</b>	1.0	3.0	4.0	4.0	The TAs will be confined to Infants School initially, but from 2015, there will be one for Junior School and from 2016, one for MFL dept.
<b>IT Technicians</b>	1.0	1.0	2.0	2.0	The IT technicians will concentrate on systems management and serviceability.

## **D4 Pupils with differing abilities**

Key to our vision and ethos for a successful Free School, as indicated in Section C, is a culture of achievement, of high expectations and aspirations, which enables all pupils to excel and fully to develop their potential.

The curriculum, as outlined in D2, provides a robust context for effective teaching and learning and achieving excellence for all. The attendant sections on the organisation of its delivery provide broad strategies for personalising approaches to meet the needs of pupils of differing abilities, which will no doubt characterise our wider intake. These include the blend of individual, small group, and small class teaching in the primary phase, the arrangements set out to support primary/secondary transition, and the flexible setting and banding proposed for the senior phase. All teaching will be expected to be suitably differentiated within those broad organisational approaches to meet the needs of individual learners. This will form a major part of the proposed professional development work which will go on in the planning and preparation for the Free School. Our strong pastoral systems, commended in our recent Inspection, will continue to ensure that potential problems are identified promptly and dealt with appropriately.

In the context of our intention to be accessible to many more children from the immediate vicinity in Blackburn with Darwen, as well as more widely, we expect to see an increased range of needs in terms of Looked After Children, those who qualify for FSM, pupils with specific learning difficulties or disabilities, and a wider ability range including pupils with EAL and Gifted and Talented pupils. We will also need to respond to pupils with a range of special educational needs, some of whom may have a statement and others who will have less severe but equally significant learning needs, or whose needs may only become apparent during their time in the school.

The rigorous and regular interrogation of soft and hard data, both at point of entry and thereafter, will ensure that the very particular needs of individual pupils are known, understood and acted upon. All teachers will understand how to use data to inform teaching and learning, and will know how to support and challenge individuals and groups of pupils, incrementally improving progress and stretching the most able.

In meeting the range of needs, the school will fully comply with the SEN Code of Practice, the Equalities Act (2010) and all other relevant legislation.

### **The process of identification**

The school already uses a wide range of data to screen pupils at key points of entry and across stages of development, to identify specific learning difficulties and support strategies and to set targets. These include standardised reading tests, tests for dyslexia and other specific learning difficulties, cognitive tests (CATs), PIPS in the primary phase, and MidYIS, ALIS in the seniors, use of Key Stage outcomes and on-going teacher assessment to identify what needs to be done to achieve the next level/sub level. Pupils also self-assess using Personalised Learning Plans and set their own targets for progress in consultation with their teachers. Links which have been established with St Bede's and will be established with other local providers will

enable us to complement these where appropriate.

The identification of any individual learning difficulties or barriers to learning as well as Gifted and Talented will also be enabled by our personalised approach to planning and assessment. This is supported by the small group sizes in the primary phase (a maximum of 20), and in the secondary (a maximum of 25, with further teaching of the 5 forms in 6 smaller groupings), and consistent use of the tutor group as a teaching unit in which pupils are known, with staff more able to adapt to preferred learning styles as well as needs. The all-through approach also supports the effective transfer of information and enables strategic cross-phase planning of how to address individual needs, with the House System providing a further but somewhat different setting in which the pupil is known and can be supported.

An on-going register is kept of Gifted and Talented needs and strategies, with identification taking place through a balance of approaches as set out in the later section.

For pupils who join at Year 7, a structured programme of outreach will be put into place, which ensures that data about individual needs along with current strategies being employed can be shared and built upon in advance of transfer. The school will use its own screening strategies to further identify need at point of entry.

Where needs are identified, the Learning Support Co-ordinator/SENCO will liaise closely with parents to:

- Make them aware of what has been put in place at school and what external opportunities are available.
- In conjunction with the Head of Infants/Juniors, Head of Year, or a Head of Department, let parents know how they can support the pupil depending on their need.
- Arrange parental support meetings.
- Keep them up to date with developments that may assist their child including the use of technology.
- Liaise with many outside agencies and specialists to develop a good understanding of best practice. These links currently include speech and hearing specialists, the Dyslexia Association, local schools, and will be extended to include local EAL support teams and Children's Services, including Mental Health services, as appropriate.

The SENCO will also liaise with the Academic Deputy over any special arrangements which need to be put in place to support individuals in taking external accreditation and qualifications.

### **Policy and professional development**

Both of these are in hand and are informed by the following aims:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;

- to ensure staff liaise closely with the Learning Support Co-ordinator/SENCO in setting appropriate targets for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum and co-curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure all staff are aware of medical needs e.g. allergies, asthma etc.

Whilst a programme of further training is in progress, all subject teachers have an awareness of SpLD. They have also identified a link teacher within each academic department who will attend INSET with the aim of developing their understanding of dyslexia and SpLD.

The Learning Support Co-ordinator is undertaking a post-graduate diploma in SpLD, an AMBDA course, which ends in April 2013. This will qualify her as a specialist dyslexia teacher. She will also become an Associate member of the British Dyslexia Association and be qualified to carry out dyslexia assessments on children of 16 years and below. Members of the Mathematics department are similarly undertaking training in how to recognize and deal with dyscalculia

Special Needs and Disability Discrimination Policies are in place, and a range of other whole-school policies are being reviewed to ensure they will reflect the range of needs of the Free School intake.

### **Overview of a coherent set of strategies**

All pupils, post screening and through continual assessment will have an individual learning plan, with specific IEPs in place for pupils with more significant learning needs, and PLPs (Personal Learning Plans) in the secondary phase, for which pupils take increasing individual responsibility.

Weekly lesson plans will be monitored for evidence of appropriate planning and support strategies for individuals and groups of pupils, with our well-qualified staff able to use their expert subject knowledge to enhance creativity and flair in lessons, with well-defined teaching aims and learning goals

Close tracking will also be put in place through the Tutor and Year system of the progress of different groups of pupils, including FSM, EAL, LAC, and those with SpLD or other learning needs.

Reading ages will be regularly monitored and strategies such as the Accelerated Reader, as well as 'one to one' and small group work on Literacy support and on language and communication will be used to reduce the gaps.

All staff and tutors will be fully equipped to understand the range of difficulties experienced by pupils. They will give support during lessons, which will be reinforced during tutor time, such as copies of lesson notes, writing frames, tables to fill in. There will be an emphasis on developing pupil and teacher dialogue and oracy, structured written instructions, with additional strategies, including coping strategies which the pupils can employ, informed by the Learning Support Coordinator and the SENCO in the Senior School. This will include strategies for addressing any physical impairments and disabilities.



Effective use of technology is made to support and help extend all learners through use of laptops and other hand-held devices, dictaphones, kindles, phone cameras to photograph board to ensure pupils can copy up notes. The ICT suites and Library are equipped with specific technology resources, including aids for the visually impaired, which will be complemented as needed. Arrangements to develop children's understanding through the use of all their senses and of varied experiences will also be in place, and include the use of the Sensory Room at the Lammack grounds. A touch-typing programme will be available on the school network, and all pupils in Year 7 will have an intensive course of touch typing. The Touch Typing Club, which takes place one lunch time per week will also be available.

The provision of high-quality teaching and learning will be underpinned by the annual performance review process which will embed within the school a culture of continued improvement in teaching and learning for all.

**Additionally, we will ensure the following strategies are in place:**

### **Looked after Children**

QEGS Free School will work closely with the LA to ensure that any looked-after children receive the support they need. Liaison and support will be overseen by the Deputy Head (Pastoral) who will work with the Head of the relevant Year group (or Head of Junior School or Head of Infant School) as the designated teacher for each child. The Head of Year will oversee the personal education plan (from social workers), co-ordinate the development of the plan and provide a point of contact for all professionals working with a looked-after child.

The Deputy Head (Pastoral) will ensure that:

- the school responds immediately and appropriately to all related issues concerning looked-after children
- senior staff and governors have an overview of the educational needs and progress of looked-after children
- the school compares the performance of looked-after children with their peers
- ways of raising the attainment of looked-after children are identified in the school development plan
- the school encourages collaboration with other agencies and services in the care of looked-after children
- the school provides the LA with data on the attendance, attainment and exclusions of looked-after children

On a day-to-day basis, the Head of Year will settle a newly-arrived looked-after child into school – including if a child arrives mid-term – and

- share sensitive information about individual looked-after children with relevant members of staff (remembering that some children will not want teachers to know about their situation)
- liaise with foster carers, residential children's homes and social services to ensure that the school has relevant information about a child's care history
- communicate with a child's carers about his/her achievements and needs, forming links which are supportive to the child and their carer

- ensure that each looked-after child has an up-to-date personal education plan, and that they are able to contribute to it
- maintain an overview of the child's changing needs and progress

### **Pupils with Special Educational Needs**

QEGS Free School will welcome students with special educational needs and disabilities and will work closely with the LA and other providers as necessary to ensure outstanding provision for all SEN pupils. Special needs will be supported by small group withdrawal or individual support where appropriate and by inclusive provision in the classroom designed by teachers as part of normal lessons.

The Learning Support Co-ordinator/SENCO will lead on measures to identify, assess, monitor and support pupils as they progress through the school, understanding that a specific learning difficulty can make itself apparent at any stage of a child's education and teaching staff will be encouraged to raise any concerns they have about a pupil at any time. More structured identification will take place through information from our 'Fair Banding' admissions test, through a literacy test taken by pupils at the start of each of Years 7, 8 and 9, and this will be supplemented by information from MidYIS screening taken at the beginning of Year 7.

If a pupil is suspected of having dyslexia or another specific learning difficulty (SpLD), appropriate initial assessments can be made in school by the Learning Support Co-ordinator. For dyslexia, a screening test such as Lucid Rapid and various other informal tests will be used. For other SpLD, information is gathered with help from the Head of Year and subject teachers using a standard proforma. If the result of the initial screenings is a low probability of SpLD, the Learning Support Co-ordinator will suggest basic ways in which the student could improve in the area where there are concerns and put the student on an informal watch status, usually via form tutor. If there is a higher probability of SpLD the student will be referred to the relevant specialist to obtain a full report of the student's needs.

Support is, obviously, dependent upon the SpLD, but a range of examples has been provided in the earlier section on strategies. We are already seeking to strengthen these in a number of ways, including:

- Standardising our practice with regard to the collection of evidence for SpLD, and involving Heads of Year in this process
- Targeted training, as set out in the earlier sections
- Co-operating with outside agencies, other local schools and LA specialists to develop a good understanding of best practice.

### **Pupils with English as an additional language**

We anticipate that the number of pupils who do not have English as the language spoken at home will increase, given that the population in the immediate vicinity of the school is ethnically diverse. The school will identify pupils with English as an additional language (EAL) through teacher recommendations, parental data, information from previous schools (if appropriate) and through MidYIS, as well as for any new arrivals to the country who have little or no English.

We believe that a pupil's acquisition of English is best achieved through interaction with their peers in the classroom, however we recognise that we will also need active

support mechanisms. Where appropriate, pupils will have additional English tuition in place of one or both modern foreign languages, with re-integration into the foreign language lessons, as soon as possible. They may also be paired with other pupils who have been in a similar situation, supported by bilingual staff and dual language material, where appropriate. We will also work closely with the local EAL support teams.

### **Pupils in receipt of Free School Meals**

A key focus of our mission as a Free School will be to ensure that we ‘close the gap’, and that pupils in receipt of FSM make commensurate progress relative to their peers. This will be underpinned by an aspirational culture which motivates all pupils to excel, and effective teaching and learning and assessment strategies. The Deputy Head (Pastoral) will be responsible for monitoring the performance and progress of pupils with FSM, and have overview of the impact of strategies arising from the targeted application of Pupil Premium, including measures to support pupils who transfer from outside at Year 7. As part of our wider strategies to support pupils with a range of needs, we will ensure:

- INSET for all teachers in Assessment for Learning, how to deliver effective feedback aimed at improving learning, and target setting
- Support for pupils in developing meta-cognition and self-regulation strategies to gain a deeper understanding of the learning process and take ownership of their learning
- Ensure that homework is stimulating and genuinely promotes further learning, and that pupils can have supported access to homework clubs, library and ICT resources

The setting up of a ‘Learning Development Group’, under the guidance of the Deputy Head (Academic) will facilitate the sharing of best practice across departments. She has a strong track record of improving teaching and learning and was previously Head of Mathematics in one of the top-performing maintained schools in the country, and is also a well-received speaker at national conferences.

### **Gifted and Talented Pupils**

**Teaching and learning will be planned to ensure that every child can aspire to the highest level of personal achievement. Within this, however, we will implement practices to ensure that Gifted and/or Talented (G&T) pupils are identified and encouraged with additional stimulation across 4-19.**

Identification of G&T pupils will be through a balance of different approaches, as indicated earlier, and a G&T Pupil Register will be drawn up annually using the following kinds of evidence:

- teachers’ and Heads of Departments’ nominations based on relevant assessment profiles;
- parent consultation;
- feedback from identification tests such as MidYIS, from cognitive ability tests (CATs), and National Curriculum tests;

- National Curriculum attainment progress records (e.g. pupil-tracking sheets, record cards, reading or spelling tests, and music or sports accreditation) which may be available from a pupil's primary school.

Provision for the identified pupils will be mainly through the subject area(s) which have nominated them for inclusion in the G&T Register. Each Department will develop its own strategies, resources and enrichment activities related to their subject area, designed to challenge and extend the learning of G&T students in day-to-day lessons. Provision by Departments will cover many subject-specific areas but will include:

- providing access to higher level tasks and resources, specific research tasks, problem-solving skills and opportunity for creativity and diversity.
- a range of suitable extra-curricular activities for G&T students, in addition to those on offer to all students.

The Free School will also provide whole-school opportunities, activities, visits and trips to enrich and extend the experiences of G&T students. The maintenance of the G&T Pupil Register, the organisation of whole-school enrichment opportunities and the monitoring of subject department G&T provision is the responsibility of the G&T Co-ordinator. The G&T Co-ordinator is responsible to the Deputy Head (Academic).

### **Using ICT to support learning and achievement**

Teachers will remain at the heart of the teaching and learning process in QEGS Free School. However, we recognise that effective use of ICT can add greatly to what is currently delivered, and some examples of this have already been given in the overview section. QEGS Free School will use ICT to

- Enrich learning experiences for all pupils through access to and interaction with multimedia content. This will be delivered through interactive whiteboards and other display technologies, portable wireless devices as well as conventional desktop computers.
- Use applications such as podcasts and blogs to encourage both spoken and written literacy skills.
- Develop an overall ICT capability such that pupils will be empowered to enter the world of work in an information economy.
- Develop the capacity to deliver teaching and learning anywhere through a Virtual Learning Environment. This will support and promote independent learners, and enable catch-up and extension materials to be delivered in an efficient way.
- Monitor attendance to school and across lessons.
- Track academic progress, set and update targets.
- Deliver online information, updates and interaction with parents and carers to involve them fully in their child's development and in the life of the school.
- Support management, communication and administration, introducing efficiencies such as an electronic calendar and e-registration.

## D5 Measures of success

In essence, the vision for the Queen Elizabeth's Grammar Free School is predicated on:

*'Providing the highest standards of independent education to the local and wider community'* in a manner which:

- Enables all pupils to excel and to fully develop their potential in terms of academic success, the development both of intellect and character, allied with a sense of responsibility and service to the wider community.
- Contributes to social cohesion and mobility and challenges the impact of deprivation.
- Increases aspiration and successful progression to high-quality destinations such as Russell Group Universities, as well as to other Further/Higher Education settings and high quality training and apprenticeships.

Our measures of success, which flow directly from this, will be grouped under a range of headings and will incorporate both hard and soft measures of success.

**Academic success** in the 4-19 context as demonstrated by:

- Nationally accredited **outcomes** at the end of KS2, KS4, and KS5, with the expectation that we will add a premium/outperform national expectations.
- Outperforming value added predictions.
- On-going progress measures, including improved reading ages.
- High levels of literacy and numeracy across all pupils.
- Closing the gap in terms of the relative performance of specific groups of pupils, including by gender, FSM, LAC, ethnically diverse groups.
- Continued success in take-up and outcomes in those subjects deemed to be the 'hard subjects', which are necessary to economic success and which provide a passport to Russell group universities.
- OFSTED evaluation of quality of teaching and learning.

**The development of a genuinely cohesive school community**, as evidenced by:

- The balance of intake across social and ethnic groups
- The quality of pastoral provision and behaviour management, with minimal exclusions
- High levels of attendance and punctuality
- Becoming the provider of first choice for parents and being regularly oversubscribed
- The ability to attract and retain well-qualified staff

**Achievement of pupils' personal development and goals**, through:

- The participation of all pupils in the extra-curricular and sporting life of the school
- Expression of pupil and parent satisfaction
- Progression to high-quality destinations across a range of routes, including access to Russell group universities post KS5

## Academic targets and indicators

**The Infant school** will continue to make use of CEM data (PIPS) to enable us to track and set challenging targets for our learners. Value added scores have been consistently good, and we have taken part in KS1 SATs on a voluntary basis to assess outcomes accurately at the end of KS1, with 100 % of pupils achieving level 2 and above. Whilst this will be more difficult across a wider intake, **we will continue to aim for 100% reaching Level 2, with at least a third of pupils reaching Level 3 across the key areas** when pupils have been with us in the Free School from Reception onwards. This will need to be adjusted where a pupil is admitted with a specific Statement of Special Educational needs that indicates that they are working well below the standard NC levels on the P scale.

**At KS2, we will also continue to aim for 100 % to achieve Level 4 in English and Mathematics**, performing well above the average nationally (with the above caveat about SEN), and an aim of at least 50% achieving Level 5 in Mathematics and English.

**We will, therefore, expect all pupils transferring from the Juniors to achieve a minimum of 5/6 A\*-C GCSEs including English and Mathematics at KS4**, with a commensurate increase in the number and quality of grades for those at Level 5 which, as a minimum, ensures that all pupils achieve the three levels of progress.

Given the wider range of intake of external pupils at Year 7, within the Free School, we will aim for 85% to achieve a minimum of 5/6 A\*-C GCSEs with English and Mathematics at KS4, (well above the national and local standard) with broadly comparable percentages of improved performance across vulnerable groups (including those with FSM), in relation to their peers. Targets will also be set for achievement of the top grades.

In terms of progress, all pupils will be expected to make three levels of progress between KS 2 and 4, with a minimum of 2 sub levels of progress each year.

A summary of aspirational outcome-related targets is presented below, although it is difficult to predict this without a sense of the spread of the cohort at Year 7 and we will need to evaluate assessment and baseline data at point of entry

	Achieved 2012	2015	2016	2017
L4+ in English at KS2	100%	100%	100%	100%
L4+ in Mathematics at KS2	100%	100%	100%	100%
5 GCSE A*-C	89.3%	95%	95%	100%
5 GCSE A*-C inc Maths and English	78.4%	80%	85%	90%
Achievement of the EBacc*	50.7%	70%	75%	80%
Retention into 6 <sup>th</sup> form	49%	80%	80%	80%
Achieving 3 or more A-Levels	97%	95%	95%	100%
A*-B at A-Level	62%	70%	70%	70%
Progression to university after KS5	96%	95%	95%	95%

\* We had large numbers of pupils sitting examinations in Classical Civilisation and RE which do not qualify; this will shift in the new pattern so all will qualify for the EBacc.

Additional targets will be set in terms of reducing any chronological reading age gap, in terms of value added, and in take up and performance of the 'hard subjects', along a 2012 baseline (eg 65% plus take up of at least one science A-Level in KS5, 48% progression to Science and Engineering related destinations).

**In terms of quality of teaching, we will set a target for 100% of teaching to be assessed as good and 50% to be assessed as outstanding within the first 2 years, with the school achieving at least a 'good' in its first OfSTED inspection, with some 'outstanding' features, and an 'outstanding' thereafter.**

**Indicators of cohesion across the community** will include:

- Continuing to **attract** First Choice take-up from across the various community groups (the current racial mix includes about 30% from the Asian community) Intake will of course be strictly governed by the Admissions' Code
- The percentage of parents who make our Free School their First Choice
- Levels of attendance and punctuality which outperform the LA and national indicators, with lower levels of exclusion for both fixed term or permanent
- Continuing to attract at least 65% of staff with a 2.1 or better Degree in their specialist subject
- Ensuring that the performance of different groups within our intake improves at a rate which is commensurate with their peers

**Achievement of pupils' personal development and goals**

- This will be monitored initially through targets set for destinations to HE at KS5 (see chart above) and over time at KS4 and post KS5 to ensure a range of high quality destinations, which include Further/Higher education and training
- Take up of the extra-curricular and enrichment programmes across the age ranges
- Questionnaires, parent website feedback and pupil voice in relation to levels of satisfaction.

**Accountability for success**

As detailed elsewhere there is a clear reporting line between classroom teachers, Heads of Department, Senior Staff and the Headmaster. Regular and detailed analysis of pupil performance will take place through Tutors, Heads of Year, Heads of Department and the Deputy Heads in tandem with the Headmaster. The Deputy Head (Pastoral) will have particular accountability for the performance of all pupils and groups of pupils (FSM, LAC, special needs), whilst the Deputy Head (Academic) will monitor the outcomes from a subject-specific perspective ensuring that Departments put in place interventions and strategies to improve pupil progress. Detailed tracking and monitoring of pupil progress will be managed through key checkpoints and occur in a number of forms, with specific termly checkpoints for monitoring progress towards targets.

The Deputy Head (Academic) will ensure that effective systems for data gathering, including across the agreed KPIs are in place, and will be supported in this by the Assistant Head who will provide on-going analysis of data. All staff and Governors will become familiar with RAISE online.

A formal programme of performance management and externally validated lesson observation will also be implemented across all phases. The Head's performance will be reviewed by a small group of the Governing Body assisted by an External Assessor.

In those cases where it is felt there is underperformance, action is taken, support offered, targets set and warnings given. The Free School will also implement an on-going, externally supported professional development programme, intended to ensure that staff can move from satisfactory to good and good to outstanding.

### **Reporting and monitoring of pupil progress**

There is compelling evidence that parental aspirations, expectations and involvement have a major impact on their children's attainment. The Free School will be committed to working in close partnership with parents and empowering them so that they can help their children take advantage of the opportunities offered.

Within the Infant School we will operate an effective 'open-door' policy, where parents will be made to feel welcome and valued at any time. Regular reporting will also take place in both formal and informal ways. Termly Parents' Evenings and written reports as well as daily face-to-face contact with parents will ensure that any concerns staff have regarding a child's progress are quickly and effectively shared with parents so that they can support their child at home and work with the department to put measures in place to support their child.

The Junior School will operate on much the same basis, with formal reporting and consultation evenings scheduled. Early contact will be made in the cases of under-performance against targets and progress measures, with intervention to improve pupil achievement throughout the school. The Deputy Head (Pastoral) will liaise with appropriate external contacts regarding Looked After Children.

Parents across all stages will be familiarised and kept up to speed with their children's progress on their Personal Education Plans and IEPs.

Across all phases, the information flow on pupil progress will include grade sheets, a written report and one or more parents' evenings per year. The pattern for 2012-13 is included (Appendix 2 Assessment Map) to provide an example of the standard practice, but this will be adjusted to support the Free School needs. All of this is in addition to the informal contact that takes place freely. Parents will be encouraged to contact subject teachers or form tutors to raise concerns they may have over their child, and a process to manage this effectively as numbers grow is being developed for the Free School.

Additional parents' evenings will include options events in Year 9 and in Year 11, both of which will be supported by appropriate material and booklets to explain and



outline choices and inform parents of procedures at these key transitional stages. Exceptional achievements will be marked by 'yellow slips' or personalised letters being sent home, and all parents will be kept abreast of achievements and developments through the Headmaster's termly letter to parents, in the termly magazine, Q-news, in the school magazine, Q-review and through the website.

Formal reporting on the school's achievements will take place at the annual Prize Giving ceremony at King George's Hall in Blackburn for the Senior School and in the Main Hall at West Park Road for the Juniors. A mixed economy of letters, e-mail and telephone communications will ensure that parents are kept up to speed at all times and that there is a genuine and productive partnership in place. The Free School's VLE will also be further developed so that parents can easily access a range of information about their child's learning, and Parent Governors will be used to set up Parent surgeries, and engage parents more widely in the life of the school. In view of the wider intake across the Free School, we will keep under review strategies to work with the 'harder to reach families' or those for whom English is not the principal medium of communication.

### **Increasing learner independence**

Senior School pupils will be supported to develop oversight for their own learning and target setting within a Personal Learning Plan. This will provide an on-going record of a pupil's learning progress, which will belong to the pupil and will stay with them throughout their time at school. Personal Learning Plans will be individual to each pupil providing them with the opportunity to comment on key aspects of their lives both inside school and without. They will serve as a working document supported by teachers and parents and a record of progress and achievements within different contexts for learning and different aspects of school life, steering pupils towards long-term goals and aspirations.

Use of Personal Learning Plans will be extended throughout the Senior phase of the Free School, and is currently being piloted at KS3.

### **Plans to extend pupil assessment and tracking systems**

As indicated in Assessment and Monitoring in Section D2 and D4, a range of data exists to inform monitoring, tracking and target setting. From the Infant phase onwards, assessment and tracking systems will be effective in ensuring that SMART targets can be set and that they are achieved. (The very good results that the children in the Infants achieve, in both EYFS as well as KS1, show that our assessments and tracking are effective in ensuring each child makes progress).

Baseline testing in the form of MidYIS tests will be undertaken by all Year 7 pupils and target GCSE grades based on these scores and on KS2 data, plus other screening mechanisms will be used to inform the progress against aspirational targets for all Year 10 and Year 11 pupils. An analysis of the inter-relationship between actual GCSE grades, MidYIS scores and KS2 outcomes at point of entry will be undertaken annually, and informed by RAISE. This will feed back into teaching and learning reviews.

Interim and progress goals will be set for all pupils on the basis of a range of data to

inform progress and achievement through the critical Years 7-9, and will help inform pupils being allocated across the three bands (as described in the Curriculum Plan D2). Close monitoring of reading age gaps and targets for reducing this will also be implemented.

At the start of each academic year Minimum Target Grades (MTGs) will be published for all Sixth Form pupils. These grades will be generated from GCSE grades and then, later in the Michaelmas term, by ALIS. The MTGs form a baseline from which a pupil's performance on AS and A2 Level courses can be judged. The challenge facing pupils, tutors and subject teachers alike will be to aim for grades above these MTGs. In addition to the publication of Assessment Sheets and Reports, the students will be reviewed regularly by their Tutors and Head of Year.

## Appendix 2 Assessment Map (KS3 and 4) 2012-13

### Michaelmas Term 2012

Week	Year 7	Year 8	Year 9	Year 10	Year 11
03 Sept					
10 Sep					Parents' Eve Wed 12/09
17 Sept					
24 Sep					
01 Oct					
08 Oct	Self-evaluation	Self-evaluation	Self-evaluation		
15 Oct	Assessment grades published Fri 19/10	Assessment grades published Fri 19/10	Assessment grades published Fri 19/10	Assessment grades published Fri 19/10	

### Michaelmas Half Term

week	Year 7	Year 8	Year 9	Year 10	Year 11
05 Nov	Reflection and target setting Parents' Eve Wed 07/11	Reflection and target setting	Reflection and target setting		
12 Nov				Parents' Eve Thu 15/11	
19 Nov					
26 Nov					
03 Dec	School examinations 06-10/12	School examinations 06-10/12	School examinations 06-10/12	School examinations 06-10/12	
10 Dec					Mock examinations 11-14/12

17 Dec	Reflection and target setting Assessment grades published Thu 20/12	Reflection and target setting Assessment grades published Thu 20/12	Reflection and target setting Assessment grades published Thu 20/12	Assessment grades published Thu 20/12	Mock examination grades published Thu 20/12
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### Lent Term 2013

Week	Year 7	Year 8	Year 9	Year 10	Year 11
07 Jan					
14 Jan			Parents' Eve Tue 15/01		
21 Jan					Subject reports published Fri 25/01
28 Jan					
04 Feb		Self-evaluation			
11 Feb		Assessment grades published Thu 14/02			

### Lent Half Term

Week	Year 7	Year 8	Year 9	Year 10	Year 11
25 Feb	Self-evaluation	Reflection and target setting			
04 Mar	Subject reports published Fri 08/03	Parents' Eve Wed 06/03			
11 Mar	Reflection and target setting		Self-evaluation		
18 Mar			Assessment grades published Thu 21/03		Parents' Evening Tue 19/03
25 Mar			Reflection and target setting	Subject reports published Wed 27/03	

### Trinity Term 2013

Week	Year 7	Year 8	Year 9	Year 10	Year 11
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15 Apr					
22 Apr					
29 Apr		Self-evaluation			
06 May		Subject reports published Fri 10/05			
13 May		Reflection and target setting			
20 May	Parents' Eve Wed 22/05				

### Trinity Half Term

Week	Year 7	Year 8	Year 9	Year 10	Year 11
03 Jun			School examinations 04-07/06	School examinations 04-07/06	
10 Jun					
17 Jun	School examinations 20/06	School examinations Start Thu 20/06	Reflection and target setting		
24 Jun	School examinations Finish Mon 24/06	School examinations Finish Mon 24/06	Subject reports published Fri 28/06		
01 Jul	Reflection and target setting	Reflection and target setting			
08 Jul					

### End of School Year

## D6 Queen Elizabeth's Grammar Free School Admissions Policy

*Please note this is a draft policy. Once our application to become a Free School is accepted with effect from 2014, a finalised version of this document will be published, though it is unlikely to differ much from what is provided here.*

Queen Elizabeth's Grammar School will be a Free School from September 2014. We will be a non-denominational all-through day school admitting pupils from 4 – 19. We will continue to serve the local and wider community and will welcome applications from pupils both within Blackburn with Darwen and from wider Lancashire (for example from Preston, Burnley, Whalley, Clitheroe, Colne and other areas; this is not

an exhaustive list). The School, which has existed since 1509, will continue to expect the highest standards of work, discipline and participation from all pupils in line with its reputation for excellence in all that it does.

This document details the arrangements for admissions to the school as agreed between the Governors and the Secretary of State for Education.

Please note we are required to re-state the admissions criteria for each age group.

1. As a Free School Queen Elizabeth's Grammar School will operate our admissions policy in accordance with the national admissions code (available on the DfE website), and the School Admissions Appeals Code, as it applies to the various phases of education and with all related equalities law. We will co-operate with the Local Education Authority and will feature in their annually published admissions information.
2. As a Free School we do not intend to have a defined catchment area as part of our oversubscription criteria, and we fully expect to continue to take pupils from the local area and from wider Lancashire. Where there is a tie and we are oversubscribed in relation to available places, we will operate our oversubscription policy as below.

It is our intention as part of the admissions process at Year 7 to hold an aptitude test which all applicants will sit. This is not an entrance examination but will enable us to ensure we are admitting a fair range of ability as we are required to do and will then inform our Fair Banding process, so that all pupils benefit from an appropriately shaped curriculum, whatever their ability. We will work with Blackburn with Darwen on the detail of this and will co-operate fully with the local admissions process, about which we have already held a meeting with the relevant Officer in the LA.

Our Published Admissions Numbers (PAN) to Year 7 from 2014 will be 125 pupils (of which approximately 40 will be from our own Junior School) and 150 to the Lower Sixth, of which in the initial years approximately 50 will be pupils who have come through the school, though this number of internal transfers will increase as the larger years come through, assuming pupils from the school meet the admissions criteria and wish to stay on for their Sixth Form education.

### **Oversubscription**

In the event of the school being oversubscribed, we will operate according to the code, which means we will give priority, as we are legally obliged to do, to those who are or have been 'looked after' and will accept those whose statement of special needs names the school.

Other criteria that will apply will be:

- i) The admission of siblings (defined as brothers, sisters, half-brothers and half-sisters of current pupils and sons and daughters of former pupils. The definition of sibling will include foster siblings, adopted siblings and other children living at the same home address as a pupil at the school)
- ii) The children of staff at the school who have worked here for two years or more

- iii) In the event of a tie, a random selection process will be operated by an independent supervisor ('lottery' approach)

### **Fair Banding**

In order to operate a Fair Banding system, the school will conduct aptitude tests on a date to be published once this policy is agreed. This is not an entrance examination and the tests will be used only to ensure that the school takes a full range of ability across the applications and that the curricular and other needs of all children are met, irrespective of their ability.

We will admit pupils across five ability bands based on the following proportions:

Band 1	20%
Band 2	20%
Band 3	20%
Band 4	20%
Band 5	20%

### **Admission Numbers**

#### **Primary Provision arrangements: Applications for places in the primary phase of the Free School (Queen Elizabeth's Junior & Infant School)**

Applications will be processed as part of the co-ordinated admissions process by Blackburn with Darwen. Those who wish to apply for places in Reception in September 2014 should complete the Common Application Form (CAF) in the home authority.

Our PAN at Reception and for the subsequent primary years will be 40 and, If sufficient applications are received, we will admit in Reception and in the forms above additional pupils up to a maximum of two forms of twenty in Years 2,3,4,5,6.

### **Oversubscription**

In the event of the school being oversubscribed, we will operate according to the code, which means we will give priority, as we are legally obliged to do, to those who are or have been 'looked after' and we will accept those whose statement of special needs names the school.

Other criteria that will apply will be:

- i) The admission of siblings (defined as brothers, sisters, half-brothers and half-sisters of current pupils and sons and daughters of former pupils. The definition of sibling will include foster siblings, adopted siblings and other children living at the same home address as a pupil at the school)
- ii) The children of staff at the school who have worked here for two years or more
- iii) In the event of a tie, a random selection process will be operated by an independent supervisor ('lottery' approach)

## **Secondary Provision arrangements:**

### **Year 7**

We will admit up to 125 pupils in Year 7 in 2014, of whom up to forty will have come from our own Junior School and are thus deemed already to be members of Queen Elizabeth's Grammar Free School.

### **Oversubscription**

In the event of the school being oversubscribed, we will operate according to the code, which means we will give priority, as we are legally obliged to do, to those who are or have been 'looked after' and we will accept those whose statement of special needs names the school.

Other criteria that will apply will be:

- i) The admission of siblings (defined as brothers, sisters, half-brothers and half-sisters of current pupils and sons and daughters of former pupils. The definition of sibling will include foster siblings, adopted siblings and other children living at the same home address as a pupil at the school)
- ii) The children of staff at the school who have worked here for two years or more
- iii) In the event of a tie, a random selection process will be operated by an independent supervisor ('lottery' approach)

### **Selection at Sixth Form level**

At Sixth Form level academic admissions criteria will apply as follows. (Although there is no interview process, parents and prospective students will be encouraged to visit the school and meet senior staff to discuss the implications of options they are considering and to ensure they are clear about the entrance requirement for courses. These consultations will not form any part of the admissions process).

Queen Elizabeth's Grammar Free School will have a Sixth Form with a total of no more than 300 students, for which our PAN at Year 12 ('Lower Sixth') will be 150

The admission criteria will be the same for internal candidates (those who have progressed through the school) as for external candidates:

- Students will need to have at least 5 grade B grades at GCSE
- Students' GCSEs will include Mathematics and English at least at Grade C
- A/A\* grades may be required at GCSE in certain subjects

In the year 2014/15, the maximum number of internal candidates will be 70 leaving 80 places for external candidates. If internal candidates do not take up their places there will be more available for external candidates up to a maximum total of 150. As larger years come through, this proportion will alter and the relevant situation will be published in our admissions policy each year.

## **Oversubscription**

In the event of the Sixth Form being oversubscribed, we will operate according to the code, which means we will give priority, as we are legally obliged to do, to those who are or have been 'looked after' and we will accept those whose statement of special needs names the school.

Other criteria that will apply will be:

- i) The admission of siblings (defined as brothers, sisters, half-brothers and half-sisters of current pupils and sons and daughters of former pupils. The definition of sibling will include foster siblings, adopted siblings and other children living at the same home address as a pupil at the school)
- ii) The children of staff at the school who have worked here for two years or more
- iii) In the event of a tie, a random selection process will be operated by an independent supervisor ('lottery' approach)

## **The Appeals process**

The Academy Trust will ensure that parents and 'relevant children' will have the right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision of the Academy Trust. The Independent Appeal Panel will be independent of the Academy Trust. The arrangements for appeals will comply with the School Admission Appeals Code, as amended from time to time. The determination of the appeal panel is binding on all parties

The Academy Trust will prepare guidance for parents and 'relevant children' about how the appeals process will work and provide them with a named contact who can answer any enquiries they may have about the process. The Academy Trust may, if it chooses, enter into an agreement with a LA or any other organisation for it to recruit, train and appoint appeal panel members, and to arrange for the process to be independently administered and clerked.

## **Waiting Lists**

Where in any year QEGS Free School receives more applications for places than there are places available, a waiting list will operate. This will be in force until the end of the Michaelmas Term. It will be maintained by the Free School and will be open to any parent to ask for his/her child's name to be placed on the waiting list following an unsuccessful application. A child's position on the waiting list will be determined solely in accordance with the over-subscription criteria set out in the policy above. Where places become vacant, they will be allocated to children on the waiting list in accordance with the stated over-subscription criteria.



## **D7 Improving pupil outcomes**

### **Our Free School approach to behaviour management, pupil wellbeing and attendance**

*Good learners, role models and active citizens – ‘Disce prodesse’*

Our vision and underlying ethos for the Free School, as set out in Section C, will be founded on its predecessor school’s long tradition of ensuring that pupils achieve the highest possible educational outcomes through a culture of excellence which develops both intellect and character.

This can only be achieved in a culture which is aspirational on the part of all pupils and staff, in which relationships are warm and mutually respectful, where there is a sense of scholarship and social cohesion, and in which pupils take additional responsibility for themselves, each other and their own learning. The all-through community is a key component of our strategy for those who progress through the school, as well as those who enter at different stages, as are the blend of horizontal and vertical groupings, and the organisation of the curriculum, as have been described elsewhere and will be summarised below.

In achieving the above, the Free School will emphasise high standards of learner behaviour. There will be clear expectations that learners are punctual to school and lessons, arrive ready to learn and allow others to learn. The breadth and range of opportunities for study, extra-curricular and cross-age leadership and teamwork will support the development of personal responsibility and self-confidence.

#### **Behaviour for learning**

As recognised through Inspection evidence, standards of behaviour are high when pupils are motivated and energised by the quality of curriculum and high quality teaching and understand how this correlates with their success. A key component of the Free School’s behaviour management strategy will be to ensure that teaching across all settings is appropriately differentiated, excites and interests, and that pupils actively enjoy learning and coming to school. Our cadre of well-qualified staff, who are passionate about their subjects will be supported in meeting the needs of a wider intake by on-going professional development to ensure that we achieve our KPI of 100% of teaching graded good, with 50% outstanding.

Learners will also play a key role in helping to shape their learning experiences through being fully involved in Assessment for Learning activities, and through their being supported to achieve the high levels of numeracy and literacy needed to access the curriculum. They will be expected to play an active part in the learning process, including assessing the quality of their learning and the opportunities presented by teachers. This will include pupils in the Senior School increasingly taking responsibility and ownership of their Personal Learning Plans, which they hold from Year 7 through to 13, and which encourage them to comment on what they have learned and how this could be made more effective. They will be involved in ‘Listening Time’ where they have the floor, across all phases of school life through the Complementary Studies Programme. They will take on responsibility for helping

the learning process of younger age groups and train to be play a part in staff recruitment and a variety of leadership roles across the 'all through' and House contexts.

The Free School will also unlock learners' diverse talents, interests and motivation and will build character through the wide range of daytime and extended day activities provided by the rich co-curriculum, including the breadth of sporting activity, which will remain a strength of the Free School. These will foster:

- Qualities of leadership and teamwork, allied with a sense of communal responsibility and accountability
- Self-reliance, as well as an awareness of the needs of others (helping in the Juniors and Infants, and through community service)
- Application, self-discipline and personal challenge, e.g. through D of E, Sports Leader Awards, the proposed CCF
- A spirit of initiative and creativity; pupils encouraged to introduce and lead on new aspects of the extra-curricular programme

### **Organisation of delivery of the curriculum**

As set out in D2, the curriculum will be managed across all four phases of the Free School to ensure that pupils are taught in small groups (a maximum of 20 in the primary phase, and up to a maximum of 25 in the senior school, with arrangements for smaller groupings, setting and banding), so that they are known and that teachers can employ a blend of strategies to support individual, small group and whole group work. Where pupils enter from outside at Year 7, arrangements have also been described which include outreach, catch-up summer schools, extensive diagnostics. These will ensure that needs can be identified before pupils join and re-assessed at point of entry, and strategies for intervention put in place which assist them in accessing the curriculum, understanding how to progress and feeling an engaged member of the school community from the outset. At Year 12, a full induction and guidance programme will be in place to support those who transfer from Year 11, as well as from other schools.

### **Attendance and punctuality**

Pupils can only achieve their educational goals if they attend the school. The importance of high standards of attendance and punctuality will be reinforced with parents and pupils prior to entry to the Free School through a Home/School Agreement which they will be expected to sign up to. High expectations of attendance and punctuality will also apply to the extra-curricular programme to which staff will be seen to give their time freely, with pupils expected to honour commitments they have made to extra-curricular activities, including Saturday fixtures.

All pupils will be registered by Tutors on-line, using the SIMS network, at the start of the morning and afternoon sessions, with lesson attendance monitored as a matter of routine. Names of absentees at morning and afternoon registration will be sent automatically to the Attendance Officer, who will immediately alert parents to any unexplained absence. All tutors (and subject staff) will be fully up to speed on their

obligations with regard to the need for accurate registration of attendance, as well as for identifying any patterns which need to be explored further.

All pupils will be made aware of the significance of good attendance and punctuality to their success at school and in later life. The Sanctions and Rewards programme will promote a competitive and collaborative spirit in recognising excellence in attendance through both individual and Form commendations and 'merits', which also contribute to inter-House competitions for the annual best House Award.

Tutors will be the first point of call for monitoring and following up any lapses in attendance, or patterns of attendance and punctuality which fall below the accepted standard and will impact on learning or engagement in the life of the school, with Year Heads and ultimately the Deputy Head (Pastoral) taking an overview of all attendance matters. Attendance and punctuality data will be analysed for any patterns of concern by age, gender, ethnic group, FSM, those with special needs and any groups deemed to be at risk. Patterns, resulting interventions and their impact will be monitored by SLT and reported on a regular basis to Governors.

Attendance will be monitored rigorously and any request for authorised absence for a specific event will need to be made in writing to the Head, with routine absences for dental appointments etc., covered by letter to the Tutor.

Where a longer absence is unavoidable, e.g. through ill health, subject staff will support on-going access to the curriculum through a range of strategies, including the school VLE.

Where patterns of poor attendance begin to form, parents will swiftly be made aware of these and every effort will also be made to analyse causes. The school will use the support of its trained Counsellors where this is appropriate, and intervention strategies will be developed, including establishing re-integration programmes. In cases where truancy persists, a specific Parenting Contract between the parents, the LA and Free School will be put in place. Whilst such contracts are not legally binding, they can make all parties aware of the seriousness of the situation, and that the next stage would be for the courts to impose fines of up to £2,500.

The Free School will establish attendance KPIs, with the expectation that the target for overall attendance will be 98%.

### **Behaviour management policy and strategy**

The Free School's behaviour policy will be geared to promoting and securing all the positive aspects of good behaviour, whilst making it very clear that poor behaviour and any form of bullying will not be tolerated.

A simple but clear set of rules/School Code of Practice which is age and stage-related, will provide the Framework within which all pupils are expected to operate. This will be shared with pupils and parents and be located strategically around the school, as well as in pupils' Homework Diaries. The School Council will be encouraged to contribute to reviews of the Code and make suggestions for adjustment, as appropriate.

In the Infant phase, approaches will be underpinned by an assertive discipline policy

that is based on respect for all members of the school community. The system to be introduced across this phase will be known as 'Good to be Green.'

In keeping with the ethos of mutual respect across all areas and phases of school life, the accompanying strategies for dealing with behaviour will be structured in accordance with the principles that:

- Rewards are more important to pupils than sanctions
- Recognition encourages achievement
- Rewards should recognise academic effort and attainment, and the fullest range of positive contributions to school life
- School credits are an integral part of the House Colours awards, and a badge of pride and self-respect

A ladder of rewards and sanctions will be employed, again in an age-appropriate way, with examples of strategies for recognition including:

- A system of credits for individual achievements which all staff can award, which recognise the range of achievement referred to above, and for which prefects can nominate pupils, with this being applied judiciously. Parents will be kept updated on such awards.
- These credits will be the building blocks of a holistic cross-year process for recognising achievement which also contributes to an end-of-year award to the most successful House, as well as a range of bronze, silver, gold and platinum certificates to individuals, awarded on a termly basis by the Headmaster in relation to a formative Credit Milestones Chart of Achievement.
- Subject certificates, awarded by Heads of Department
- 'Good news postcards' which will be sent home to the parents of pupils who have made significant changes to their credit profile
- House colours, awarded for high achievement or an exceptional contribution to school life
- Recognition at sixth form level through being appointed as a Prefect.

A sample of a current KS3 Credit Milestones chart is attached as an illustration of the approach, which will be further developed to meet the needs of the Free School.

Other strategies at different stages for rewarding good behaviour and academic accomplishment will include:

- Verbal praise and encouragement
- Written praise on work
- Achievement Assemblies
- 'Star of the week' badges for personal qualities, effort, acts of particular kindness, exemplary behaviour, plus a wider system of badges and stickers
- Annual prize giving.

## **Sanctions**

The Free School will employ a range of sanctions to enforce the Rules/Code of Practice, and to ensure a safe and positive learning environment, with lunchtime supervisors encouraged to record in the incident log evidence of behaviour which needs to be followed up by Tutors.

Sanctions for poor behaviour will be imposed where:

- The school rules are breached
- Pupils act against the spirit of the School Code

- Pupils actions are likely to cause harm to self, others, the school environment

These will follow a published grading system, according to severity. Wherever possible, they will be used with individuals rather than groups, and reflect the need to take personal responsibility for actions, with pupils entitled to a fair hearing in advance of a sanction being imposed. Examples of sanctions include:

- Verbal reprimands or warnings, supported by a yellow and red card system in the primary phase, and accompanied by loss of privileges, or detention, together with a process of demerits, again with parents kept informed
- Behaviour report cards, where relevant
- Broadly, an approach according to which the parent, when appropriate, will be invited in to meet the Head of the Junior School, and Form Teacher or Year Head, according to age group and level of severity of the infringement. Targets will be set and monitored, and referred to the next stage if they are consistently missed.

In very rare cases, consistently flouting the Free School behaviour strategy will result in a fixed-term exclusion, with permanent exclusion only in exceptional cases after all other learning and/or pastoral strategies have been employed or where a pupil poses a threat to others in the school community. The Free School will work with other local providers to ensure that the educational needs of the pupil can be met in an appropriate setting. The Headmaster will ensure that Exclusions and Appeals processes are managed in accordance with the law, and with the appropriate involvement of Governors.

### **Behaviour Management Structures and organisation**

Behaviour management in its widest sense will be supported by a set of intersecting systems and structures, as below:

**A horizontal tutor system:** overseen by Heads of Year who answer to the Deputy Head (Pastoral). The Tutor will be responsible for monitoring pupils' progress, both academically and socially, as well as guiding pupils on a daily basis. Tutors will monitor Homework Diaries, progress data, and pupils' receipt of rewards and sanctions. Each Tutor group in the senior phase will be able, through the extended day, to maintain close contact with their tutees through 2 timetabled weekly slots, which are additional to the twice-daily registrations. A process of weekly and termly meetings between all the key players (Tutors, Heads of Year, Heads of the Infant and Junior Phases and the Deputy Head Pastoral) will ensure that close contact and overview is maintained across the system. Child Protection, Safeguarding and Health and Safety will be regular items on the agenda for meetings, as will be the academic progress of pupils, which the Head of Year and Primary Heads will track against benchmarked data derived from the assessment systems.

Other key personnel who will be involved in supporting the horizontal approach within the Free School are the Director of the Complementary Studies programme, (who will guide pupils and parents on a wide range of issues such as staying safe, the potential effects of cyber bullying, drug and alcohol awareness), the Head of Careers, two fully trained Counsellors, and the SENCO/Learning Co-ordinator.

## **The vertical approach**

This will be supported partly through the benefits of an all-through approach, and through the vertically organised House Structures.

**Through the 4-19 approach**, the Free School will have the opportunity to build at an early stage the ethos and habits which we consider essential to ensuring that all pupils can achieve their academic potential and the Free School's vision. This will include building early habits of application, respect, good attendance, punctuality and behaviour, as well as the numeracy and literacy skills to access the curriculum (with 100% achievement of combined Level 4 in English and Mathematics expected at the end of KS2). Pupils at an early stage, along with their parents, will also be able to see what success looks like in the senior school and at post 16, and encouraged to aspire towards that. Those who join at age 11 will be supported to 'buy in' to the existing ethos and culture, through early outreach and mentoring by older age pupils, once they join the Free School. In turn, as they move through the school, they will be encouraged to become role models and work with younger children in the primary stage, taking on a range of leadership roles and responsibilities. Effective transfer of data across the four stages will also ensure that pupils are known, supported and challenged to excel.

**The House Structure:** This will provide a unique vertical unit in which all pupils can be known and interact with pupils of all ages, be encouraged to compete, develop a sense of belonging and loyalty, which we expect to extend beyond school life.

The Junior and Infant phases will operate the same House system, but will meet separately from the Senior phase, with six Houses, each named after an Elizabethan seafarer, reflecting the long history of the predecessor school. Pupils will be allocated to a House upon arrival at school, which will act as a further means of integration and sense of belonging. The Houses will compete healthily on an academic and at an extra-curricular level. Whilst many pupils will go on to represent the school in a whole range of activities, the various House competitions and activities will allow all pupils to be involved in school life and feel valued. There will be a system of House Cup Awards, informed by credit accumulation, debating, musical, artistic and sporting competitions, mathematical challenges and fun activities, with occasional special events. Parents will be encouraged to attend many of these events and identify with House loyalty. The Houses will contribute to the extra-curricular life of the school, and enable both pupils and staff to see each other in a different light. Alumni/ae will be encouraged to continue to support their House, with a programme of pupil mentoring, an area that we are looking to develop further for the Free School.

## **Pupil wellbeing**

In order that we can offer the highest standards of pupil care, we will further re-inforce our already strong pastoral programme and procedures. An essential aspect of our pastoral care will be a well-established structure of safeguarding strategies. This will include two identified Safeguarding officers: the Deputy Head (Pastoral) who will be the Senior Designated Person and the Assistant Head. Both will be appropriately trained on a regular basis and will ensure that the entire staff (academic and support) and Governors are trained according to government guidelines. All staff,

pupils and parents will be made aware of the Designated Safeguarding Officers, who will be ultimately responsible for Child Safeguarding and Protection throughout the School. The Senior Designated Person and the Designated Person will meet regularly to keep an overview of all related matters and they also meet half termly with the assigned person from the Board of Governors, [REDACTED] who will report in turn to the Governing body to ensure that Governors are fully up to speed. The School will build on its already established links with external agencies, which include Blackburn with Darwen Children's Services and attend case conferences where appropriate. Both of the School's Designated Persons will continue to be trained to the appropriate level in order to access the said agencies appropriately and implement recommended advice and strategies. We will also build on our existing links with the local police who have been into school to talk about safe driving, drug awareness and those with the North West Prevent Education Team, a Home Office led initiative, and the Lancashire Police force. SLT members have already successfully completed the Safer Recruitment course and this informs all recruitment processes. All CRB and vetting processes will be in place and will be kept under review, and the SLT together with the LGB will ensure that the Free School fully meets all statutory and best practice obligations with regard to Safeguarding, Child Protection and establishing an environment in which pupils feel safe, secure and that their needs can be met so they genuinely achieve their potential and are protected. All staff will be fully trained in how to respond to disclosures made by pupils.

This process will be underpinned by a strong culture of partnership and engagement, working across pupils, parents, all staff, and Governors.

### **A strategy to counter bullying**

Much of the process and approach to behaviour management, impacts directly on wellbeing. Specifically, the Free School will not tolerate bullying in any form, with every incident treated with the utmost seriousness. Bullying as a behaviour will be at odds with our Code of Conduct and the values of our Free School. Through our policy and approaches, we will aim to educate pupils about bullying and its effects and, where possible, to involve parents in the management of bullying issues, making clear that this form of behaviour has no place in our Free School's community.

Our approach will aim to:

- Prevent bullying
- Respond to bullying when it occurs
- Develop positive and mutually respectful relationships across the school
- Support the development of the horizontal and vertical pastoral programmes
- Develop student confidence

Staff will be trained to be aware that the forms of bullying behaviour may be varied and include name-calling, verbal abuse, isolating individuals from a group, sustained taunting, physical intimidation, threats and acts of violence. They may also involve deploying peer pressure to hurt others, character assassination, the use of the internet to post lies about others and the use of mobile phones and texts to abuse others anonymously (cyber-bullying). They may be racist, cultural, religious, sexual,

homophobic in nature, or draw attention to pupils' personal characteristics, including SEN or disability.

All pupils will be made aware of how to report incidents of bullying and the resulting procedures. The Form Tutor will be the usual first port of call in the pastoral structure and pupils will be encouraged to report experiences of bullying at the earliest opportunity. The Free School will act as quickly as possible to isolate and remove bullies from the community and put in place strategies to avoid repetition of an offence. If bullies either refuse or are unable to make amends and avoid repetition of their offence, with support having been provided, their future in the Free School will be in jeopardy.

The causes of bullying are complex and those who bully often cite their own experience of being bullied when trying to explain their behaviour. Whilst such experience will elicit sympathy and support from the pastoral staff charged with dealing with an offence, it is not a justification for bullying others and will not exempt bullies from responsibility for their actions

We will ensure that all staff receive training in dealing with bullying and its effects, and when bullying behaviour is reported or observed it must be followed up by pastoral staff as a priority, with action taken up to the level of Deputy Head (Pastoral), or the Headmaster depending on the severity of the actions/impact. The Director of Complementary Studies will also have a key role in our Counter bullying strategy

All incidents of bullying will be recorded to enable any patterns to be detected and the Free School will fully recognize and discharge its responsibilities and obligations under the Children Act 2004 and the Education and Inspections Act 2006 and subsequent legislation to safeguard and promote the welfare of children and all staff in its care.

### Appendix 3

#### Credit Milestones Chart

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
10		HoY credit	HoY credit		HoY credit
20	HoY credit		DHD credit	2 lunch passes	
30	DHD credit	DHD credit	HoY credit	Tuck shop voucher	HoY credit + 2 lunch passes
40			HM credit		
50	HM credit	HM credit	HoY + lunch pass	Tuck shop voucher + 2 lunch passes	HoY credit + 1 tuck shop voucher
60			DHD credit		
70		DHD credit + 2 lunch passes	HoY credit	Tuck shop voucher + 4 lunch passes	



75	DHD credit + 1 tuck shop voucher		DHM credit		DHD credit + 2 lunch passes
90				Tuck shop voucher + 6 lunch passes	
100	HM credit	HM credit	HoY credit		HM credit
125	DHD credit + 1 tuck shop voucher		HM credit + lunch pass + extra reward		
130		DHD credit + 1 tuck shop voucher	HoY credit		
150	HM credit	HM credit	DHD credit		
170		DHD credit + 1 tuck shop voucher + 2 lunch passes	HoY + early lunch pass + extra reward		
175	DHD credit + 2 tuck shop voucher		HM credit		
200	HM credit	HM credit	HoY credit + lunch pass + extra reward		

## Section E: Evidence of demand – part 1

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

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

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

	2014				2015			
	A	B	C	D	A	B	C	D
<b>Reception</b>	40	6	<b>72</b>	195%	40	0	<b>73</b>	182.5%
<b>Year 1</b>	40	6	<b>66</b>	180%	40	6	<b>72</b>	195%
<b>Year 2</b>	40	11	<b>113</b>	310%	40	6	<b>66</b>	180%
<b>Year 3</b>	40	15	<b>63</b>	195%	40	11	<b>113</b>	310%
<b>Year 4</b>	40	16	<b>87</b>	255%	40	15	<b>63</b>	195%
<b>Year 5</b>	40	15	<b>85</b>	252.5%	40	16	<b>87</b>	255%
<b>Year 6</b>	40	16	<b>77</b>	232.5%	40	15	<b>85</b>	252.5%
<b>Year 7</b>	125	28	<b>137</b>	132%	125	16	<b>77</b>	**74.4%
<b>Year 8</b>	125	46	<b>71</b>	93.6%	125	28	<b>137</b>	132%
<b>Year 9</b>	65	69	<b>45</b>	175.4%	125	46	<b>71</b>	93.6%
<b>Year 10</b>	55	71	<b>28</b>	180%	65	69	<b>45</b>	175.4%
<b>Year 11</b>	75	78	<b>23</b>	134.6%	55	71	<b>28</b>	180%
<b>Year 12</b>	150	35	<b>28</b>	42%	150	78	<b>23</b>	**67.3%
<b>Year 13</b>	50	38	<b>13</b>	102%	150	35	<b>28</b>	42%
<b>Totals</b>	925	450	<b>908</b>	146.8%	1075	412	<b>968</b>	128.4%

Key:

- **Column A:** the proposed number of places in each year group.
- **Column B:** the number of children already on roll at Queen Elizabeth's.
- **Column C:** the number of children of the relevant ages, not currently on roll but whose parents have indicated Queen Elizabeth's is their first choice.
- **Column D:** the total demand (column B + column C) as a percentage of the places available (column A).

Notes: 1. The numbers in the above table reflect only those who have identified the school as their first choice, should the Free School application be successful. It is correct as at **20 December**, but responses continue to arrive on a daily basis and the table is being updated accordingly.

2.\*\* For Years 7 and 12 in 2015, we would naturally expect additional admissions from those aged 11+ and 16+, but this cannot be fully reflected in the evidence of demand forms received at this relatively early stage of our application.

## **E Evidence of demand**

The announcement that Queen Elizabeth's was to apply for Free School status was made on 5<sup>th</sup> November 2012.

Below is a summary of the actions the school has taken since that date to engage with current parents, potential parents, other schools and educational establishments and the wider community. Section E1 tabulates and summarises the questionnaire that was used and the responses received. Information specifically relating to existing and future partnerships/liaison with maintained sector schools, and how the school is reaching out to the wider community (including deprived/disadvantaged families) is given in section E2.

### **Actions taken to engage with current parents**

- Notification sent by letter (with brochure enclosed and invitation to attend a consultation evening) and by email to all current parents, to coincide with public announcement of the application.
- Consultation meeting held on November 20<sup>th</sup> – 90 parents attended.
- Individual meetings with Headmaster available on request to discuss implications/concerns with individual parents (parents notified of this option in the announcement letter). Follow-up letters sent reporting progress.
- The school's website and social media (Facebook, LinkedIn) sites updated to refer to the Free School application and to invite parents to support it.
- A separate section (<http://qegsblackburn2014.com/>) added to the school's website deals solely with aspects of the Free School application. It sets out draft details of the school's ethos and admissions policy and includes answers to a range of Frequently Asked Questions about Free Schools generally, and QEGS in particular.

### **Actions taken to engage with prospective parents**

- As QEGS, though based in the town of Blackburn, has traditionally drawn pupils from a broad area of Lancashire, advertisements were placed in all Lancashire

newspapers covering a 25-mile radius of the school; billboard posters on sites on the main arterial routes in the local area; 6-sheet posters in major supermarkets; and advertising on two local radio stations covering the Blackburn/Darwen and Burnley/Pendle areas. In addition:

- Leaflet drop via a free magazine distributed to 25,000 households in the Blackburn, Darwen and Ribble Valley areas.
- Prominent coverage of the school's Free School application on BBC North West television and BBC Radio Lancashire news reports, as well as all daily newspapers covering the school's catchment area and articles in "lifestyle" magazines, including "Lancashire" magazine, and "Live Ribble Valley".
- An item in the national press (Daily Mail) and a live follow-up interview with the Headmaster on Radio Lancashire's morning and drivetime programmes.
- [REDACTED] School website updated to provide additional information in a new section: <http://qegsblackburn2014.com/free-school-documents/> - people encouraged to access this section and/or make direct contact with the school.
- E-mails sent to all those who had made admissions enquiries, or requested prospectus/other literature over the previous 12 months.
- Literature, including evidence of demand forms, made available to all local groups using our swimming pool and sports facilities, including Blackburn Community Sports Club. This literature details the history of the school, the reasons for seeking free school status, the school's vision, the challenges it faces, the planned curriculum and the national context of the free school application. It also gives details of consultation and Open events and contact details for direct enquiry.
- Telephone enquiries: all prospective parents contacting the school for further information up to November 21<sup>st</sup> invited to attend consultation evenings.
- Consultation meetings held on November 21<sup>st</sup> and 22<sup>nd</sup> – attended by 100 potential parents (60 + 40 respectively).
- All Evidence of Demand respondents sent an invitation to attend the Open Day on 1<sup>st</sup> December. A total of 297 families attended this event.
- Public information stands, at which we handed out information leaflets, answered individual questions and collected evidence of demand signatures, set up in retail locations (e.g. shopping malls, town centres) in Blackburn (16<sup>th</sup>, 17<sup>th</sup> and 29<sup>th</sup> November), Oswaldtwistle (21<sup>st</sup> Nov), Longridge (22<sup>nd</sup> Nov), Chorley (23<sup>rd</sup> Nov), Clitheroe (27<sup>th</sup> Nov and 8<sup>th</sup> Dec), Darwen (28<sup>th</sup> Nov), Accrington (11<sup>th</sup> Dec) and Colne (14<sup>th</sup> Dec) and Preston (18<sup>th</sup> Dec).
- These locations were chosen as key retail environments within the locality. The stands were set up in places where we could engage with a wide range of families, including those from more deprived or disadvantaged backgrounds, who perhaps had not appreciated that the proposed move to Free School status might offer opportunities to their children in future years, or who had specific or individual questions that had not to date been answered.
- Free School information and contact details included in the matchday literature for Accrington Stanley FC's home fixture on 1<sup>st</sup> January 2013 (Accrington having several districts of high deprivation).
- Open Day scheduled for 12<sup>th</sup> February 2013 for Sixth Form entry, focusing on current Year 10 pupils at other secondary schools. Advertising of the event will take place through to February, including a spot on Rock FM (Preston, which similarly covers a number of deprived areas).

Prospective parents were therefore provided with a wealth of information on which to base making a First choice

### **Actions taken re other schools and other constituencies**

- All Junior Schools within a 25-mile radius were sent a letter and leaflets to pass to parents relating to QEGS and its Free School application. We have corresponded regularly in the past with many of these schools, in order to attract entry at secondary level to Queen Elizabeth's as an independent school, but this mailing went to all maintained sector primary schools.
- Similarly, a letter and leaflets were sent to all Secondary Schools (those that do not have their own Sixth Form) within a 25-mile radius.
- An email was sent to all of the school's alumni/ae for whom email addresses are held, and the Free School application was highlighted in the regular magazine sent to all 5,200 alumni/ae in mid-November. The school's alumni social media sites (Facebook, LinkedIn) were also updated immediately following the announcement: this elicited a great deal of favourable comment.
- Certain alumni and former parents of the school are now community leaders in the area, including leaders of ethnic minority groups and have undertaken to help explain QEGS and Free School status to prospective parents.
- The Headmaster has arranged to meet the [REDACTED], and has already met the [REDACTED] along with the [REDACTED], to explore what we might be able to contribute to the local provision and any reciprocal support and partnership development. The Headmaster has also met with the [REDACTED] and the [REDACTED] and we have shared data that will be useful for them and us in planning, should our application being successful. We have also begun planning our outreach strategy as referred to in various sections of the application, should we be successful.
- A member of staff visited 20 schools in the Pendle area (Colne and district) and a further 20 in the Ribble Valley area.
- We have made contact with Blackburn Youth Zone, which works with some of the most deprived children in the local borough. The Zone has agreed to put a link from its website to the school's web pages that set out details of the Free School application.
- Discussions with the Education Planning Department at Blackburn with Darwen Council have confirmed that there is significant pressure on primary school places, particularly in Blackburn itself, arising from increased birth rates in recent years. The Council's projections show it expects around 96.5% of primary places in the borough to be filled in 2014 and 2015. Actual figures are: capacity in 2014, 15,139; projected primary numbers in 2014, 14,573. (For 2015, the projected primary numbers are 14,627.)
- At Sixth Form level, we are advised that in the academic year 2011-12, of those aged 16-19 within Blackburn with Darwen who had opted to continue their studies in a school Sixth Form environment, 28% were being educated outside the borough boundaries, indicating that there is an unfulfilled demand within Blackburn for provision of places in an academic Sixth Form.

We are already planning a strategy which builds on the extensive programme referred to above for marketing our Free School in the pre-opening phase, should we be successful, some of which is identified in the on-going discussions and events set out above.

## **The Questionnaire**

The questionnaire, a template of which can be accessed via the following link: <http://qegsblackburn2014.com/evidence-of-demand-forms/> asked:

- Would you consider sending your child to Queen Elizabeth’s Grammar School as a Free School?

Four options were given for answers:

Yes, definitely      No      Not sure      I require further information

- Would you consider putting Queen Elizabeth’s Grammar School as first choice school on the ‘common application form’ for your child?

The same four options were available to respondents.

Since the school is an existing school with a known curriculum, academic standards and ethos, and as the information (in print and online) relating to its Free School application highlighted the changes that would be made were the application to succeed, our questionnaire did not include specific references to these aspects.

## **Summary of responses**

With the exception of a relatively small handful (fewer than 20) responses, all replies to the questionnaire had the “yes, definitely” box ticked in response to both the two main questions.

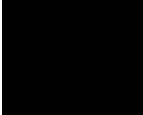
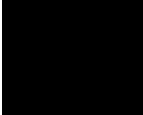
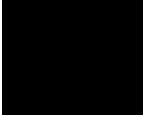
Of the minority of respondents replying otherwise, the large majority indicated they required additional information, while some had specific questions to clarify issues relating to class sizes, admissions criteria, or concerns reading the continuation of transport to school from the more distant parts of the school’s catchment area.

Only five respondents said they were “not sure” whether they would consider sending their child to Queen Elizabeth’s as a Free School, or put Queen Elizabeth’s as first choice on the common application form for their child.

## **Evidence of demand from current parents**

- We have currently had positive responses from parents representing over 67% of the current pupil population, confirming that they are happy with the proposal to

apply for Free School status and would expect their children to remain with the school.

- As might be expected, response rates were lower among parents of Year 11 and Year 13 pupils, so if these parents were to be excluded from the return, the positive response rate for current parents would be over 79%.
- The postcodes of all current parents who have indicated that QEGS as a Free School would be their first choice for their children have been individually logged onto a map of Lancashire, which can be found on a following page.
- Among our current parents, several have indicated they have other children (20 in total) who do not currently attend QEGS and whom they would wish to enrol for the school were QEGS to succeed with its Free School application.
- 
- 
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### **Evidence of demand from potential parents**

- We currently have 21 additional pupils for whom offers of places to start in January 2013 have been accepted, with an additional 45 offers (as at 20 December) awaiting response. These applications have all resulted from our Free School application: thus the evidence of demand we have received from parents is already being converted into increased pupil numbers.
- In addition we have received a considerably higher number of applications for entry in September 2013 than would be the norm for us at this time of year, following the publicity that we are applying to become a Free School in 2014.
- Early analysis of positive responses from parents of more than 950 children who do not currently attend QEGS indicate that 68% have come from Blackburn with Darwen; 8.5% from Preston and Chorley; 7% from Ribble Valley; 5.5% from Burnley and Pendle, and 4.5% from Hyndburn. This compares with the following percentages for pupils presently attending the school, which are, respectively: 45%; 10%; 14.5%, 14% and 7%.
- All responses requiring information were replied to either by phone or email.
- The postcodes of parents who have indicated that QEGS as a Free School would be their first choice for their children have been individually logged onto a map of the catchment area, which can be viewed on the following page: from this it can be seen that the demand from parents new to the school (yellow markers) is coming from a very similar area of Lancashire to the home locations of current pupils at the school (red markers).



**We believe we are being successful in communicating the Free School message to the disadvantaged/deprived within our catchment area: for all Evidence of Demand responses from potential parents, comparison of the postcodes (where full and valid postcodes were given) against the Lower Layer Super Output Areas (LSOAs) of the English Indices of Deprivation 2010 show that nearly 16% of these prospective pupils live in areas that are among the 10% most deprived nationally.**

- [REDACTED] (Mother, prospective parent)
- [REDACTED] (Mother, prospective parent)
- [REDACTED] (Mother, prospective parent)

## **Section E: Evidence of demand – part 2**

Please refer to pages 27-29 of the 'How to Apply' guidance for what should be included in this section.

### **Section E2**

Whenever we have conducted research in the local community, it has found that QEGS is perceived within its existing catchment area as a school with high standards and a long tradition of excellence – young people (and their parents) from all backgrounds aspire to it: the difficulty, in an area such as East Lancashire suffering from relatively high levels of deprivation, has been affordability.

#### **Levels of deprivation in Blackburn and other towns within the QEGS catchment**

**It is a fact that, of the nine local authority areas covering the QEGS catchment area, five are in the top 50 (out of 326) most deprived authorities in England.** These are: Blackburn with Darwen, Burnley, Hyndburn, Pendle and Preston and the first two named lie 17<sup>th</sup> and 11<sup>th</sup> respectively in that ranking. Indeed over 30% of the entire population of Blackburn with Darwen, Burnley and Pendle lives in an area assessed as being among the top 10% most deprived. (Source: *Department for Communities and Local Government - The English Indices of Deprivation 2010.*)

So, QEGS is accustomed to operating in a locality where there are high levels of deprivation. This has been a major factor behind the decline in numbers at the school in recent years, but we have continued to seek to attract pupils from all backgrounds wherever possible, marketing through media that would be seen by all sectors of the population and to feeder schools that serve disadvantaged, as well as more prosperous, sections of the local community.

As an independent school, QEGS has made provision, insofar as it has been able to afford to do so, for fee assistance via bursaries and means-tested scholarships, in some cases of 100%.

#### **Currently 25% of pupils at our school receive means-tested fee assistance.**

We have been successful in attracting applications, particularly at post-16 level, from families of pupils from deprived and disadvantaged families, often with the active encouragement of teachers at the state schools these pupils attend. For a limited



number we have been able each year to offer 95% funding to those joining us in the Sixth Form from state schools to study Physics thanks to the Ogden Trust. Indeed, two current Sixth Form scholarship recipients live in areas ranking in the top 5% nationally in the English Indices of Multiple Deprivation (2010).

The school has, however, typically been unable to extend offers of assistance with fees to pupils of infant or primary school age.

### **How we have communicated our application for Free School status**

We have sought to make the application for Free School status as widely known as possible throughout the local area, and at the same time to give people an understanding of what being a Free School means. In doing so, we have endeavoured to stress that, as a Free School QEGS, would be an attractive and viable option for pupils from all backgrounds and abilities, including those from deprived or disadvantaged families. This message has been conveyed via radio and newspapers interviews, the Open Morning and parent forums, as well as in the literature we have issued and in direct discussions with potential parents, for example on the public stands we have manned, when a member of the school's Senior Management Team has been on hand to offer more detailed explanations, and to answer individual questions.

We have already made contact with the [REDACTED], who has offered to allow us to visit their very successful special needs department, to see what good practice we might be able to import from them. Reciprocal lesson observations are also proposed since St Bede's, an 11-16 voluntary aided school, is keen to raise achievement among its own students.

We are also proposing a partnership with Blackburn College to consider how we might work together for those who wish to pursue a more vocational route post-16 and the [REDACTED] have arranged to meet to this end in January 2013. This would mean that, whilst the school will continue to encourage pupils to aspire to the highest possible standards, including application to Russell Group universities wherever possible, there will be a visible and viable route into vocational education that should be attractive to those families who recognise that university may not be the right option for their child, given his or her abilities and career ambitions.

The Headmaster has been asked to join the local Education Improvement Partnership, run through Blackburn with Darwen, which should result inter alia in opportunities for pooling resources with other schools across the borough.

### **Current/recent school partnerships**

As an independent school, QEGS enjoyed a number of successful partnerships and other collaborative activities with local state schools, most notably a Mathematics Partnership with Pleckgate High School Mathematics and Computing College in Blackburn. Another link is with the SEN department of Longshaw Primary School in Blackburn: children from that school come to QEGS every Thursday to work with our 6<sup>th</sup> Formers and PE Department staged a very successful "Olympics" day in the summer term 2012 involving the Longshaw pupils. Thus our existing teaching staff and pupils have first-hand experience of the broader perspective and other benefits

to be gained by working closely with other schools in the area, and we confidently expect these links to continue and extend further.

For many years, we have run highly successful Science and Technology Mornings for Year 5 pupils from state primary schools in Blackburn with Darwen and within the wider Lancashire area. These have been designed to use our laboratory and other facilities to awaken a fascination and enthusiasm for science among young boys and girls and have proved very popular.

The intention is for the school to retain and build on its present educational ethos, namely as a non-denominational school, but one that is based on Christian values with strong links to Blackburn Cathedral that date back to our foundation over 500 years ago. For many years, Queen Elizabeth's has operated an admissions policy (as an independent school) that welcomes pupils from all faiths and none. Moreover, our intake currently reflects the local community, in that about 30% of pupils are of Asian heritage. Although the ethnic (predominantly Asian) population is increasing in many parts of our catchment area, we have encountered no difficulties or objections when engaging with parents of other faiths in the concept of QEGS as a Free School.

We are keen to promote QEGS as a diverse school that reflects the local population from which it draws its pupils, which enhances educational opportunities and outcomes within the local and wider community and which is also a model of harmonious racial integration. We are firm in our belief that there is a great demand from parents locally for a school of this character.

### **Use of school facilities**

As an independent school, QEGS already operates its own before-and after-school club ('Q-Club') and has a number of community groups which use our school buildings and other facilities. Some of these users benefit from free usage: however, more normally users pay a hire charge, which varies depending upon the type of organisation (charity, school or commercial). In all cases, we ensure that our pupils' education is not disrupted and that all profits from hiring out our facilities are reinvested in the school for the benefit of the pupils.

It is anticipated that, were the Free School application to be successful, we would continue to offer school facilities on a similar basis, with any profits similarly reinvested in the school.

Among the groups who are current users are:

- Swimming clubs and instructors, a primary school, the Islamic Boys' School, a diving club and a university canoeing club (swimming pool) – we also host the town swimming galas for boys and girls at secondary/Sixth Form level.
- Professional, amateur and community sports clubs, plus the local council's Children's Services Department, a local secondary school and the Islamic Girls' School (sports hall and/or gym).
- Choral groups, individual small businesses, a Kumon group offering Maths/English tuition outside school hours, a prayer facility for a local community group and several commercial organisations that run summer schools and camps during the school holidays (various locations).

One of the most prominent users of school facilities is the Blackburn Community Sports Club (BCSC), with whom we have a long-standing relationship. This highly successful Club has over 400 members and 70 volunteers. It runs clubs covering a range of sports from archery to netball to zumba, including a ladies' football team and two football teams for children with disabilities. In 2010 the school and BCSC bid successfully for funds from the Football Foundation and the Football Association. This enabled additional changing rooms, a sensory room and other facilities to be built at the school's Lammack sports ground, the base for most of BCSC's activities.

### **Future plans for communicating with parents who do not currently have children at the school, especially children from more disadvantaged homes**

We intend to continue our leafleting activity during 2013, targeting specific postcode areas in Blackburn, Darwen, Accrington, Burnley and Nelson that will include a large proportion of homes in areas that are classified as disadvantaged.

We wish to do more to attract additional demand from boroughs outside Blackburn with Darwen: specifically Hyndburn, Burnley, Pendle and Preston. Actions planned for early 2014 include targeted leaflet drops, providing literature via social housing organisations and maintaining communication with primary schools in those areas.

We are also in discussion with social housing associations operating within the borough of Blackburn with Darwen, to encourage them to make their tenants and purchasers aware of the QEGS Free School application and the opportunities it offers, and to register their interest with us as appropriate.

We will liaise with the Lancashire LEA and with Blackburn with Darwen Council to ensure further literature (including contact details of how to access additional information in print and online) is provided to parents via primary schools, especially those covering areas of deprivation or disadvantage. Following discussions with Blackburn with Darwen Council, it is anticipated that the council magazine *The Shuttle*, which is distributed direct three times a year to 60,000 homes in the borough, will include a feature on the QEGS Free School application with details of how to obtain further information, in its next edition.

We have already made initial contact with 22 local organisations (sporting clubs, child and activity centres, youth organisations) throughout our catchment area. We hope to gain agreement with them to provide information on the Free School application with their members and others on their mailing lists.

The next wave of advertising as far as the Free School is concerned will focus on recruitment into Year 12 in 2014. We have traditionally recruited for Year 12 in the New Year and we have scheduled an additional Open Day, dedicated to Sixth Form study, for February.

The intention is for the school to retain and build on its present educational ethos, namely as a non-denominational school, but one that is based on Christian values with strong links to Blackburn Cathedral that date back to our foundation over 500 years ago. For many years, Queen Elizabeth's has operated an admissions policy

(as an independent school) that welcomes pupils from all faiths and none. Moreover, our intake currently reflects the local community, in that about 30% of pupils are of Asian heritage. Although the ethnic (predominantly Asian) population is increasing in many parts of our catchment area, we have encountered no difficulties or objections when engaging with parents of other faiths in the concept of QEGS as a Free School.

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## Section F: Capacity and capability

Please refer to pages 30-33 of the 'How to Apply' guidance for what should be included in this section.

### Section F: Capacity and Capability

**F1. Demonstrate a clear understanding of, and describe, the respective roles of the company members, governing body and principal in running your school.**

**1.The need for high quality Governance, Leadership and management: 'A good education for all'**

As part of our bid to become a successful Free School, and a publicly funded body, we fully accept the need to demonstrate high quality Governance, Leadership and Management, and value the increased priority which OFSTED attributes to the role of Governance in transforming young people's outcomes and life chances, with Governors expected to:

- Hold schools sufficiently to account for pupils' achievement, the quality of teaching and pupils' behaviour & safety
- Support and challenge school leaders
- Deploy resources effectively, including the pupil premium
- Challenge the effectiveness of performance management in driving up standards and overcoming barriers to learning, strengthening L &M
- Understand the strengths and weaknesses of their school and the impact of changes put in place to address any weaknesses, particularly in relation to groups of pupils who typically under-perform nationally
- Use data and questioning effectively, and monitor performance against agreed KPIs

In reviewing and recognising the calibre of our existing Governing Body, which has played a full part in our decision to become a Free School and supported the strategic planning process, the intention is to preserve the approximate size and make-up of the existing Governing body and to retain the current lines of accountability between the Governors and the Principal, which latter are very much in line with the requirements laid down in the model Articles of Association which we have adopted in setting up our new limited liability company.

Given the above and the fact that we already have experience and capability as an existing Independent school and Registered Charity and Company limited by Guarantee, we have used three of our current Governors (██████████, ██████████ and ██████████) ██████████ They fully appreciate their responsibilities as Members, as signatories to the Funding Agreement, if we were to be successful and the ultimate accountability in relation to the Secretary of State for delivering against the Funding Agreement and operating the Academy Trust in accordance with the Articles of Association.

The Academy will be governed by a governing body ("the Governing Body") who are

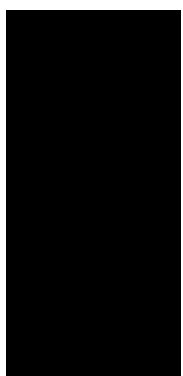
the Directors of the Company constituted under the Articles of the Academy Trust, and further delineation of duties will take place in due course.

### **Conflicts of Interest**

The Governors will be mindful of the stipulations contained in the Articles of Association for the Academy Trust, laid down in sections 6.1 to 6.10. They (and this includes their family members) will not expect or seek to be remunerated for work carried out on behalf of the Free School as partners of firms, employees or consultants. (The sole exceptions to this will be Governors who are appointed on behalf of the staff of the free School, such as teachers and support staff representatives). In the event that they are employed in this capacity, it will only be with the prior consent of the full Governing Body, whose decision will be minuted appropriately. Legitimate expenses will be paid at an appropriate and reasonable level for attending Governing training courses and meetings in pursuance of the Free School's business. In the event that a Governor holds shares in companies that the Free School might do business with, Governors will be invited to declare their interest in a book kept by the Bursar for the purpose. They will be regularly reminded of this at Governors meetings by the Clerk, and the reminders will be minuted. No Governor will be party to any decision making in an area in which s/he has an interest.

**2.The Governors who will run the new Free School.** The full list of the School's current Governors, who will become the Free School Governors/Directors is shown below, with brief notes indicating their respective experience and expertise. The key at the bottom of the list explains on which sub committees the Governors serve. All of them have indicated their willingness to continue to serve the School after the transformation to Free School status, and they are unanimously in support of this objective.

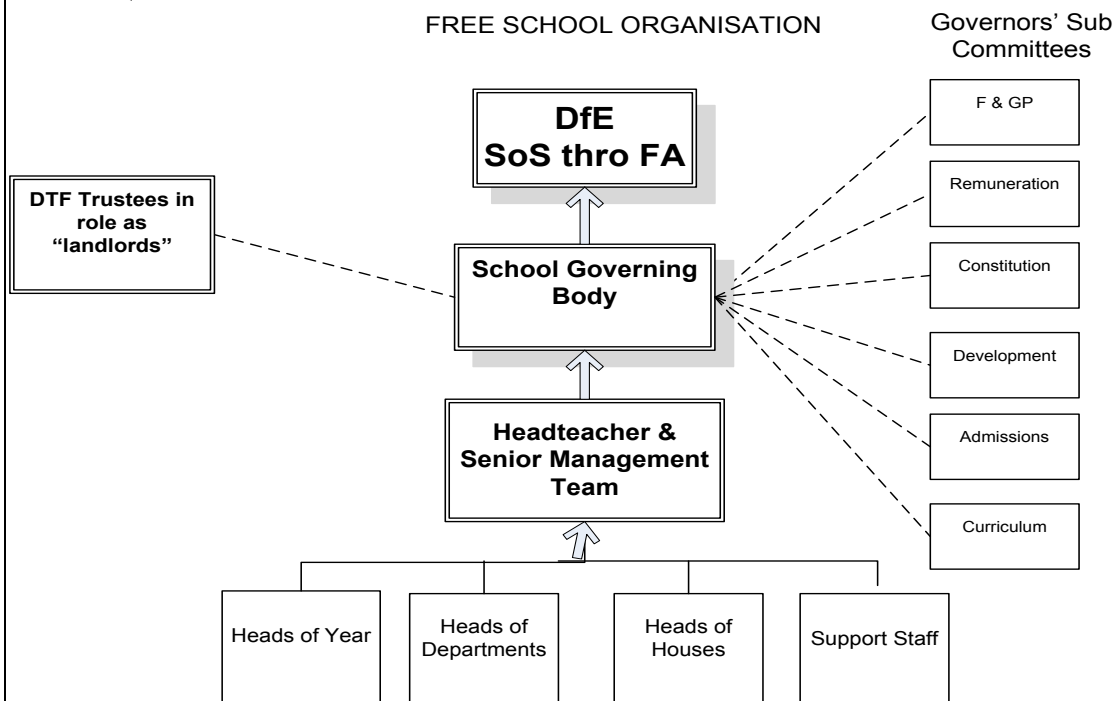
We will keep the make-up of the group under review to ensure that it continues to encompass the right blend of experience and skills to meet the needs of the Free School during transition and in steady state and will review whether we need to add to the parent body to reflect the wider spread of intake. Training in their duties under the Funding Agreement, OfSTED criteria, EFA and other legal requirements, including understanding new sources of Data (such as RAISE Online), will also be provided to this highly experienced group. All Governors are fully CRB checked and conversant with all safeguarding requirements.



k. [Redacted]

**3.1 Organisation.** This chart shows the relationship between the Governing Body and the Principal. It is the intention to retain this structure and import it into the Free School with certain additions/changes to do with Admissions and Curriculum sub committees, and the introduction of Audit, Data and Standards, and Pupil welfare and Discipline:

## QUEEN ELIZABETH'S GRAMMAR SCHOOL



**3.2.** The Governors meet as a full board usually four times per year and it is the intention to continue that frequency and regularity. The sub-committees meet as often as necessary. The Free School Steering Group will meet once per month until a government decision is reached and probably for at least a year thereafter. Following this the Finance and General Purposes Committee will meet quarterly. The Chairmen of the sub-committees provide formal reports to the full board at the next appropriate meeting. The sub-committees are always attended by a member of the School Senior Management Team, usually the Headmaster, or the Bursar in his role as Clerk to the Governing Body.

**3.3 The full Governing Body** will operate at a properly strategic level in delivering its role in:

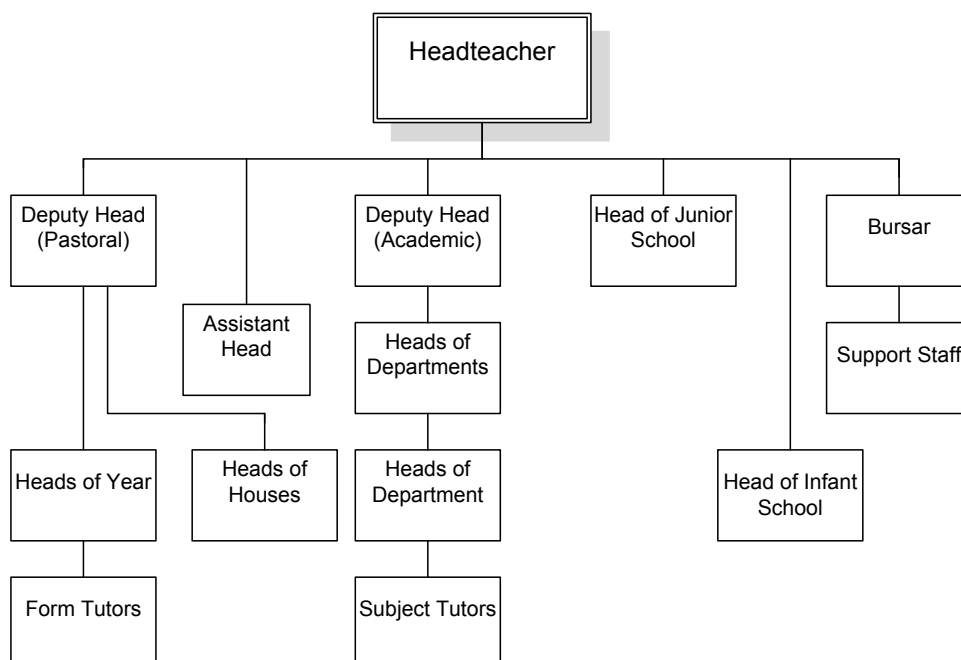
- Supporting and holding Leadership to account for the performance and quality of care of all groups of pupils, including outcomes and destinations, and successful delivery of the new Free School vision and ethos

- Discharging its financial responsibilities, as determined by:
  - Companies Act
  - Charities reporting legislation
  - Funding agreements
  - Academies Financial Handbook
- Being responsive to and engaging with local stakeholders and partners, particularly parents, to the benefit of the Free School and its pupils
- Ensuring that proper performance management systems exist across all levels of leadership and management which contribute to and correlate with the quality of teaching and learning and pupil outcomes.

**4. The Senior Management Team.** The Senior Management Team consists of the Headmaster, Deputy Head (Academic), Deputy Head (Pastoral), Assistant Head, Bursar, Head of Junior School and Head of Infants School. At present the Director of Admissions and Development also attends, but it is intended this post will fold in the opening year. It may also be the intention longer term that the Infants School and Junior School will be restructured and merged to create a school from 4 years to 11 years. It is the intention to continue the commercially run Nursery School for at least the first year of opening, or until the space is needed. This chart shows the Principal's leadership and management structure which will operate in the Free School during the post opening phase:

## QUEEN ELIZABETH'S GRAMMAR SCHOOL

### FREE SCHOOL – LEADERSHIP AND MANAGEMENT





**5. Show how you will access appropriate and sufficient educational expertise to deliver your vision.**

We believe that the Headmaster, his senior colleagues and the existing teaching staff have the experience and skills necessary to develop our Free School in accordance with the vision and ethos described at Section C. In the second year of operation we expect to enlarge our curriculum offer to include Food Technology, and to introduce Computing/ Information Technology and Drama. This and the expansion in pupil numbers will allow us to add to our complement of staff and bring in new ideas and impetus. The introduction of a new performance management system, a targeted programme of CPD, in relation to Free School needs, and our ambitious target for OfSTED judgement of the quality of teaching will also energise staff. Further information on the Leadership Team is provided below.

As already stated, our current Governors have indicated their willingness to continue in post for the foreseeable future until the Free School is at steady state. We do not believe that there are any significant gaps in our current educational expertise in order to deliver our vision but, as indicated above, will keep the overall skills' set under review. We will work in partnership with the LA where appropriate, to provide ongoing training on matters such as child safeguarding, for example and on other areas of training. Indeed moving to Free School status will open up to us some training that currently is not available to us. Through our Nursery School, which takes children from 3 months to rising 4 years, close contacts exist with Blackburn with Darwen Early Years Business Unit, which runs high quality training and staff development. Indeed, they have already been very supportive.

**6. Show how you will access appropriate and sufficient financial expertise to manage your school budget.**

We believe that our current school bursary staff have appropriate expertise. The current Bursar has more than ten years' experience as a school business manager including three years' experience within the maintained sector as Bursar at a Foundation Grammar School. Within his office there are two staff who are AAT qualified, with 25 years' experience between them, and another with 15 years' service in the finance office and 6 years prior to that in the banking sector. As indicated at paragraph 2 within the Governing body there are five Governors who serve on the Finance Committee who are either senior businessmen or accounts-qualified professionals.

**Show how you will access other relevant expertise to manage the opening 7. and operation of your school.**

We intend to spend part of our [REDACTED] project development grant on seeking consultancy support to assist us to refine our admissions policy and strategy in order to comply with the national Admissions Code, and to reflect the needs of the wider catchment area we will serve. We already have the offer of assistance in this respect from [REDACTED], [REDACTED], the first prominent independent school in the North to transfer status to Free School and from whom we have taken extensive advice and who has presented formally to the Governing Body. We have had on-going dialogue with Bradford Grammar School for Girls, [REDACTED] (they become a Free School in September 2013 and have a very similar catchment area to ours, with areas of real deprivation). We have every intention that these relationships will continue as we share best practice. We have always enjoyed a strong relationship with the Local Authority (Blackburn with Darwen), including over child protection issues and the Free School bid has led to more contact still. If our bid is successful, the Director Schools and Education has

assured us of the LA's continuing support and we will explore ways in which we can access relevant services.

**7. Provide realistic plans for recruiting a high quality principal, other staff and governors in accordance with your proposed staffing structure and education plans.** We believe that those individuals who are already in post will meet this requirement. The [REDACTED], [REDACTED], [REDACTED]. Nine candidates were interviewed in the first round and three in the second. All documentation from this process can be reproduced on demand. His CV is appended. The Deputy Head (Academic) [REDACTED]. The Deputy Head (Pastoral) is [REDACTED]. [REDACTED]. We believe this mixture of expertise drawn from the independent and state sectors will be useful in forming the ethos of the Free School, which is intended to draw on the best features of both systems. The school has always operated transparent recruitment procedures using the TES and one member of the interviewing panels (usually two) is always qualified with the safer recruitment certificate, as has been part of our practice well before it was compulsory in the independent sector.

# Section G: Initial costs and financial viability

Please refer to pages 34-38 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

## Section H: Premises

Please refer to pages 39-40 of the 'How to Apply' guidance for what should be included in this section.

### Section H: Premises

**Introduction:** This section is intended for Free Schools which are starting up, rather than existing independent schools. We have therefore taken this opportunity to describe in some detail our existing premises and facilities, which reinforce the wealth of learning environment and resources available to support our cross-age Free School intake, and our rich curricular and extra-curricular programme- thereby enabling us to exploit fully the potential of all pupils and achieve the best possible academic outcomes.

#### **Summary of key elements of physical capacity which underpin the Free School vision**

**As indicated in Section C,** QEGS has kept pace with the needs of a modern curriculum and evolving intake through a series of well planned developments, and the current site can well support the phased return to c 1200 pupils, benefiting from excellent facilities which reinforce the academic curriculum and underpin successful learning.

These include a dedicated block housing excellent laboratories for Physics, Chemistry and Biology, staffed by a full complement of subject specialists, plus a fully equipped science laboratory in the Junior school, a dedicated block for Mathematics and DT, and other specialist facilities across the curriculum. A twenty-five metre, six-lane swimming pool is in constant use during the day by all age groups (4 – 19) and provides a fantastic resource to the local community.

There is also an impressive full size computer-driven languages laboratory, and a Mathematics ICT Laboratory plus 3 other bookable ICT Laboratories and classrooms are well-appointed and equipped with data projectors and subject-related technology. The Senior Library, which is extremely well stocked and used (as is the Junior Library) is staffed by a professional librarian during school hours. Off site, the Lammack Playing Fields has a sports hall, which has been recently extended in partnership with a local sports club and the Football Foundation (which includes provision for the disabled for whom there is a sensory room as well as the usual sporting surfaces), and the use of sport to develop character, team work and the pursuit of excellence all have a high profile in the life of the school.

In terms of all age provision, there is a dedicated free standing Sixth Form Centre, and the Junior and Infant Schools have dedicated provision, which is age appropriate, whilst also being able to benefit from the specialist provision across the whole site.

**1. General overview of the site.** Queen Elizabeth's premises consist of 9

separate buildings (mostly adapted late Victorian Villas) within a single curtilage, fronting on to [REDACTED], and bounded to the north by [REDACTED], to the east by [REDACTED] (a road lined with residential buildings), and to the South by a residential road and public footpath. The School is located near the centre of Blackburn and about 10 minutes' walk from the railway and bus stations. The School overlooks [REDACTED].

2. **Detailed analyses.** The Premises at [REDACTED] consist of the following:

[REDACTED]

3. **Introduction.** This section is intended for Free Schools which are starting up, rather than existing independent schools. We have therefore taken this opportunity to describe our existing premises and facilities.

4. **General.** Queen Elizabeth's premises consist of 9 separate buildings (mostly adapted late Victorian Villas) within a single curtilage, fronting on to [REDACTED], [REDACTED]. The School is located near the centre of Blackburn and about 10 minutes' walk from the railway and bus stations. The School overlooks [REDACTED] which is used for some aspects of the PE curriculum and, occasionally as a supervised play area and as a mustering point for fire practices.

5. **Detailed.** The Premises at [REDACTED] consist of the following:

[REDACTED]

6. **Lammack.** The School's playing fields are located about 1 mile away from the [REDACTED] site, at Lammack. There is space for 5 full size football pitches, including, in season, two separate cricket pitches. There also a very large indoor sports Hall, and two blocks of changing facilities, one of which was completed in 2011 at a cost of [REDACTED]. The site also offers a hard fenced area which is used for netball and tennis. The site has parking for 150 cars and is used a great deal by the local community as a consequence of the partnership referred to in the Education Vision .

7. **The general state of the premises.** The School has invested a significant sum on premises improvements in recent years, and all of the blocks are in excellent condition. No major repair works are outstanding.

8. **Capital Funding.** It is not anticipated that there will be any requirement for major capital projects, although we will seek advice about whether devolved capital funding would be appropriate to meet the following premises improvement projects:

- a. The re-commissioning of 4 classrooms in the X Block of [REDACTED].
- b. The provision of additional toilets for girls.
- c. The construction of a specialist Food technology laboratory.

9. **Plans and Drawings.** The school is in possession of plans and drawings for all

its property, showing layouts and floor space, and this can be made available to the Department if requested.

10. **Ownership Title.** The School owns all its own property on which there are no mortgages or secured loans, and the School is able to provide copies of title deeds and title plans.

### **Annexe 1 Headmaster's CV**

#### **Curriculum Vitae**

**Name:** [REDACTED]

**Address:** [REDACTED], [REDACTED], [REDACTED] [REDACTED]

**Date of Birth:** [REDACTED]

**Religion:** [REDACTED]

**Marital Status:** [REDACTED]

**Secondary Education:**

[REDACTED]

**Tertiary Education:**

[REDACTED]

**Employment History:**

[REDACTED]

**INSET**

[REDACTED]

**Trustee and Governorships:**

[REDACTED]

**Other:**

[REDACTED]

**Principal interests:** [REDACTED]

**Referees:**

[REDACTED]

# Annexe 2 – Evidence of Demand questionnaire

## EVIDENCE OF DEMAND QUESTIONNAIRE



Queen Elizabeth's Grammar School aims to fulfil the potential of all pupils irrespective of their background or ability. We believe in high standards of work and behaviour and providing pupils with a wide range of curricular and extra-curricular opportunities. We will be a 4-19 co-educational day school.

Our curriculum will reflect traditional values in education, including high standards of literacy and numeracy. All pupils will, for example, take separate sciences and at least one modern foreign language will be studied up to GCSE level. Pupils will have the opportunity to gain results that will make them employable and positive contributors to society.

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

Title \_\_\_\_\_ First name \_\_\_\_\_  
Second Name \_\_\_\_\_ Postcode \_\_\_\_\_

### Evidence of Demand

1. Would you consider sending your child to Queen Elizabeth's Grammar School as a free school? (Please tick the appropriate box)  
 Yes, definitely  No  Not sure  I require further information

2. Would you consider putting Queen Elizabeth's Grammar School as first choice school on the 'common application form' for your child? (Please tick the appropriate box)  
 Yes, definitely  No  Not sure  I require further information

3. Please tell us about your children:

**Child 1** Year Group \_\_\_\_\_ Age \_\_\_\_\_  Boy  Girl  
**Child 2** Year Group \_\_\_\_\_ Age \_\_\_\_\_  Boy  Girl  
**Child 3** Year Group \_\_\_\_\_ Age \_\_\_\_\_  Boy  Girl  
**Child 4** Year Group \_\_\_\_\_ Age \_\_\_\_\_  Boy  Girl  
**Child 5** Year Group \_\_\_\_\_ Age \_\_\_\_\_  Boy  Girl

4. Is your child already at Queen Elizabeth's Grammar School? (Please tick the appropriate box)

Yes  No

5. If you would like provide any comments about Queen Elizabeth's Grammar School becoming a free school, please do so here:

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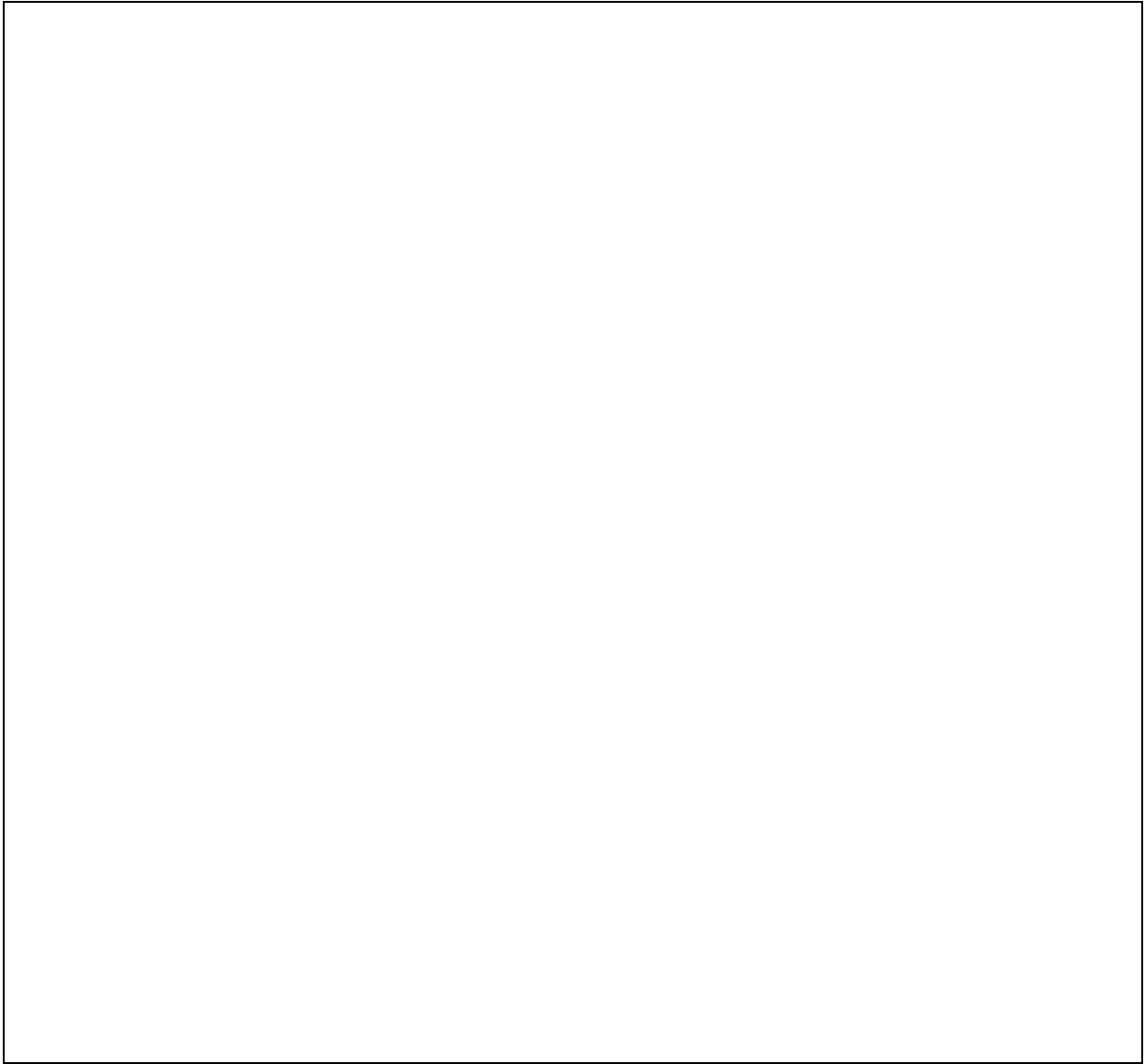
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### Like to find out more?

If you would like more information about Queen Elizabeth's Grammar School becoming a free school, please provide these extra details:

Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Telephone \_\_\_\_\_  
Email address \_\_\_\_\_





## Annexes

The annexes:

- are included within the page limit and restricted to documents relating to your evidence of demand (e.g. questionnaires and maps) and relevant CVs;
- should be submitted as part of your application i.e. as one Word document; and
- do not include the financial templates (which should be submitted separately in Excel and are excluded from the page limit).



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