

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
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

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

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

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

Data Protection

Personal data is collected on 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. Independent schools only : you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only : you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk 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 rd 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 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013. See note below.	<input type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED] London [REDACTED] W3 [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.	If Yes, please provide more details: I am married to [REDACTED] who is a member of the West London Free School (WLFS) Academy Trust.
7.	How you would describe your group: <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input checked="" type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input checked="" type="checkbox"/> Something else
8.	If 'Something else', please provide more details: The WLFS Academy Trust opened a secondary school in 2011 and has been approved to open a primary in 2013. We're in the process of becoming a Multi-Academy Trust (MAT) and it will be the MAT that sponsors both of the above schools as well as the second primary (the Earls Court Primary). The MAT is due to be established in March 2013 when the Directors of the WLFS Academy Trust approve the proposed articles.
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:
Details of company limited by guarantee	
13.	Company name: West London Free School Academy Trust
14.	Company address: 17 Shaa Road

	London W3 7LW	
15.	Company registration number and date when company was incorporated: 07493696; 14.01.11	
16.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.	If Yes, please provide details: The West London Free School Cambridge Grove London W6 0LB	
Company members 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: 4	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	
	4. 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] (Governor)

2. Name: [REDACTED] (Governor)

3. Name: [REDACTED] (Governor)

4. Name: [REDACTED] (Governor)

5. Name: [REDACTED] (Governor)

6. Name: [REDACTED] (Governor)

7. Name: [REDACTED] (Governor)

8. Name: [REDACTED] (Governor)

9. Name: [REDACTED] (Governor)

10. Name: [REDACTED] (Governor)

11. Name: [REDACTED] (Governor)

12. Name: [REDACTED] (Governor)

13. Name: [REDACTED] (Governor)

14. Name: [REDACTED] (Governor)

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

Yes
 No

	bodies; and/or commercial or non-commercial organisations.	
23.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. 	
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 type="checkbox"/> Yes <input checked="" 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	136750
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:	Range: 11 – 18 On roll: 240 Capacity: 840
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: Not yet inspected.	
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: None available. School opened in 2011	
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:

Position: Member of company

Print name: [REDACTED]

Date: 4th January 2013

**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:	The Earls Court Primary School
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input 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:	2020
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:	It will share a site with the WLFS Primary School (W6 OLB) from 2014-18, then relocate to its permanent home in Earls Court
12	Please tell us how you found this site:	The WLFS Primary School site is currently the temporary site of the WLFS Secondary. Permanent site provided by ██████████ (see below).
13	Is the site:	<input type="checkbox"/> a private building? <input checked="" type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14	If you have not identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	London Borough of Hammersmith and Fulham
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	The permanent site is near the Royal Borough of Kensington and Chelsea
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. <i>If this applies to your application please briefly outline the main differences below.</i> 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.

The Earls Court Primary School (ECPS) will be a 4-11 primary in the London Borough of Hammersmith and Fulham (LBHF) that will provide children with a traditional liberal education. It will sit under the West London Free School (WLFS) Multi Academy Trust (MAT) alongside the WLFS Secondary and the WLFS Primary.

The plan is for the school to initially share a site with the WLFS Primary, which is due to open on the WLFS Secondary's temporary site in Hammersmith in 2013. At that point, the ECPS will be a 1FE school admitting one year group at a time. Then, in 2018, it will relocate to its permanent home in Earls Court – a site which will be provided free of charge by Capital and Counties as part of its multi-billion pound Earls Court development – at which point it will become a 2FE school and admit 60 children in reception and an additional 30 in Years 1, 2, 3 and 4 to accommodate the additional demand generated by the new development.

Our aim is not only that every pupil at the ECPS should fulfil his or her potential, but also that he/she should acquire a core body of knowledge and develop the necessary skills to thrive in the WLFS Secondary. That means pupils who are committed to their education, have a strong foundation in literacy and numeracy, have developed a sense of curiosity and a thirst for knowledge and are ready to embrace the challenges of the academic curriculum when they transfer to our secondary.

There is a real need for a new school of this type in Earls Court – and the location of the school's permanent home will mean it serves children from both the London Borough of Hammersmith and Fulham (LBHF) and the Royal Borough of Kensington and Chelsea (RBKC). The average level of attainment in English and Maths in LBHF's state primaries is good, but not outstanding. In 2012, the average number of children reaching Level 4 or above in English was 87% versus the national average of 85% and the average number reaching Level 4 or above in Maths was 84% – the national average. In RBKC, the average number of children reaching Level 4 or above in English was 89% and the average number reaching Level 4 or above in Maths was 90%. We aim to achieve 100% in both subjects. That may sound ambitious, but we believe it's possible using the same combination of high expectations, strong discipline and academic rigour that characterises the secondary school. There's no question that LBHF and RBKC will need additional primary school places from 2014 onwards and, judging from the interest local parents have expressed in the ECPS, a primary with the same ethos as the WLFS secondary will be a popular choice.

The school will be located in an extraordinarily multi-cultural community. We believe a core knowledge curriculum is the best way to counter the risks associated with such a diverse community. If children share a common stock of knowledge, they will have a shared set of references from which to assess each other's cultural differences.

The plan is for the primary to serve as a feeder to the WLFS Secondary and, as such, it will be non-selective, co-educational and secular. It will be overseen by the same MAT as the WLFS Primary and Secondary and embody the same vision and ethos. Our aim is to create one of the best primary schools in the country, renowned for academic excellence and capable of instilling world-beating academic ambition in all its pupils, no matter what their background.

We'll put a strong emphasis on literacy in reception so our pupils can access the rest of the primary curriculum as they progress up through the school. Systematic Synthetic Phonics will be the basis of the teaching in this respect, accompanied by as much reading as possible, although we shall take account of the fact that children learn in a combination of different ways. As the children move through the school, we shall aim to develop their self-reliance and self-organisation. Increasing demands of them will be made, including a more extensive extra-curricular programme. The extra-curricular programme will mirror that on offer in the secondary school and will comprise after school activities and clubs such as music, drama, art and sport. Homework will ratchet up year-by-year. The 2014-18 site will have a sizable library and our plan is to include a library in the school's permanent home. We aim to make reading, particularly of classic children's literature, a central part of the children's primary school experience. Parents will be involved in the learning process from the outset and parental engagement in all aspects of the school will be a key feature.

The school will have the following distinctive characteristics:

- Pupils will be divided into infants (reception – year 2) and juniors (year 3 – year 6). Different senior teachers will have responsibility for leading and managing the Infant and Junior Schools.
- The following subjects will form the basis of the school's curriculum: Mathematics, English, Science, History (ancient and modern), Geography, Philosophy/Classics, Modern Languages, Music, Divinity, Art/Design, Games and PE.
- Infants will be taught by form teachers in the main, but with subject specialists teaching Modern Languages, Music and PE/Games.
- As the pupils move up through the school, the percentage of lessons taught by subject specialists will increase, with at least 30% of lessons delivered by specialists in Years 3 and 4 and at least 50% in Years 5 and 6.
- Instrumental music lessons will be included in the Music curriculum from year 3 onwards. (The WLFS Secondary is a specialist music school.)

- Juniors will learn about classical civilisation, starting with Greece in year 3.
- Pupils will be expected to observe a strict code of conduct based on courtesy, common sense and co-operation, together with kindness.
- In addition to being organised horizontally into form groups, pupils will be organised vertically into four houses: Athenians, Corinthians, Olympians and Spartans.

Our plan is to source pupils from the area served by the school's permanent home in Earls Court from 2014. This proposal has the full support of both LBHF and RBKC who have agreed to provide a free bus service to transport children from Earls Court to Hammersmith (and back again) until the school moves to its permanent home. (Letters from the Local Authorities confirming this arrangement are available on request.)

The school's temporary home in Hammersmith for the first four years of its life will be in the building currently serving as the temporary site of the [REDACTED] and will become the permanent home of the WLFS Primary from 2013. It was originally built as a one-form entry primary, but is due to be extended and refitted to make it suitable to accommodate a two-form entry primary in 2013. To make the site suitable to accommodate the ECPS from 2014-18 some additional minor works will be necessary, but at no point will the total number of children on the site exceed 420 which is the total number that will be on the site once the WLFS Primary has reached full capacity in 2019 (see first table in Section D.1 below).

We want the pupils at the school to reflect the social and ethnic diversity of the local area. This will inevitably mean an above-average number of children on free school meals, given the site of the school's permanent home. The intended permanent site of the school is likely to be in the heart of what is now the [REDACTED] in the North End Ward. This is an area where there is profound deprivation. LBHF's data tells us that 21.7% of households consist of deprived families in public housing in North End and that category is slightly higher in the neighbouring ward of Fulham Broadway at 23.6% against a borough average of 17.4%. Overall, LBHF is in the most deprived quartile of Local Authorities in England according to the Department of Communities and Local Government's indices of multiple deprivation. We intend to meet the needs of this challenging cohort by putting a full-range of specialist support in place, including teaching assistants that specialise in EAL and a full-time SENCO.

Strong discipline will be a priority. The school will have high standards of behaviour, and these will be rigorously and consistently enforced. The school will develop effective systems for behaviour tracking and management and build close relationships with parents and carers so that the school's values will be reinforced in the home.

As with the secondary, the hope is that a combination of high expectations, strong discipline and academic rigour will enable all the pupils to reach their potential, regardless of background or ability. We want all the children to set

themselves the highest possible goals and have the confidence to pursue those goals. Not only do we want 100% of the children to leave the primary school having reached Level 4 or above in English and Maths, we would like pupil attendance to be 95% and expect at least 60% of the pupils to be having individual instrumental music lessons by year 6.

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.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception		30	30	30	30	60	60	60
Year 1			30	30	30	60	60	60
Year 2				30	30	60	60	60
Year 3					30	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		30	60	90	120	300	360	420

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.

CURRICULUM OVERVIEW

Learning and teaching in reception will be based on the DfE's Statutory Framework and encompass the seven areas of learning in reception: Communication and language, Physical development, Personal, social and emotional development, Literacy, Mathematics, Understanding the world, and Expressive arts and design. All the opportunities provided by our early years teachers will encourage the development of the three key learning characteristics of playing and exploring, active learning and creating and thinking critically. Learning will take place in our indoor and outdoor classrooms, specially designed with the EYFS framework and the safety of the children in mind. We recognise that research shows that children learn in a variety of ways, so teaching will include a variety of play-based, practical activities. The teaching of systematic synthetic phonics will be a daily part of the reception curriculum. Overall, our reception curriculum will provide children with a solid bank of knowledge and skills to prepare them for their transition to Year 1 and their formal introduction to the Core Knowledge Sequence (see below).

An emphasis on literacy in reception and throughout the school will enable our pupils to access other areas of the curriculum as they progress upwards. In order to achieve our aims, the curriculum will be subject-focused from Year 1 onwards, drawing on the work that the think tank Civitas has done in collaboration with the American educationalist E.D. Hirsch who has developed a core knowledge curriculum for American grade schools. We will also take on board any recommendations made by the Review of the National Curriculum.

One of the virtues of a knowledge-based curriculum is that it compensates for the disadvantages afflicting children with uneducated parents. These children often lack the core knowledge that children with educated parents pick up in the home and if this isn't taught in school the children in the former group often find themselves at a permanent disadvantage. The fundamental principle underpinning the core knowledge curriculum is that all children should leave school equipped with a store of essential knowledge, regardless of background or ability.

There is a growing body of research evidence in America showing how effective Hirsch's Core Knowledge Programme is when it comes to raising attainment. For instance, administrators in Oklahoma City carried out a series of carefully controlled, independent studies into the effects of core knowledge in their district in 2000. Comparing elementary school students who had studied Hirsch's curriculum with those who had not, the study found that the former group outscored the latter in seven of the eight categories in the Iowa Test of Basic Skills. Social scientists at the Center for

the Social Organization of Schools at Johns Hopkins University came to a similar conclusion in the late 1990s. In Colorado, where core knowledge is taught more widely than in any other American state, a large percentage of core knowledge schools posted scores that were between 10% - 30% above the state average in the state's Colorado Student Assessment Program exam in 2002.

CURRICULUM DETAIL

The following subjects will form the backbone of our curriculum:

Mathematics, English, Science, History (ancient and modern), Geography, Philosophy/Classics, Modern Languages, Music, RE, Art/Design, Games and PE.

ICT will be embedded throughout our curriculum, rather than taught as an individual subject. We believe this approach will enable our pupils to use modern technology to develop their communication skills in preparation for the knowledge-based curriculum we will deliver.

Mathematics

By the end of year 6 in Mathematics, pupils should have a good grasp of numbers and calculation, including mental arithmetic and product tables, geometry, patterns and measurement.

English

In English, pupils will have read a wealth of literature from various periods. They will have been taught how to read, as well as how to write neatly and clearly, and should be familiar with the rules of English grammar. Poetry and rhyme will play a part, with the pupils learning plenty of poems by heart.

Science

In Science, pupils will have studied the human body, living things and the environment, including the seasons and weather, and geology. They will gain a basic understanding of electricity and magnetism, as well as forces and sound. The concept of matter will be explored, as will the basic elements. We will have a specialist science laboratory on site and children from year 4 will have the opportunity to study Science from a practical angle as well as an observational one.

History

By the end of year 6 in History (ancient and modern), children will have been taught the history of the world in chronological order, looking at each of the major historical periods, with a firm grasp of the difference between the pre-modern and modern era and the characteristics of each. Particular attention will be paid to the history of the British Isles, working from H.E.

Marshall's Our Island Story. Every child will be given a copy of this text.

Geography

In Geography, pupils should graduate with an understanding of the countries of the world and the regions of the British Isles, including spatial, mapping, economic, climate and social aspects. The nature of the chronological approach will enable some cross curricular work to take place – for example, the evolution of the earth leads to geology and a study of the elements.

Philosophy/Classics

In Philosophy/Classics, the children will be introduced to the myths and legends of Ancient Greece and Ancient Rome, learn about some of the key historical figures/thinkers of the Classical world, including Pythagoras, Socrates, Plato, Aristotle, Aristophanes, Sophocles, Alexander the Great, Hannibal, Virgil, Pompey, Cicero, Caesar and Augustus, and be introduced to some of the great Western philosophers, including Hobbes, Locke, Hume, Kant, Hegel, Marx, Weber and Mill.

Modern Languages

In Modern Languages, children will learn how to use and respond to a foreign language, how to listen carefully, how to pronounce words in the language correctly, how to ask and answer questions, how to use context and clues to interpret meaning, how to make use of their knowledge of their native language in learning a new language, the basic rules of grammar in a foreign language and how to use dictionaries and other reference materials.

Music

In Music, the children will be taught to sing from reception. As they progress through the school they will study pitch, rhythm and tempo. Practical music making will be encouraged through the use of classroom instruments and from year 3 instrumental tuition will be introduced into the taught curriculum and there will be opportunities for individual instrumental tuition from visiting teachers. The basics of musical notation will be taught as well as the sounds and mechanics of the instruments of the orchestra.

Religious Education

By the end of year 6 in RE, children will have studied the world's great religions, particularly Christianity, and be aware of the way in which religious beliefs inform our values and are reflected in the way we behave. They will have been asked challenging questions about the ultimate meaning of life and what it means to be human, and been taught to respect religious belief systems different from their own. Our aim is to encourage children from a diverse range of backgrounds, with a wide variety of different beliefs, to be tolerant and understanding without abandoning the

idea that their particular belief system may, in fact, be true.

Games/PE

Games/PE will play a major part in the school. In the early years, the emphasis will be on balance skills and coordination. From year 4 onwards, specific sports will be introduced including football, netball, hockey, tag rugby, athletics, rounders and cricket. An allocation has been made in the budget to allow for the hire of offsite playing fields for the older children, together with the necessary transport to and from school.

Core knowledge curriculum

Summary of the advantages that our core knowledge curriculum will give to pupils at the ECPS:

1. Enable them to flourish academically regardless of home background.
2. Provide them a shared set of cultural reference points from which to evaluate their particular religious and cultural values and those of their classmates.
3. Emphasis on literacy will enable children to access all other aspects of the curriculum effectively, regardless of whether English is their first language.
4. High aspirations for our year 6 pupils as they move on to secondary school – 100% at KS2 Level 4 or above in Maths and English – will give them the confidence to succeed in later life.
5. The extra-curricular programme, as well as the music and the sport, will enable children to grow in confidence and independence.
6. Curriculum will be demanding enough to stretch children mentally and physically.

PEDAGOGY

Lessons will be taught by a combination of form teachers and subject specialists, with the ratio skewed in favour of form teachers in the Infant School (reception – year 2), but moving to 50:50 in the Junior School (year 3 – year 6). Not only will this enable teachers to share their passion for their subjects, it will also mean the children learn about different subjects in more detail, with the emphasis on the transmission of essential knowledge. This is standard practice in preparatory schools and should be available to children of all backgrounds and abilities.

In year 3 and year 4, the form teachers will be with their forms for approximately 70% of the working week. By year 5 and year 6, form teachers will only deliver 50% of their forms' lessons, with an increasing amount of specialist subject teaching. The children in the upper part of the Junior School will get used to having different teachers with different ways of working, thereby preparing them for secondary school. In addition, the Junior School children will become more personally organised and begin to

move to different rooms for different lessons. This, too, will prepare them for secondary school.

In the Infant school, the form teacher will dominate, with the pupils staying with their form teacher throughout the working week. Specialist teaching will be limited to Modern Languages, Music and PE/Games in Reception and year 1, but will increase to include more subjects in year 2 to prepare the children for the move to the Junior school. This will ensure a strong bond develops between form teachers and their pupils and means the majority of lessons can be taught in the same classroom.

Subjects that are initially taught together in the Infant school – Modern History and Geography will be combined in Environmental Studies, for instance – will be taught separately in the Junior school. Similarly, the children will receive more specialised Science teaching as they progress upwards through the school.

Some of the English and Maths lessons (i.e. 1hr 20 min per week) will be 'stretch and support' sessions. This approach has made a significant difference to the pupils in Y7 in the WLFS Secondary and the intention is to reflect this practice in the ECPS. Additional teachers and assistants will be available, enabling small groups of pupils to focus on either support work – typically, those for whom English is an additional language, dyslexic pupils and those struggling with basic arithmetic – while other groups will tackle more advanced reading or problem-solving exercises.

Throughout the school, children will be expected to take an interest in news and current affairs, with copies of First News available in the school library. We'll also expect them to keep scrapbooks, recording their experiences on holidays and school trips. The Friday form lesson, which will be an opportunity to deliver PSHE, will also include a rounding-off of the week, such as distributing house points and checking homework diaries. This provides an important consolidation of the week's work and achievement.

The curriculum will be enhanced with a range of lunchtime and after-school activities, including music, sport, chess and reading. In the main, these will be mixed-age activities enabling older pupils to play a mentoring role as well as enabling year group barriers to be removed, thereby enhancing the school's sense of community. In some instances, year 6 pupils may be able to combine with older pupils from the secondary school, particularly during the first four years of the school's life. The provision of extra-curricular activities will benefit the pupils by enabling them to develop confidence and skills outside the classroom.

SCHOOL TIMETABLE AND CALENDAR

The term dates will be identical to those of the WLFS Primary. The school day will be broken into teaching units of 40 minutes each with breaks in the mornings and afternoons and at lunchtime. The plan is for the Infants to end lessons at 3.30pm and the Juniors at 4pm, though extended school care

will be provided until 5pm every day, Monday - Thursday, to reflect the school day in the secondary school. Older children will be able to do extra-curricular activities during this time, such as Homework Club, Reading Club, Chess Club, etc.

Basic Structure of the School Day

Parameters for the current timetable:

- i) School day for Infants and Juniors begins at 8.30am.
- ii) Registration at 8.40am.
- iii) Daily assemblies – whole-school, house or form.
- iv) Morning break of 20 minutes in length.
- v) Lunch at 12 noon.
- vi) Range of lunchtime activities.
- vii) Afternoon starts with a short period of registration.
- viii) Short afternoon break.
- ix) School day ends at either 3.30pm (Infants) or 4.00pm (Juniors).
- x) That all lessons should, essentially, be of the same length.
- xi) That standard lessons should be 40 minutes.
- xii) Extra-curricular activities clustered at the end of the school day (4.00pm-5.00pm), but other activities will be available before school and at lunchtime.

The 40-minute lesson

8.40am	Registration
8.45am	Assembly
9.00am	Period 1
9.40am	Period 2
10.20am	Break
10.40am	Period 3
11.20am	Period 4
12.00pm	Lunch break

12.55pm	Registration
1.00pm	Period 5
1.40pm	Period 6
2.20pm	Afternoon Break
2.35pm	Period 7
3.15pm	Period 8 (Juniors only)
4.00pm	End of lessons After-school clubs

This model has much to recommend it. It is tight and gives us a working week of 35 (7 x 5) lessons for Infants (1,400 minutes/week) and 40 (8 x 5) for Juniors (1,600 minutes/week). This gives us increased teaching time in more efficient areas of the day.

ORGANISATION OF THE PUPILS

The basic pastoral unit will be the form group of 30 pupils. These will be mixed ability groups. This will also be the basic teaching group – most lessons will be delivered to forms of 30 pupils. For the first four years of the school's life, there will only be one form per year group, but from 2018 onwards there will be two. This will facilitate setting in some subjects from 2018 – i.e. Maths in year 5 and year 6 – as well as whole-year group work for 'off timetable' days. In addition, a vertical house system will be put in place, mirroring the arrangement at the WLFS Primary and Secondary, with pupils divided into Athenians, Corinthians, Olympians and Spartans. These four houses will comprise a mix of all ages in the Junior School, offering leadership opportunities for older pupils and helping to bond pupils from different year groups together. The inclusion of adults in the houses – not just teachers, but the cleaning and catering staff as well – will further enhance the family atmosphere at the school and enable pupils to respect the vital work done by all the adults at the school.

The houses will provide a platform for healthy competition, teamwork, mentoring and charitable activities. We want all the children at the school to develop self-reliance, as well as the ability to self-organise and work together in teams. The house staff will provide crucial pastoral support and there will be opportunities for the secondary school pupils to mentor the primary children, helping to ensure a smooth transition at the end of year 6.

STAFFING STRUCTURE

Structure of the school

The Earls Court Primary will be part of the West London Free School MAT. The school will have its own local governing body which will act as critical friend and advisor to the senior leadership team (SLT). The leadership team will be comprised of the headteacher, the special educational needs co-ordinator (SENCO), the head of infants and head of juniors, and the finance manager. The headteacher will be accountable to the Governing Body.

The headteacher will line manage the SENCO, the head of infants and the head of juniors, and the finance manager.

The finance manager will in due course line manage the administrative staff, the technician and the site manager.

The SENCO will line manage the SEN teaching assistants (TA) within the school and the librarian and lunchtime supervisors.

The head of infants will line manage the class teachers and teaching assistants in reception, years 1 and 2.

The head of juniors will line manage the class teachers and teaching assistants in years 3 to 6.

There will be a variety of class teachers with differing levels of experience; some will be more experienced teachers and others may be newer to the profession.

The class teachers in the infant school will teach their classes for the bulk of the timetable. Their preparation and assessment time (PPA) will be covered by subject specialists in physical education (PE), modern foreign languages (MFL) and Music.

The year 3 and year 4 class teachers in the junior school will teach their classes for 70% of the timetable and will act as subject specialists for the remainder of their timetable. Their PPA will be covered by other subject specialists.

The year 5 and year 6 class teachers in the junior school will teach their classes for 50% of the timetable and will act as subject specialists for the remainder of their timetable. Their PPA will be covered by other subject specialists.

Teaching assistants will work full time with their allocated form group. Some teaching assistants will be higher level teaching assistants (HLTA) and will be able to lead targeted groups of pupils for mastery lessons in English and Maths. There will be extra teaching assistants placed in reception, year 2 and year 6 to support key transition years in the school.

Non-teaching staff, including the headteacher's personal assistant (PA), administrative assistants, technician, librarian, lunchtime supervisors, finance manager, and site manager will be responsible for the smooth running of the school in terms of site and administration. Job descriptions and person specifications are available for each of these roles and may be subject to change due to the growth of the school in its development to full capacity in 2020-2021.

Staff phasing from 1 form entry in 2014 to 2 form entry in 2020

The ECPS staff complement will build gradually as the school develops year-on-year between 2014 and 2018. It will then develop at an increased pace from 2018, when the school will admit 60 pupils each year in reception and will also admit an additional form of entry in each of years 1 through 4 until it is at full capacity in 2020.

The recruitment of each new member of staff to the ECPS team will take place as early as possible in the previous academic year prior to the commencement of the new role. Our aim is to recruit staff of the highest calibre and this will involve rigorous interview processes, reference checks and contract offers, subject to CRBs.

The Executive Principal of the West London Free School Multi Academy Trust will dedicate 0.25% of their time to supporting the Earls Court Primary School. The MAT will be employing an Executive Principal and his/her salary will be paid for out of the revenue funding for each of the three schools, including the ECPS.

In the autumn of 2013 we will recruit a principal designate who will join us between January and April 2014 to help recruit the new team. This team will be comprised of one class teacher (who will, ideally, be head of infants) for reception, one teaching assistant, one part-time SENCO, one PA, one administrative assistant, and one lunchtime supervisor. The headteacher will initially be required to cover PPA in reception.

Total staffing	Year 1, 2014-2015, FTE staff
Headteacher	1
SENCO	0.25
Executive principal	0.25
Reception class teacher	1
Teaching assistant	1
Lunch time supervisor	1
Personal assistant	1
Total	5.5

For September 2015, we will recruit an additional class teacher and an additional teaching assistant to accommodate the 30 new pupils in reception, and an administrative assistant (AA) and an ICT technician (IT) at 0.25%. The headteacher and SENCO (the latter will now be at 0.5%) will be required to cover PPA in reception and year 1.

Total staffing	Year 2, 2015-2016, FTE staff
Headteacher	1
SENCO	0.5
Executive principal	0.25
Reception class teacher	1
Year 1 class teacher	1
Teaching assistants	2
Lunch time supervisor	1
Personal assistant	1
Administrative assistant	1
ICT technician	0.25
Total	9

For September 2016, we will recruit an additional Class Teacher and an additional Teaching Assistant to accommodate the 30 new pupils in reception. We will also need a 0.5% teacher to cover Planning, Preparation and Assessment time (PPA) and a new Lunch Time Supervisor. Our SENCO will also become full-time this academic year.

Total staffing	Year 3, 2016-2017, FTE staff
Headteacher	1
SENCO	1
Executive principal	0.25
Reception class teacher	1
Year 1 class teacher	1
Year 2 class teacher	1
Teaching assistants	3
Planning, preparation and assessment	0.5
Lunch time supervisors	2
Personal assistant	1
Administrative assistant	1
ICT technician	0.25
Total	13

For September 2017, we will recruit an additional class teacher to accommodate the 30 new pupils in reception and an additional teaching assistant. The new class teacher will teach 70% of year 3 lessons and will teach an additional subject to year 1 and 2 pupils. This new class teacher may also be the head of juniors. We will also require an additional lunch time supervisor, a 50% office manager, a 50% finance manager and a 50% librarian. Our technician will move to 50%.

Total staffing	Year 4, 2017-2018, FTE staff
Headteacher	1
SENCO	1
Executive principal	0.25
Reception class teacher	1
Year 1 class teacher	1
Year 2 class teacher	1
Year 3 class teacher	1
Teaching assistants	4
Planning, preparation and assessment	0.5
Lunch time supervisors	3
Personal assistant	1
Administrative assistant	1
ICT technician	0.5
Office manager	0.5
Finance manager	0.5
Librarian	0.5
Total	17.75

1 of the 4 class teachers to be designated head of infants, 1 head of juniors.

In September 2018, the school will be relocated to its permanent home in Earls Court. At this point, the school will add an extra 30 pupils to each existing year group, as well as a brand new cohort of 60 reception pupils. This will require an additional 6 class teachers and six teaching assistants to work with each new class of children. If we recruit fully, then we will take in an extra 180 children this year. The new class teachers will require the recruitment of additional teachers for PPA cover, moving from 0.5 to two. It is at this point where we will have a cohort of year 3 and 4 pupils who will be taught by their class teacher for 70% of the timetable and by subject specialists (e.g. PPA teachers) for the remaining 30% of the timetable.

The move to the permanent site in 2018 will require the recruitment of a site manager two additional administrative assistants, and one extra lunch time supervisor. This year, our librarian, office manager, finance manager and IT

technician will move to full-time. To support the transition to the new site, we will recruit a deputy head teacher (DHT) and two extra teaching assistants to support our sideways intake of pupils and maintain our high academic standards. Some of our new support staff will be HLTAs.

Total staffing	Year 5, 2018-2019, FTE staff
Headteacher	1
Deputy Headteacher	1
SENCO	1
Executive principal	0.25
Reception class teachers	2
Year 1 class teachers	2
Year 2 class teachers	2
Year 3 class teachers	2
Year 4 class teachers	2
Teaching assistants (including some higher level teaching assistants)	12
Planning, preparation and assessment	2
Lunch time supervisors	4
Personal assistant	1
Administrative assistants	3
ICT technician	1
Office manager	1
Finance manager	1
Librarian	1
Site manager	1
Total	40.25

1 of the 10 class teachers to be designated head of infants, 1 head of juniors.

For September 2019 when we will have 60 new reception children entering the school), we will recruit 2 classroom teachers and 2 teaching assistants for the pupils moving up to year 5. These class teachers will also act as subject specialist teachers in the junior school and will be teaching their own classes for 50% of the timetable. We will also recruit an additional PPA cover teacher to fulfil the capacity required for existing class teachers to have PPA and/or leadership time.

Total staffing	Year 6, 2019-2020, FTE staff
Headteacher	1
Deputy Headteacher	1
SENCO	1
Executive principal	0.25
Reception class teacher	2
Year 1 class teachers	2
Year 2 class teachers	2
Year 3 class teachers	2
Year 4 class teachers	2
Year 5 class teachers	2
Teaching assistants (including some higher level teaching assistants)	14
Planning, preparation and assessment	3
Lunch time supervisors	4
Personal assistant	1
Administrative assistant	3
ICT technician	1
Office manager	1
Finance manager	1
Librarian	1
Site manager	1
Total	45.25

For September 2020 (when we will have 60 new reception children entering the school), we will recruit three classroom teachers and three teaching assistants for the new year 6. Two of these class teachers will also act as subject specialist teachers in the junior school and will be teaching their own classes for 50% of the timetable. The third new teacher will be providing PPA cover and can support teaching of English and Maths mastery in year 6. We have included an extra TA in year 6 to ensure pupils in year 6 are fully supported in their end of primary assessments and that they are fully prepared for their transition to secondary school. We will also recruit an additional technician to support the continued scaling up of the school in the new site. It is at this point that the school will have reached full capacity.

Total staffing	Year 7, 2020-2021, FTE staff
Headteacher	1
Deputy Headteacher	1
SENCO	1
Executive principal	0.25
Reception class teacher	2
Year 1 class teachers	2
Year 2 class teachers	2
Year 3 class teachers	2
Year 4 class teachers	2
Year 5 class teachers	2
Year 6 class teachers	2
Teaching assistants (including some higher level teaching assistants)	17
Planning, preparation and assessment	4
Lunch time supervisors	4
Personal assistant	1
Administrative assistants	3
ICT technicians	2
Office manager	1
Finance manager	1

Librarian	1
Site manager	1
Total	52.25

STRATEGIES FOR ENSURING THAT THE NEEDS OF PUPILS WITH DIFFERENT ABILITIES ARE MET

We are committed to meeting the needs of all the pupils at the school, including gifted and talented children, and those with English as an additional language (EAL) and SEN.

Our intention is to employ a full-time SENCO at the WLFS Primary from the second year of its operation, i.e. 2014 onwards, and he/she will be shared with the ECPS. The principal designate of the WLFS Primary, [REDACTED] has already drafted a SEN policy that has been approved by the DfE and we'll use the same policy at the ECPS. We haven't included this as an annex, but it is available on request. It covers areas such as the day-to-day management of SEN, the school's SEN register, the tracking of progress of pupils with SEN, liaison with parents and carers, liaison with external agencies, liaison with academic staff and the management of SEN support staff.

All children attending the primary with SEN, whether intellectual (including gifted and talented), physical, sensory, emotional or social, will receive appropriate educational provision and additional support to enable them to develop their potential to the full and meet the standards we expect all the children to meet. The SEN of each child will be identified prior to entry where appropriate, recorded on the school's SEN register and regularly reviewed. Individual targets will be set, progress carefully monitored and, where progress is inadequate, intervention put in place. Effective liaison and good communication between the ECPS and key support agencies such as the educational psychology service, education welfare, social services and other relevant agencies, will ensure that the most complex needs are fully met and all pupils are able to reach their full potential.

The school will adhere to the statutory SEN obligations to be contained within its funding agreement and will comply with all guidance and best practice on SEN as it applies to free schools.

From 2018 onwards, when the ECPS becomes a 2FE school, the two form rooms for each year group will be adjacent to each other, enabling us to set in some subjects where appropriate, as well as offering opportunities for team teaching. This will help us to stretch the most able pupils and provide support to those who need it. Each form teacher will be supported by at least one teaching assistant and they will offer additional help if necessary. The most gifted in Year 6 will be given leave to take some classes in the

secondary school in those subjects where they're excelling.

Remedial English classes will be available at lunchtime and after school for those with EAL and we aim to make use of the mentoring programme we're putting in place for the WLFS Primary whereby pupils at the secondary school will act as reading mentors. In addition, Godolphin & Latymer School, which overlooks the [REDACTED] site, currently sends sixth formers over to help year 7 pupils at the secondary school with remedial reading and we hope it will do likewise with pupils at the ECPS.

MEASURES OF SUCCESS AND IMPACT ON PUPIL PERFORMANCE

Key targets:

- * Attendance of 95%.
- * 100% year 6 pupils at KS2 Level 4 or above in Maths and English.
- * At least 75% of pupils working at or above their performance indicators in primary schools (PIPS) target level in attainment.
- * At least 90% of pupils graded satisfactory or above in engagement
- * High parental satisfaction.
- * At least 60% of pupils having individual instrumental music lessons by year 6.
- * Regular success in inter-school competitions, particularly in sport.
- * Regular success in gaining recognition through awards, grants, etc.
- * Oversubscribed by a factor of at least 4:1.

Performance monitoring

Academic monitoring will follow the CEM Centre (University of Durham) PIPS scheme. This enables the potential of each individual child to be identified and their attainment tracked and matched to potential. This means that from an early stage, pupils and teachers will have clearly defined targets based on each pupil's ability in each subject area of the curriculum. Form teachers will use this data to produce individual action plans that will be regularly reviewed in light of pupil performance. Strategies might include 1:1 support with a teaching assistant, SENCO intervention, differentiation within a subject, remedial support at lunchtime and targeted work in the 'stretch and support' sessions. Each child is individual and therefore there can be no recipe for all. A draft Assessment Policy is available on request. In the secondary school this technique has already enabled 80% of pupils to attain or exceed their target grades, with over 90% of pupils engaging in their learning at 'Satisfactory' or better.

A whole-school analysis will be carried out twice a term. This will enable the management and staff to assess whether any individual children are underperforming and produce action plans to address any issues identified. The system will employ the software we've developed at the WLFS Secondary (without charge) which provides a powerful tracking tool. This identifies underperforming pupils as well as underperforming groups, enabling the Head Teacher and his/her SLT to assess how well each part of

the school is doing. We can also compare group against group, for example boys with girls or Free Schools meals children (FSM) with non-FSM. The package also enables progress to be tracked from one half-term to the next so that improvement, or lack of it, can be measured and suitable measures put in place. This has proved successful in the secondary school, with swift remedial action being taken where a subject area was found to be underperforming, as well as enabling us to assess how underprivileged groups of children are performing compared with the whole school population.

There will be opportunities for form teachers to give informal advice on pupil progress and pastoral issues at the start and end of each school day. Formal progress reports will be provided once a term to parents, with a one-to-one parent/teacher evening each term. The school will contact parents early if there are causes for concern and parents will be expected to come into to school and discuss these concerns when requested. Staff will mark work and provide regular feedback to pupils.

Another measure of individual success will be house points and commendations, with form teachers keeping a record of all awards that their pupils have obtained, including those gained outside school and other certificates such as music grades or cycling proficiency. The Head Teacher will monitor these records and arrange to see personally children that are performing at a high level in specific areas, or those who are performing well in a wide range of areas, in order to congratulate them. Success will always be celebrated at the school, but certificates and commendations must be earned, not simply awarded to all.

The school has high aspirations. In particular, we shall be expecting 95% attendance. Any drop below this will prompt an inquiry by the Head Teacher to find out what's behind it: whether that it be poor teaching, bullying, unrealistic targets, or a welfare problem either at school or at home.

Parental satisfaction is another key measure of success and we shall regularly seek parental feedback through forums and questionnaires as well as an informal 'open door' policy. Parental concerns will always be taken seriously no matter how trivial they might seem on the surface. If it matters to a parent, it will matter to us. We will aim for no more than half-a-dozen complaints in any 12-month period and 85% satisfaction on questionnaire data. The number of parents applying to the school is probably the most robust measure of parental satisfaction and we shall aim to monitor our local popularity carefully.

ADMISSIONS POLICY

The admissions policy will comply with the School Admissions Code, the School Admissions Appeals Code and admissions law as it applies to maintained schools. If the school is oversubscribed we will allocate places according to straight-line distance from the school's permanent home in Earls Court, with priority given to statemented children whose statement of

SEN names the school, looked after children, previously looked after children, founders' children, siblings, children of staff and children of armed forces personnel. Children admitted to the primary school will be given priority when applying to the secondary and the sibling policy of each school will apply in both directions, so that primary applicants with siblings in the secondary will be given priority, as will secondary applicants with siblings in the primary. (A draft of the ECPS's admission arrangements for 2014/15 is available on request.)

If possible, all admissions for 2014/15 will be processed by the LBHF as part of its borough-wide co-ordination scheme and applications will be made on the Common Application Form. However, if timings do not allow this, applicants will be asked to fill in a separate Application Form, available from the WLFS Primary and Secondary and on the schools' websites. Where possible, we will ensure our application deadlines and offer dates, coincide with those of the LBHF to minimise any potential disruption to neighbouring primaries. We have experience of managing a parallel admissions process like this as it is how we admitted our current year 7s at the WLFS Secondary. It worked well, with over 500 children applying for our first 120 places and the school opening with a full complement of pupils and a healthy waiting list. There is no reason to think the ECPS's admission won't be processed by the LBHF, just as LBHF is currently processing 2013/14 admissions to the WLFS Primary.

Both LBHF and RBKC have agreed to provide a free bus service that will transport children in Earls Court to and from the [REDACTED] site in Hammersmith for the first four years of the ECPS's life. (Letters from the Local Authorities attesting to this are available on request.)

BEHAVIOUR MANAGEMENT AND PUPIL WELLBEING

Pupil care will be at the heart of the school. Each child will have a form teacher assigned to him/her who is responsible for his/her welfare, behaviour and academic performance. The school will operate a strict code of conduct and parents will be expected to sign a home-school agreement, setting out the school's expectations. The high standards expected of pupils will apply to dress and appearance, behaviour in and out of the classroom and manners. Each lesson will begin with a period of silence.

A system of sanctions will be introduced, with early parental involvement, and parents will be expected to come into school whenever requested to discuss any concerns we may have, be they academic or behavioural. As an ultimate sanction, the school may impose fixed-term or permanent exclusions for serious offences or an accumulation of minor offences, particularly where the safety, wellbeing or progress of other pupils is threatened. (A draft set of procedures to deal with behavioural issues is available on request.)

A key aspect of the welfare of our pupils will be the prevention of bullying. Our core values will be reinforced at every opportunity: assemblies, PSHE

time and in lessons and activities. Nevertheless, we recognise that even in the best of schools bullying exists and we have draft strategies for dealing effectively and swiftly with problems as they arise.

Attendance will be closely monitored. This is a good indicator of pupil happiness and engagement with the school. Any unexplained absences will be reported to the relevant authorities' without delay. The school aims to achieve 95% attendance. (A draft attendance policy is available on request.)

The school's values with regard to behaviour will be constantly reinforced in assemblies and in form lessons (the school's PSHE time).

INCUBATING THE ECPS AT THE WLFS PRIMARY

The WLFSP and ECPS will operate as two schools on the same site from September 2014 until August 2018. Even though the vision and curricula of both schools will be the same, the ECPS will have its own distinct identity so it can be relocated to its permanent site in 2018 without feeling as though it is losing a twin. This will be seen in a different uniform, timetable, staff (teaching, support and administration) and governing body.

In order to accommodate the ECPS as it grows, the [REDACTED] site will require some additional teaching spaces. Ideally, the ECPS will be housed in its own block in order to reinforce the separate identity of the school and build an ethos that, while it is in line with that of all the schools sitting under the WLFS MAT, still has a distinct feel of its own. Additional teaching spaces will be required to deliver an outstanding curriculum based on the core knowledge model and that means specialist areas such as a music room, an art room, ICT suite and a humanities room. The block will require two form rooms on the ground floor for the reception and Year 1 classes and these will need to have accessible outdoor areas that are safely fenced off in order to deliver outdoor learning opportunities in line with the statutory Early Years Framework.

The block will also require administrative spaces, a meeting room, a staff work space, a sick room, toilets for staff, toilets for the reception and Year 1 children on the ground floor, toilets upstairs for the other year groups and storage room for curriculum resources. The new block will also require its own entry space and a security system that meets safeguarding requirements.

Inevitably, there will be some areas where economies of scale that mean collaboration between the two schools makes sense. For instance, Games/PE and after-school clubs. In this way, the disadvantages both schools will experience as a result of ramping up one year group at a time will be offset.



Section E: Evidence of demand – part 1

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

If your school is new provision:

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

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

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

	2014				2015			
	A	B	C	D	A	B	C	D
Reception	30	30		100%	30	34		113%
Year 1					30	30		100%
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

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.

Establishing demand

Work to collect evidence of demand took place during the period 3rd December 2012 to 3rd January 2013.

Demand has been established by targeting groups of local parents with children who will be entering reception in 2014 and 2015. The WLFS Secondary and Primary databases of parents and carers from West London were emailed to let them know about our proposal for a second primary. They were also asked to notify any friends and neighbours who might be interested.

The proposal was advertised on LBHF's website. A screen shot is shown here.



Parents were invited to register their interest by filling in a form on our website available at <http://www.westlondonfreeschool.co.uk/earls-court-primary-school-application.html>. They were asked to provide their name, postcode, contact details, child's date of birth and confirm that they would choose ECPS Primary as their first preference when applying for a primary place.

Two hundred hardcopy leaflets were produced outlining the ethos and values, and overview plans for the school. Parents were given the option of having this translated into Braille or one of five languages spoken within the borough. The leaflet included a tear-off response mechanism, containing the same questions as on the website. This was either completed in person or returned via a FREEPOST mechanism.

This leaflet is shown below.

FreePost Plus RSUC-GYXG-XLUX
The West London Free School
Cambridge Grove
LONDON
W6 0LB



Diversity
We are committed to ensuring that the school's intake reflects the ethnic and social diversity of the local area.

- If you would like this document in Braille please tick the box and send with your name and address using the Freepost address below
- Si vous souhaitez recevoir ce document en français ou en braille, veuillez cocher la case et le renvoyer avec votre nom et adresse à l'adresse ci-dessous (port payé)
- Jeśli chcesz otrzymać ten dokument w języku polskim lub w alfabecie Braille'a, zaznacz pole i prześlij swoje nazwisko i adres na poniższy bezpłatny adres
- Haddii aad jada'an lahayd dokumentigan oo Soomaali ah ama Luuqadda indhoodayaash sax godka soona dir iyadoo magacaaga iyo cinwaankaagu ku qoran yahay adigoo isticmaalayo cinwaanka hoose ee boostada bilaashka ah
- اگر مایل هستید این پوشاک را به زبان فارسی یا به خط بریل دریافت کنید لطفاً در مربع علامت زده و نام و آدرس خود را بنویسید و آنرا به آدرس پست رایگان زیر ارسال فرمایید.
- الحصول على نسخة من هذا المستند باللغة العربية أو بطريقة برايل، فضلاً عن علامة صح في المربع وإضافة مع ذلك الاسم وعنوانك مستخدماً عنوان البريد الإلكتروني الموضح أدناه



**WEST LONDON
FREE SCHOOL**

**A NEW PRIMARY SCHOOL
IN EARLS COURT**

**WEST LONDON
FREE SCHOOL**

FREEPOST Plus RSUC-GYXG-XLUX
West London Free School
Cambridge Grove
Hammer Smith
London W6 0LB



The parents and teachers who set up the West London Free School, the most over-subscribed state secondary in Hammersmith and Fulham, are hoping to open a new primary school to serve the Earls Court community from 2014. Like the secondary, the primary will provide children with a classical liberal education, focusing on a core of academic subjects complemented by art, music, drama and competitive sport. It won't charge fees – it will be wholly funded by the Department for Education – but it will offer children the kind of experience they would get at an old-fashioned prep school.

The need for a new primary school

The plan is to locate the new primary in the heart of the new Earls Court development, subject to planning approvals and consultation with the local community. However, we don't want to wait until that development is complete before opening the primary, not least because we think there is already demand for the sort of education we'll be offering. For that reason, we'll be opening the Earls Court Primary in 2014 and initially housing it alongside the West London Free School Primary in Cambridge Grove in Hammersmith. The plan is to admit 30 children into Reception in 2014 and continue to admit an additional reception class each year until 2017. In 2018 the school will relocate to its permanent home in Earls Court at which point we'll admit 60 children in Reception and an additional 30 children in Years 1, 2, 3 and 4. In this way, the school will be able to accommodate the current demand for primary school places in the area and the additional demand for children of various ages from families living in the new Earls Court development.

The proposal has the full backing of both local Councils – Hammersmith and Fulham and Kensington and Chelsea – which recognise the need for a new primary in the area. The relevant geographical reference point for admissions purposes from 2014 onwards will be the school's proposed permanent home in Earls Court,



not the school's temporary home in Hammersmith. The Councils have agreed to lay on a special bus service from Earls Court to Hammersmith (and back) each day to enable your child to get to and from the school.

Our plan

The group behind the new primary includes John McIntosh, ex-headmaster of the London Oratory School; Natalie de Silva, the headmistress of the West London Free School Primary; and the journalist and author Toby Young. While the Earls Court Primary and the West London Free School won't function as a single, all-through school, they'll sit alongside each other under the same charitable trust, with the primary being a feeder for the secondary. As such, it will be non-selective, co-educational and secular. Any pupil applying to the secondary from the primary will be given priority and the sibling policy will apply in both directions, so children applying to the secondary who have siblings at the primary will be given priority and vice-versa.

Interested?

To prove to the Department for Education that there will be demand for this new school, we need you to fill out our expression of interest form available at www.westlondonfreeschool.co.uk/earls-court-primary-school-application.html

At this point, we just need to show demand for Reception places in 2014 and 2015 so please don't fill out the form unless you have a child of the relevant age. Once we have your details on file, we will keep you abreast of our progress and notify you when we've organised some open days. We will also let you know when the time comes to apply and send you a link to the electronic application form.



**WEST LONDON
FREE SCHOOL**

The Earls Court Primary School will open with a Reception class in 2014. If you're interested in applying for a Reception place in 2014 or 2015, please fill in and return this FREEPOST form.

Your name

Name of child

Date of birth

Current nursery (if applicable)

Email address

Home address

Postcode

Telephone no

Will you choose the Earls Court Primary School as your first preference? Yes No

Data Protection Act 1998: The Data Controllers are Azaria Marketing and The West London Free School. Any personal information provided may be shared with representatives of their partner organisations in order to develop plans for the proposed Earls Court Primary School.

Some face-to-face marketing took place from 18th December to 28th December. Parents living and shopping around the proposed area for the Earls Court Development were informed of the plans for the new primary school and given the opportunity to express their interest using the form described above.

In total, 86 parents completed expressions of interest forms during the month that evidence of demand data was collected.

Social media was also used to contact friends of those parents who offered to help build awareness of the school. Local groups involved in providing services to parents of young children (including the NCT and Virgin Active) were also asked to email their database of parents with details of the school. Leaflets were left at the closest doctor's surgery to the site and the local swimming pool where over 2,000 children are registered for swimming lessons.

The map reproduced below indicates the location of each of the households indicating an interest in a reception place for 2014 or 2015. As can be seen from the map, the substantial majority of these households are within a one mile radius of the proposed permanent site of the ECPS.



Continued engagement and marketing

We intend to continue to engage with the local community as plans for the school develop. Our first stage of engagement is to contact all the children's centres and nurseries within the area to enlist their help in reaching parents of children who will be four in 2014 and beyond. We propose to use a variety of methods to reach more parents including both online and printed media and, where appropriate, community events.

We will also keep those who have already expressed an interest in the school updated on our progress with the school.

We are confident that with a rigorous programme of marketing, applications will exceed the number of places. Applications for the 2FE WLFS Primary in Hammersmith which opens in 2013 are now at 188, two weeks before the deadline for applications closes.

Demonstrating Need for additional primary places in the Earls Court Opportunity Area

The acute pressure on primary school places across London has been well documented.

The proposed new primary school will be built within the Earls Court Opportunity Area (ECO), a development covering 28 hectares of the existing West Kensington Housing Estate plus the area currently housing the Earls Court exhibition centres.

In this section of the application we will cover both the need for places and the socio-economic topography of the immediate ward environment. The ECOA straddles the two London boroughs of Hammersmith and Fulham (LBHF) and the Royal Borough of Kensington and Chelsea (RBKC). In order to provide complete and robust data on the need for primary places, our analysis will include the following:

1. Data on forecast primary places need in LBHF.
2. Commentary on the political support for Free Schools within LBHF and RBKC.
3. Data on forecast primary places need in RBKC.
4. Relative levels of wealth and deprivation in the immediate ward environment.
5. Data on the child yield generated by the additional dwellings provided in the ECOA not included in analyses at 1 and 2 above.

1. Need for places in LBHF

Both birth rates and retention rates have risen steadily in LBHF since 2000. The LBHF Schools Organisation Strategy for 2012/13, published in March 2012, identifies the drivers of the increase in demand for primary places:

- Increasing birth rates
- Fewer families moving out of the borough as their children get older
- More families expressing a preference for the maintained sector for the child's education
- New housing developments producing a 'child yield'

The places analysis across the borough is summarised in the table below.

LBHF need for primary places	2013/2014	2014/2015	2016/2016	2016/2017
Projected number of pupils	9,934	10,355	10,656	10,918
Existing and planned capacity	9,917	9,917	9,917	9,917
Surplus/deficit	-17	-438	-739	-1001
Average surplus/deficit per year group	-2	-63	-106	-143

Source: Tri-borough school place planning update for admission forum December 2012; WLFS analysis.

The tri-borough (LBHF, RBKC and Westminster) has provided statistics summarising the demand for the primary age group as a whole. The average surplus/deficit per year group is the overall surplus/deficit divided by seven. This is likely to understate the deficit in reception places as typically in inner London areas there tends to be more pressure in the lower year groups than higher up. This is due to families choosing independent provision

or migrating from urban areas into suburban or rural areas as their children get older. In any event, it is clear that there is still growing demand for primary school places across LBHF.

The additional assumption behind these statistics is that the retention rate between birth and reception year entry will stabilise at 62%. There are risks inherent in that assumption. When considering the trend, this has shown a steady rise since 2011 and the demographic drivers are in place for the retention rate to rise above 62%. Further, this rate is lower than other neighbouring London boroughs. As the lobby group London Councils has pointed out, many West London local authorities are working on retention rates of 75% and the neighbouring borough of Ealing has historically had a retention rate of 80%.

Historically, there has been a small amount of slack maintained in the number of reception places across the borough. In order to compensate for the topography of the borough and the fact that the distribution of families does not exactly match the location of schools optimally, the borough has aimed to maintain a small surplus of places. LBHF aims to achieve a balance of between 3% and 5% surplus to support the mobility of families in London but has historically been unable to achieve this given the difficulties it faces in providing suitable expanded provision. The question of borough topography is particularly meaningful in LBHF as the borough is long and thin and runs from North to South, covering a large geographical spread from Willesden Junction in the north to the River Thames at Putney Bridge in the South. This topographical effect has also forced the borough to manage out-of-borough applications to primary schools. More than 100 children a year routinely apply for places from boroughs other than LBHF, placing additional pressure on schools.

LBHF have made considerable efforts to accommodate the rising demand for primary places through use of bulge classes, increasing forms of entry in schools where there is capacity and welcoming free schools to set up. The borough has historically kept pace with demand but there is now no capacity available to accommodate the rising primary age population or indeed to accommodate parental preference. Further, the physical topography of the borough or the child yield which will be generated by the new dwellings to be provided in the ECOA will put further pressure on places. This will be covered in more detail below.

2. LBHF's political support for free schools

The political executive of LBHF has made it a political priority to support free schools. Apart from the West London Free School Trust schools, LBHF has supported the two ARK primaries in the borough. There are strong relationships between the Governing Body of the West London Free School and both the political executive and the senior officers of LBHF. On 19th December 2011, the Cabinet Member for Children's Services, Cllr Helen Binmore, endorsed the proposal of the WLFS Trust to develop a 2FE primary school.

The LA is unambiguous in its support for another WLFS primary. The Cabinet Member's Decision (CMD) states,

"The Council has experienced a significant increase in demand for primary school places

over the last three years and, due to the increase in birth rates over the next few years, this increase is expected to continue...

Current data indicates that three additional forms of entry will be required in the north and centre of the borough in 2012/13 and an additional two to three forms of entry will be required by 2013/14...

Further, the LA acknowledges the additional parental choice that is provided through free schools in the borough. The CMD continues:

"The Council's strategy of 'Schools of Choice' placed parental preference as a key driver on considering expansion or development of school provision. In the West London Free School's second year of operation at a secondary level, the comparative demand from parents has been extremely high."

This is reinforced in the Cabinet papers of March 2012 where approval is sought and granted for a long term lease to be agreed between LBHF and the WLFS Trust on the [REDACTED] site where the WLFS Primary will be housed permanently.

RBKC has is equally supportive of the ECPS. A letter received from the Cabinet Member for Children's Services, Cllr Elizabeth Campbell is reproduced below. Cllr Campbell makes specific reference to the bus service that will need to be provided by both LBHF and RBKC.



*Councillor Elizabeth Campbell
Cabinet Member for Family and Children's Services,
Education and Libraries
Tel: 020 7361 3895*

██████████
West London Free School
Cambridge Grove
Hammersmith
London
W6 0LB

12 December 2012

Dear ██████████

PROPOSAL FOR A FREE SCHOOL AT EARL'S COURT

The London Borough of Hammersmith & Fulham/Royal Borough of Kensington & Chelsea is very happy to support the proposal by West London Free School to establish a new primary school in Earl's Court within the CapCo development plans for the area.

We have provided under separate cover evidence of the need for school places as a result of the development. As you know, both H&F and RBKC have adopted policies which support the principle of free schools contributing to the need for additional school places.

The basis of the Council's support for the proposal is as follows:

- WLFS will submit a primary free school bid by 4 January 2013 for a 1FE Earls Court Primary school whilst it is on the temporary site in Cambridge Grove and which will open in September 2014. The 'virtual school gate' for admissions will be in Earl's Court, and both H&F and RBKC would need to provide transport for pupils to the interim site.
- The bid will also state that the school will become a 2FE school when it moves to Earl's Court. The new permanent school at Earl's Court would admit those two classes (by then Years 1 and 2) as well as reception.
- We understand that CapCo have guaranteed that a permanent school will be built for September 2018. WLFS will work with a named lead at

CapCo to work on the bid and compile evidence of demand (in addition to the evidence of need) e.g. parental signatures.

We look forward to working with you on this exciting project.

Yours sincerely



Councillor Elizabeth Campbell
Cabinet Member for Family and Children's Services, Education and Libraries

3. Need for places in RBKC

As the ECOA straddles two boroughs, an analysis of the need for primary places would not be complete without considering each borough in turn.

RBKC also published a Schools Organisation and Investment Strategy in March 2012. In this document, the borough cites the need for places in the South. (The South of the borough is defined as south of Notting Hill and Holland Park Avenue.) The document states:

"The analysis showed a need to... provide for significant additional demand in the south. This is now being addressed by a new primary academy in Warwick Road due to open in September 2014."

RBKC need for primary places	2013/ 2014	2014/ 2015	2016/ 2016	2016/ 2017
Projected number of pupils*	7126	7283	7365	7460
Existing and planned capacity	7399	7444	7489	7534
Surplus/deficit	273	161	124	74
Average surplus/deficit per year group	39	23	18	11

*the projected numbers include recommended 4% contingency

Source: Tri-borough school place planning update for admission forum December 2012; WLFS analysis.

The very low retention rate in RBKC is noteworthy and this is a function of the high numbers of children attending independent schools at 58% of the resident population. Should this number decline markedly, there would be considerable additional pressure on places. The borough is similar in its topography to LBHF in that it is long and thin running

from north to south. That makes cross-border migration more likely.

The Earls Court Area

Plans are being prepared to redevelop the Earls Court Exhibition Centre and surrounding areas, including 7,000 residential units. As this development lies on the boundary with Hammersmith & Fulham, a bi-borough approach will be sought. The need for a new 2FE primary school has already been identified and it is expected that additional secondary provision will also be required.

4. Socio-economic deprivation within LBHF and within the school's immediate ward environment

Data from the Department for Communities and Local Government (DCLG) has been analysed in the context of the intention to open the ECPS. The borough is in the most deprived quartile of Local Authorities on the various metrics that the DCLG follows.

	1	2	3	4	5	6
	Rank of Local Concentration	Rank of Extent	Rank of Income Scale	Rank of Employment Scale	Rank of average score	Rank of average rank
LBHF	127	71	76	80	55	31
Centile	39%	22%	23%	25%	17%	10%

1. Local Concentration measures the population weighted average of the ranks of a local authority district's most deprived lower layer super output areas LSOAs that contain exactly 10% of the district's population.
2. Extent measures the proportion of a local authority district's population living in the most deprived LSOAs in the country.
3. Income Scale is the number of people who are income deprived.
4. Employment Scale is the number of people who are employment deprived.
5. Average of LSOA scores measures the population weighted average of the combined scores for the LSOAs in a local authority district.
6. Average of LSOA ranks measures the population weighted average of the combined ranks for the LSOAs in a local authority district.

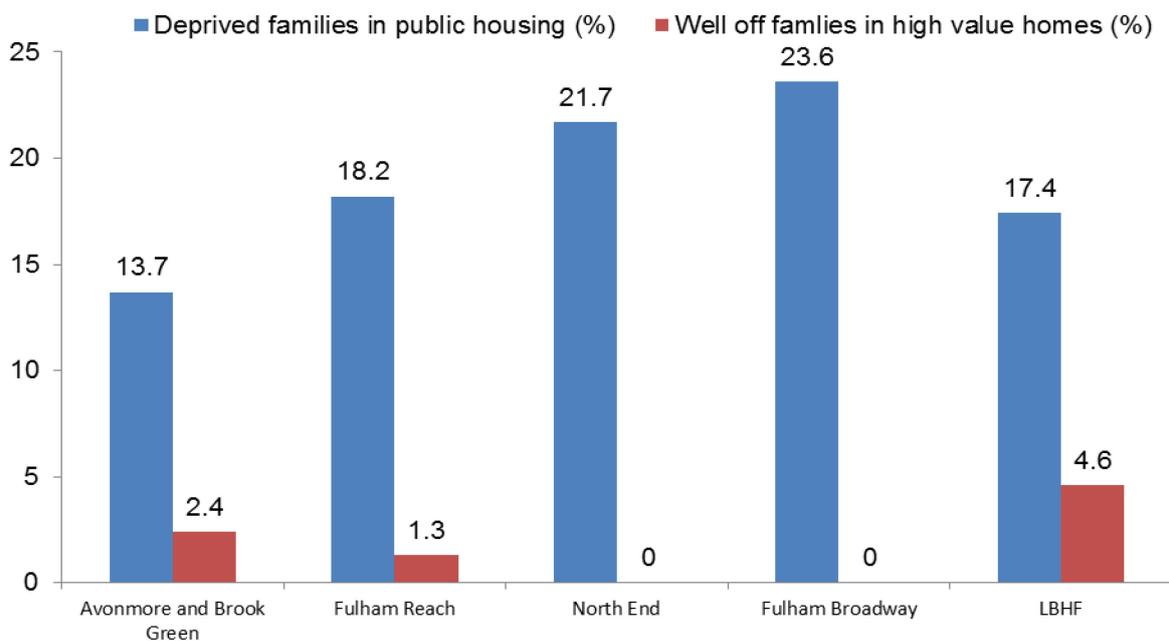
LBHF has been measured and ranked against a total of 326 Local Authorities and it is clear from the statistics that the borough contains considerable deprivation. However, there is no uniformity across the borough in terms of relative wealth and deprivation. The North of the borough is dominated by deprived areas and families living in Local Authority housing, whereas the south of the borough contains much wealth and in places the 4th highest land values in the country.

Therefore, a closer analysis of deprivation at ward level is justified. LBHF produces detailed demographic and socio-economic analysis dividing up the borough into the following 12 groups:

1. Mixed Inner City Urban - Modest Means
2. Older People Inner City Urban - Low Incomes
3. High Occupancy - Inner City Urban (Students)
4. Single Mobile Renters Inner City Urban
5. Prosperous Mobile Single Young Professionals
6. Deprived Families in Public Housing
7. Prosperous Settled Young Professionals
8. Well Off Older Global Professionals
9. Well Off Families in High Value Homes
10. Poorer Minority Families
11. Families in Manual Occupations
12. Older People in Sheltered Housing

It is important to demonstrate that a new primary school will serve a mixed cohort and in particular those more deprived groups. The graph below shows the proportions of households in two groups – deprived families in public housing and well off families in high value homes in North End ward – where we believe the school is to be located and, in addition, those neighbouring wards and for the borough as a whole.

Socio-economic mix of North End ward, neighbouring wards and LBHF



It is noteworthy that that North End ward has a significantly larger proportion of deprived families in public housing at 21.7% than the proportion across the borough as a whole at 17.4%. The closest neighbouring ward is Fulham Broadway with an even higher percentage of deprived families at 23.6%. Whilst it is difficult to make very precise comparisons, this category is likely to coincide with the proportion of families where children are eligible to receive free school meals. Correspondingly, LBHF statistics report that there are no well-off families living within North End ward.

5. Child Yield generated by the Earls Court Opportunity Area

The new development recently granted planning permission by LBHF and RBKC is to comprise a mixture of residential, commercial and community uses. The majority of the land use over this 28 hectare development area will comprise residential use and will consist of up to 6,775 dwellings. This will be mixed residential development comprising social rented, affordable and market dwellings. There will be a phased redevelopment of the West Kensington and Gibbs Green estates with no loss of social housing and the provision of new build homes.

A detailed socio-economic study has been prepared by URS commissioned by [REDACTED]. (Earls Court Project London Borough of Hammersmith & Fulham Application 2 Chapter 6 Socio Economics Prepared for EC Properties Ltd by URS June 2011.)

The socio economic impact assessment comprises:

- A review of the legislative context and national, regional and local planning policy consideration pertaining to socio economics
- The number of construction-related jobs generated throughout the phased construction programme (drawing on Chapter 5: Deconstruction, Demolition and Construction)
- The number of full time equivalent (FTE) jobs potentially created, in relation to office provision, retail floorspace, leisure, hotel, cultural and community uses
- The impacts associated with increased demand on social infrastructure, including education places, healthcare, community/leisure facilities, public open space and children's playspace
- The impacts associated with increased local expenditure.

The report describes the methodology used to calculate how many additional school places might be required and defines this as child yield as follows:

“The demand for social infrastructure is driven by population. A development's residential accommodation schedule is typically used to estimate population and child yield. To inform the estimate population and child yield we set out below:

- *The unit (dwelling) mix range for the accommodation schedule*
- *The existing residential dwellings located in the Earls Court Site*
- *The relocation strategy to ensure the existing resident population is re-provided for*
- *The gross and net gain in dwellings used to estimate social infrastructure demand”*

On the basis of its child yield calculations, the report cites need for primary places as follows

“Demand arising from the Development Option (Site Wide): Based on the assumptions set out above and utilising a unit mix which derives the highest social infrastructure demand, it is estimated that up to 303 primary school age children inhabiting the development would require state and voluntary-aided primary school places.”

Demand arising by phase

	Phase 1 Completion 2015-18	Phase 2 Completion 2019	Phase 3 Completion 2022	Phase 4 Completion 2023	Phase 5 Completion 2025	Phase 6 Completion 2027	Total
Pupil places required	44	31	70	47	78	33	303

Source: URS Calculations, 2011.

“Trigger points: Based on the demand arising from the phasing, there would be a need to have one form of entry provided for Phase 1 and a second form of entry for Phase 5.

Proposed provision in the Development Option (Site Wide): The Development Option (Site Wide) proposes to establish a one FE school with one nursery (210 places) with the school and nursery expanding to two FE (420) and two nursery classes later in the phasing programme. The proposed location for the school and nursery would be in the North End Road Village area.

Social Infrastructure Impact: The development of a two FE school within the site would exceed the estimated demand of 303 primary school age children by 117 places. Therefore, 117 pupil places would be available for children living outside the site. There would be a moderate beneficial impact for the subsequent phases and lifespan of the development for the local surrounding area.”

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.

GOVERNANCE

Overall strategic responsibility for the ECPS will rest with the Directors of the WLFS MAT: [redacted], [redacted], [redacted], [redacted], [redacted], [redacted] and [redacted]. However, the school will also be overseen by a Local Governing Body (LGB) and some members of the ECPS Steering Committee will end up serving as members of the LGB. (A scheme of delegation setting out the responsibilities of the WLFS MAT and the LGBs of the schools sitting under it is provided in this section of the application.)

STAFFING STRUCTURE

The Directors of the MAT and the LGB will delegate responsibility for the management and operation of the primary to the Head Teacher and his/her (SLT). However, they'll be able to draw on the financial and administrative expertise in the two existing schools, as well as premises support. The SLT will comprise a Head of the Infant School, a Head of the Junior School and, eventually, a SENCO who will have overall pastoral responsibility as well. The school will recruit the necessary personnel on a year-by-year basis as the school grows.

RECRUITING A PRINCIPAL DESIGNATE

We will place an advertisement in the Times Educational Supplement in October 2013, draw up a short list of candidates and then interview them with a view to appointing someone by the end of the year. We will then expect him/her to make themselves available at various "open days" so prospective parents can take their measure before submitting their primary application forms. We would expect him/her to start working full time in April 2014 – earlier, if possible – and to assume the lion's share of the responsibility for seeing the project through to completion. That will include recruiting the rest of the staff, finalising the curriculum, making sure the school building is ready on time, fine-tuning the budget, drawing up the necessary school policies and forming relationships with key partners, such as LBHF and RBKC. (A full recruitment programme for the staff starting in 2014 is available on request.)

STEERING COMMITTEE

[redacted]
[redacted]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

██████████
██████████

Summary of the proposed new MAT model

The WLFS Academy Trust will become a MAT later this year and be responsible for operating the WLFS and the WLFS Primary. There will be only one legal entity accountable for all schools, which is the MAT. It will have a Master Funding Agreement with the Secretary of State. The directors of the MAT may delegate functions for each school to a local governing body (LGB).

The MAT directors will

- Have specific responsibilities for defined aspects of Governance, Strategic Management, Curriculum, and some co-ordinated administrative functions.
- Be responsible for setting the ethos and vision for the schools, hold the title to land transferred, employ the staff and be the contracting party where appropriate.
- Appoint an Accounting Officer and be the recipient of the GAG funding, which must be managed in line with the Financial Handbook.

The LGBs will:

- Effectively do everything else which is not retained to the MAT or the responsibility of the headteachers.
- Specifically, the LGBs will be responsible for preparing the Schools development plans, monitoring and reporting on progress, the recruitment of the headteachers in conjunction with the MAT directors, the admission of pupils and parental and community engagement.

Terms of reference, which will be approved by the MAT directors, will set out the

devolved powers and responsibilities of the LGBs.

The structure of the MAT will be as follows:

Members	
5 persons appointed by The West London Free School Foundation Trust The chairman of the MAT's Board of Directors	
Directors	
Up to 12 Directors appointed by the Members Academy Directors (i.e. the chairpersons of the Local Governing Bodies) The Chief Executive Officer (if appointed) Up to 5 Co-opted Directors appointed by the Directors	
LGB of WLFS	LGB of WLFS Primary
<p>Up to [x] Governors appointed by the Directors</p> <p>Up to [x] Governors appointed by the members of the Local Governing Body</p> <p>[Up to x] Staff Governors [appointed by Directors through such process as they determine] [elected by staff at the Academy]</p> <p>A minimum of 2 Parent Governors elected by parents at the Academy</p> <p>Headteacher of WLFS</p> <p>Other categories of Governors that the Directors may decide</p>	<p>Up to [x] Governors appointed by the Directors</p> <p>Up to [x] Governors appointed by the members of the Local Governing Body</p> <p>[Up to x] Staff Governors [appointed by Directors through such process as they determine] [elected by staff at the Academy]</p> <p>A minimum of 2 Parent Governors elected by parents at the Academy</p> <p>Headteacher of WLFS Primary</p> <p>Other categories of Governors that the Directors may decide</p>

Further detail of this split is given below

Local governing body (LGB) responsibilities

Approval (subject to confirmation by MAT):

- School development plan (including targets)
- Budget

Monitoring:

- Educational implementation (in line with MAT vision and principles)
- Progress against targets
- School development plan implementation
- Budget management
- Special needs provision
- Implementation of statutory compliance and risk management (health & safety, equality)

Admissions and Recruitment:

- Marketing and admissions
- Pupil discipline and exclusions
- Headteacher and senior leadership recruitment with MAT

Performance management:

- Headteacher evaluation (with MAT)
- Other staff matters (MAT helps with disciplinary cases/dismissals as needed)

Relationships:

- Parent relations (including liaison with the PTA)
- Pupil recruitment (open days, etc)
- Community activities and relationships
- Other locally co-ordinated activities: admissions forums, governor forums, school/college groupings, local educational initiatives, etc
- School marketing and PR (jointly with MAT where required)

Sub-committees deal with:

- Finance, admin, premises and staff matters (including liaison with any staff council)
- Statutory matters: discipline/exclusions/appeals (ad hoc)

MAT responsibilities

Governance/strategic management:

- Development of group vision and ethos (including school policies)
- Development of core curriculum
- Recruitment of headteachers and SLT (jointly with LGBs)
- Performance management of headteachers (with LGB chairs and F&GP chairs)
- School target setting and development plan sign-off (with LGB)
- School budget **approval** (with LGB/F&GP)
- Setting group staff contracts and policies/HR

Strategic management:

- Financial and administrative policies
- Planning, budgeting and reporting procedures
- Statutory compliance and risk management
- IT network strategy
- Major procurement policies

Education:

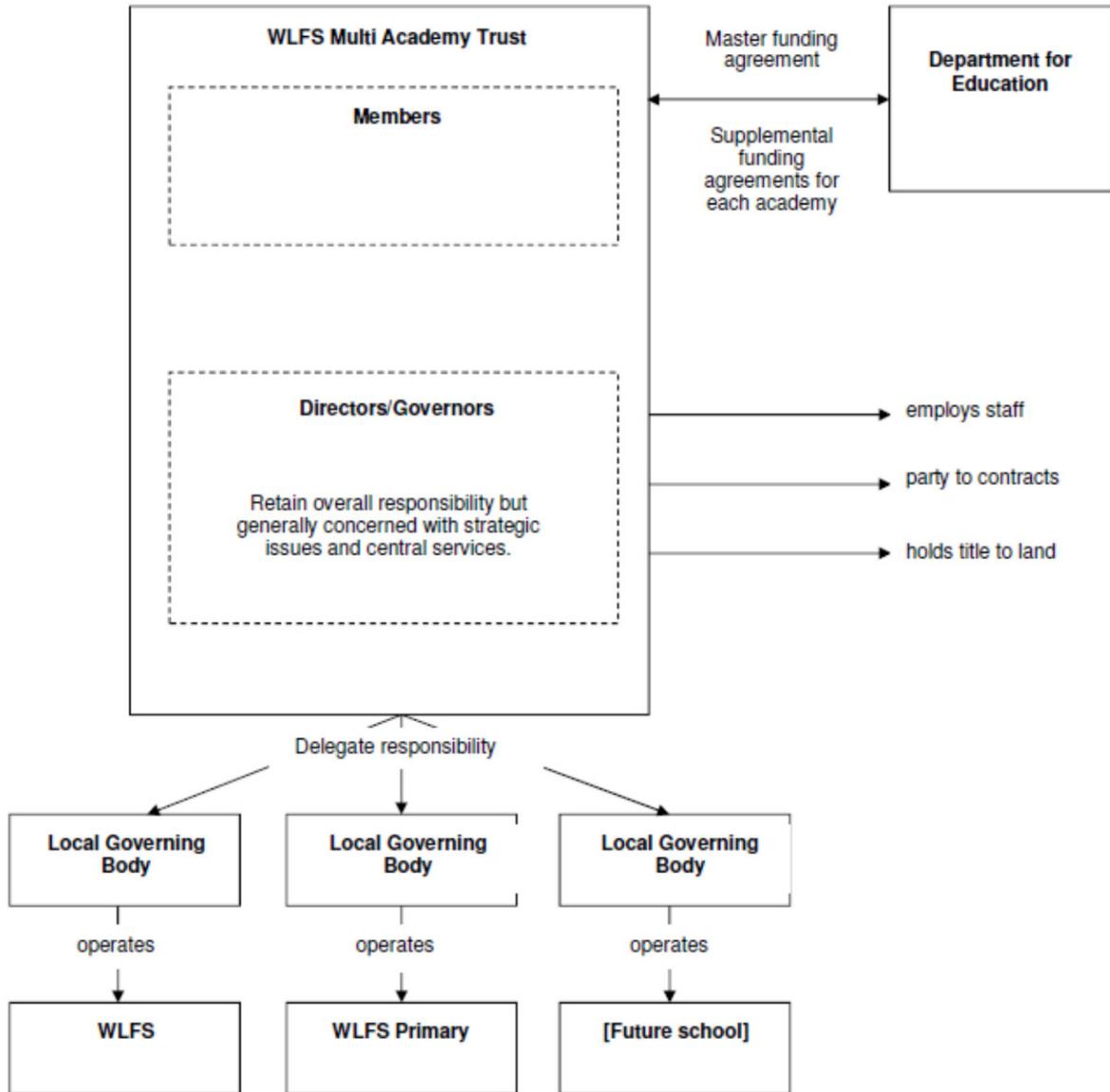
- Development of overall group educational model
- Curriculum and assessment provision and co-ordination of support in core subjects and certain specialisms, eg Latin, Music
- Support for school improvement and development plan implementation
- School monitoring

Other services to be offered:

- Co-ordination of sharing of curriculum and practice through the group's human and electronic networks
- Administrative and support services as required by schools
- Co-ordination of purchasing contracts as agreed by LGB
- Marketing

(If MAT rep and LGB chair are same then LGB should nominate non MAT person to take role where LGB chair is referenced)

Structure



Multi Academy Trust – Summary of Advantages and Disadvantages as summarised by Stone King LLP

Advantages	Disadvantages
<ul style="list-style-type: none"> • Possibility of cohesive strategic leadership through MAT structure • Increased flexibility and operational efficiencies - less duplication of effort than two single academy trusts • Increased value for money (VFM) and buying power through economies of scale • Top down approach to driving school improvement, allows academies to achieve strong collaboration and to use this collaboration and accountability to drive up school standards • Sharing best practice and staff and leadership development opportunities • Possibility of broader range of opportunities and benefits for students and staff • One single employer- allowing greater flexibility for employer over staff teams • Any future schools can easily be brought within the MAT family • Potential for greater autonomy for each academy than in all-through school model 	<ul style="list-style-type: none"> • Increased responsibilities for the Board of Directors • Possible short term increase in costs before receiving longer term benefits • Possibility of becoming a ‘mini-LA’ without LA equivalent economies of scale • No ‘firewall’ - risk of financial or educational failure for a single school affects all other schools • Academy budgets may be top sliced to support the central organisation • No clear exit route for an academy which wishes to leave the MAT

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.

The plan is for the ECPS to share the [REDACTED] site of the WLFS Primary from 2014-18 and then move to its permanent home at the heart of the new Earls Court development. That site is currently being leased from LBHF by the WLFS Academy Trust and the plan is for LBHF to lease it to the WLFS MAT for 125 years at peppercorn when the current lease expires in September 2013. Its postcode is W6 [REDACTED].

[REDACTED] has already been approved by the EFA as the site of the WLFS Primary and [REDACTED] will be extending and refitting it over the summer to make it suitable for use as a 2FE primary. Given that the number of pupils sharing the site won't exceed 420, and given that it will be capable of accommodating 420 children once the building work has been completed, sharing the site for four years should be perfectly possible.

Nevertheless, in order to preserve the ECPS's separate identity during the incubation period, a separate block will be needed to accommodate the ECPS pupils. This could be a temporary structure, but given the cost of renting temporaries for four years, it would make more sense to build a new block – or extend the existing building so an existing block can be set aside for the exclusive use of ECPS for four years. Another advantage of this approach is that the new teaching spaces could be used by the WLFS Primary after the ECPS has moved to its permanent home. (Floor plans of the current site, as well as design blueprints for the works to be carried out over the summer and the proposed works that will need to be done to make it suitable to accommodate two primaries from 2014-18, are available on request.)

[REDACTED], the company responsible for the Earls Court development, has agreed to provide a 2FE primary school as part of its Section 106 agreement with LBHF and RBKC. Not just shell and core, but a fully-fitted out school, so the only capital costs will be to pay for FF & E and IT. (The S106 is available on request.) [REDACTED] has also agreed to lease the school to the WLFS MAT at peppercorn for 125 years. (A letter to that effect from [REDACTED], [REDACTED], is available on request.)

Section I: Due diligence and other checks

Section I forms are in the process of being completed for all 16 trustees/ governors. An extension of the submission deadline was agreed with [REDACTED] of the Free Schools team on Wednesday 2nd January. As agreed the forms will be delivered to the DfE in due course.

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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