

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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Russell Education Trust James House Bridge Street Leatherhead Surrey KT22 7EP
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: [REDACTED]
7.	How you would describe your group: <ul style="list-style-type: none"> <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input 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: Turing House will be part of the RET Multi Academy Trust. [REDACTED], [REDACTED] and [REDACTED] in the Department are working with RET on the new model MAT Funding Agreement for RET. The group proposing and planning the school is led by RET but local governors, the original proposers, are key members of the group (our PSG), and will be local governors.
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: n/a
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:	
	n/a	
Details of company limited by guarantee		
13.	Company name: Russell Education Trust	
14.	Company address: James House Bridge Street Leatherhead Surrey KT22 7EP	
15.	Company registration number and date when company was incorporated: 7452885 26 th November 2010	
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: Bristol Free School Becket Keys Church of England School King's Church of England School – in pre-opening for 2013 St Andrew the Apostle Greek Orthodox School – in pre-opening for 2013	
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: Education London Ltd	
	2. Name: ██████████	
	3. Name: ██████████	
	4. Name: ██████████	

Company directors	
<p>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.</p>	
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]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
	4. Name: [REDACTED]
	5. Name: [REDACTED]
	6. Name: [REDACTED]
21.	Please provide the name of the proposed chair of the governing body, if known: [REDACTED], [REDACTED]. (Local Governing Body of Turing House not yet appointed)
Related organisations	
22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations. <div style="float: right;"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </div>
23.	<p>If Yes, please provide the following information about each organisation:</p> <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. <p>Education London (04655433) is the sponsor for the Russell Education Trust, providing additional funding for its schools. In addition EL provide a limited level of services “at-cost”.</p> <p>Bristol Free School Trust (07474359) is a joint Trust between RET and Bristol Parents’ Voice</p> <p>RET Becket Keys CofE School Trust (07648741) is a subsidiary of RET</p>

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).	
	n/a	
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	n/a
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:	n/a
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:	n/a
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	n/a
32.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: Russell Education Trust (7452885) is a not for profit trust limited by guarantee whose objects are to advance for the public benefit education in the United Kingdom in particular by sponsoring, co-sponsoring, establishing, maintaining and developing schools. RET is an approved academy sponsor and has opened Bristol Free School (2011) Becket Keys Church of England School (2012) and is opening St Andrew the Apostle Greek Orthodox School and King' Church of England School (2013)	

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 (please delete as appropriate).

Print name: ██████████

Date: 17th December 2012

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:	Turing House School
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" 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:	September 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:	n/a
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:	n/a

11.	If you have a preferred site, please give details, including the post code:	<div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div> RICHMOND <div style="background-color: black; width: 100px; height: 20px; margin-top: 5px;"></div>
12	Please tell us how you found this site:	A contact who is a <div style="background-color: black; width: 80px; height: 15px; display: inline-block;"></div> told us that some old NPL buildings are currently under-utilised and that their future use is not yet determined.
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:	Richmond upon Thames
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Kingston upon Thames
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> <p>n/a</p>	

Section C: Education vision

C1: Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school.

Russell Education Trust (RET), an academy sponsor supporting two existing free schools and two in pre-opening, has engaged with a local group of parents and educationalists to propose a distinctive, co-educational 11-19 comprehensive school on a site in Richmond upon Thames to meet the demand from local parents.

There are two key reasons why this school is being proposed:

1. RET and the local proposers have a clear vision of an outstanding school with parental involvement, STEM and music education at its core

Our preferred site, [REDACTED], would provide a highly appropriate and inspirational setting for the school. At Turing House there will be a special focus on Science and Engineering. We will be the only co-educational school in the local area with these specialisms; subjects that have been identified by the government, business and educationalists as being vitally important to the 21st century economy and job opportunities for young people.

2. A secondary school open to all local children is needed because there is a shortfall of high quality non-faith secondary school places in this area

There is a very strong local need for a mixed, non-denominational, academically focussed community school providing a high quality, broad and balanced curriculum.

Richmond Council's most recent forecasts (dated Nov 2011) showed that borough secondary schools were likely to be full by 2016. It is generally acknowledged that secondary school places could run out as soon as 2014, particularly in the areas of South West Twickenham, Fulwell and North Teddington.

The following sections expand on these reasons in more detail.

1. Both RET and the local proposers have a clear vision of an outstanding school with parental involvement, STEM and music education at its core.

- ***Our Name:***

We have named our school Turing House in honour of the inspirational mathematician and scientist Alan Turing. After his key role in breaking the German Enigma Code during the Second World War, he moved to Hampton and worked at Teddington's National Physical Laboratory, where he began his ground breaking work developing the earliest modern computers. By naming our school after him we seek to honour and celebrate his achievements and aim to reflect a culture of possibility in our school: a school where staff and students are inspired to aim high, think creatively and achieve their full potential.

- ***Delivering skills for the future:***

Our school will be an innovative and inspirational community school with a comprehensive co-educational intake, representative of the local geographical area. It will be committed to the highest possible standards delivering a broad and balanced curriculum and valuing the achievements and aspirations of every student.

We will seek to emphasise science and engineering - with an environmental focus - and also music as "specialisms". It is worth highlighting that there is no science specialist school currently available to boys in this part of the borough, and none of the borough schools has engineering or music as a specialism.

We will aim high and expect all of our children to reach their full academic potential. Through our specialisms, and through the whole curriculum, there will be very strong emphasis on core life and learning skills, focussing on equipping students with more than just exam results. For our students to thrive in their future lives we will encourage:

- the development of self-worth and respect for others;
- a passionate interest in the world around us;
- independence and responsibility;
- research, reasoning and enquiry;
- creative and critical thinking, and problem solving;
- innovation and entrepreneurship

Wherever possible we will bring learning to life and make it meaningful to real world situations, such as starting a business, managing personal finances or developing skills needed for the future global economy.

- **Location**

We wish to locate our school on the site of [REDACTED]. This would be an inspirational location for any secondary school, especially with our science specialisation, and it is also where [REDACTED].

Please see the information in Section H for further details.

- ***A school that welcomes children of all backgrounds and abilities and meets their needs:***

Our school will be non-denominational, open to children from all faiths and none. We will teach Religious Education (RE) in line with the national and local frameworks for RE.

Turing House School will systematically plot the transition from primary schools to prevent progress slowing in Year 7. Turing House School's selling point will be the quality and range of student outcomes, achieved through an expertly delivered, broad, balanced and inspirational curriculum, drawing on tried and tested (independent and state school) best practice.

There will be a robust and carefully executed transition programme with local primary schools. We will work in partnership with them to ensure that every child who is joining our school at the beginning of Year 7 feels comfortable, confident and excited about what lies ahead. As part of this partnership we will also offer support for crucial programmes such as reading recovery and Every Child Counts.

The curriculum for KS3 will be broad and balanced and will allow some time for additional literacy and numeracy support for those below the national average and the facility for very able linguists to start a second language in Year 8. The KS4 curriculum will place an emphasis on ensuring that the maximum number of students gain the English Baccalaureate (English, maths, two science, a language and history or geography all at C or above) with extended success through our specialisms. Options will be directed for all those capable of getting a C or above (or very near to that target level) into a core of English, maths, science, one MfL and one humanities subject (either history or geography) and we would anticipate most students choosing at least one option from our specialisms.

Our aim is to equip every student by age 16 for continuing education and a balanced, healthy adult life and to support our students to move on to whatever post-16 provision is appropriate for them locally. We will therefore offer a range of qualifications to help every student gain a sense of self-worth and achievement. These will include, using current qualification titles, GCSE, GCSE short courses, ELC (Entry Level Certificates) and BTEC courses. There will be an implementation plan for the introduction of the 'English Baccalaureate' replacement for GCSE when more information has been published.

Turing House School will be distinctive and different from other local schools and will add to

the diversity and range of choices offered to parents in their selection of a secondary school in the Twickenham and Richmond area

The school will serve its local community and be part of that local community. We will expect our students and our staff to be involved in the full range of community based activities as an integral part of their education at Turing House School. These will be structured activities that create maximum impact for the community and our students, linking activity where possible to the curriculum, especially the enterprise and work related learning aspects. To make this happen we will work with the local authority and our community partners to identify real community need that we could support - and which also develops the skills of our staff and students (perhaps supporting appraisal goals for staff and target setting goals for students). We will initially meet with local groups, residents and local authority staff to get this initiative underway and to develop a Community Engagement plan with specific impact measures for the school.

We also intend that our school uses its subject expertise to provide activities for primary age students, which are not normally available to them, in particular additional opportunities in science, engineering and music.

Our school will be a resource and centre for the community, who will be consulted on the kinds of extended offering required locally. We envisage the school remaining open until late in the evening, offering a mixture of clubs and courses to all. Modification of the premises would take into account the need for the school to offer much more than a typical school day.

- **Science & Engineering:**

STEM (Science, Technology, Engineering, and Mathematics) education creates critical thinkers and increases science literacy. It helps students to be curious, ask questions, and make connections as to why the world exists as it does. It equips students with the skills and competencies they will need in future life. We understand that inspiring and engaging students in these subjects is critical and that's why we will employ outstanding teachers with a range of experience, committed to STEM education.

We are fortunate to have some inspirational groups with outstanding STEM outreach programmes in our area, such as NPL and BP, as well as some high quality local environmental projects which are fuelled by community participation. In addition to those local partnerships we will be enthusiastic participants in national STEM education projects such as CREST, Bloodhound and the Space Education Programme. Further details are given below.

These links and projects will enable us to enhance our core Science Curriculum with exciting and inspiring activities for our students including practical workshops, design challenges and field trips. Students will also have opportunities to develop their Science Communication skills, sharing their enthusiasm for STEM through links with local primary schools. We believe the skills developed through studying STEM subjects, such as problem solving, innovation, logical thinking and collaboration, will benefit all students in whatever career path they choose.

In line with our emphasis on science our school will be run along the highest ECO/sustainability principles and will be very environmentally friendly. We would aim to be awarded an ECO Green Flag within 3 years of opening. The refurbishment of any existing buildings would be managed in a way that is as environmentally responsible as possible, using BREEAM (Building Research Establishment Environmental Assessment Method) protocols and principles where appropriate. We will also design a Green Travel Plan to encourage students to travel to and from school in an environmentally responsible manner.

- **Music:**

At Turing House there will be a special focus on music education, embracing and reinforcing the links and special relationship between music, science and mathematics. We believe that music can become a truly universal language throughout the school, increasing inclusion, confidence and self-esteem.

In addition to our core music curriculum, we will ensure all students have regular sustained opportunities to engage with music in the school, whether this is learning an instrument, taking part in individual or group performance opportunities, exploring music technology or managing music and arts projects. We will use music across the curriculum as an inspiring way to introduce new concepts and cultures to students. Music will also feature prominently in our extensive range of extra-curricular activities, linking the provision to individual pupils' prior achievement and experiences. This is in line with the Ofsted report, "Music in schools: sound partnerships" published in October 2012.

Students will have a wide range of performance and composing opportunities, encompassing a variety of musical genres, both within the school and in collaboration with Borough and other providers. We will foster links with the music industry and London-based conservatoires through involvement in education projects and programmes. Wherever possible we will draw on the expertise of professional musicians and offer the students opportunities to work with them.

Richmond borough has a rich local musical cultural heritage which we will celebrate and build on to inspire and motivate our students. The skills learnt and fostered in music education will benefit the whole school, enhancing concentration, focus, teamwork and well-being.

Groups whose expertise we wish to draw upon include:

- Richmond Music Trust
- London Symphony Orchestra
- Musical Futures
- London Philharmonic Orchestra
- Royal Academy of Music
- Local recording studios

• ***Forming local partnerships to support our specialisms and pupil welfare:***

We will explore the possibility of forming partnerships with other local secondary schools, in particular with Waldegrave Girls' School which also has a Science specialism, seeking to provide some shared courses and extra-curricular activities.

We will forge strong links with Teddington's National Physical Laboratory which has an outstanding education outreach programme, and we have already met with them to discuss possible links with the school. These include:

- Support in lessons on the "hard to teach" topics and resources not usually found in the classroom (e.g. liquid nitrogen) to help bring science to life for the children. They believe in hands-on science that lights a spark of imagination;
- Class lessons/sessions at NPL in a teaching lab being developed with nearby St Mary's University who offer a joint Applied Physics degree;
- Support for school/university career days;
- Their annual national science film competition and Water Rocket Challenge;
- A virtual lab linked into the school's ICT network for whole-class virtual experiments;
- Class visits;
- Work experience programme;
- Developing a resource kit with us for wider use in other schools.

We would be particularly keen to engage with any HE partner that the government finds to

take over the running of NPL (ref. David Willets statement to Parliament this November, see Sec H).

We will utilise local STEMNET (Science, Technology, Engineering and Mathematics Network) resources and create links with major local employers, particularly in the science and engineering sector, such as BP and GlaxoSmithKline.

We would also raise our students' awareness of, and involvement in, inspirational local environmental projects such as Friends of the River Crane Environment (FORCE) and Ham Hydro.

We will work with the Local Authority and family of Richmond secondary schools, for example signing up to the borough Fair Access Protocol (enabling managed moves rather than permanent exclusion of students in borough secondaries) and looking at borough-wide behaviour management initiatives.

The LA has set up a social enterprise company (Achieving for Children) which now "delivers children's services in partnership with schools and academies to enable children and young people to be safe and happy and to achieve their full potential". This replaces the standard LA model of service delivery to schools and a number of Service Level Agreements will be procured from them to support children at Turing House. For example, it is likely that we would purchase education welfare and psychology services in this way to ensure appropriate integrated extended support for students.

• ***Our aspirations for the school and the achievement of individual students:***

Our aspiration is that the Turing House School (in line with the aspiration in other schools in the RET family) will aim to be outstanding from the outset and that the Ofsted judgement will be echoed by parents and the wider community around the school.

We will have a clear focus on high performance, especially in the core subjects, and good behaviour and attitudes to others as the basis for excellent student performance in all areas of school life at all stages. The school will provide an outstanding academic experience for all students but will be an inclusive school in which children from disadvantaged backgrounds can also make exceptional progress. A judgement of outstanding will only be possible if each student makes outstanding progress against national standards, which will be ensured through target setting, tracking and reporting of the progress of each student within the framework of our planned, differentiated curriculum. Details of the quantitative targets to support an outstanding judgement are detailed in our curriculum plan on p 30.

The framework for this aspiration is that:

- We will be smaller than others in the borough, offering a different option for families.
- We will have a greater level of parental engagement.
- We will offer a secondary curriculum for 11-19 year olds, which is suited to the broad ability spectrum and will deliver the English Baccalaureate for the great majority of students (please see Section D1 for further details).
- As well as delivering the National Curriculum Turing House will focus on science, and engineering, ensuring that all students receive a secure and solid foundation in these areas.
- Music will be the school's second specialism. We believe that focusing on the two areas will provide an outstanding learning experience for the students because they complement and contrast with each other.
- We also intend to build strongly upon Richmond Borough's existing good practice in the teaching of modern foreign languages. We believe that all students should be able to speak and write at least one modern foreign language. Young people leaving our school, especially those with strong credentials in science and engineering, will have

opportunities to work anywhere in the world and it would therefore be very appropriate for them to have as good a languages foundation as possible. We propose to work in partnership with Richmond's MFL coordinator and local primary schools to offer an integrated cross-phase experience in languages.

- **Parental Involvement:**

Our proposal has been inspired by our work with local parents. Once the proposal is approved many of these same parents will be represented on the school's Local Governing Body.

However, parental involvement will not be limited to this formal role. We will ensure it will permeate school life, building on and enhancing an experience that is familiar within many of our local primaries. This is fundamental to our school vision because we believe children can achieve best when parents and schools work together. For example:

- we will facilitate enhanced home-school contact using the Internet as well as face-to-face meetings, providing a range of opportunities to discuss students' progress;
- we will encourage a culture of pro-active positive communication, with teachers regularly informing parents of students' achievements;
- we will work hard to overcome barriers to parental involvement, by relationship building with hard-to-reach families, consultation on preferred timings for events, clear communication of opportunities, and translation initiatives for bridging language and cultural barriers;
- we will support home learning e.g. by provision of study guides; advice and workshops for parents on how to support homework or exam preparation; and information on activities/exhibitions/events that may support topics being taught in the classroom;
- as we know schools can represent a vital social hub for the community, we will encourage an active PTA that initiates social activities for parents and families;
- we will encourage parents to help with specific activities within school; e.g. supporting reading initiatives, sports, arts and crafts, school journeys etc;
- we will encourage parents into school to give short talks about their employment, hobbies, interests, experiences or achievements;
- as well as the regular parents' evenings for discussing students' progress, and an annual school satisfaction survey for parents and pupils, the school's senior leadership team will host 'surgeries' for parents who wish to discuss issues or suggest ideas;
- we will implement a secure and monitored online learning environment where pupils, parents and teachers can interact for specific projects;
- we want our school premises to be a hub for its local community, providing evening and weekend classes for local people of all ages, including activities in which parents and older children could participate together as a family.

2. A secondary school open to all local children is needed because there is a

shortfall of high quality non-faith secondary school places in this area

- ***A Community Free School.***

We believe that schools should be at the heart of the community. Many children in the South-West Twickenham, Fulwell and North Teddington areas have no obvious mainstream secondary provision, and attend schools throughout the borough. On some streets locally, children will attend as many as seven different secondary schools. The local community and its children are suffering as a result. Friendships forged in primary school are interrupted, and there is no community “hub” in the area. The need is particularly great for boys, as well as for girls who might prefer a mixed school to the very successful Waldegrave Girls’ School.

- ***Perceived lack of choice on the western side of Richmond Borough.***

The western side of Richmond Borough is served by Twickenham Academy and Hampton Academy, which are both sponsored by Kunskappskolan. Some people feel that the Kunskappskolan methodology, whilst being potentially attractive to many, is an unconventional model that should be an available option, rather than being provided as the only co-educational choice, especially when the performance of the approach in this country is as yet unproven. It is our view that the option of a mainstream education model should also be provided in this area, so that families are able to choose provision that is most suited to their own children’s needs.

- ***Poor local satisfaction of parental preference.***

In 2011 only 62% of Richmond Borough families got a place at their first-choice secondary school, compared to a national average of 85%. More than 10% of families were not offered a place at *any* of their 6 preferred schools, but were subsequently allocated a place at a school they had not specified.

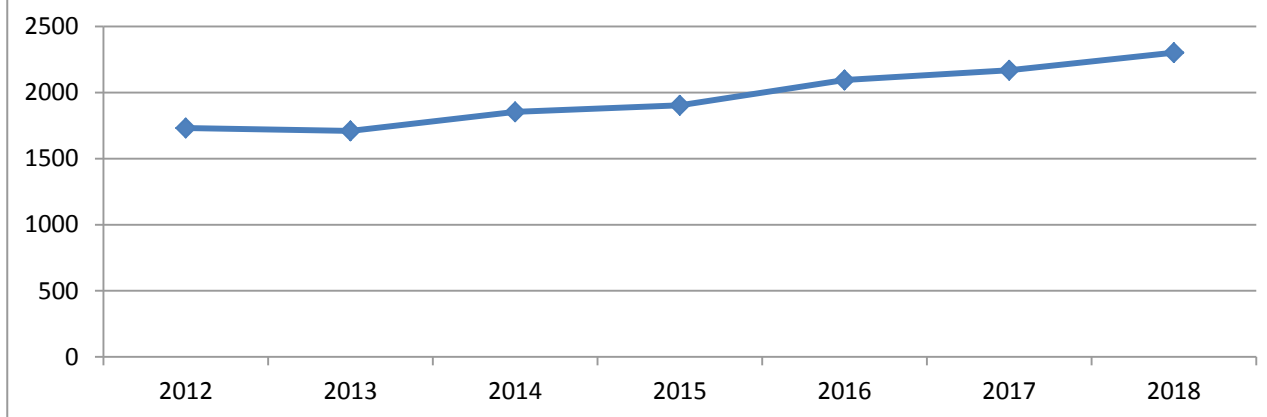
- ***Imminent changes to local admissions policies.***

Richmond Council’s controversial Linked School admissions policy has recently been dropped, impacting on transfer for 2013 and beyond. Admissions for the three most popular and successful mixed secondary schools (Orleans Park, Teddington and Grey Court) will now be determined by distance alone. For the first time in recent years that will make them accessible to children from non-linked schools, including an additional 10 of the borough’s maintained primaries (3 Community and 7 VA schools), as well as those in the private sector. This is a positive move for families from those previously unlinked schools, but the change in admissions policy will inevitably put additional and unpredictable pressure on the admissions of secondary schools which are already highly oversubscribed. Catchment areas are likely to shrink significantly, and local people are extremely nervous about the impact on their secondary transfer options. Recently published preference data for September 2013 indicates that those fears are justified. Despite a temporary (-5%) dip in the in-borough cohort size, applications for Orleans, Teddington and Grey Court have increased significantly, by 13%, 10% and 13% respectively.

- ***Demographic pressures.***

In recent years, rising birth rates, combined with the economic downturn and the success of local schools in national KS2 league tables, have increased significantly the demand for Reception places, resulting in a huge bulge of children coming through the local primary school system. Since 2000, an extra 18 forms of entry, providing a total of 540 additional places, have been permanently added to borough primaries (see graph below).

Demographic Pressures: Children transferring out of Richmond's maintained primaries



As a direct result, secondary school places are forecast to run out within 1-3 years. The exact timing is a matter of considerable local debate as it depends upon a variety of high-risk assumptions (some of which have already proved inaccurate as detailed below). In their discussions with us about our admissions policy LA officers have confirmed that they expect the pressure on places to be felt most keenly in the South West Twickenham, Fulwell and North Teddington area. The problem is most acute for boys, and for girls who prefer mixed schools, because the highly successful Waldegrave Girls School in Twickenham skews the system. Our proposed admissions policy addresses this through the adoption of a nodal point for the distance criterion – we have had positive discussions with the Local Authority about the detail of this.

- ***The issue of “spare capacity”.***

In September 2012 Richmond had spare capacity in its three transformational academies; Twickenham Academy (TA), Hampton Academy (HA) and Richmond Park Academy (RPA). The bulk of the capacity (105 places) was at Richmond Park Academy, at the far north end of the borough, on the Surrey side of the Thames. There was a much smaller number at the more locally relevant Twickenham and Hampton Academies (42 and 22 places respectively). All three schools are improving from past underperformance, and have been historically undersubscribed only because they have not enjoyed the full confidence of local people. RPA has recently been rated as ‘Good’ by Ofsted, and is likely to become more popular with local families as a result. TA and HA are due to be inspected early in 2013 but, in any case, are expected to be full in September 2013.

Hampton Academy has received a similar number of first-choice applications to last year, but its PAN will reduce by 30 places in 2013 to accommodate its new Sixth Form.

Twickenham Academy is celebrating a 30% increase in first-choice applications for September 2013, reflecting a welcome increase in parental confidence, and in appreciation of its impressive new building.

The council’s most recently published forecast was that spare places would remain in Twickenham Academy until at least 2016 but assumed that Richmond would get 100 new secondary Free School places in 2013, and that an 8-form Community secondary would be funded under the Priority School Building Programme to open in North Kingston in 2015.

Neither of these have come to pass and combined with the surge in applications means that it is now generally acknowledged that secondary school places could run out much sooner than 2016, and we predict “under-capacity” in 2014, particularly in the areas of South West Twickenham, Fulwell and North Teddington.

- ***Issues with local secondary school performance.***

Richmond Borough is generally an affluent area, and has highly performing primary schools at Key Stage 2. However, historically the quality of secondary school provision has not been consistently high. Local parents tend to be well educated and aspirational and they are also very mobile. Many will move house rather than send their children to a school that does not have their full confidence, breaking up local communities. Alternatively many people (if they can afford to) switch to the private sector, though often unwillingly. An analysis of school census data by a local campaign group has shown that the average ratio of resident students attending state secondary schools versus primaries in the ten most prosperous London boroughs is 60%. Richmond is not the most prosperous of those boroughs, but its ratio is by far the lowest at 49%, suggesting a considerable amount of pent-up demand for high quality community provision exists in the area. As the three transformational academies continue their improvement, those figures are expected to normalise. An increase in Richmond's ratio to the 60% norm would mean a rise in demand of 260 children per year. Even 55% (the level of the next lowest borough; Wandsworth) would result in increased demand of 150 places; the size of our proposed school and within the capacity of our preferred site at NPL. These pressures are not currently represented in the council's published secondary school forecasts, although cabinet members have since acknowledged their credibility in council debates.

- ***Introduction of Sixth Forms at local secondary schools.***

From September 2012, all Richmond's community secondary schools became academies, and all will be adding 6th forms over the next 2-3 years, eliminating any possibility for future expansion to increase admissions at 11+. In addition, the borough's three transformational academies have reduced, or will be reducing, their admissions numbers in order to accommodate their own sixth forms, which will further reduce capacity.

- ***A new Catholic VA School in Central Twickenham.***

Richmond Council has approved proposals for a 5-form entry Voluntary Aided Catholic Secondary, St Richard Reynolds, to open in central Twickenham in 2013. However, the new provision does not represent significant additional in-borough capacity. A combination of the Linked School policy and parental preference formerly meant that the majority of local Catholic children transferred to Catholic Secondaries in neighbouring boroughs. In fact that cross-border transfer was the LA's principal argument for approving the VA proposal. The official estimate of the number of *in-borough* places that the new school will free up is a maximum of just 20.

- ***Cross-border transfer.***

Richmond is a net-importer of secondary-school students. The LA's most recently published forecast predicted a dramatic drop in applications from outside the borough for 2013 and beyond. However, early indications are that applications from outside the borough have in fact significantly *increased* for 2013. That is likely to be related to a combination of factors; the dropping of the linked-schools policy, the introduction of sixth forms, the new Catholic VA School, and demographic pressures in neighbouring boroughs. There is no reason to assume that the increase is temporary.

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								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		150	150	150	150	150	150	150
Year 8			150	150	150	150	150	150
Year 9				150	150	150	150	150
Year 10					150	150	150	150
Year 11						150	150	150
Year 12							150	150
Year 13								150
Totals		150	300	450	600	750	900	1050

Section D: Education plan – part 2

D1: Explain the rationale for your proposed curriculum, how it reflects the needs of your anticipated pupil intake and your plans for their progression and transition.

The Turing House curriculum will be broad and balanced and will meet the needs of the full range of our students. We intend to offer a broad curriculum for all students in KS3 and those students who have made less progress than their peers on transfer from Year 6 will be given additional intensive support, including reading recovery, from the start of Year 7 to maximise their subsequent access to the secondary curriculum.

Our curriculum in Key Stage 3 and Key Stage 4 is designed to challenge all students by developing them intellectually, socially, culturally, spiritually and morally. In addition to a common core curriculum with cross-curricular ICT and integrated learning opportunities we will provide differentiated curriculum pathways. Within each of these pathways we intend to develop our students' critical thinking skills and abilities to empower them as citizens, employees and individuals.

For those arriving with attainment in line with national expectations in English, maths and science, our effective curriculum and teaching will ensure the great majority get at least 5 or more good passes, including English and maths (5+A*-C, inc E&M). In fact we expect them to achieve 8 good passes in the core and their personalised options. We expect a high proportion to achieve a C grade or better in English, maths, science, humanities, a language and a specialism subject. Our key aim of outstanding KS2-4 progress will mean a high proportion of those below national expectations will also get 5+A*-C, inc E&M. For those with prior attainment significantly above national expectations, attainment will include a significant proportion of passes at A and A*. The vast majority of students who are able to achieve the English Baccalaureate will follow a pathway that enables them to achieve this but there will always be flexibility to adapt this for individuals with particular talents, gifts or progression routes.

For the minority of students where an English Baccalaureate or equivalent pathway is an unrealistic aspiration we will provide an alternative range of courses and options so that all can achieve success at level 2, either at the end of Year 11 or by the end of Year 12.

Our range of qualifications will enable every student to gain a sense of self-worth and achievement. The courses and qualifications offered will equip him or her for post 16 education, training and/or employment. We will therefore offer (using current qualification titles) GCSE, GCSE short courses, ELC (Entry Level Certificates) and BTEC courses. We plan to offer an academic A level based sixth form with a level 2 pathway and vocational routes to enable all realistically to aspire to and pursue a path to higher education whether from school or later in life.

In all lessons there will be an underlying focus on developing students' literacy and numeracy skills and also their critical thinking. Teachers will be trained to make the most of every possible opportunity to ensure that students have the necessary literacy and numeracy background to support them in their studies and the wider analytical skills to prepare them for the world of work. Social, moral, spiritual and cultural development will be embedded throughout the curriculum.

We will offer additional courses and extra-curricular activities related to our science and engineering specialism and will seek to form partnerships with Waldegrave Girls School (also a science specialist school) and Richmond upon Thames College, other local schools and colleges to further broaden the provision.

We will ensure a successful transition from primary to secondary school for every student. We will do this by liaising closely with our feeder primary schools to develop a strong understanding of the particular needs and learning styles of each student and using this information to develop a personalised learning strategy.

Careers Education

Although it will be some time before Turing House students will be moving on from the school into higher education, training or work there is already a strategy in place to facilitate this. By the time that the first tranche of students have completed their Key Stage 4 studies there will be a requirement that they will continue with their education until the age of 18. From Year 8 there will be targeted careers guidance providing individual students with support, advice and guidance to make sure that they are well informed about their future options. There will also be work experience opportunities and visits to higher education establishments so that the students will be fully aware of the options before making their choices.

Pupil Premium

Pupils who are eligible for Pupil Premium funding would previously have received free school meals or have been children who were looked after by the local authority. The Government provides each school with funding which is linked to the number of pupils in this category who attend the school and which must be used to ensure that the pupils perform at least as well as their peers. There is no requirement for this money to be spent on individual students simply because they fall into this category. It is expected, however, that the funding will be used to support, as necessary, students in this group and other lower-income families so that this group makes the same progress as their peers.

We plan to use this funding to provide the following support structures for those students that need additional help in order to achieve success in line with school and national expectations:

- 1-to-1 and small group intervention in English and Mathematics
- Social skills, self-esteem and other specialised programmes
- Additional behaviour and learning support
- Attendance related support structures and incentives
- Homework support and independent learning resources
- Financial support for: revision guides and other resources that will help progress and are not needed as part of the taught course; access to school events such as visits that may otherwise not be accessible to students due to cost.
- Mentoring and advice for students in this group, in order to raise aspirations and remove barriers to success
- Close liaison with parents/carers, sharing concerns and celebrating successes

In addition, staff will be appointed whose role includes specific responsibilities with respect to this group of students; their role will include monitoring, tracking and ensuring appropriate intervention as needed as well as parental liaison.

It is important to note that it should not be assumed that all students on Free School Meals will need some or all of this support. It is likely that there will be students who will be making excellent progress already, and who will need minimal support as a result. The school will track the progress of all students, including students in this particular group. Success will be evidence that shows that students in this group are making progress in line with all others. We will also compare their progress against their peers in the school and nationally, so that we can judge the impact of our work in this broader context.

D2: Set out a viable curriculum plan with appropriate focus on breadth and balance, core areas of learning, and calendar and timetable.

In broad terms our proposed curriculum will look like this:

Key Stage 3 Curriculum (Year 7, 8 and 9)

- Art
- Design & Technology
- Drama and Dance
- English
- Geography
- History
- Mathematics
- Modern Foreign Languages
- Music
- Physical Education
- Religious Education
- Science
- Citizenship and PSHE (Personal Social and Health Education)
- ICT and Critical Thinking will be taught across the curriculum

We envisage a transition from KS3 to KS4 taking place in Year 9 with some options starting as early as the beginning of the year (e.g. separate sciences). The final design of the curriculum for this year will depend on the shape of KS4 qualifications for 2018/19 and also the progress made by students in Years 7 and 8.

Key Stage 4 Curriculum (Years 9, 10 and 11)

Our Key Stage 4 Curriculum is provisional at this stage, because options and courses are currently changing and developing both nationally and locally.

Core subjects

- English Language and English Literature GCSE
- Maths GCSE
- Science and additional science GCSEs with a pathway for separate sciences
- Geography
- History
- A choice of modern foreign language
- A choice of four technology subjects
- Religious Studies
- Physical Education
- Citizenship & PSHE
- Critical thinking and ICT

Options

- Art & Design GCSE
- Business Studies or Economics GCSE
- Drama GCSE
- Dance or PE GCSE
- Media Studies GCSE
- Music GCSE
- Triple Science GCSE
- Information and Communication Technology GCSE
- Additional MFL GCSE
- Additional Humanities GCSE

Post 16 (from 2019)

A levels in: Art; Biology; Business Studies (or Economics); Chemistry; Drama; Dance; English Literature; French; Geography; German; Government & Politics; History; Mathematics; Media Studies; Music; Physics; Psychology; Product Design

Vocational pathways at level 2 and 3 to be decided according to the needs and aspirations of the cohort and to integrate with the developing pattern of local post 16 provision.

The proposed curriculum model is outlined below.

KS3 Curriculum model (Y7 and Year 8) – periods per week / %

English	4	13.3%	Geography	2	6.6%	Art	1	3.3%
Maths	4	13.3%	History	2	6.6%	Music	1	3.3%
Science	4	13.3%	RE	1	3.3%	Drama	1	3.3%
Technology	4	13.3%	Language	3	10%	PSHCE	1	3.3%
						PE	2	6.6%

*ICT and critical thinking taught across the curriculum

Enrichment activities including perhaps an additional modern foreign language and sports etc. will be delivered as an extension of the school day.

KS4 (Y9, Y10 and Y11) Curriculum model – periods per week / %

English*	5	16.6%	PSHCE	1	3.3%	Humanities	3	10%
Maths	4	13.3%	RS	1	3.3%	MFL	3	10%
Science*	5	16.6%	PE	2	6.6%	Technology	3	10%
						Option	3	10%

*Critical thinking and ICT taught across the curriculum, led by English and science

Post 16 Curriculum model

All students will have a core offer consisting of PSHCE, RE, PE, Project / General Studies within 5/6 periods per week (3hrs) and half-termly special days. A Level as well as Level 2 and Level 3 vocational courses will be taught within the remaining week in 5/6 period blocks.

Our expectation is that the proposed curriculum will engage and motivate all learners to ensure that they achieve their maximum potential. As a result we expect them to attain highly and make outstanding progress.

Please see Section G on initial costs and financial viability for budget details about how the curriculum will be introduced but is likely that in the initial years some teachers may need to deliver some lessons in their second and perhaps third subjects.

Timetable structure

It is envisaged that there will be 25 'taught' hours per week, arranged as 30 x 50 minute lessons. In addition to this we will have a structured programme of after school enrichment and extension activities that build on and integrate with the outstanding provision in local primary schools. The timetable will be organised on a two-week cycle so that art, drama and music can be taught in double periods. Each day will also contain 30 minutes of tutor time that will provide for pastoral care, assemblies and collective worship.

Term Dates

We intend to be part of the local family of schools and we will therefore comply broadly with the agreed local authority term dates. Where possible we will coordinate staff training days with our affiliated and partner primary and secondary schools to facilitate and develop these links.

School Day

Our starting and finishing times will be negotiated with neighbouring schools and will take account of public transport. The school will be open from 8.00 a.m. each morning for pupils to attend breakfast club and it is envisaged that the majority will choose to remain on the premises after the end of the formal school day to undertake some form of extra-curricular activity. A travel plan will be formulated to ensure that students are able to travel safely, efficiently and with minimum impact on the environment.

Student groupings

Attainment groups (setting) will often be used to focus the range of attainment with which the teacher is working. Tutor groups (which reflect the gender balance and full ability range) will be the basis for at least PE, Art, Drama, Music and Design & Technology to maintain and develop friendships and cooperative working.

The 150 students in each year group will be divided into 6 tutor groups of 25; these tutor groups will be the basic unit for pastoral activity, PSHCE, PE, Art, Drama, Music and Design & Technology (in KS3) and registration. Each half year block will be timetabled separately to facilitate setting (this will be particularly important in the first two years of the school's life in view of subject specialist teacher numbers). As the school moves to full capacity, however, year groups will be block time-tabled for English, maths and science in KS3 and KS4 to facilitate at least 6 ability sets.

Tutor groups will be mixed ability throughout Key Stage 3 and 4 (and Post 16) but additional setting for non-core subjects will be introduced into humanities and languages at the end of Year 7 as well, to facilitate the pathways into GCSE and potentially 'A' level.

In the long term, we envisage, as a general rule, upper sets being larger than those at the lower end of the ability range.

Groups in KS4 will vary in size but on current funding 15 is likely to be the minimum group size.

Affiliations and links.

As detailed in previous sections, with a view to developing Turing House School as a science, engineering and music specialist school, we intend to explore establishment of the following links among others.

Science & Engineering:

- National Physical Laboratory
- Other local schools, particularly Waldegrave Girls School for science projects and astronomy GCSE
- Space Education Programme (legacy programme)
- CREST Science Awards
- Friends of the River Crane Environment on environmental issues
- Bloodhound Education Project to create a Land Speed Record vehicle
- BP schools link scheme
- Arkwright Scholarships Trust for expertise and guidance in the technology and engineering curriculum
- Richmond Business Education Partnership

Music:

- Richmond Music Trust
- London Symphony Orchestra
- Musical Futures
- London Philharmonic Orchestra
- Royal Academy of Music

D3: Show how your staffing structure will deliver the planned curriculum.

- Initially, we will appoint a headteacher, two assistant headteachers (who would each lead a core subject for the first and maybe the second year) and a further subject leader for the remaining core subject.
- With an initial teaching staff of 10 (including the headteacher), the remaining posts will be on the Main Professional Scale (MPS). The financial plans show the appointment of a 0.25 FTE deputy head; this is to cover the cost of providing a Lead Specialist Adviser to the school.
- With classes taught in 6 groups for 30 periods per week the requirement for teaching periods is 180. 200 periods will be provided by the Head (4), 2 AHTs (2 x 13), a core subject leader (20) and 6 teachers (6 x 25). The surplus of 20 periods will enable flexibility of subject staffing, the possibility of smaller groups for DT and additional time for supporting students with SEND.
- This gives an overall Pupil Teacher Ratio of 15:1 (spreadsheet contains a modelling error and returns a lower value) and a teacher contact ratio of 60%. These figures are skewed by the diseconomy of the headteacher in particular. Disregarding the HT the figures are 16.7:1 and 67%
- Support staff will be appointed as indicated in the budget plan.
- At year 5, with a full complement of 11-16 pupils, we would envisage having 2 deputy headteachers, 3 assistant headteachers, 7 heads of faculty, 2 key stage coordinators, 7 2i/c subject / subject leaders and 19 MPS; a total of 41 teaching staff (including the headteacher), having built up gradually from the initial 10 teaching staff. There will be a similar increase in the non-teaching, administrative and support staff.
- In the seventh year of operation, with Year 12 and Year 13, there will be an extra key stage coordinator and a further 16 teaching staff, with a quarter of them likely to have a TLR allowance as a subject leader in post-16 provision.
- The gradual increase in staff (teaching and non-teaching) over the first years of the school, until it is full, is shown in the payroll section of the funding spreadsheet.
- We envisage filling responsibility posts as the school develops from a combination of internal and external appointments to ensure both a continuity of experience and school development, as well as taking advantage of a continued influx of new talent and experience.
- Specific responsibilities of the senior and wider leadership team will develop over the first seven years as the school grows and will be determined by matching the school's needs to the skill set of the staff in post and the opportunities of new appointments. Where possible we will aim to allow members of senior leadership to rotate and/or share areas of responsibility to ensure their continuing professional development.

D4: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.

Learning at Turing House will be organised so that students are fully supported in the classroom by teachers and support staff. For students with Special Educational Needs or Disabilities (SEND) and English as an Additional Language (EAL) a comprehensive structure of support will be offered both in and outside the classroom to ensure that all children have equal opportunity to reach their maximum potential. The details of this support are set out below.

The responsibility for the achievement and performance of all students, but particularly those with SEND, lies with the class teacher. This will be particularly true in the initial years when the school will not have the full complement of teaching assistants. The leadership and on-going effectiveness of the special educational needs coordinator (SENCO) will be crucial in ensuring

that students with SEND perform at their best. Turing House's approach to supporting students with SEND is based on:

- students' individual needs, including SEND, within a whole-school framework, is the responsibility of all staff in the school;
- providing each member of staff with training in SEND issues so that they will know how to draw on specialist support;
- each student being entitled to equal access to the curriculum which in itself is a crucial aspect of inclusion;
- the inclusion of all students from the outset including those who aren't categorised as having SEND such as gifted and talented (G+T) and those with EAL;
- welcoming and valuing diversity in all its forms within the school;
- ensuring that high calibre inclusion practice is embedded across the school removing barriers to learning whenever and for whomsoever they arise

We will work to ensure every student is competent and confident in the core skills of English/literacy, maths/numeracy, critical thinking and ICT. If this requires intervention, this will be quickly identified and acted on. Every student should be accredited in core subjects by age 16 or earlier.

ICT will be used to enhance learning in every lesson and be embedded securely throughout every curriculum subject. Students' ICT skills will be mapped across the curriculum to make sure that they are fully equipped to continue on to the next stage of their education or into the world of work. If there are concerns about the ICT development of an individual student there will be the opportunity for booster classes as part of the enrichment and extra-curricular programme.

Extra-curricular provision will be delivered when needed, including weekends, and will be a mix of learning support (to secure the highest possible outcomes in examinable courses) and the other enrichment activities.

Planning and delivery structures from Year 7 onwards will be informed by the ultimate requirements of GCSE or equivalent syllabuses and prior learning. Whilst cross-curricular links and skills are embedded in schemes of work, most learning will be delivered through traditional subject disciplines, as this is the current basis on which exit qualifications are awarded. Subject leaders will be able to track the 'vertical' development of the skills and knowledge to be externally assessed at age 16 and 18. Students with SEND will enjoy the full curriculum which will be appropriately differentiated at subject level. Some further reduction of the curriculum options may be necessary for a few students according to their identified needs – and in consultation with parents and other professionals.

Early identification of need and allocation of resources for students with SEND will be an essential starting point. The experience and skill of teachers from students' primary schools and the significant knowledge they have of individual student needs on transfer will play a fundamental part in decisions about provision in the school. The initial proposers have been advised by RET in this matter and their sponsor's successful strategies with SEND in secondary schools and academies. We understand that every subject department takes responsibility for differentiating the curriculum and teaching to meet the identified range of SEND assessed as present. Key features of Turing House's approach will therefore be:

- regular evaluations of progress and, where necessary, small group or individual work supported by expert practitioners;
- annual Reviews for SEND students integrated into whole-school reviews and the target setting cycle;
- judgements not made solely on category of need, but also on students' ages and starting points (baseline), alongside the time students with SEND have been receiving specialist support/been at the school to analyse progress;
- the ability to staff smaller groups of students as detailed in the curriculum model above,

though the needs of students will be met in mainstream lessons wherever possible;

- specialist teaching assistants and teachers will rarely be designated to individual students, but rather to subject departments (this model has been implemented in a number of schools and evaluated very positively by Ofsted);
- clear focus on literacy, numeracy, ICT and critical thinking skills development for all students, but especially for those identified with SEND;
- monitoring of the progress of micro-populations of students to examine outcomes for students with a wide range of needs, leading to decisions about next stages of appropriate support;
- actively involving parents and the identified students in the process of planning their individual support

The SEND policy will be developed with reference to The Green Paper (SEND - Support and aspiration: a new approach to SEN and disability) and the SEN Code of Practice, relevant legislation and subsequent guidance. We are aware that the Children and Families Bill will be introduced during the current session of Parliament and that the SEN measures in the draft Bill are scheduled to be published shortly. We are mindful of the changing position and will comply with the changes as they are introduced, particularly the strengthened position of parents in the choice of school for their children and fully involving parents in their children's education through the use of home/school agreements. All of this will be based on the current best practice in the other two RET Free Schools which is consistent with the recommendations in the Green Paper.

Students who have English as an additional language (EAL) will be supported in the following ways:

- personalised learning in lessons to focus on developing their reading, writing and spoken English skills;
- small group work where appropriate with trained learning support assistants;
- differentiated learning resources focusing on developing the skills of EAL learners;
- frequent monitoring of the progress made by EAL learners across all subjects;
- specialist support will be used, where necessary, to meet individual need

Students on the Gifted and Talented register and other higher attaining students will be challenged to meet their full potential through high-calibre differentiated tasks and activities and the consistent and very effective delivery of personalized learning. There will be the opportunity for particularly able students to take mathematics, further mathematics and three sciences before the normally expected point in Year 11. Students will also have the opportunity to study specialist subjects such as electronics or control technology as part of our specialist offer.

Turing House's early entry policy will be consistent with current research and will be guided by advice from the Russell Education Trust/Education London education advisers.

To support students with disabilities, we will ensure that:

- every aspect of the curriculum is accessible to students irrespective of disability;
- school buildings and facilities are designed or adapted to meet varied need;
- we meet the requirements of the Disability Equality Act;
- we are welcoming and proactive in meeting needs thereby ensuring that disabled students are not discriminated against or treated less favourably;
- we will involve disabled students and adults in our planning and seek out good practice in other secondary schools;
- we help students to learn and listen to their experiences and the views of their parents/carers;
- we are aware that children with disabilities are subject to disproportionate levels of bullying and we will actively prevent this through our behaviour management and anti-

bullying approach

D5: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.

We will measure ourselves against the Ofsted inspection framework and aim to meet the criteria for an outstanding school, defined by the progress of individual students and the teaching they receive, as outlined in the September 2012 Ofsted evaluation schedule:

“Taking account of their different starting points, the proportions of pupils making and exceeding expected progress are high compared with national figures. Pupils make rapid and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well. The learning, quality of work and progress of pupils, particularly those who are disabled, those who have special educational needs and those for whom the pupil premium provides support, show that they achieve exceptionally well. The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this.

In the contexts of both Ofsted and our vision for the whole school, our success will be measured by:

- the progress and attainment of students annually (with reference to national norms and progress measures);
- attendance and punctuality;
- the quality of teaching;
- breadth of curriculum and success of enrichment approach;
- student involvement and success in extra - curricular activities;
- levels of local community service among our students;
- the feedback received through student voice and parents’ questionnaires and interviews (with particular reference to happiness, enjoyment and freedom from bullying);
- the school’s own self-evaluation and external monitoring

The proportion of the London Borough of Richmond’s Year 11 students attaining 5 or more A*-C grades including English and mathematics in 2012 was 62% which is above the national average of 58.6%. In terms of students’ progress between Key Stage 2 and Key Stage 4 only three of the eight Richmond secondary schools were above the national average in 2011. However, for the LA the average was 4% above national averages in both English and maths but just below the average for outer London. In 2012 Richmond’s figures for 3 levels of progress in English and maths have fallen as have the national and Outer London averages.

The proposed 2018 performance targets for Turing House School will be:

- Attainment:
 - the proportion of Year 11 students attaining five or more A*-C grades including English and mathematics will be significantly above (+5%) the national average or the Richmond average – whichever is higher;
 - the proportion of GCSE grades at A and A* will be 45%
- Progress:
 - the proportion of Year 11 students achieving 3 levels of progress between Key Stage 2 and Key Stage 4 in English and mathematics will be at least 5% above the Richmond and national averages, whichever is higher;
 - the Key Stage 2 to Key Stage 4 value-added score will be at least 1015. (Significantly above the national average)
- Attendance:
 - there will be year-on-year targets for attendance but it is expected that it will be at least 95.5% for 2017/18
- A Level targets for 2020:

- the Level 3 Value Added progress measure (L3VA) will show that Turing House is significantly out-performing similar schools

It must be acknowledged, however, that these targets are provisional and may be adjusted when 2013 students' prior attainment has been received and analysed. It is also expected that government strategies will have a positive impact on the quality of teaching and learning over time which will lead to a rise in standards. It is therefore difficult to fully quantify a target at this stage.

The secure and robust educational vision for Turing House School, combined with a creative and appropriate curriculum, the high quality leadership of teaching and learning, and inspirational teaching, will ensure that the school meets these targets. Our expectation is that the quality of teaching as evidenced through formal lesson observations will never be less than consistently good and will often be outstanding.

The success of the whole school can only be measured by having a secure way of analysing the success of each individual student. The success and effectiveness of every teaching professional (and many support staff) must be fundamentally measured against the attainment, progress, behaviour and attendance of each group of students. This is the method by which the governing body will hold the headteacher to account and the headteacher will hold teachers and other staff to account. The governing body of the Trust will establish a cycle of performance review, including corporate compliance and finance as well as the fundamental delivery of good and outstanding teaching and learning. The performance review cycle will be designed to support the school so that it can be judged outstanding by Ofsted. This process will hold the headteacher and his/her staff to account, to achieve and maintain that goal. We will use the experience and expertise available through our partners in RET and their sponsors EL for departmental and whole school reviews, to ensure that we remain on track. However, although using an Ofsted style approach and indeed, using RET Ofsted accredited inspectors to carry out such reviews, the reviews will be diagnostic and focus on how things can be further improved or existing outstanding practice secured, rather than just reporting on performance and progress.

All students will have targets (referenced against levels in the National Curriculum/GCSE and A Level) for their performance in all subjects, which they will have discussed with their parents and their teachers. These targets will be based on prior attainment. Reviews of performance against these targets will also involve parents, students and teachers as part of a cyclical process. We will have a formal examination period, in summer, for all year groups, to test progress against targets. All staff will have access to and use the Management and Information System (MIS) to track and predict student performance, providing information to teachers and in turn to senior managers about subject level and individual progress. Student tracking information will be gathered every half term and will be used by teachers to inform their lesson planning and to set targets for individual students. Students and their parents will also have access to their own tracking data. This tracking system is currently being used successfully at Bristol Free School. RET lead inspectors have recently moderated the accuracy of marking and assessment data to ensure an alignment between internal and national standards and their view is that the system is highly effective and fit for purpose.

D6: Describe your admissions policy, confirming commitment to fair and transparent admissions practices.

The agreed admissions number for Year 7 of the school will be 150. That number of places will be offered in Year 7 annually.

Admissions Policy: Oversubscription Criteria

In the first year places will be allocated to those children whose parents/carers have expressed a preference for the school by submission of an application form to the school (online or hard copy) by the published deadline. In future years the application will be made through the Pan-London admissions scheme administered locally by the LA.

All children with a statement of Special Educational Need that identifies Turing House School as the named school will be offered a place.

If there are more preferences expressed than available places, they will be allocated in accordance with the following criteria in order of priority:

1. Children who are, or were, in public care, including those that have been adopted or been subject to a residence or guardianship order;
2. Children who have an exceptional medical or social need requiring attendance at a particular school rather than any other school. Such needs must be supported, at the time of application, by reports or letters from suitable professionals such as GPs, consultants or social workers. Circumstances cannot be taken into account unless information is provided at the time of application and failure to provide such information at that stage may therefore affect whether or not the children are allocated places at the preferred schools. All information submitted will be regarded as confidential.
3. Children who have siblings (by which is meant full, step-, half- and adopted siblings living in the same household) at the school at the point of admission;
4. A percentage (to be decided but 100% in 2014) of the remaining places will be allocated to children living closest to the admissions point* for the school, measured by the shortest route by road or maintained footpath, accompanied as necessary, from the middle (the "seed-point") of their home, out of the front entrance, to this point.
5. The other percentage (to be decided, but 0% in 2014) of remaining places will be allocated to children living closest to the school, measured by the shortest route by road or maintained footpath, accompanied as necessary, from the middle (the "seed-point") of their home, out of the front entrance, to the nearest pedestrian school gate used by the relevant year-group.

Notes:

- i) Any offer of a place on the grounds of proximity is conditional on the child being resident at the home address provided at the closing date for application. A business address, a childminder's address, or any address other than the child's home will not be accepted. Proof of address will be sought and may be the subject of further investigation.
- ii) Children with a statement of special educational need that specifies the school as the placement school will be allocated a place through a separate procedure, in accordance with the Special Educational Needs Code of Practice.
- iii) These criteria will apply to all applicants, regardless of where they live.
- iv) Late applications will NOT be processed until after all on-time applications.
- v) The school reserves the right to seek verification of the information parents have given on the application form and to withdraw places if false information has been given.
- vi) Operation of waiting lists: Where in any year the school receives more applications for places than there are places available, a waiting list will operate. This will be maintained by the

School and it will be open to any parent to ask for his or her child's name to be placed on the waiting list following an unsuccessful application. A child's position on the waiting list will be determined solely in accordance with the oversubscription criteria set (as applicable). Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria. The parents of students on the waiting list will be contacted twice a year to ensure that they wish to remain on the waiting list.

* our admissions point is at the intersection of two lines joining the four mixed community schools on the Middlesex side of the Thames; the first line from Twickenham Academy to Teddington School, and the second line from Hampton Academy to Orleans Park. The location is very close to Waldegrave School, on the border between South and West Twickenham, and close to Fulwell and North Teddington. (The Local Authority has indicated to us that Fulwell and North Teddington are likely locations of future school place shortages in some of its projections).

The position is also very close to two large community primary schools, Stanley and Trafalgar, from where many families have already registered for our school.

Post 16 Admissions

The first group of sixth form students will enter Year 12 in 2018. At this stage any admissions policy into post-16 education at Turing House School will be provisional because of possible national changes, but it is likely that:

- a student wishing to pursue an AS and A level course of study will need to have attained 6 or more subjects at grade B or above (including English and mathematics) at GCSE level;
- to be able to study a particular subject at AS or A level a student will be expected to have attained a B grade in that subject at GCSE

It is our intention to provide a school that serves the local community for which it is proposed – broadly defined as South West Twickenham, Fulwell, North Teddington and surrounding areas – and in which it will be located if it is established at the preferred site. We recognise however that the changing pattern of admissions that will be brought about by the LA's removal of the linked school policy and location on a different site might have to be considered once these decisions have been made. In those circumstances we would consult locally and with the LA about modifications to the core policy that we have set out above.

D7: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.

High expectations are fundamental to Turing House School and this goes far beyond academic/examination performance and into all areas of school life. We will promote values of kindness, tolerance, justice, and forgiveness through our policies and procedures. In planning our approach, we are mindful of the September 2012 Ofsted criteria for outstanding behaviour and students' safety:

“Pupils’ attitudes to learning are exemplary. Parents, staff and pupils are unreservedly positive about both behaviour and safety. Pupils’ behaviour outside lessons is almost always impeccable. Pupils’ pride in the school is shown by their excellent conduct, manners and punctuality. Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying and actively try to prevent it from occurring. Bullying in all forms is rare and dealt with highly effectively. Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs. All groups of pupils feel safe at school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to e-safety”.

When parents choose to send their child to our school, they will know that we have a distinctive ethos and that we demand high standards of behaviour and attendance, with substantial parental involvement in all aspects of school life being seen as an important part of achieving the high standards we desire.

We aim to explore every avenue as an alternative to exclusion, both permanent and temporary, in the unlikely event that behaviour is unacceptable.

We intend to open dialogue with all feeder primary schools to give us an early insight into any behavioural and attendance problems that have been faced. This will enable us to plan accordingly and have discussions with other agencies who will be involved such as the Education and Welfare Service (EWS). For students who have emotional and behavioural difficulties, we will work with Educational Psychologists so that every teacher is aware of advised strategies and the child's behaviour is closely managed.

Behaviour

Our behaviour policy will implement the latest advice from the DfE on behaviour and discipline, Ensuring Good Behaviour in Schools, most recently updated in September 2012 and will:

- promote good behaviour, self-discipline and respect in the context of our beliefs about the value of every individual – all pupils will show respect and courtesy towards teachers and staff and towards each other;
- seek to prevent bullying;
- fully involve parents in ensuring good behaviour in school, including the use of home/school agreements – parents will encourage their children to show respect and support the school's authority;
- ensure that students complete assigned work and take responsibility for completion;
- foster exceptionally good conduct of students;
- ensure every teacher will be good at managing and improving children's behaviour and that teaching and learning are of the highest quality (there is a significant amount of research evidence which identifies that when teaching and learning are high calibre the students are engaged and motivated and inappropriate conduct is rare – this will be a fundamental principle of our approach to teaching and learning at Turing House School);
- include the full participation in the London Borough of Richmond's Schools Inclusion Team protocols on Fair Access and Restorative Approaches to Conflict Resolution

Our policy will cover:

- the rights and responsibilities of students and school staff;
- clear expectations of student and staff behaviour and our need to care for one another;
- recognition of good behaviour and of logical consequences of inappropriate behaviour;
- working with parents to ensure the good behaviour of their children in school and in the surrounding community;
- arrangements for regular monitoring and evaluation of the policy at school and governing body level;
- an explicit rewards and sanctions protocol

Detail of the policy will follow the good practice developed in Bristol Free School which has resulted in exemplary behaviour through policy and practice developed by students and staff together. Incidents of poor behaviour will be dealt with on a case-by-case basis within a clearly understood framework rather than by a simple inflexible recipe of reaction and consequence. Sanctions will be used appropriately in context so that students, staff and parents have confidence in the justice of behaviour management. We firmly believe that schools are places where young people learn the good behaviours of a responsible citizen, through the examples set by adults and their peers and, sometimes, by the consequences that result from mistakes they make.

The school will seek to avoid exclusion, both fixed-term or permanent wherever possible. The policy will recognise, however, that there will be circumstances in which it is the most appropriate response both for the individual and the wider school community.

Attendance

The school's policy for attendance (and punctuality – to be understood in all cases below to be part of attendance policy) will create effective systems and procedures for encouraging regular school attendance, investigating and resolving the underlying causes of poor attendance, and for the early identification of persistently absent students and the prevention of their absence. An educational welfare officer will be contracted to work with targeted pupils whose attendance at primary school was below 95%, or whose attendance at Turing House is causing concern.

The school's policy will include sections on:

- procedures to record attendance;
- role of staff at all levels in implementing procedures and monitoring attendance;
- procedures for effective follow-up where attendance issues are identified;
- work with parents to ensure the good attendance of their children in school;
- arrangements for the regular monitoring and evaluation of the policy at school and governing body level.

The effective implementation of behaviour and attendance policies, together with the more general work of the school in ensuring that every student has the best possible learning experience, should ensure that student absence and exclusions of any sort are minimised.

We do not expect that bullying will be an issue but will take any incidents or suggestions of bullying very seriously. If a bullying incident is reported it will be addressed robustly and very rapidly. The anti-bullying policy will monitor incidents of bullying overall and specific types of bullying, including for example cyber bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, and gender reassignment or disability. The situation will continue to be monitored to prevent an incident reoccurring.

The outlined behaviour and attendance strategies will ensure that pupils are at all times present in school and no learning time is wasted because of low level disruption or inappropriate behaviour. Learning throughout the school will be purposeful and effective which will contribute to our vision of an outstanding school as discussed in section C1.

Safeguarding

Our safeguarding policy will adhere to statutory requirements and will ensure that all students will feel safe and free from any form of harm while they are in the care of the school. The maintenance of the Single Central Record will be the responsibility of the bursar and will record the names and details not only of current staff but also those who have left the school, and their destinations.

Child protection procedures will comply with those outlined nationally and by the Local Safeguarding Children's Board (LCSB). There will be a named and appropriately trained Child Protection Officer and Child Protection Governor. There will be annual staff and governor training and new staff who join mid-year will be provided with 1:1 training so that they are familiar with the school's protocols and procedures.

D8: If you are applying to set up a faith ethos Free School, a school designated as having a religious character, or one with a particularly distinctive educational philosophy and worldview, show how the needs of all children are fully provided for within the education plan.

Not applicable

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								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	150	242		161%	150	273		182%
Year 8					150	242		161%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	150	242		161%	300	515		172%

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.

E1: Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as the first choice for their child.

There were extensive discussions with the local authority and residents' groups. As outlined in Section C it soon became very clear that there was a demand for a new school in the Twickenham and Teddington area. A website was therefore set up to gather expressions of interest in places at Turing House School.

Our survey asked

- Do you support the vision for our proposed school? Yes/No (100% yes)
- Will you make this school the first choice for your child/children? Yes/No (75% yes)
- If no: Would you seriously consider making us your first choice? Yes/No (remaining 25% yes)

The data we gathered were

- Parent Information: name, email, address and postcode.
- Children's name, date of birth, year at primary school, primary school

After just four weeks of our initial campaign (Jan/Feb 2012) we had more than 1300 students "signed up" to the proposal and since then the numbers have grown steadily. Critically there is a high level of demand not just for the two founding years of the school but also for following cohorts.

Year	Initial submission	New total so far	Increase since initial submission	Oversubscribed by
Later		96		
2019		267		78%
2018		235		57%
2017		203		35%
2016		178		19%
2015	204	273	34%	82%
2014	180	242	34%	61%

Many of the parents in the current Year 5, who had already started to plan their choices for September 2014 are now corresponding with the proposers through the website, to find out when 2014 opening might be confirmed/approved. We anticipate that the number of first preferences for the founding and subsequent year groups will increase if our proposal is approved, and increase further again when our site is secured.

The great majority (99%) of interest has come from parents whose postcodes are within the Borough of Richmond-upon-Thames. The greatest interest has come from parents in postcodes close to our identified area of need and centre for admissions. This demonstrates that there is interest in and a need for a new secondary school in this area. Significantly, of the parents who have identified their children's current primary school, 5% are currently in independent education and have expressed their support for our vision and their intention to make it their first choice.

Map showing location of Year 5 pupils whose parents have registered (2014 intake)**Map showing location of Year 4 pupils whose parents have registered (2015 intake)**

E2: Demonstrate how you intend to reach out to the wider community including, where relevant, children from a range of backgrounds, faiths and abilities. Independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base.

We have made the proposal known and attractive to parents from disadvantaged families by:

- making it clear that our admissions relate to a community school with an inclusive ethos serving the Twickenham, Richmond and surrounding areas;
- holding parent forums, public meetings, delivering leaflets and talking face-to-face with children, parents and grandparents. Information on the website and published in the media makes it clear this is an inclusive school that will serve everyone in its community;
- following advertising in the local press, school newsletter, other media and the town centre we held two well attended information evenings to present our proposal in more detail and to answer questions;
- sending information about the proposal to all local primary schools;
- ensuring wide coverage in the local press with clear details of how parents/carers can find out more about the proposal and take part in the survey, either online or by using a paper copy;
- enabling parents and others to communicate and express their views via social networking sites such as Mumsnet, Twitter and Facebook;
- approaching all of Richmond's primary schools within the identified area of need and through them their parents;
- making it clear in all press releases and media comment that Turing House School will be an inclusive school, welcoming all members of its local community;
- speaking with local primary headteachers about our proposal and gaining support to leaflet outside the school, put information in book bags and in the school newsletters;
- discussing secondary admissions forecasts with officers from Richmond local authority and local parents' action groups, to corroborate the emerging shortage of local places in the area;
- engaging with officers from the Education Department of Richmond upon Thames

Council to verify that they are positively disposed to the principle of Turing House School being established and will support us to promote our admissions through LA publications alongside other local secondary schools after approval

During the time between our school being approved and actually opening we will:

- develop a strategy plan to ensure that all stakeholders and other interested parties are fully engaged with the process and kept up-to-date with progress;
- deliver a series of presentations to primary headteacher and Chairs of Governing Body meetings;
- ensure that all of our information is accessible to parents who might not speak English as their first language.

We are aware that many parents want an 'outstanding' comprehensive school available locally as a real alternative for those who would otherwise take up a place at a local secondary school. Richmond's eight community schools and academies are all relatively large and several had below average value-added in 2011. We believe that the introduction of a highly performing, smaller school in the Richmond area will have a positive impact on the progress and attainment in other local schools. We understand that until the growth in primary numbers comes through, there might be an impact caused by Turing House School on the neighbouring secondary schools in Richmond. However, given the increasing school population working up through the primary phase at present this issue will be transient and will be addressed in a very short time.

Turing House School will comply with the statutory requirements for Acts of Collective Worship. All students will be expected to attend unless there has been a specific parental request for non-attendance. Any students who don't attend an Act of Collective will be provided with additional study to complete during the time that is released by their non-attendance.

Although Turing House School will have no specific faith denomination it will welcome students of any faiths, and those who have no faith in exactly the same way. For example, school meal menus will be designed to meet the dietary requirements of students from any faiths and there will be the opportunity for specific faith gatherings at particular times of the faith year.

Section F: Capacity and capability

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

The Russell Education Trust (RET) will be the governing body of Turing House School. RET is an approved academy sponsor and a Multi Academy Trust (MAT). The members are Education London (EL), two individuals and the chairman of RET.

Roles and responsibility

1. The members of RET

The members established RET and its objects and appointed the directors and maintain this responsibility. In extremis, the members may take responsibility for removal of directors. Such removal should be notified to the Secretary of State. This is quite separate from the duty of any director to resign in circumstances prescribed by the Articles and other legal guidance. The members have a permanent duty to ensure that those with the appropriate skills and capacity are appointed to the board of the trust.

2. The RET Board

- Acts in partnership with the headteacher and its local governing body.
- Acts as a critical friend to the headteacher offering support and advice.
- Sets the strategic direction for the trust and individual academies and ensures through local governing bodies that the expectations of each community are reflected in that overall direction.
- Sets its standards and key targets.
- Agrees the planning, policy and budgetary framework for the academy.
- Monitors the achievements and outcomes of the academy in relation to the targets and success criteria set out in the School Development Plan, subsidiary action plans and in the Finance Plan, Financial Procedures, and school budget.
- Ensures processes for regulatory compliance.
- Keeps school policy and procedures under regular, cyclical review and emergency review in exceptional circumstances.
- Provides legal, financial, human resource, project management and school improvement support and training to the academy.
- Ensures there is appropriate professional support, advice and challenge in place for the Headteacher, so that the school's aims are realised and standards/targets met.
- Manages the performance of the headteacher.
- Agrees a scheme of delegation, which outlines the decisions and functions delegated to the local governing body, the headteacher or other individuals.

3. The Headteacher

- Acts in partnership with the MAT (RET) and the local governing body to lead and manage the school.
- Is the governing body's Chief Executive and Adviser and is a member of the headteacher committee of the RET board.
- Is responsible for the day-to-day management of the school; managing people; process; and resources.
- Is responsible for exercising all those responsibilities delegated by the RET board, the local governing body and the Secretary of State.
- Manages the school so that the aims and targets set by the MAT (RET) and the local governing body are met.
- Leads the school community by exemplifying the values and aims on which the school

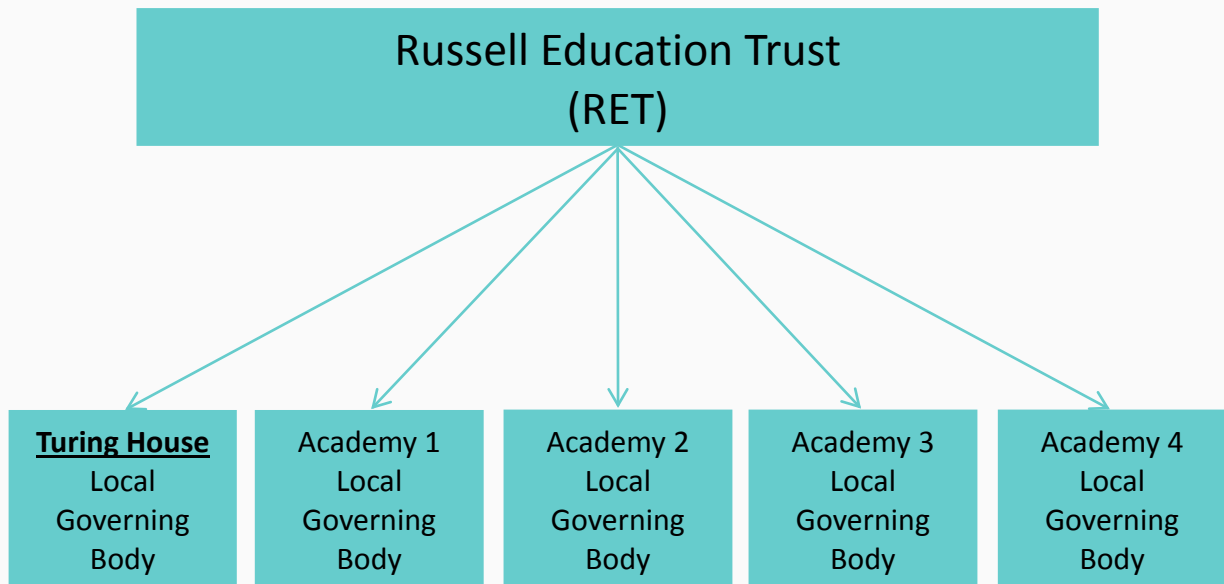
was founded; protecting and enhancing its reputation.

- Takes advice from the officers and advisers of RET and from the local governing body in matters delegated to them.

4. The Local Governing Body

- Represents the local community which the academy serves.
- Works with the headteacher to advise the RET board about its strategic direction and those actions necessary to fulfil the founding principles of the academy and its community.
- Carries out those functions delegated to it by the MAT including, but not exclusively, admissions, exclusions, child safety and protection, SEND provision, making staff appointments (with the exception of the headteacher), health and safety, agreeing a budget plan, operating within RET financial procedures, proposing and monitoring the school development plan (including quantitative and other targets).
- Holding the headteacher and staff to account for standards using the SDP and other mechanisms.
- Leads the academy’s specialism.
- Acts as a critical friend to the headteacher and RET board.

In the pre-opening phase the RET chief executive is the key decision maker but will delegate most day-to-day decision making and taking action to a Project Steering Group comprising a designated RET project manager with four members of the local governing body. The RET project manager will direct the RET project team and coordinate the work of other contributors in accordance with the project plan. S/he will regularly update the plan, review the work of the team, ensure resources are properly managed and alert the team, the shadow local governing body and the RET CEO to risk using an agreed risk register and alert system. The RET project manager will be the key link with the DfE until opening. The Headteacher Designate will join the PSG whenever possible after appointment, and permanently after taking up post.



F2: Show how you will access appropriate and sufficient educational expertise to deliver your vision.

- Understanding of the local educational environment and parental aspirations comes from the parents and community members who first proposed the academy.
- RET is the sponsor of the 11-16 Bristol Free School (*BFS*), which opened in September 2011, and Becket Keys Church of England School (*BK*) in Brentwood which opened in September 2012. We believe that RET's record so far illustrates our capacity and capability to deliver the vision and open on time despite enormous local challenges for the schools and the Department. Each school is supported by an RET Lead Advisor and specialist subject inspectors and expert teachers. The progress made at BFS is recorded in a visit of 9th December 2011 and 15th September 2012 by DfE. At the end of the first year students in all groups have made good or outstanding progress in all three core subjects, attendance was 97% and the school is heavily oversubscribed for September 2013, despite the fact that BFS is still in its temporary accommodation. Becket Keys opened successfully in September 2012 and early tracking shows that the pupils are making at least good progress in all core subjects. It too is heavily oversubscribed for September 2013.
- RET has the capacity to permanently support Turing House School through its corporate and educational services (finance, legal services, procurement, governance support, HR, insurances, H&S, corporate monitoring and quality assurance) as well as high calibre educational and standards support – see F2
- RET's sponsor is Education London, which is one of the country's leading school improvement organisations. EL's additional services are provided at cost to RET and its academies if needed. The company's specialism in raising standards among those from disadvantaged backgrounds was demonstrated by its success in working for the DfE (2007 – 2011) as the sole education services contractor for the London Challenge programme to improve the performance of London's lowest performing schools. EL is also well known for its work with schools and academies working towards outstanding from good and for their long term relationship with schools that have moved from challenging circumstances to outstanding. Five multi-academy sponsors have used EL to accelerate improvement in their academies.
- RET will (subject to project proposal approval from the Department) project manage the set up and opening of the school, as was the case with BFS and Becket Keys and is currently the case in the pre-opening of King's Church of England School in Brighton and Hove and St Andrew the Apostle Greek Orthodox school in North London. RET's project management team contains project managers with experience of setting up new academies and Free Schools.
- RET has a core team of education specialists and project managers, both delivering educational expertise to our new school projects and coordinating access to the additional support from within our own teams and from our partner schools and academies. By this method our schools have access to expert support in each secondary school subject and in every aspect of leadership and management. RET's understanding of ICT in the curriculum and the management of the school makes a big contribution to educational standards; and to the shared use of attainment and tracking data between teachers, pupils and their parents.

Time Commitments

1. The RET project management team and RET senior officers will commit project management resources as well as necessary buildings and ICT project management and liaison which fall outside Lot 1 and Lot 2. RET will allocate approximately 340 days to the project with between 280-300 assumed funding for Lot 1 and Lot 2.
2. Local governors and the members of the Project Steering Group will continue to contribute advice in relation to community relations, local marketing and local primary liaison. Four local governors are each prepared to contribute up to the equivalent of one day a week, between approval and opening, to remain on the shadow governing body, play a part in staff appointments, and carry out the tasks above. Two other members of the steering group, with experience of marketing and communications, are prepared to carry on committing time as required. There is a wider group of supporters for the proposal with an extended skill set who are willing to contribute time on an ad-hoc basis.

F3: Show how you will access appropriate and sufficient financial expertise to manage your school budget.

- RET has a team with substantial successful experience of dealing with every aspect of school finance and designing school budgets. This includes successful headteachers with responsibility for budgets up to [REDACTED] annually, Project Managers and LA officers responsible for much larger budgets. RET has a Finance Director and Head of Finance and Operations and an additional chartered accountant working as an accounts technician. They are also advised by Chartered Accountants, [REDACTED], who will monitor set up and provide audit.
- An RET Finance Manager will be assigned to the school at an early stage. S/he will work in conjunction with Project Manager and Headteacher Designate and RET advisers, to set up the required financial procedures as required in the Financial Handbook. RET's standard model procedures will be the basis of the procedures for the school. The school will be linked to the state of the art, web-enabled *PS Financials* system used by RET and many other multi-academy sponsors, so that compliance with the agreed financial procedures can be monitored on a day by day basis and reports regularly generated for the local governing body, RET Head of Finance and Operations and for audit purposes.
- RET will support the Headteacher Designate to appoint school based finance and administrative staff. Finance staff and the Headteacher will be trained by RET to understand the Financial Procedures and the RET scheme of delegation.

F4: Show how you will access other relevant expertise to manage the opening and operation of your school.

RET has experience in setting up two open secondary Free Schools (Bristol Free School - 2011, and Becket Keys Church of England Free School - 2012). RET is also opening a further two free schools in 2013: Kings Church of England School in Brighton and Hove and St Andrew the Apostle in North London, the first maintained secondary Greek Orthodox school in England. RET is staffed by experienced headteachers, Ofsted-trained inspectors and expert practitioners. RET has established a shadow local governing body trust so that the role of the local community is established and the considerable professional knowledge and expertise of the members of the parent support group is represented on the school's local governing body and at the RET board. Proposed members of the local governing body include:

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]

How work on this school will be balanced against the development of other RET Free Schools?

- Work on Turing House is already being balanced against the development of the existing secondary Free Schools, and the two other secondary Free Schools opening in September 2013.
- RET has planned its staffing and support to ensure that each of the existing four schools receives the support that it needs. We have extended our capacity and planned for growth by:
 - Appointing additional project managers and education advisers.
 - Appointing a chartered secretary to run our MAT clerking and legal support service.
 - Appointing an additional part time chartered accountant as an accounts technician for financial monitoring of existing schools.
- We are appointing a local governing body with significant professional capability.
- RET's central marketing, financial, HR and ICT functions have been developed in anticipation of a new Free School being approved. Our web based financial system was originally purchased with expanding capacity for ten schools, but that capacity has no current, negative implications for RET. Our legal advisers and accountants have confirmed capacity to support an additional school in the current round.
- RET has significant capacity to 'upscale' its school improvement and project management support through EL.

F5: Provide realistic plans for recruiting a high quality principal, other staff and governors in accordance with your proposed staffing structure and education plans.

Headteacher

We will appoint a headteacher who shares our vision as soon as possible in the run up to opening. We want to appoint our headteacher in Autumn 2013 or January 2014, to take up their post from April 2014 so that s/he can:

- play a full part in establishing Turing House School as a real choice for parents in the Richmond area who are attracted to our distinctive ethos, commitment to high standards and our wish to involve parents actively in every aspect of the school;
- establish a relationship with the parent and pupil body of our first intake as soon as s/he is appointed and before taking up post;
- firmly establish our school and his/her personal role in the local community;

- be involved with the RET project team, and our directors in the shaping of our curriculum, so that our vision is established through the curriculum at the very earliest stages;
- be involved in establishing the initial organisation of staffing and in all staff appointments (we intend to appoint our staff quite early in 2013, to get the best available and so they become involved at the earliest possible time in the detailed planning for the new school);
- firmly establish Turing House School as a member of the Richmond family of schools by talking and listening to all stakeholders;
- be involved with all aspects of the planning necessary to open the school in September 2013

We have discussed the process used by RET to select other Free School headteachers and we will seek to replicate it in a number of crucial aspects. This process has professional rigour and would enable all parties, including the initial proposers, to play a role in the selection. The whole process used by RET, including all materials used as part of the selection process, has been shared with and approved by DfE officials and advisers. Below is an outline of our planned process, which we would hope to begin soon after approval.

Process for appointment of Headteacher

- Advert, job profile, person specification and information pack for applicants drafted by RET (with approval from the RET HR adviser) and then discussed and approved by Shadow Governing Body. Appointments panel identified. Offers of informal discussion made again in the advert. Circulate all papers to the DfE Project Lead (PL).
- Advert placed in Times Educational Supplement (online and hard copy), local paper (if cost of this is not prohibitive), and on the school website. Appointment timetable drafted and approved. Whole application pack to be downloaded from the school's website and the application form and other requested items submitted to the school's administration area on-line.
- Collect generated responses.
- Long-listing by RET and then shortlisting both using consistent scoring against the job and person specification by the Shadow Governing Body appointments panel. The panel would enlist professional advisers from RET.
- The interview process will take place over two days. Shortlisted candidates will already have had the opportunity to undertake an initial site visit. **Day 1** at an 'outstanding' partner school of RET in a neighbouring LA. Candidates will all be observed teaching a Year 7 class followed by three panel interviews and a data or management paper exercise. The panels will be made up of Trust directors, RET advisers and perhaps the head of the partner school. The lesson observations will be carried out by RET personnel who are Ofsted-trained. **Day 2.** Final applicants will be given two exercises including a formal presentation and a long interview (90 to 120 minutes). Questions will be agreed and a 'scoring' system defined. The panel will consist of directors of the RET Twickenham Trust and additional advisers from RET. We would welcome DfE involvement in the actual appointment interviews, as was the case with Bristol and Becket Keys.
- We will run the whole process again if no candidate is chosen by the panel. This can happen at the end of Day 1 or Day 2. RET advisers will give detailed feedback to all candidates and collect feedback from them about our procedures, using a standard RET evaluation form.

Recruiting high quality members of staff

Principles and processes in the Pre-opening Phase.

- Keeping a high profile locally and nationally supports recruitment (258 applicants for 10 posts for example at BFS).
- Conduct a 'multi-matrix' shortlisting exercise with the headteacher designate so that the subject distribution among the three senior staff is kept open during the week of

assessment and interviews.

- Shortlisted candidates should all be observed teaching by an RET adviser/inspector (probably at a neighbouring primary school or an RET school partner nearby) and only those delivering a good or outstanding lesson be taken forward for interview. All core subject coordinator candidates will also be assessed on a pupil progress analysis exercise.

When open

- RET's experience of other schools starting with Year 7 only, is that the exact support and teaching staff recruitment strategy must be completely shared and understood by staff and governors. The exact subject and skills composition of the first cohort of staff informs the detailed planning for subsequent years' recruitment.
- The principles and processes for recruitment, with its emphasis on observed teaching will remain in place permanently, for all teaching and senior staff.
- Local marketing, especially a well maintained website and widely distributed prospectus, is aimed not just at parents and pupils but also at prospective staff. We will also invite any local teacher who is interested to visit the school in its first year of operation.

Section G: Initial costs and financial viability

G1: Provide accurate financial plans that are consistent with the rest of your application and based on realistic assumptions about income and expenditure.

██████████

G2: Show how the school will be viable by operating within the expected levels of funding available both during the post-opening period and when there are pupils in each year and G3: Show how the school will be financially resilient to reductions in income.

██████████

G4: For existing independent schools, show that the existing school has a good track record of financial management and explain any existing financial issues which could impact on becoming/establishing a Free School.

Not applicable

Section H: Premises

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

Our preference would be for [REDACTED] ('Building 1'), and its neighbouring buildings ('Building 2' and 'Building 3').

They are situated in the grounds of the [REDACTED], ([REDACTED]). This [REDACTED] would provide an inspirational setting for any school, but particularly ours with its Science & Engineering specialism. We intend to forge strong links with [REDACTED] outstanding educational outreach programme, and this location will allow us to maximise the potential of that relationship. It is also where Alan Turing, for whom our school is named, [REDACTED].

The site is adjacent to high calibre community sports facilities ([REDACTED]), and very close to the area where most interested parents live.

[REDACTED]

[REDACTED] activities were relocated to new buildings nearby. They were retained for their physical properties, which could not be replicated in the new buildings. However, we understand that they are now under-utilised for scientific activities. We anticipate that re-use of the site for a school would not prohibit continued scientific activity on a small scale, if the buildings' particular properties were required in future. In fact we would view some shared use of the facilities on that basis as a benefit to our students.

The freeholder for the site is [REDACTED] [REDACTED]

Alternative Options:

Sites suitable for secondary schools are rarely available in Richmond-Upon-Thames, and property prices are high. However, we have identified the following potential options for investigation:

[REDACTED]: [REDACTED] is the freeholder for these two large golf courses centrally situated within our area of interest. They are both leased to golf clubs, but we think it would be worth investigating whether there is some capacity for school use. They do not have any existing buildings. However we note that the nearby [REDACTED] ([REDACTED]) has recently been threatened with closure, so if that happens it may provide a partial solution.

[REDACTED] This large site is owned by [REDACTED]. It is used for college sporting fixtures, as well as being hired out commercially. We think it would be worth investigating whether the college might be interested in allowing partial use of the site for a free school.

[REDACTED]: This is an industrial site, of a good size, well situated within our area of interest. It is well known that [REDACTED] would like to move out of this location, as it is unsuitable for their operation. However, they currently do not have an alternative site to move to, so it is unclear when that will take place. It is possible that their move may be expedited if an offer was made for the site.

[REDACTED]: This site is not within our ideal area, but would be accessible by public transport.

It is a Grade II listed building, in extensive grounds, with sports facilities, and is currently occupied by the [REDACTED]. For a number of years they have been rumoured to be moving out. It is not clear if, or when, this will occur, but we think it is worth noting for investigation.

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).

© Crown copyright 2012

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence.

To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or e-mail: psi@nationalarchives.gsi.gov.uk.

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

This publication is also available for download at www.education.gov.uk/publications



Department
for Education