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**BRADFORD GIRLS'
GRAMMAR SCHOOL**

Co-educational 2-11, Girls only 11-18

BRADFORD GIRLS' GRAMMAR SCHOOL

**APPLICATION TO BECOME A FREE SCHOOL
FROM SEPTEMBER 2013**

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ISI Interim Inspection Report November 2009



Separate cover:

Financial Template – 100%

Financial Template – 90%

Bradford Girls' Grammar School Report and Accounts for the
16 months ended 31 December 2010

Bradford Girls' Grammar School Report and Accounts for the year
ended 31 August 2009

Executive Summary

Educational Vision (Section C)

Bradford Girls' Grammar School (BGGS) has a track record of high academic achievement since opening in 1875. 2010 A level results and 2011 A level and GCSE results were once again the best in Bradford.

An ethos that raises the aspirations and achievements of its pupils by providing a broad and balanced academic curriculum and exciting and wide-ranging extra-curricular activities.

A tradition of widening access to its high standard of education through Assisted Places and scholarship and bursary funding.

BGGS as a Free School would widen access, making its excellent educational provision available to children irrespective of their family's financial means.

Providing over 400 new school places in Bradford where there is urgent need with a growing population and thus restoring its school roll to its former capacity of 960 places.

Aims to work collaboratively with other Bradford schools to raise academic attainment in a city classified as an area of significant deprivation.

As an all-through school, increasing parental choice at primary, secondary and post 16 levels. The Nursery would continue to offer wrap around care for 3 and 4 year olds.

Education Plan (Section D)

The curriculum at BGGS in both the primary and secondary phases is constructed to educate pupils to the highest standards, meet the individual needs of pupils across the ability spectrum, prepare pupils for further or higher education and future career paths, and develop the self-assurance to make confident decisions and take appropriate risks.

The curriculum is extended and enriched through a broad range of events and activities, visits and residential experiences, competitions and sporting fixtures.

The organisation of pupils and the shape of the school day are important considerations in ensuring that the overall aims of the school are fulfilled.

Robust transition arrangements between years 6 and 7 support pupils of all abilities and from all backgrounds to enjoy a successful, enjoyable and fulfilling school career at BGGGS.

BGGGS will welcome students with special educational needs and in working with the LA and other appropriate professionals will make effective provision for all SEN pupils

Assessing and monitoring pupil progress and target setting at pupil, cohort, department and school levels will be a central theme in maintaining standards.

There are high expectations of Behaviour for Learning (BfL) and these standards will continue to underpin individual achievements and academic performance for all members of the school community.

BGGGS enjoys a range of strong relationships outside the school and will continue to promote and participate in other collaborations and partnerships within the local and wider communities.

Evidence of Demand and Marketing (Section E)

Evidence is provided that parents **would** send their children to Bradford Girls' Grammar School (BGGGS) as a Free School. As at 21 December 2012, the number of completed Evidence of Demand Questionnaires were 769, accounting for **1495** children of school age, **978** of which are not currently on roll who would be eligible to attend Bradford Girls' Grammar School as a Free School

For Reception and Y7 in both 2013 and 2014, demand exceeds capacity.

Completed Evidence of Demand Questionnaires continue to be submitted and currently stand at over 1000.

A section entitled 'further evidence of demand and interest' details enquiries and interest achieved in addition to completed questionnaires.

This is compounded by a substantial need for more school places in Bradford. As a result of a steep increase in the population from 2001, the city's population is expected to increase by **28%** representing an average annual increase of 5,500 per year by 2033. In addition, the districts surrounding Bradford Girls' Grammar School are ranked at 4.71% in the most deprived 10% of lower super output areas LSOAs in the country.

Community Engagement comprises a wide range of low cost marketing activity undertaken to ensure that every part of the local community is aware of BGGGS's application to become a Free School,

with PR taking a pivotal role in communicating the message via television, radio; and via the local, regional and national press. This culminated in an article published in the Telegraph & Argus on 18 January 2012 entitled *'School's "free" move is praised'* in which BGGGS was congratulated by [REDACTED], [REDACTED]. The school was also congratulated on its decision in the House of Lords.

Over and above its location, and highly targeted marketing campaigns, BGGGS currently has a number of facilities in place to ensure its attraction to pupils of all backgrounds and abilities, including pupils from deprived and/or disadvantaged families. These comprise an inclusive admissions policy, extended school day, and low cost holiday care. The school's facilities are already used by some 26 local community and sporting groups.

A four-phase marketing strategy ensures that, as a Free School, BGGGS continue to attract pupils after 2014 and will be at full capacity of 960 pupils by September 2016.

Organisational capacity and capability (Section F)

Bradford Girls' Grammar School Trust (BGGST), a Company limited by Guarantee was registered on 15 February 2012. The company number is 07951118.

Bradford Girls' Grammar School as an existing school has the benefit of a range of expertise, experience, commitment and loyalty in its existing governors and senior management.

An audit identifying the range of skills and expertise required to provide the capability and capacity to lead a school with the projected numbers of BGGGS as a Free School has been undertaken. Serious consideration has been given as to how we can recruit additional expertise and areas of specialism.

A proposed structure of governance has been devised comprising a governing body comprising 16 members, to include the Chair and Vice-Chair. Two members will be parent governors and two will be staff governors, representing the teaching and support staff in the school. In addition, there will be two ex-officio members, the Principal Designate and the Finance Director, who will also undertake the responsibilities of Company Secretary.

We have demonstrated how we have and can access the appropriate and sufficient financial expertise to manage our school budget.

The school has revised its structures to ensure that its leadership is fit for purpose and the school continuously looks for further improvement. It is intended to build on the existing leadership, staffing structures and cultures, which have been instrumental in the school's success to date.

BGGS has an outstanding Principal Designate and Senior Leadership Team. It is our intention that the current Principal Designate be retained following the transfer to Free School status, together with the existing Senior Leadership Team. Details of the robust appointment procedure of the current Headmistress are described, together with her CV.

The respective roles and lines of accountability of the company members, governing body and principal designate have been illustrated and explained in full.

Initial costs and financial viability (Section G)

BGGS as a Free School is financially viable and sustainable from opening at 100% and 90% capacity, as shown in both financial templates. These have been compiled using the information in the educational plan, translating the school's educational vision of offering a broad and balanced academic curriculum in conjunction with exciting and wide-ranging extra-curricular activities, into a viable financial route map.

To ensure that BGGS offers a proposal that is value for money, we have strived to eliminate the need for start-up funding. Sound financial planning, based on the indicated increase in pupil numbers in academic year 2012 -2013 should enable the school to progress to a level of operation in the year before opening that minimises the need for the funding.

In preparing the financial plans, contingencies have been built into each of the cost headings for non payroll costs, to provide flexibility and financial sustainability. Priority will continue to be given to expenditure directly related to teaching and learning, ensuring that pupil learning outcomes are not compromised.

In compiling a strong financial plan, the current management team has had much experience over the last 3 academic years in planning for contingencies and utilising flexibility to manage any unforeseen expenditure, and has achieved this without compromising the educational vision of the school.

In compiling the second plan demonstrating financial resilience, the reductions in expenditure that have been identified have been chosen to ensure that pupil learning outcomes are not compromised.

The assumptions used to compile the financial plans are based on experience of running BGGS as an existing school using benchmarking performance indicators where possible as evidence. The financial modelling for BGGS as a Free School has been developed using the experience of the current financial management team. Over the last three years, in the difficult economic climate, costs have been honed to

provide best value without comprising pupil outcomes and continuing to deliver excellent academic results.

BGGS has borrowings from Barclays Bank estimated to be at [REDACTED] in August 2013, primarily due to a falling roll and increased bursaries due to the economic climate and servicing borrowings on capital projects prior to 2009. It is expected to reduce these with the sale of Lady Royd, the former Prep School located adjacent to the main school site.

In becoming a Free School, the school is proposing four funding options for the new academy trust to acquire BGGS's land and buildings.

All four options provide excellent value for money, taking into account the alternative cost of acquiring and building a new school for 960 pupils and considering the outstanding and ever improving education that has continued to be provided by the school to its pupils over the last 136 years.

1. Funding for the outright purchase of the land and buildings for [REDACTED], estimated by Barclays Bank in December 2011 in an informal illustration, as the level of the borrowings from 1 September 2011.
2. Funding the purchase of the land and buildings for [REDACTED], estimated by Barclays Bank in December 2011 in an informal illustration, as the level of the borrowings from 1 September 2011, acquiring a first charge of the land and buildings by discharging the borrowings with Barclays Bank.
3. A lease/purchase of the land and buildings from the existing school trust over a period of 20 years. Payment of an annual sum for the lease would be equal to the annual capital and interest repayments of the borrowings. In an informal illustration prepared by Barclays in December 2011, an indicative annual sum of [REDACTED] was estimated.
4. A rental lease of the land and buildings from the existing school trust over a period of 20 years. Payment of an annual sum for the lease would be equal to the annual capital and interest repayments of the borrowings. In an informal illustration prepared by Barclays in December 2011, an indicative annual sum of [REDACTED] was estimated.

The viability of this option depends on the existing trust, Bradford Girls' Grammar School retaining its charity status, otherwise there could be considerable could be corporation tax liabilities.

N.B. The former Prep School, Lady Royd House, has been vacant since 2008 when the new purpose built Prep School was completed. It adjoins the main site but is separate with its own access and is currently being re-marketed due to the conditions of the last contract for sale, which have not been met.

To be prudent, the value of this land and property has not been included in the Free School application, as it is planned that this will be sold prior to September 2013. **This sale would reduce the estimate of overall borrowings with Barclays of [REDACTED], used in the options above.**

Premises (Section H)

Whilst consideration has been given to exploring alternative location options for BGGs as a Free School, there are overwhelming advantages to remaining on the current site

BGGs is situated approximately [REDACTED] km ([REDACTED] miles) northwest of Bradford City Centre. The surrounding area is predominantly residential and the majority of pupils will come from this local community.

The School comprises a main building, separate sports facilities, a purpose built sixth form college and extends to approximately 11,768 sq m (126,673 sq ft). To the south of the main building are sports fields comprising flood lit astroturf and grassed pitches. The Main School comprises a purpose built block, principally dating back to 1930s. There have been several extensions and additions since. Most notably are additions in the 1950s and 1970s, known as the 'Kent Wing'; the refectory in the 1990s and most recently a purpose built Prep School was constructed to the south of the Kent Wing in 2007.

The former Prep School, Lady Royd House, which adjoins the main site but is separate with its own access, is currently being marketed, as the conditions of the last contract for sale have not been met. This land and property has not been included in the Free School application as it is planned that this will be sold prior to September 2013.

Section A:
Applicant details and declaration

Section A: Applicant details

Main contact for this application Kathryn Matthews Principal Designate			
1.	Name: Bradford Girls' Grammar School		
2.	Address: <div style="background-color: black; width: 100px; height: 30px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 30px; margin-bottom: 5px;"></div> Bradford <div style="background-color: black; width: 100px; height: 30px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 30px; margin-bottom: 5px;"></div>		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">Please state how you would describe your group:</td> <td> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input checked="" type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input checked="" type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input checked="" type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other		
6.	If Other, please provide more details: N/A		
7.	<table border="0" style="width: 100%;"> <tr> <td style="width: 70%;">Has your group submitted more than one Free School application in this round?</td> <td> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8.	If Yes, please provide more details: N/A		
9.	<table border="0" style="width: 100%;"> <tr> <td style="width: 70%;">In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </td> </tr> </table>	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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
10.	<p>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:</p> <p>City of Bradford Metropolitan Council Children and Young People's Services, in particular the School Organisation and Place Planning Team who have provided contextual data to support our application and provided information and insight on the admissions procedure in the city. Mouchel Management Consultancy have provided a critique of the</p>		

	<p>application and contributed their experience in setting up academies.</p> <p>██████████ was appointed to project manage the application, is and will become a ██████████ of BGGGS Free School.</p> <p>Batley Grammar School, the ██████████ and ██████████ have provided support to the staff at BGGGS by sharing their experience of the application process. There is an opportunity to develop this further into project partnerships in the future.</p>	
Details of company limited by guarantee		
11.	Company name: Bradford Girls' Grammar School Trust	
12.	Company address: c/o Bradford Girls' Grammar School, ██████████, Bradford, ██████████, United Kingdom	
13.	Company registration number: 07951118	
14.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details	
Company members		
<p>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.</p>		
16.	Please confirm the total number of company members: 3	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	

Company directors

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

18. 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:

██████████ ██████████

2. Name:

██████████

19. Please provide the name of the proposed chair of the governing body, if known:

██████████

Related organisations

20. 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.

Yes
 No

21. If Yes, please provide the following information about each organisation:
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.

The existing trust, Bradford Girls' Grammar School (Company number: 7281806, Charity Number: 1137298) owns the land and buildings, which the newly formed academy trust, Bradford Girls' Grammar School Trust (Company number 07951118) would need to acquire.

The members of Bradford Girls' Grammar School Trust are also directors of Bradford Grammar School.

22.	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).	
	None	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	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
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	107454
27.	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:	394 girls age 2 – 18 boys age 2 - 11 960 at capacity
28.	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:	
	ISI November 2009 [REDACTED]	
29.	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: Department for Education Performance Tables [REDACTED]	
30.	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:	
	N/A	

**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: ██████████

Print name:

Date:

Section B: Outline of the school

Section B: Outline of the school

1.	Proposed school name:	Bradford Girls' Grammar School
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input checked="" type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	September 2016
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed BGGGS will be mixed 4-11 and girls 11-19
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

9.	If Yes, please specify the faith, denomination, etc of the proposed school:	Christian
10.	Postcode of the preferred site of the proposed school:	██████████
11.	Local authority area in which the proposed school would be situated:	Bradford Metropolitan District Council on its current site
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	N/A (Located centrally in Bradford)
13.	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. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education Vision

Section C: Education Vision Executive Summary

The key points in this section are as follows:

Bradford Girls' Grammar School (BGGs) has a track record of high academic achievement since opening in 1875. 2010 A level results and 2011 A level and GCSE results were once again the best in Bradford.

An ethos that raises the aspirations and achievements of its pupils by providing a broad and balanced academic curriculum and exciting and wide-ranging extra-curricular activities.

A tradition of widening access to its high standard of education through Assisted Places and scholarship and bursary funding.

BGGs as a Free School would widen access, making its excellent educational provision available to children irrespective of their family's financial means.

Providing over 400 new school places in Bradford, where there is urgent need with a growing population and thus restoring its school roll to its former capacity of 960 places.

Aims to work collaboratively with other Bradford schools to raise academic attainment, in a city classified as an area of significant deprivation.

As an all-through school, increasing parental choice at primary, secondary and post 16 levels. The Nursery would continue to offer wrap around care for 3 and 4 year olds.

Section C: Education Vision

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

C1.1 Set out clearly why you are seeking to establish your Free School. Please explain the key features of your school, including the proposed age range, curriculum, location and approach to teaching and learning

C1.1.1 Key features of Bradford Girls' Grammar School as a Free School

In a city where a good education is considered essential to improve life chances, increase equality of opportunity and promote tolerance, respect and understanding, as a Free School Bradford Girls' Grammar School (BGGs) will widen access to a school where these principles are embedded in its ethos.

At BGGs we focus on the individual and their development, adding value through a broad and balanced academic curriculum in conjunction with exciting and wide-ranging extra-curricular activities. We raise the aspiration and achievement of our pupils by providing challenge and opportunity, tracking their performance against their potential, celebrating their successes and providing support and strategies to help them with disappointments.

Our boys leave Lady Royd well prepared to take the next step to secondary education. Our girls benefit from the advantage of single sex education in BGGs senior school, not only achieving the best examination results they are capable of (2010 A level results placed us as the top school in Bradford and once again in 2011) but also having acquired the skills and confidence to make a valuable contribution to our 21st century society

C1.1.2 Proposed age range

As an all-through school, we will provide a first class education for girls aged 11 - 18 and for girls and boys aged 4 -11. In addition we propose to continue to offer a co-educational nursery for children from age 3.

The decision to end education for boys at the completion of their primary phase at BGGs is based on contemporary research and BGGs's history of providing excellent single sex education to girls in senior school for over 136 years.

There is significant research validating the benefits to girls of a single sex education from 11+.

A report by NFER found in 2002 that –girls at all levels of academic ability did better in single-sex schools than in co-ed schools. It also found that girls at single-sex schools were more likely to take non-traditional courses. A Government-backed review in 2007 recommended that the sexes should be taught differently to maximise results, amid fears that girls tend to be pushed

aside in mixed-sex classrooms. [REDACTED]

A study in 2009 by The Good Schools Guide, followed 700,000 girls and found that those who sat GCSEs in single-sex state schools all did better than could have been predicted by their scores at the end of primary school.

[REDACTED], who commissioned the research, says: –To disregard the evidence of this study would be a mistake. We never expected to see such a difference.¶

According to [REDACTED], although her research focuses on GCSE results, the findings hold true for sixth-form study too. –Attending a single-sex school is likely to have a positive impact on girls' academic performance up to the age of 18,¶ she says.

Research carried out by [REDACTED], from [REDACTED] and published in 2009, concluded that boys do best in a co-educational environment.

[REDACTED], [REDACTED], said: "All the research shows single- sex schools are good for girls but bad for boys – both in terms of academic performance and socialisation¶.

The full benefit of single-sex education for girls becomes apparent at the secondary phase for girls, and BGGs has a proven track record over 136 years of success. However, to offer a full co-educational provision at the primary phase provides boys with access to BGGs's education provision, excellent preparation for their entry to secondary education at 11+. BGGs will forge links with co-educational secondary schools in Bradford to ensure a smooth transition into year 7 for their male pupils.

Endorsement of the demand for single sex education for girls in Bradford has been provided by the Evidence of Demand Questionnaires. Those completed by prospective parents accounted for the overwhelming majority of potential pupils and 69% of the potential pupils identified in the questionnaires were girls. This is in line with the school's admissions policy - as a Free School, BGGs proposes to be co-educational from age 4 -11 and girl only from age 11 – 18.

C1.1.3 Location

BGGs is an existing independent school situated on a 17 acre, well maintained campus on the edge of Bradford city centre. The main school building is flanked by a sixth form centre, sports hall, Astroturf, tennis/netball courts and Lady Royd school and nursery for 3 – 11 year olds. The main building houses larger classrooms and retains a charming, traditional and purposeful atmosphere. Lady Royd classrooms adjoin the senior school and will be used in such a way that the 'all through' nature of the whole school can be exploited to enhance childrens' learning.

The school is enormously successful in the quality of education it provides and in the

excellent public examination results its students achieve. BGGs was established in 1875 (the first in the country) as an endowed grammar school for girls funded by public donation. Over the last 136 years it has continued to fulfil the ideals of senior girls' education, and more recently boys and girls up to the age of 11, expressed by its pioneering founders.

In 1936, the beautiful grounds and buildings on its current site were purchased and continue to be owned by the charitable trust. In more recent years these have been complemented by extensive facilities, most recently a purpose built Prep school and nursery for ages 3 – 11, replacing the original Lady Royd building and completed in 2008.

C1.1.4 Demand from the community

There is a significant desire in the local community for the educational experience BGGs offers but the increasing financial support requested has meant that, sadly, we have had to turn away a great number of pupils.

The school has a tradition of widening access to its high standard of education. It provided places to a significant number of pupils under the Assisted Places Scheme, receiving over [REDACTED] per year before its closure. This was augmented by the BGGs Trust and endowed funds, which together with additional funding from fee income, continued to provide financial assistance for an increasing number of pupils.

Whilst endeavouring to maintain a certain level of full fee-paying pupils over the last 10 years, demand for assistance has grown so that by 2010 the endowed funds were exhausted. Since then the school has continued to provide assistance, entirely out of fee income, and currently 117 pupils, almost a third of the school, receive bursarial support. However, this is not sustainable, despite rationalising the school's cost base.

The school is diverse culturally and socially and is not typical of the perception of an independent school. The Board of Governors and Headmistress see the Free School initiative as a means of offering the school back to the community making its excellent educational provision available to children whose parents cannot afford it, thus restoring its school roll to its former capacity of 960 places.

C1.1.5 Shortage of school places in Bradford

There is an urgent need for more primary and secondary school places in Bradford. Bradford Council's data in the appendices to this section demonstrate:

Primary - a year on year increase in the number of children below the age of 10 across the district. In schools within a 2 miles radius of BGGs, there is predicted to be a shortfall of over 700 places (5.5%) by academic year 2014 – 2015.

Secondary – from academic year 2014 - 2015 the requirement for school places exceeds the current net capacity. This is demonstrated by the shortfall in places available in secondary schools within a 3 mile radius of BGGs.

C1.1.6 Predicted growth in Bradford's population

Bradford's population data, which shows a steep increase in the population since 2001, with an average fertility rate of 2.3, compared to the national average of 1.9. Children aged under 15 comprise 25% (19% nationally) of the population in local wards and the city's population is expected to increase by 28% (an average annual increase of 5,500 per year) by 2033.

(Source: Bradford Joint Strategic Needs Assessment November 2010).

C1.1.7 Bradford's ranking as an area of deprivation

Bradford's diminishing economic fortunes now rank the districts surrounding BGGs at 4.71% in the most deprived 10% of lower super output areas LSOAs

(Source: [REDACTED]).

C1.1.8 Widening parental choice

In 2011, 21.3% of parents in Bradford were not awarded their first choice of secondary school. This compares with 15.4% nationally and places Bradford as one of the 10 lowest areas outside London.

C1.1.9 Contributing to raising levels of attainment in Bradford

The consistently high attainment levels of pupils. Excellent examination results, improving year on year; the best in Bradford in both 2010 and 2011:

2011 A level

49% were achieved at A*/A

More than three quarters (76%) were achieved at A*/A/B.

2011 GCSE

Almost half the grades achieved (48%) were at A*

43% of the year group achieved all A*/A

73% of the year group achieved 8 or more A*/A.

In the Appendices at the end of Section C:

C1.1.9 Table CT.7 shows how BGGs KS4 performance in 2010 tops the national average and the performance of secondary schools within 3 miles of BGGs.

C1.1.9 Table CT.10 shows how BGGs KS2 performance in 2010 tops the national average and the performance of the 9 primary schools with the closest geographical location to BGGs (less than 2 miles).

The school aims to work in partnership with other educational providers across the city to improve the educational provision in Bradford.

C1.1.10 Support from the community

It is against this background of successful achievement that BGGs is making this application for Free School status. BGGs's vision is to provide an opportunity to continue to provide excellent education and by restoring the school roll to its former capacity, of 960 places, opening access to many more families across Bradford. It will increase choice for parents and as an all through school would be a new and exciting part of the Bradford Metropolitan District Council's admissions portfolio.

The existing school has established a positive line of communication with the [REDACTED] ([REDACTED]). Both the [REDACTED] ([REDACTED]) and local [REDACTED] ([REDACTED]) have expressed overwhelming support for this application as have the responses from families in Bradford as evidenced through the demand questionnaires.

Empirical evidence is included within the appendices at the end of this section

C1.2 Identify what will make the school distinctive in its vision and ethos and how this has informed the education plan

In a city with 'historical educational underachievement' (DfE spokeswoman quoted in the Yorkshire Post 5 September 2011) and significant levels of deprivation and disadvantage, BGGs will be accessible to all and will promote a culture of aspiration and achievement. It will provide excellent academic standards and have high expectations of all pupils. It will have a traditional approach to education whilst embracing new educational developments where complementary to existing practice. We will provide a first class education for girls aged 11 - 18 and for girls and boys aged 4 -11, which will reflect the school's values and ethos: ***Aspire Succeed Lead.***

Families continue to move out of the Bradford Metropolitan District to access high quality educational opportunities and BGGs aims to halt this drain and provide high standards of academic achievement with a traditional core, accessed through the use of modern technologies. BGGs will be a melting pot of pupils from different social backgrounds, learning to live, support and work with each other. BGGs firmly believes in the need for an all girls' school here in Bradford for two reasons. Firstly in the context of Bradford it fulfils a parental need and secondly, the school believes that single sex education for girls gives them the academic freedom to try out new learning opportunities and the personal freedom to be themselves a little longer. BGGs wants all pupils both in Lady Royd and the senior school to blossom, bloom and grow both academically and emotionally.

At the heart of the Governors' vision for the Free School is the desire to provide the highest standard of an holistic educational experience for its pupils. Promoting community cohesion and engaging with the local community will be paramount. The Board of Governors will actively promote equality of opportunity, eliminate discrimination and foster good relations and the removal of prejudice through the promotion of mutual understanding and tolerance. Its aim will be to build on the success of the last 136 years and continue to provide the highest standard of education for the children from the Bradford district.

BGGs will promote a lively interest and enthusiasm for learning, which will be differentiated, ensuring that learners understand their targets and are supported to achieve them. Focused pupil-centred learning will be at the heart of a traditional, largely academic curriculum where learners will be encouraged to be independent.

The educational vision:

Places high achieving students at the heart of the learning community with parents/carers engaged as active partners.

Builds and extend past achievements and best practice to ensure continued high aspirations and future success.

Uses the curriculum to secure standards, sustain community cohesion and ensure that pupils recognise the part they could play as global citizens.

Pupils will be:

Independent, and successful learners who enjoy learning, make progress and achieve.

Self-assured, confident individuals, with a range of skills that will enable them to live safe, healthy and fulfilling lives.

Responsible citizens who make a positive contribution to society.

Staff will:

Use data pro-actively to challenge students to reach their full potential.

Continue to ensure the classroom atmosphere shows students that learning can be enjoyable, challenging and rewarding.

Deliver outstanding lessons that stretch and excite intellectual curiosity.

C1.3 set out your aspirations for the achievement of individual pupils and the school as a whole and why these targets are appropriate

BGGS will be committed to inspiring the next generation of women leaders, supporting them to succeed and go on to be leaders in their own field. BGGS will deliver an outstanding education and will raise the attainment levels of all pupils. The school will work to ensure that pupils have the capacity and confidence to control the future directions of their lives and that where difficult and/or life choices arise, the ability to make appropriate and life affirming decisions. Working in harmony with parents/carers, we aim to ensure that when pupils leave us at the end of Year 13, they will be equipped with the personal and academic skills, knowledge and qualifications to meet the challenges of the 21st century. Our Year 7 leavers will continue to be well prepared for their entry into the secondary phase of their education.

The Free School's Development Plan from September 2013 will aim to ensure that the new school has its plan for learning and leadership in place at the outset. The school's transition plan will ensure that from day one pupils, their parents/carers and staff know and understand what is expected of them. High standards and expectations will be the norm. BGGS will continue to foster a sense of belonging, based on a student-centred approach that raises aspirations, promotes self-confidence and engenders a sense of pride. To support a successful educational experience for all its pupils, BGGS will also focus on:

The Core Skills: Literacy is the key to accessing the full curriculum. While there will be a clear focus on high quality teaching for students of all abilities, the school will ensure a rigorous approach is maintained towards to the development of literacy and numeracy skills where needed.

An ICT Rich Environment: Teaching and learning will be supported, extended and enhanced by a technology rich environment using the latest, appropriate technology. Use of technology is 'second nature' for students and the technology environment will build on their knowledge to provide a cutting edge learning environment. BGGs will work closely with local universities and colleges and employers to ensure that pupils develop a range of high level ICT skills which are of direct relevance to future learning and the employment market.

Enhanced Community Provision: BGGs will also work closely with the local community to offer community/business use of facilities such as all-weather playing fields and ICT/technology studios. Raising aspirations of both pupils and parents will be vital and bringing the 'outside' world into the school to share expertise and shows what possibilities are available. BGGs will support the emotional well-being of its learners (and their parents/carers) and it will work closely with the extended services of the Every Child Matters Agenda.

Parents: An integral part of the vision is the need to enhance relationships with parents/carers. They have been fully informed about the potential transition to Free School and are fully behind this proposal. BGGs is aware that its changing intake will require new systems and support mechanisms for its learner community. The school is keen to ensure that parent/carers are fellow creators of the new vision for the school. The current House system will continue to foster contact so that home and school work in synergy for the benefit of the young person. This relationship with the family will be further enhanced by having siblings in the same House. The use of ICT will be crucial to be able to establish contact with those families who are 'hard to reach' by offering an enhanced range of opportunities for contact via the Internet using online interactive facilities, email, SMS and mobile phones. The Free School will aim to become the school, which is the natural first choice of local parents and pupils because of the excellence of its provision and its safe and caring environment.

Post 16 Responsibilities and Opportunities: Key to raising expectations, ensuring pupils aim high and continuing the current success of the school will be the Sixth Form. This is an integral part of the vision, to provide an unbroken education from age 4, and it will offer learners an extension to their current pathways in familiar surroundings. As now, it will be an expectation that pupils will progress into the Sixth Form unless an offer from another provider more closely matches the needs of an individual learner. BGGs is keen to play its part in supporting the Government in its commitment to raise the participation age to 18 by 2015. BGGs is also eager to make a significant contribution to the regeneration of the community through increasing the skills and qualifications of young people in the area. Sixth Form students will be both role models for younger pupils and the public face of the Free School within the local community. Students will be encouraged to play a full role in the development of the Free School and, as ambassadors for life-long learning, will be encouraged to study independently. Post 16 students will be members of a House and their role within it will be crucial.

The continuation of high standards, excellent teaching, a broad academic curriculum, wide-ranging opportunities for leadership are at the centre of the BGGs vision. Individual learners' progress will be tracked assiduously so that they achieve their potential within an environment that nurtures and cares. When they leave the school after Year 13, learners will be self-assured, independent thinkers and confident decision makers able and willing to play their part within both the local and wider communities.

The Free School will have an all ability intake of pupils who will be offered an excellent education by deeply committed staff. In addition their academic life will be enriched through a wide and varied programme of extra-curricular experiences and activities. When they leave school, learners will be able to act independently, take risks and be confident to take on personal challenges. BGGs will equip young people with the qualifications and self-assurance to make choices that are right for them and their future. Aspirations will be high, excellent standards of behaviour will be expected and relationships between all members of the school community will continue to be mutually respectful.

Academic Performance Targets

Academic Measure	Target%		
	2013	2014	2015
Level 4+ in English at KS 2*	96	96	96
Level 4+ in Mathematics at KS2*	82	82	82
% making expected levels of progress in English between KS2 and KS4	100	100	100
% making expected levels of progress in mathematics between KS2 and KS4	100	100	100
GCSE A* - C	100	100	100
GCSE A* - C (inc Mathematics & English)	100	100	100
Achievement of e-Bacc	95	95	95
A level A* - B	75	75	75
Progression to Higher Education	91	91	91
Attendance	93	94	95

*These figures are based on KS2 three year averages from 2008/9, 2009/10 and 2010/11.

Public Examination results and Key Stage 2 data will reflect the level of success in achieving these targets.

It is acknowledged that the numbers of children with EAL may fluctuate year on year and that this may impact on academic targets until the school admissions policy is firmly established.

C1.4 explain how the particular ethos of the school will be reflected in its curriculum

The curriculum will be a traditional model providing pupils with a broad and balanced base from which to launch themselves into their chosen specialised career paths. All subjects will be delivered through a challenging and relevant academic curriculum. Highly qualified teachers will maximise potential and celebrate success in class sizes where every pupil will be known. The Free School will offer state-of-the-art ICT and computing facilities and every pupil will be encouraged to develop Information literacy skills of the highest order, so that they will possess these as a life skill and become a valuable asset in today's highly competitive employment markets.

BGGS is fully aware of the challenges that young people and their families in the local community face and BGGS hopes to play its part as a hub for the community and a beacon of excellence. The school firmly believes that education is the means by which the community can access a better standard of living, reach emotional fulfilment and BGGS will support pupils to face the complexities of life beyond school. The school will play its part in reducing the number of NEETS. The school sees its role not only to provide opportunities for academic excellence but also to provide opportunities for leadership and team building; providing a safe and secure environment in which pupils can take risks, safe in the knowledge that their school is there should they falter and fall on the way. The pupils will continue to combine a genuine commitment to learning with a desire for academic success and a seemingly inexhaustible participation in extra-curricular visits, activities and sports fixtures.

BGGS has always believed in helping pupils to become rounded individuals and the school will continue to enhance the educational experience provided through a structured enrichment programme and a wide range of extracurricular activities. House and sporting activities provide opportunities for healthy competition. A far reaching extra-curricular programme will offer pupils, staff and parents the opportunity to establish relationships outside the classroom, as well as further opportunities for pupils to find areas of interest or achievement.

Personal development will be fostered through various opportunities to make a contribution to the wider community. Pupils, parents and staff will work together to maintain strong relationships in an environment characterised by mutual respect and underpinned by excellent standards of behaviour. Highly qualified teachers will maximise potential and celebrate success in class sizes where every pupil will be known. The Free School will place great importance on the personal and professional development of all members of staff with particular emphasis on middle leaders and the senior leadership team (SLT).

Nurturing and knowing pupils well will be key and the school starting at age 4 will ensure that a loyal partnership is built up between school and home. BGGS will continue to ensure that all parents/carers have pride and a genuine sense of commitment to the school's continued success. The school prides

itself that its relationships within school are characterised by mutual respect, good humour and a strong commitment to jointly agreed outcomes. BGS will recognise achievement and celebrate achievement in all its forms. The current culture of praise and reward will be further developed and a sense of responsibility for self and others will be clearly evident.

Section C: Appendices

C1.1.5 Shortage of school places

Primary – Age demographic, all district postcode summary

Table CT.1 demonstrates the increased birth rate and future requirement for primary school places across the Bradford metropolitan area

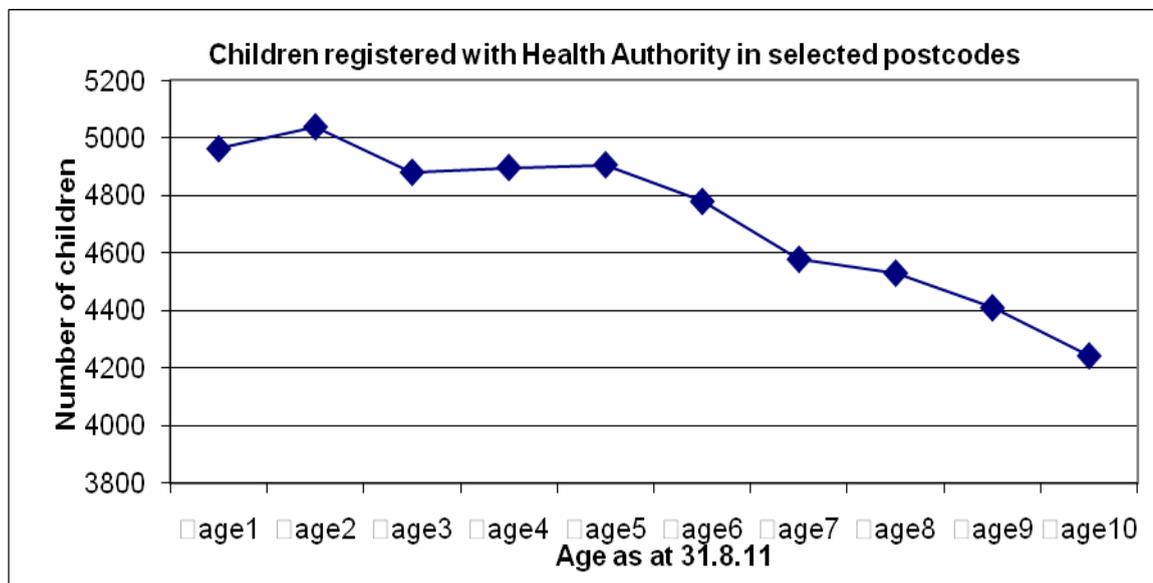
Postcode	Age 1	Age 2	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10
BD1	78	58	46	57	44	30	41	22	27	29
BD10	356	355	364	322	318	312	318	310	263	306
BD11	2	1		1		1	2	2		1
BD12	186	174	194	174	183	181	154	167	172	192
BD13	293	299	310	255	289	269	271	248	302	281
BD14	110	90	86	113	98	93	108	99	108	115
BD15	259	247	231	243	228	269	215	211	209	218
BD16	332	277	302	263	266	292	282	263	266	228
BD17	188	166	195	188	162	191	168	160	172	122
BD18	378	399	368	390	382	350	361	364	327	289
BD2	469	457	429	465	442	450	424	404	391	379
BD20	265	263	297	261	273	252	264	252	249	261
BD21	519	549	516	486	479	455	458	480	421	377
BD22	373	310	323	365	322	363	321	319	300	340
BD3	726	770	756	793	784	735	692	672	726	687
BD4	554	578	523	530	501	499	401	420	390	367
BD5	722	723	708	661	686	623	589	598	592	527
BD6	448	428	460	437	465	389	434	396	384	352
BD7	640	725	648	685	676	661	674	642	592	561
BD8	752	773	783	698	768	719	645	676	622	613
BD9	574	577	569	586	576	587	588	601	577	626
LS29	314	316	335	364	336	349	351	355	340	346
Grand Total	8540	8535	8445	8338	8278	8071	7762	7663	7430	7218

BD9 highlighted as it is the postcode within which the school sits

**Source: provided by Bradford Council Department of Children's Services
December 2011**

Graph CG.1 and Table CT.2 demonstrate the increased birth rate and requirement for places at primary schools within a 2 miles radius of BGGs

Age Demographic - postcodes of primary schools within 2 miles of BGGs



Postcode	Age 1	Age 2	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10
BD2	469	457	429	465	442	450	424	404	391	379
BD3	726	770	756	793	784	735	692	672	726	687
BD5	722	723	708	661	686	623	589	598	592	527
BD7	640	725	648	685	676	661	674	642	592	561
BD8	752	773	783	698	768	719	645	676	622	613
BD9	574	577	569	586	576	587	588	601	577	626
BD14	110	90	86	113	98	93	108	99	108	115
BD15	259	247	231	243	228	269	215	211	209	218
BD16	332	277	302	263	266	292	282	263	266	228
BD18	378	399	368	390	382	350	361	364	327	289
Total	4962	5038	4880	4897	4906	4779	4578	4530	4410	4243

BD9 highlighted as it is the postcode within which the school sits

Source: provided by provided by Bradford Council Department of Children's Services December 2011

Table CT.3 demonstrates the immediate need for places at primary schools within a 2 miles radius of BGGs

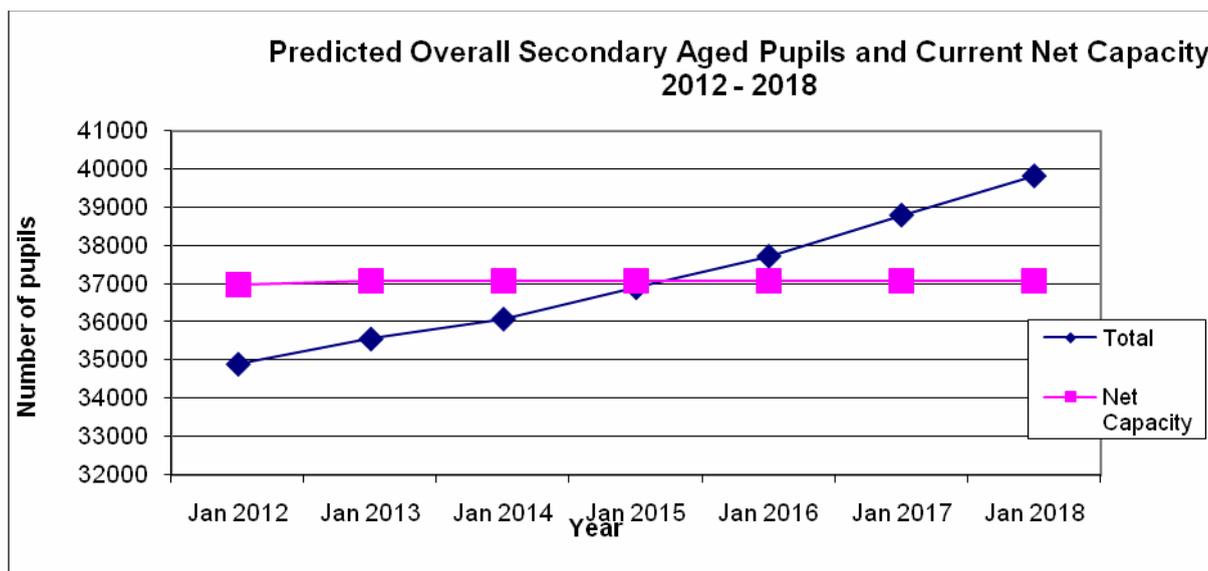
Primary Schools within 2 mile radius of BGGs showing actual and predicted pupil numbers

Locality	Current Pupils	Current Places	Planned Places Incremental each year by 30	Forecast 2012/13	Forecast 2013/14	Forecast 20/1415
Bradford East 3	471	450	630	503	536	561
Bradford West 1	398	420	420	413	422	421
Bradford West 2	206	210	210	198	200	203
Bradford South 2	290	240	420	322	347	375
Bradford West 1	416	420	420	422	420	420
Bradford West 1	241	210	210	226	205	190
Bradford West 3	421	420	420	422	430	432
Shipley 2	418	420	420	416	418	420
Bradford West 3	495	480	630	525	553	582
Bradford West 3	419	420	420	414	418	424
Bradford West 2	399	420	420	410	411	415
Bradford West 1	425	420	420	429	428	425
Bradford West 2	576	630	630	625	626	628
Bradford West 2	639	630	630	639	637	634
Bradford West 2	411	420	420	417	417	418
Shipley 1	314	345	420	355	369	387
Bradford South 2	415	420	420	422	421	421
Bradford West 3	596	630	630	632	638	638
Bradford East 3	305	270	420	338	368	401
Bradford West 2	445	450	630	499	532	568
Bradford West 1	266	315	420	270	271	266
Bradford West 3	500	525	525	522	522	522
Bradford West 2	451	420	420	449	449	449
Bradford West 2	446	420	420	444	444	415
Bradford West 2	465	480	630	503	533	562
Bradford West 2	402	420	420	414	414	414
Bradford East 1	197	210	210	205	210	210
Bradford West 3	454	480	630	479	509	541
Shipley 2	307	315	315	313	313	314
Shipley 1	203	210	210	203	202	202
Bradford South 2	255	240	420	274	293	322
Bradford West 2	393	420	420	412	413	414
Bradford West 1	211	210	210	212	210	210
Bradford West 2	208	210	210	210	210	210
Bradford West 1	261	280	420	262	290	307
Bradford East 3	339	310	280	315	307	311
Bradford West 1	235	210	210	195	199	196
Bradford West 3	392	420	420	410	415	415
Bradford West 1	209	210	210	210	210	210
Shipley 1	218	210	210	212	211	210
Bradford West 1	205	210	210	208	207	208
Bradford West 2	407	420	420	411	411	414
Bradford East 2	412	450	630	473	516	559
Bradford West 1	587	630	630	608	608	608
	16323	16550	18340	16841	17163	17452

**Source: provided by Bradford Council Department of Children's Services
December 2011**

Graph CG.2 and Table CT.4 demonstrate the overall capacity of secondary school places across the Bradford metropolitan area and predicted secondary age children 2012 - 2018

Secondary – District wide overall capacity and predicted secondary age pupils 2012 - 2018

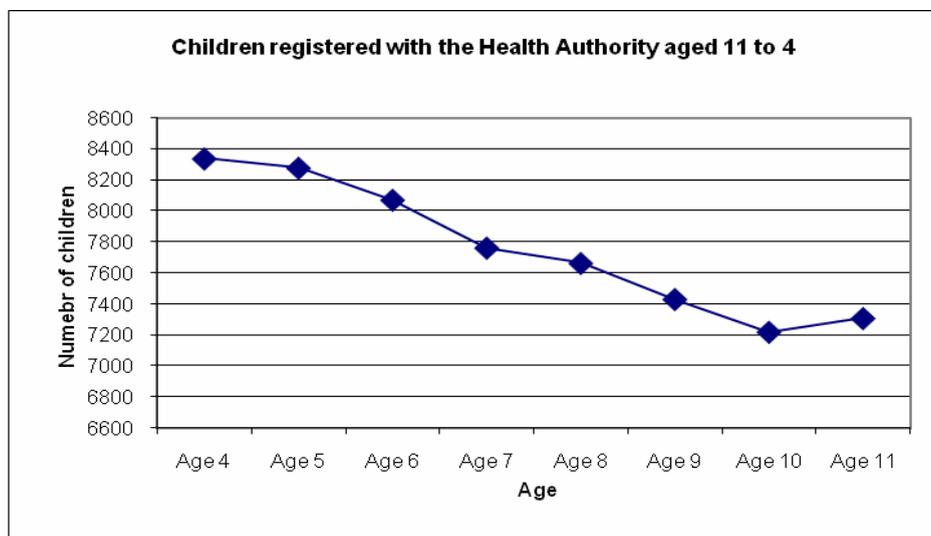


LA	NCY7	NCY8	NCY9	NCY10	NCY11	Post 16 Year 1	Post 16 years 2/3	Total	Net Capacity
Jan 2012	6066	5879	5742	5673	5583	3479	2481	34903	36977
Jan 2013	6214	6099	5912	5775	5706	3440	2413	35559	37075
Jan 2014	6336	6181	6066	5879	5742	3488	2390	36082	37075
Jan 2015	6501	6336	6181	6066	5879	3524	2417	36904	37075
Jan 2016	6588	6501	6336	6181	6066	3609	2445	37726	37075
Jan 2017	6931	6588	6501	6336	6181	3760	2504	38801	37075
Jan 2018	7047	6931	6588	6501	6336	3810	2614	39827	37075

Source: provided by Bradford Council Department of Children's Services December 2011

Graph CG.3 and Table CT.5 demonstrate the increased birth rate and requirement for places at secondary schools within a 2 miles radius of BGGs from 2011 - 2018

Secondary - Age demographic, all district postcode summary



Postcode	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11
BD1	57	44	30	41	22	27	29	35
BD10	322	318	312	318	310	263	306	334
BD11	1		1	2	2		1	1
BD12	174	183	181	154	167	172	192	168
BD13	255	289	269	271	248	302	281	242
BD14	113	98	93	108	99	108	115	169
BD15	243	228	269	215	211	209	218	196
BD16	263	266	292	282	263	266	228	275
BD17	188	162	191	168	160	172	122	200
BD18	390	382	350	361	364	327	289	308
BD2	465	442	450	424	404	391	379	405
BD20	261	273	252	264	252	249	261	271
BD21	486	479	455	458	480	421	377	425
BD22	365	322	363	321	319	300	340	336
BD3	793	784	735	692	672	726	687	633
BD4	530	501	499	401	420	390	367	379
BD5	661	686	623	589	598	592	527	522
BD6	437	465	389	434	396	384	352	370
BD7	685	676	661	674	642	592	561	537
BD8	698	768	719	645	676	622	613	596
BD9	586	576	587	588	601	577	626	539
LS29	364	336	349	351	355	340	346	366
Grand Total	8338	8278	8071	7762	7663	7430	7218	7307

BD9 highlighted as it is the postcode within which the school sits

**Source: provided by Bradford Council Department of Children's Services
December 2011**

Table CT.5 demonstrates the current places available at secondary schools and the growth in predicted numbers

Senior Schools within a 3 mile radius of BGGs showing actual and predicted pupil numbers

SCHOOL	Current Pupils	Current Places	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Aire Valley School	825	1183	921	972	1044	1113	1176	1214
Beckfoot School	1629	1656	1657	1697	1741	1781	1847	1881
Belle Vue Boys' School	585	727	615	620	629	637	648	663
Belle Vue Girls' School	1136	1052	1233	1284	1332	1367	1412	1450
Bradford Academy	1270	1080	1226	1264	1300	1333	1380	1418
Buttershaw Business & Enterprise Coll	1550	1610	1586	1626	1662	1725	1761	1828
Carlton Bolling College	1493	1526	1464	1480	1493	1507	1539	1585
Challenge College	961	1047	977	998	1022	1039	1060	1077
Dixons Allerton Academy	1249	1440	1303	1373	1430	1467	1511	1556
Dixons City Academy	1100	990	1113	1123	1138	1150	1179	1202
Feversham College*	637	707	647	664	682	705	723	755
Grange Technology College	1816	1827	1859	1884	1904	1916	1971	2048
Hanson	1785	1980	1817	1821	1839	1884	1925	1959
St Bede's Catholic Grammar *	1391	1011	1150	1136	1145	1165	1190	1209
St Joseph's Catholic College *	1399	1093	1119	1101	1108	1113	1136	1149
Thornton Grammar	1521	1718	1574	1617	1652	1673	1724	1774
Titus Salt School	1473	1520	1433	1424	1416	1412	1420	1462
	21820	22167	21694	22084	22537	22987	23602	24230

* Expansion of building being undertaken
Excludes Kings Science Academy, admission number 160, opened September 2011.

**Source: provided by Bradford Council Department of Children's Services
December 2011**

C1.1.6 Population Growth in Bradford 2008 - 2033

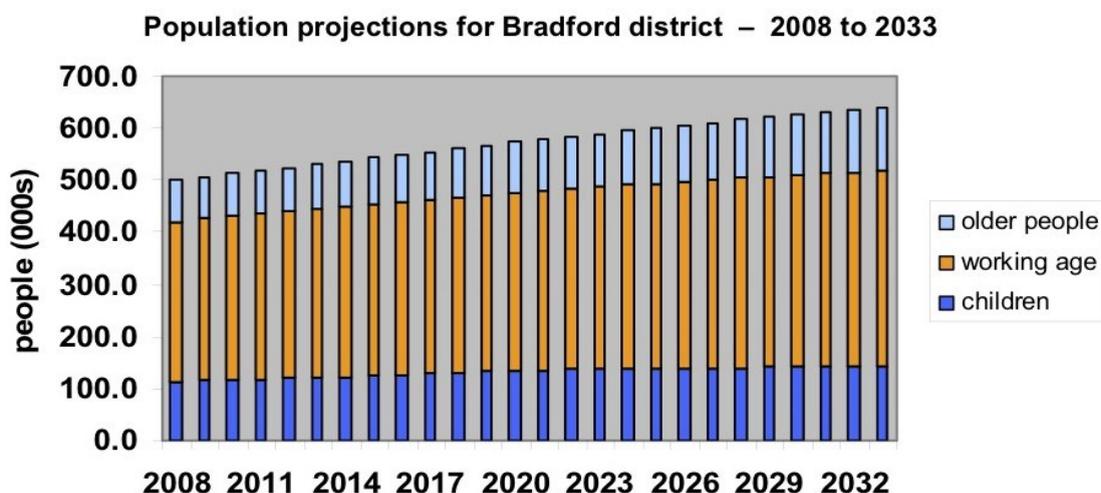
Bradford is one of the few Metropolitan Districts experiencing population growth. This growth is likely to continue over the coming decades due the fact that we have one of the highest projected rates of population growth amongst metropolitan areas outside London. Based on recent population projections from the Office for National Statistics, the total population is forecast to reach almost 640,400 by 2033. This equals an average annual increase of around 5,500 and an overall total increase of 139,000 (28%).

Natural change in the population will continue to account for the vast majority of this growth. Net migration will be responsible for an influx of approximately 1,000 additional people annually for the next 10 years before falling to a lower figure in the later part of the projection period.

Although the population of the district is forecast to increase substantially, the age structure of the population will remain largely the same and the district will continue to have a relatively young population.

By 2033 it is expected that 22% of the population will be children, compared to 23% now. There will be a slight change in the proportions represented by working age and older people. The working age population is expected to form 59% of the population in 2033.

Graph GG.4



Source: Office for National Statistics 2009

C1.1.7 Deprivation Statistics

The 20 local authorities with the highest proportion of their LSOAs

Table 4: The 20 local authorities with the highest proportion of their LSOAs in the most deprived decile of IMD 2010 and change since 2007

	IMD 2010		Change from 2007	
	Number of LSOAs amongst 10% most deprived	Proportion of LSOAs in the district that are amongst the most deprived	Number of LSOAs	Percentage Change
Liverpool	148	51%	-14	-9%
Middlesbrough	41	47%	0	0%
Manchester	118	46%	-17	-13%
Knowsley	45	45%	-2	-4%
Kingston upon Hull	70	43%	-2	-3%
Hackney	57	42%	-19	-25%
Tower Hamlets	52	40%	-20	-28%
Birmingham	251	39%	-3	-1%
Blackpool	35	37%	5	17%
Hartlepool	21	36%	1	5%
Blackburn with Darwen	31	34%	-2	-6%
Burnley	20	33%	6	43%
Salford	47	33%	-4	-8%
Newham	50	31%	-3	-6%
Stoke-on-Trent	50	31%	-3	-6%
Bradford	94	31%	4	4%
Sandwell	57	30%	2	4%
Pendle	17	30%	1	6%
Haringey	42	29%	3	8%
Hastings	15	28%	1	7%

Source: The English Indices of Deprivation – 24
March 2011

C1.1.8 Bradford preference statistics

Table CT.6 shows the allocation of secondary school places in the Bradford metropolitan area meeting parent choice, from 2008 to 2011. Comparison is made for 2011 – 2012 with the national average, demonstrating more than 1 in 5 parents are not receiving their first choice of school for their child.

	Academic year	1 st preference	2 nd preference	3 rd preference
Bradford	2008-2009	79.5%	12.5%	5.5%
Bradford	2009-2010	78.5%	11.5%	4.5%
Bradford	2010-2011	79.9%	12.1%	4.4%
Bradford	2011-2012	78.7%	12.8%	3.8%
National Average	2011-2012	84.6%	8.1%	2.9%

Source: provided by Bradford Council Department of Children's Services
December 2011

C1.1.9 BGGGS Academic Performance

Table CT.7 shows BGGGS KS4 performance in 2010 in comparison with the national average and secondary schools within 3 miles of BGGGS.

Comparison with local Bradford schools: 2010 Results at KS4

KS4 Attainment (schools within 3 miles of BGGGS)	% pupils at end KS4 reaching Level 2 Maths and English	% of pupils achieving English Bacc	% of pupils at end KS4 achieving 5 A* - C at GCSE
National Average	53.5	15.6	54.0
Bradford Girls (G)	100.0	74.0	100.0
Aire Valley School	27.0	1.0	27.0
Beckfoot School	60.0	20.0	61.0
Belle Vue Boys School	29.0	0.0	29.0
Belle Vue Girls School (G)	39.0	0.0	39.0
Bradford Academy	24.0	0.00	25.0
Buttershaw Bus&Ent College	31.0	3.0	31.0
Carlton Bolling College	36.0	1.0	36.0
Challenge College	42.0	0.0	43.0
Dixons Allerton Academy	27.0	1.0	27.0
Dixons City Academy	79.0	22.0	79.0
Feversham College	Not available	Not available	Not available
Grange Technical College	39.0	2.0	39.0
Hanson	38.0	6.0	39.0
St Bede's Catholic Grammar	55.0	7.0	56.0
St Joseph's Catholic College	53.0	6.0	53.0
Thornton Grammar	45.0	5.0	46.0
Titus Salt School	50.0	16.0	50.0

Source: DfE Compare Schools website www.education.gov.uk/schools/search
December 2011

BGGGS Examination Results 2007 - 2011

Tables CT.8 and CT.9 record the public examination success of BGGGS pupils over the last 5 years, 2007 - 2011

A level results 2007 – 2011						
	% A*	% A	% B	% C	% D	% E
2007	-	46	33	11	7	3
2008	-	46	22	22	7	2
2009	-	45	24	20	8	3
2010	13	35	28	17	6	0
2011	11	35	28	9	12	5

GCSE results 2007 – 2011						
	% A*	% A	% B	% C	% D	% E
2007	29	33	28	9	1	0
2008	30	26	29	13	3	0
2009	34	38	20	7	1	0
2010	26	36	24	11	3	0
2011	48	32	13	4	3	1

Source: Bradford Girls' Grammar School October 2011

Table CT.10 shows BGGs KS2 performance in 2010 in comparison with the national average and 9 primary schools with the closest geographical location to BGGs (less than 2 miles).

Comparison with local Bradford schools: 2010 Results at KS2

KS2 achievement (schools in closest geographical location)	% of pupils achieving L4 or above in English Teacher Assessment	% of pupils achieving L5 or above in English Teacher Assessment	% of pupils achieving L4 or above in Maths Teacher Assessment	% of pupils achieving L5 or above in Maths Teacher Assessment
National Average	81	32	81	35
Lady Royd School (BGGs)	100	73	100	64
Girlington Primary	72	15	79	26
Crossley Hall	79	21	82	28
St Phillips C of E	67	27	73	43
Whetley Primary	73	22	75	20
Margaret McMillan	73	22	75	20
St Williams Catholic	57	36	68	32
St Cuthbert & 1st Martyrs Catholic	79	41	86	55
Lidget Green	80	24	81	30
Lister Primary	70	21	71	21

Source: DfE Compare Schools website 

Section D: Education Plan

Section D: Education Plan Executive Summary

The key points in this section are as follows:

The curriculum at BGGs in both the primary and secondary phases is constructed to educate pupils to the highest standards, meet the individual needs of pupils across the ability spectrum, prepare pupils for further or higher education and future career paths, and develop the self-assurance to make confident decisions and take appropriate risks.

The curriculum is extended and enriched through a broad range of events and activities, visits and residential experiences, competitions and sporting fixtures.

The organisation of pupils and the shape of the school day are important considerations in ensuring that the overall aims of the school are fulfilled.

Robust transition arrangements between years 6 and 7 support pupils of all abilities and from all backgrounds to enjoy a successful, enjoyable and fulfilling school career at BGGs.

BGGs will welcome students with special educational needs and in working with the LA and other appropriate professionals will make effective provision for all SEN pupils

Assessing and monitoring pupil progress and target setting at pupil, cohort, department and school levels will be a central theme in maintaining standards.

There are high expectations of Behaviour for Learning (BfL) and these standards will continue to underpin individual achievements and academic performance for all members of the school community.

BGGs enjoys a range of strong relationships outside the school and will continue to promote and participate in other collaborations and partnerships within the local and wider communities.

D1: Set out a viable curriculum plan with appropriate focus on core areas of learning

Pupil numbers predicted in first seven years of operation

School Year	Year of Operation	1	2	3	4	5	6	7
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Reception	48	48	48	48	48	48	48	48
1	32	48	48	48	48	48	48	48
2	40	48	48	48	48	48	48	48
3	38	48	48	48	48	48	48	48
4	25	48	48	48	48	48	48	48
5	22	48	48	48	48	48	48	48
6	41	48	48	48	48	48	48	48
7	55	96	96	96	96	96	96	96
8	35	86	96	96	96	96	96	96
9	25	55	96	96	96	96	96	96
10	24	45	76	96	96	96	96	96
11	44	26	48	76	96	96	96	96
12	39	71	57	72	72	72	72	72
13	32	36	71	57	72	72	72	72
	500	751	876	925	960	960	960	960

The growth in pupil numbers is based on the Evidence of Demand Questionnaires and historical school admissions data and is explained and evidenced in Section E

D1.1 describe the curriculum in detail setting out how it will be broad and balanced and meet the different needs and interests of all pupils including for secondary students the range of qualifications which might be offered

Every learner at BGGs is entitled to experience a broad general education as far as is consistent with each child or young person's needs. Faculties are centred on areas of learning (Mathematics/Science; Languages; Humanities; Creative Arts) ensuring a holistic experience in the Secondary Phase and progressing on from learning in the Primary Phase. The Free School's vision for a traditional challenging curriculum supplemented by extra-curricular experiences and leadership opportunities is at the heart of its values and ethos. Each Key Stage proposes a curriculum which will

excite, challenge and delight learners
 develop skills for learning, skills for life and skills for work
 support learners in making connections in their learning

prepare learners for a successful move into the next phase of their learning journey

The curriculum in the Free School will reflect directly the informing ethos, vision, standards and values of the school whilst meeting the needs of a changing intake. There will be a careful balance of subject areas addressing a broad range of skill bases and knowledge sets. It will be consistently focused on students' learning and achievement and how to improve both. It will be very important to continue to ensure high student motivation, broad horizons within an environment where gifts and talents are used positively. It will ensure that the cultural and spiritual dimensions are not neglected and that education is seen holistically. Aspirations and expectations will be high and learners will be equipped for global citizenship.

The curriculum will continue to promote academic excellence and will provide students with increased opportunities for independent and enquiry-based learning. It will encourage students to ask challenging and pertinent questions, develop a strong sense of their own individual identity and develop the ability to understand and communicate with people from other cultures. The school has a team of well qualified teaching staff who know their subjects extremely well, and provide a strong range of extra-curricular opportunities for students.

Staff in Lady Royd (the primary phase) will focus on developing the -whole childll and pupils are introduced to a wide range of subjects. Lessons are accompanied by many school visits that offer learners first hand experiences of the wider world.

The curriculum at BGGs will be designed so that all pupils have access to a wide range of subjects and activities, providing them with an appropriate, balanced and challenging educational experience at each stage of their education. Through the curriculum provided, pupils will be encouraged to fulfil their academic potential, develop independent learning skills and prepare for their individual career paths. The Free School will develop in response to a changing intake. It will ensure that its curriculum offer is flexible so that learners engage and can be successful regardless of their ability. In summary the curriculum will:

Educate pupils to the highest standards through the provision of linguistic, mathematical, scientific, technological, social, physical and aesthetic and creative educational experiences

Meet the needs of each pupil through a broad, coherent, relevant and differentiated curriculum which will demonstrate a clear progression through the academic stages

Prepare pupils for the future in a rapidly changing world to communicate with confidence, make informed decisions and deal effectively with problems

Address careers, personal, social and health education issues through guidance and honest, open debate

Maintain awareness of national educational initiatives and develop strategies to implement as appropriate.

Primary Phase

Lady Royd School caters for children from 4-11 years of age. The Early Years and Foundation Stage (EYFS) Department aims to ensure all children are given ample opportunity to fulfil the requirements as set out in the revised EYFS Statutory Framework (May 2008).

In Lady Royd the aim is to provide a broad and balanced educational experience that meets the needs of the pupils, and prepares them for life in the 21st century. It will take account of previous learning and of pupils' readiness for new experiences. The curriculum will aim to stretch the most able, provide enrichment for all and to provide learning support as required. The curriculum aims to embrace the different areas of learning and experience so that they all contribute to overall progress and achievement. Wherever possible the school ensures that cross-curricular links are incorporated into schemes of work.

In Key Stage 1, pupils are class based and cover a broad balanced curriculum in line with national curriculum requirements. Specialist teaching is provided in a variety of subjects wherever possible e.g. Music, PE, French, Food and Nutrition and Design Technology within Key Stage 2 additional specialist teaching is received in other subjects. Pupils benefit from learning in subject specific facilities located in both Lady Royd and the Senior School.

English and Literacy Curriculum Planning

English/Literacy is a core subject in the National Curriculum. We currently use the Primary Framework for Literacy as the basis of our planning:

() These have been adapted to meet the specific needs of our school and develop skills in reading, writing, speaking and listening, forming our scheme of work/ long term plan. The planning is carried out in three phases:

long-term, which overviews the whole year,

medium term, which overviews each unit (between 1 and 4 weeks), and

short term, which focuses on the specific content of daily lessons.

The long term plans give details of the specific units of work to be taught in each year group. The medium term plans give details of the main teaching objectives for each unit of work. These plans ensure an appropriate balance and distribution of work across each year group and across the school as a whole.

Class teachers complete their own short term weekly plans, though this is often done together across a year group. The class teacher keeps a copy of these plans for themselves and another one is given to the Curriculum Leader to be filed in the Schemes of Work folders.

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

Mathematics and Numeracy Curriculum Planning

Mathematics is a core subject in the National Curriculum, and we currently use the Mathematics Framework as the basis for implementing the statutory requirements of the programme of study for Mathematics. The Mathematics Framework Units are used to devise our scheme of work/ long term plan and weekly plans are written in line with these objectives. Each year group has planning folders for each term which contain a breakdown of the objectives for the Units A-E for that particular term. The unit plans ensure an appropriate balance and distribution of work across each term. These plans are kept and reviewed by the Curriculum Leader who is responsible for Mathematics.

The class teacher completes the weekly plans for the teaching of mathematics. These weekly plans list the specific learning objectives and expected outcomes for each lesson and give details of how the lessons are to be taught. All pupils receive 1 piece of mental maths homework a week and 1 piece of additional maths homework per week and these are identified on the weekly plans. The class teacher keeps these individual plans and the Mathematics Curriculum Leader monitors and advises teachers on their planning following bi-annual checks.

Activities in mathematics are planned so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into our plans so that there is an increasing challenge for children as they move up through school.

Science Curriculum Planning

In the Foundation Stage, Science is taught as an integral part of topic learning.

All classes from UTr (Year 1) to L3 (Year 6) have a timetable allocation of one period of Science per week. For pupils in KS1 this Science lesson is provided by the class teacher, not necessarily a subject specialist, with support from the Science Co-ordinator. Where possible, in KS2 the specialist Science teachers are used and lessons are timetabled in the Lady Royd Science Laboratory.

Weekly homework is designed to take approximately twenty to thirty minutes. Homework tasks are varied but always either link directly to that week's learning objectives, or comprise research activities linked to future lessons.

The basis of planning currently comes directly from the IPC Milepost Planner and ensures that we meet all of the requirements of the National Curriculum document 2000. This has been adapted to accommodate the individual circumstances of the school. The local area and/or school grounds are used when possible to enhance and support the learning in Science, through fieldwork. The overall curriculum outline aims to provide a balance of learning

between AT1 (Scientific Enquiry), AT2 (Life Processes and Living Things), AT3 (Materials and Their Properties), and AT4 (Physical Processes).

Curriculum Planning is in three phases, long-term, medium-term and short-term:

The long-term plan maps the Science topics studied each term by each year group and has been devised to provide a balance of topics, each with a focus on one of AT2, AT3 or AT4. There are three topics planned into each year, one for each term. One topic from each year group plan are based on each of Life Processes and Living Things, Materials and Their Properties and Physical Processes. AT1 is taught as an ongoing strand, showing a progression through building on skills and understanding of Scientific Enquiry throughout the KS1 and KS2 years. The teaching and learning in KS 1 is supported by the Collins Science Directions Scheme. In KS2 teaching and learning is supported by the Letts textbooks and each child keeps a copy of either the Year 3 /4 textbook or the Year 5 / 6 book as appropriate.

The medium-term plans give details of the learning objectives for each unit of work or topic. They also include details of any trips or visits related to the topic and give suggested activities. The medium-term plans are adapted to provide sufficient learning opportunities to fill the allocated time in each half term. Some details of possible extension activities and projects are provided. The medium-term plans are reviewed and evaluated by the subject co-ordinator on a regular basis. Science teaching staff are encouraged to annotate the medium-term plans during the teaching of the topic to assist in future planning. Meetings are held between the teaching staff concerned and the Science Co-ordinator to evaluate topics. The medium-term plans are designed to provide complete coverage of the National Curriculum recommendations for KS 1 and 2. At the beginning of each topic the children are given a cover sheet outlining the learning objectives that will be met during that topic. In KS2 key vocabulary is also identified.

Short-term plans give details of each individual lesson and are created by the teaching staff in each year group. They include details of each lesson including learning objectives, expected outcomes, differentiation and support, risk assessments, cross curricular links and resources. Short-term plans are considered to be working documents and thus, although teachers endeavour to follow these plans closely they can be altered and amended to suit each situation and aid learning. The individual teachers keep copies of these plans and also give copies to the Science Co-ordinator to be kept in the schemes of work files. The short-term plans are informally discussed on a regular basis and as a method of sharing good practice.

Science topics are planned to build on prior learning and show a progression in skills and knowledge and understanding across the year groups. Children of all abilities are given the opportunity to develop within each unit. An increasing level of challenge is offered as children move through the school.

The International Primary Curriculum

The International Primary Curriculum (IPC) currently on offer in the primary phase will be expanded. The principle of the IPC is to focus on a combination of academic, personal, and international learning for children worldwide combined with innovative, exciting, engaging and real ways to learn. Fundamental to the IPC approach to learning is a clear progression in skill development. Pupils in Lady Royd will become able and inspired learners through personal learning goals which will emphasise adaptability, resilience, thoughtfulness, cooperation and respect.

From September 2012, the IPC will be used for Milepost 1 – Years 1 and 2, Milepost 2 – Years 3 and 4 and Milepost 3 – Years 5 and 6 to provide an integrated topic-based approach for most subject areas. The principle of the IPC is to focus on a combination of academic, personal and international learning for children, combined with innovative and exciting ways to learn. It is a whole curriculum that locks good learning into the school. The IPC is designed to help children learn essential knowledge and skills and develop an understanding of a broad range of curriculum subjects.

In addition, the IPC focuses on developing the personal qualities children need to be good citizens of the world and to develop a sense of their own nationality and culture. At the same time, the IPC helps children to develop a profound respect for the nationalities and cultures of others. Thematic units of work (each lasting on average four to eight weeks) will be used from Year 1 – 6 to deliver the main bulk of learning for Geography, History, Art and Technology. Wherever possible ICT, English (Literacy) and Mathematics (Numeracy) are linked to the themes.

Through the cross-curricular approach, each unit separates subjects by teaching them in distinct chunks yet integrates many primary subjects. Those subjects for which Lady Royd has specialist facilities and /or access to specialist teaching, not usually found in a primary school environment, such as Modern Foreign Languages, Music, Science, Physical Education and Technology (Years 5 and 6) will continue to be taught as discreet subjects. In science the National Curriculum objectives identified by the IPC route planner that have limited coverage will be used to tailor a scheme of work to be taught weekly, one period per week.

In ICT and Music it is our belief that there are certain 'non-negotiable' skills that must be mastered and although the planning will relate to the IPC topics these skills will be taught discreetly. IN PE links will be made where it is appropriate but tenuous links will not try to be made when teaching of specific skills/ games techniques is required. This balance of thematic learning combined with specialist discreet subject lessons will enable us to ensure rigour in our coverage of the National Curriculum and identify clear and purposeful learning outcomes.

In summary, the combination of IPC and discrete subject teaching will ensure that the curriculum is broad and balanced and covers all statutory requirements fully. Teachers in each year group and across the Mileposts will

work together to plan the detailed and comprehensive schemes of work. This planning will develop learners' skills, knowledge and understanding systematically throughout all phases and will provide sufficient levels of challenge / support them appropriately. The learners will be encouraged to develop their research and practical skills well and extend their knowledge in a variety of subjects. With a strong emphasis on child centered and personalised learning, learners of all ages, abilities and backgrounds will enjoy the lessons and develop a strong sense of independence and pride in their work.

Primary Phase Curriculum Plan

Year (Class)	Subject	Teaching Time
R (TR)	EYFS	25 periods – inc 2 x PE
1(UTr) – 6(L3)	English	5 ½ periods
1(UTr) – 6(L3)	Mathematics	5 ½ periods
1(UTr) – 6(L3)	Science	1 period
1(UTr) – 6(L3)	ICT	1 period
1(UTr) – 6(L3)	MFL (French)	1 period
1(UTr) – 6(L3)	PE	2 periods
1(UTr) – 6(L3)	RE	1 period
1(UTr) – 6(L3)	Music	1 period
1(UTr) – 4(L2)	IPC – covering aspects of all other subjects but forming the main basis of geography, history, art, technology etc.	6 periods
5(U2) – 6(L3)	IPC – as above but excluding Design Technology/ Food and Nutrition.	5 periods
5(U2) – 6(L3)	Design Technology/ Food and Nutrition – ½ a year each	1 period
1(UTr) – 6(L3)	PSHCE	½ period
1(UTr) – 6(L3)	Thinking Skills	½ period
TOTAL		25 hours

Primary Phase Curriculum Assumptions

Lessons	Notes
1,2 & 4	1 x 60 minute session each. Timetable principle: Mathematics and English will be taught in lessons 1 & 2
3	To facilitate lunchtime arrangements for the whole school: Reception – Year 2: 1 x 40 minutes session Year 3 – Year 6: 1 x 70 minutes session Timetable principles: Lesson 3 used for PE/Science/MFL/ICT at KS1 Lesson 3 used for PE/Design Technology/Food & Nutrition/ICT at KS2
5	To facilitate the safe collection of children at the end of the school day: Reception – Year 2: 1 x 50 minutes session Year 3 – Year 6: 1 x 55 minutes session
	IPC will be taught in 2 session blocks wherever possible

Transition between Primary and Secondary Phases

The new Free School is keen to support all local learners and the newly appointed Transition Leader has begun to build contacts and directs links with possible feeder primary schools. BGGs recognises that effective transition will include supporting not only those who transfer from Lady Royd but also those girls who transfer to BGGs from other primary schools

Work planned is being centred on the 5 Transition Bridges

Administrative - effective and robust administrative arrangements to support transition

Social and personal - improving primary pupils' and their parents' familiarity with the school, layout and atmosphere. This bridge also ensures that effective pastoral support is in place.

Curriculum - improving the continuity in the curriculum between Y6 and Y7 to ensure that secondary school teachers build on the curriculum covered to date and seek to teach to pupils' strengths.

Pedagogy - improving the continuity in teaching and classroom practice between Year 6 and Year 7. It seeks to counter stereotypes held by teachers in each phase and to encourage cross-phase professional support and dialogue.

Autonomy and managing learning - ensuring that pupils are seen as active participants in the transition process and in their own learning.

Provision for boys beyond the Primary Phase

The primary phase will be coeducational up to age eleven but at the end of Year 6 when girls will automatically be assigned school places in the Senior Phase, boys will need to apply to other schools. The BGGs Free School will continue to educate girls only in the Senior Phase as it is strongly believed that girls benefit from and achieve more both academically and in personal development within a single sex environment during these years. Through a carefully constructed programme of information and advice, the parents of boys at this stage will be provided with appropriate support in making this decision. The member of staff in charge of the transition process between Years 6 and 7 will have principal responsibility for researching suitable local provision for boys and communicating this information to the parents. They will also liaise with local schools to secure secondary school places for boys when required.

The Senior Phase

Faculty Structure

Maths & Science	Languages	Humanities	Creative Arts
Biology	English	Geography	Art
Chemistry	French	History	Design Technology
Physics	German	R.S.	Food Technology
Mathematics	Spanish	Psychology	Music
	Latin / Classics	Economics	PE
		Government & Politics	ICT

All academic subjects belong to one of four faculties as outlined in the table above. Each subject will have a Head of Department (HoD) or Teacher in Charge (TiC) to oversee delivery of that subject in the senior phase. They will also liaise with the appropriate member of staff in the primary phase to ensure continuity throughout the school. The four Faculty Heads will remain members of the Academic Committee alongside the Assistant Head (T&L) Assistant Head (Data & School Systems), the Public Examinations Officer and the Head of ICT

Courses and qualifications available in the Senior Phase

Key Stage 4	A level
IGCSE	Biology
Biology	Chemistry
Chemistry	Physics
Physics	Mathematics
Mathematics	Further Mathematics
GCSE	English
English	French
French	German
German	Spanish
Spanish	Latin
Latin	Geography
Geography	History
History	R.S.
R.S.	Art
Art	Design Technology
Design Technology	Food Technology
Food Technology	Music
Music	PE
PE (Short Course)	ICT
Business & Communications	Government & Politics
	Economics
	Psychology

Key Stage 3 (KS3) Curriculum Plan 2012 - 2017

In Years 7-9 the curriculum will be broad and the school will make full use of the Fair Banding data and KS2 results to create sets in Mathematics and Science. A two year KS3 and opportunities for fast track are currently under consideration. The curriculum is designed to be flexible so that pathways are available for those pupils with special needs at KS3 and KS4.

BGGS is focused on ensuring that all pupils make excellent progress and achieve highly. In Year 7 teaching groups are established according to academic ability in mathematics and the sciences. It is believed that in using setting in these subject areas the needs of students across the ability spectrum are best met. Pace, subject knowledge and content are key factors in the learning of these subjects and students make better progress working in groups with students of similar ability levels

Mixed ability teaching however, allows students to demonstrate and share particular skill sets in the creative subjects or sporting prowess on the sports field. Within the humanities students bring their own unique life experience to date with its attendant opinions, knowledge base, interpretation and understanding of the world. Through discussion, debate and constructive

argument students can enrich the learning of their peers within an all ability group.

In combining both approaches to teaching and learning within the curriculum it is believed that students of all academic abilities are encouraged to achieve their potential and that any negative stereotypes with regard to learner image are dispelled.

At GCSE students will be able to take a reduced number of GCSEs – 1 or 2 less depending on need – and this time will be used to continue to provide the required support either relating to specific subjects or say in Literacy and Numeracy. It is expected that all students will aspire to achieve the English Baccalaureate (EBacc) qualification.

At KS3 students will experience a relevant and challenging curriculum that allows for students of all abilities to explore their understanding, knowledge, skills and enjoyment of a broad range of subject areas.

2 of the core subjects Mathematics and Science will be taught in groups, which will be set according to individual ability in that particular subject area. French will be the main Modern Foreign Language taught and initially both Spanish and German will be offered, albeit in a reduced number of lessons, so that talented linguists may have a broad experience of European languages.

In Years 8 and 9 SEN students will attend their learning support sessions when Latin is timetabled and they will attend Classical Civilisation when German and Spanish are timetabled. In this way, students across the ability range will have an introduction at least to classical history and culture. History, Geography and RS will be taught in mixed ability groups as will the Creative Arts subjects.

Senior Phase Curriculum Plans – detailed below

Year 7 number of hours per subject per week – 25 teaching hours

Subject	Year 7					2017
	2012	2013	2014	2015	2016	
Student Numbers	55	96	96	96	96	96
Mathematics	3	3	3	3	3	3
English	3	3	3	3	3	3
French	1.5	1.5	1.5	1.5	1.5	1.5
German / SEN Spanish CC	1.5	1.5	1.5	1.5	1.5	1.5
Latin / SEN	0	0	0	0	0	0
RS	1.5	1.5	1.5	1.5	1.5	1.5
Geog	1.5	1.5	1.5	1.5	1.5	1.5
History	1.5	1.5	1.5	1.5	1.5	1.5
Biology	1.5	1.5	1.5	1.5	1.5	1.5
Chemistry	1.5	1.5	1.5	1.5	1.5	1.5
Physics	1.5	1.5	1.5	1.5	1.5	1.5
ICT	1	1	1	1	1	1
HE	0.5	0.5	0.5	0.5	0.5	0.5
DT	0.5	0.5	0.5	0.5	0.5	0.5
Art	1	1	1	1	1	1
Music	1	1	1	1	1	1
PE	2	2	2	2	2	2
Activities (Tutorial)	1	1	1	1	1	1
TOTAL	25	25	25	25	25	25

Year 7 number of hours as a percentage of 25 hours teaching time

Subject	Year 7					
	2012	2013	2014	2015	2016	2017
Student Numbers	55	96	96	96	96	96
Mathematics	12%	12%	12%	12%	12%	12%
English	12%	12%	12%	12%	12%	12%
French	6%	6%	6%	6%	6%	6%
German/ Spanish SEN CC	6%	6%	6%	6%	6%	6%
Latin / SEN	0	0	0	0	0	0
RS	6%	6%	6%	6%	6%	6%
Geography	6%	6%	6%	6%	6%	6%
History	6%	6%	6%	6%	6%	6%
Biology	6%	6%	6%	6%	6%	6%
Chemistry	6%	6%	6%	6%	6%	6%
Physics	6%	6%	6%	6%	6%	6%
ICT	4%	4%	4%	4%	4%	4%
HE	2%	2%	2%	2%	2%	2%
DT	2%	2%	2%	2%	2%	2%
Art	4%	4%	4%	4%	4%	4%
Music	4%	4%	4%	4%	4%	4%
PE	8%	8%	8%	8%	8%	8%
Activities	4%	4%	4%	4%	4%	4%
TOTAL %	100	100	100	100	100	100

YEAR 8 number of hours per subject per week – 25 teaching hours

Subject	Year 8					
	2012	2013	2014	2015	2016	2017
Student Numbers	35	86	96	96	96	96
Mathematics	3	3	3	3	3	3
English	3	3	3	3	3	3
French	1.5	1.5	1.5	1.5	1.5	1.5
German / SEN Spanish / CC	1 MFL2 1 CC / (SEN)	1 MFL2 1CC / (SEN)				
Latin /SEN	1.5	1.5	1.5	1.5	1.5	1.5
RS	1.5	1.5	1.5	1.5	1.5	1.5
Geog	1.5	1.5	1.5	1.5	1.5	1.5
History	1.5	1.5	1.5	1.5	1.5	1.5
Biology	1.5	1.5	1.5	1.5	1.5	1.5
Chemistry	1.5	1.5	1.5	1.5	1.5	1.5
Physics	1.5	1.5	1.5	1.5	1.5	1.5
ICT	1	1	1	1	1	1
HE	0.5	0.5	0.5	0.5	0.5	0.5
DT	0.5	0.5	0.5	0.5	0.5	0.5
Art	0.5	0.5	0.5	0.5	0.5	0.5
Music	0.5	0.5	0.5	0.5	0.5	0.5
PE	2	2	2	2	2	2
Activities	1	1	1	1	1	1
TOTAL	25	25	25	25	25	25

Year 8 number of hours as a percentage of 25 hours teaching time

Subject	Year 8					
	2012	2013	2014	2015	2016	2017
Student Numbers	35	86	96	96	96	96
Mathematics	12%	12%	12%	12%	12%	12%
English	12%	12%	12%	12%	12%	12%
French	6%	6%	6%	6%	6%	6%
German/ Spanish / SEN /CC	4% MFL2 /CC	4% MFL2 /CC	4% MFL2 /CC	4% MFL2 /CC	4% MFL2 /CC	4% MFL2 /CC
Latin/SEN	6%	6%	6%	6%	6%	6%
RS	6%	6%	6%	6%	6%	6%
Geography	6%	6%	6%	6%	6%	6%
History	6%	6%	6%	6%	6%	6%
Biology	6%	6%	6%	6%	6%	6%
Chemistry	6%	6%	6%	6%	6%	6%
Physics	6%	6%	6%	6%	6%	6%
ICT	4%	4%	4%	4%	4%	4%
HE	2%	2%	2%	2%	2%	2%
DT	2%	2%	2%	2%	2%	2%
Art	2%	2%	2%	2%	2%	2%
Music	2%	2%	2%	2%	2%	2%
PE	8%	8%	8%	8%	8%	8%
Activities	4%	4%	4%	4%	4%	4%
TOTAL %	100	100	100	100	100	100

YEAR 9 number of hours per subject per week of 25 teaching hours

Subject	Year 9					
	2012	2013	2014	2015	2016	2017
Student Numbers	25	55	96	96	96	96
Mathematics	3	3	3	3	3	3
English	3	3	3	3	3	3
French	1.5	1.5	1.5	1.5	1.5	1.5
German / Spanish / SEN CC	1 MFL2 / 1 CC(SEN)	1 MFL2 / 1CC / (SEN)				
Latin /SEN	1.5	1.5	1.5	1.5	1.5	1.5
RS	1.5	1.5	1.5	1.5	1.5	1.5
Geog	1.5	1.5	1.5	1.5	1.5	1.5
History	1.5	1.5	1.5	1.5	1.5	1.5
Biology	1.5	1.5	1.5	1.5	1.5	1.5
Chemistry	1.5	1.5	1.5	1.5	1.5	1.5
Physics	1.5	1.5	1.5	1.5	1.5	1.5
ICT	1	1	1	1	1	1
HE	0.5	0.5	0.5	0.5	0.5	0.5
DT	0.5	0.5	0.5	0.5	0.5	0.5
Art	0.5	0.5	0.5	0.5	0.5	0.5
Music	0.5	0.5	0.5	0.5	0.5	0.5
PE	2	2	2	2	2	2
Activities	1	1	1	1	1	1
TOTAL	25	25	25	25	25	25

Year 9 number of hours as a percentage of 25 hours teaching time

Subject	Year 9					
	2012	2013	2014	2015	2016	2017
Student Numbers	25	55	96	96	96	96
Mathematics	12%	12%	12%	12%	12%	12%
English	12%	12%	12%	12%	12%	12%
French	6%	6%	6%	6%	6%	6%
German/ Spanish / SEN CC	4% MFL2 / CC					
Latin/SEN	6%	6%	6%	6%	6%	6%
RS	6%	6%	6%	6%	6%	6%
Geography	6%	6%	6%	6%	6%	6%
History	6%	6%	6%	6%	6%	6%
Biology	6%	6%	6%	6%	6%	6%
Chemistry	6%	6%	6%	6%	6%	6%
Physics	6%	6%	6%	6%	6%	6%
ICT	4%	4%	4%	4%	4%	4%
HE	2%	2%	2%	2%	2%	2%
DT	2%	2%	2%	2%	2%	2%
Art	2%	2%	2%	2%	2%	2%
Music	2%	2%	2%	2%	2%	2%
PE	8%	8%	8%	8%	8%	8%
Activities	4%	4%	4%	4%	4%	4%
TOTAL %	100	100	100	100	100	100

KS3 Curriculum Plan Assumptions

KS3 Form Groups will be mixed ability

September 2012 will be a 'dry run' for the curriculum offered in Year 7, Year 8 and Year 9 in preparation for September 2013

In Year 7 German and Spanish (MFL 2) will run for half a year each in a 1.5 hour slot for all students except those attending their 1.5 hour Learning Support lesson which takes place at the same time as (MFL 2)

In Year 8 and in Year 9 Music and Art will join DT and HE on a carousel all pupils will attend 1 hour of each for half a year

In Year 8 and Year 9 pupils will select from German and Spanish and follow a second MFL (MFL2) which will run for 1 hour a week for these two years. SEN pupils will attend Class. Civ. at this time

In Year 8 and in Year 9 SEN 1.5 hour will run at the same time as Latin. However AGT students may attend Latin during this time using (MFL2) time to receive their Learning Support

KS3 Science Set 4 will be monitored closely as they may need to move to a 'general science' based approach

Tutorial sessions will be used to attend assemblies and support delivery of PSHE / Careers / Health etc.

Key Stage 4 (KS4) Curriculum Plan 2012 - 2017

At KS4, BGGS currently operates a highly successful academic curriculum with some practical aspects. Qualifications offered include the IGCSE in Science and Mathematics. IGCSE examinations were originally devised for international students who wished to attend British universities or institutes of higher education and there exists a general consensus that IGCSE specifications require greater academic rigour and factual knowledge content. IGCSE examination papers are designed to be of exactly the same standard as GCSE papers. The straightforward and concise presentation style of these specifications still allows less able pupils to achieve their potential and enjoy success in these subject areas. They also provide excellent preparation for A level and university degree courses.

GCSEs will be offered for the remainder of the curriculum with discussion about transfer to IGCSE in other subjects where it is deemed to be in students' best interests. From September 2013 Humanities, Mathematics, Science, English and MFL will form the core and students at KS4 will then be eligible for the English Baccalaureate (EBacc) qualification. Public Examination specifications will be selected to accommodate the principle of ensuring each student reaches their potential.

YEAR 10 number of hours per subject per week of 25 teaching hours

Subject	Year 10					
	2012	2013	2014	2015	2016	2017
Student Numbers	24	45	76	96	96	96
Mathematics	3	3	3	3	3	3
English	3	3	3	3	3	3
Biology	2	2	2	2	2	2
Chemistry	2	2	2	2	2	2
Physics	2	2	2	2	2	2
4 x Options	10	10	10	10	10	10
PE	2	2	2	2	2	2
Activities	1	1	1	1	1	1
Total	25	25	25	25	25	25

YEAR 10 number of hours as a percentage of 25 hours teaching time

Subject	Year 10					
	2012	2013	2014	2015	2016	2017
Student Numbers	24	45	76	96	96	96
Mathematics	12%	12%	12%	12%	12%	12%
English	12%	12%	12%	12%	12%	12%
Biology	8%	8%	8%	8%	8%	8%
Chemistry	8%	8%	8%	8%	8%	8%
Physics	8%	8%	8%	8%	8%	8%
4 x Options	40%	40%	40%	40%	40%	40%
PE	8%	8%	8%	8%	8%	8%
Activities	4%	4%	4%	4%	4%	4%
TOTAL %	100	100	100	100	100	100

YEAR 11 number of hours per subject per week of 25 teaching hours

Subject	Year 11					
	2012	2013	2014	2015	2016	2017
Student Numbers	44	26	48	76	96	96
Mathematics	3	3	3	3	3	3
English	3	3	3	3	3	3
Biology	2	2	2	2	2	2
Chemistry	2	2	2	2	2	2
Physics	2	2	2	2	2	2
4 x Options	10	10	10	10	10	10
PE	2	2	2	2	2	2
Activities	1	1	1	1	1	1
Total	25	25	25	25	25	25

YEAR 11 number of hours as a percentage of 25 hours teaching time

Subject	Year 11					
	2012	2013	2014	2015	2016	2017
Student Numbers	44	26	48	76	96	96
Mathematics	12%	12%	12%	12%	12%	12%
English	12%	12%	12%	12%	12%	12%
Biology	8%	8%	8%	8%	8%	8%
Chemistry	8%	8%	8%	8%	8%	8%
Physics	8%	8%	8%	8%	8%	8%
4 x Options	40%	40%	40%	40%	40%	40%
PE	8%	8%	8%	8%	8%	8%
Activities	4%	4%	4%	4%	4%	4%
TOTAL %	100	100	100	100	100	100

KS4 Curriculum Plan Built in Assumptions

There will be 6 core GCSE subjects: Mathematics, English x 2, Science x 3 plus 4 guided choices

Guided choices must include: a MFL and a Humanity giving a total of 10 GCSE

In GCSE Science SEN pupils may be offered the Dual Award qualification or even a single Science

Some SEN pupils may reduce their number of GCSEs by dropping the MFL and using 'GCSE Extra' time to consolidate other subjects and address areas of weakness

Top set Mathematics will introduce some A level topics to challenge bright students

Short Course PE and / or ICT may be offered during Activities session

GCSE subjects to be considered for future inclusion: Music, Drama & Food Tech

To manage student numbers In 2012 and 2013 Option Blocks for Year 10 will be fixed

In 2012 and 2013 Music, HE and ICT will not be offered within the Option Blocks

Tutorial sessions will be used to attend assemblies and support delivery of PSHE / Careers / Health

Sixth Form Curriculum Plan 2012 - 2017

The Sixth Form is an exciting part of life at BGGs. The transition from GCSE to Advanced level is significant because of the increased level of commitment and depth of study. Students are given guidance and support to enable them to make the right choices Post 16. The Sixth Form encourages its students to aim high. The college atmosphere at Bradford Girls' Grammar encourages high levels of intellectual curiosity and personal development alongside preparation for success at university and in the world of work.

To this end all students have a personal tutor. Full tutorials are held every

week and allow for the discussion of issues of common or topical interest, whilst smaller groups meet with tutors to confer over the progress of work, organisation of time, and other such practical matters. In addition there is an extensive programme of activities and experiences designed to extend beyond academic studies. Students join the Sixth Form at Bradford Girls' Grammar with individual aspirations and the school sees its role to work with each student to ensure they are fully prepared to achieve their future life and career choices and to make a positive contribution to society.

To help students settle into sixth form life, the autumn term starts with a team building day at an outward-bound centre and there are many opportunities to develop skills and broaden horizons. The school expects students to study a **maximum** of 4 AS levels in L6. It is exceptional to study 5 AS levels and agreement is sought on an individual basis. Where students study and are successful in 5 AS level subjects and wish to continue with 4 of these subjects to A2 level arrangements will be made. Alternatively for some girls it may be advisable to concentrate upon 3 AS levels. Students then either take a qualification in General Studies or complete the Extended Project Qualification which helps prepare for undergraduate study. In Y13 students continue to study 3 AS subjects to A2 standard.

In the Sixth Form there are plenty of opportunities to become involved in school life. Students can be part of the sixth form committee, a house captain, a member of school council, help with charity week, undertake community service and take advantage of leadership opportunities.

YEAR 12 number of hours per subject per week of 25 teaching hours

Subject	Year 12					
	2012	2013	2014	2015	2016	2017
Student Numbers	39	71	57	72	72	72
A level 1	4.5	4.5	4.5	4.5	4.5	4.5
A level 2	4.5	4.5	4.5	4.5	4.5	4.5
A level 3	4.5	4.5	4.5	4.5	4.5	4.5
A level 4	4.5	4.5	4.5	4.5	4.5	4.5
Study Periods / EPQ	4	4	4	4	4	4
Leadership	1	1	1	1	1	1
Community Link	1	1	1	1	1	1
Life Skills	1	1	1	1	1	1
Total	25	25	25	25	25	25

YEAR 12 number of hours as a percentage of 25 hours teaching time

Subject	Year 12					
	2012	2013	2014	2015	2016	2017
Student Numbers						
A level 1	18%	18%	18%	18%	18%	18%
A level 2	18%	18%	18%	18%	18%	18%
A level 3	18%	18%	18%	18%	18%	18%
A level 4	18%	18%	18%	18%	18%	18%
Study Periods/EPQ	16%	16%	16%	16%	16%	16%
Leadership	4%	4%	4%	4%	4%	4%
Community Link	4%	4%	4%	4%	4%	4%
Life Skills	4%	4%	4%	4%	4%	4%
TOTAL %	100	100	100	100	100	100

YEAR 13 number of hours per subject per week of 25 teaching hours

Subject	Upper 6					
	2012	2013	2014	2015	2016	2017
Student Numbers	32	36	71	57	72	72
A level 1	5	4.5	4.5	4.5	4.5	4.5
A level 2	5	4.5	4.5	4.5	4.5	4.5
A level 3	5	4.5	4.5	4.5	4.5	4.5
A level 4	*	*	*	*	*	*
Study Periods / EPQ	8	8.5	8.5	8.5	8.5	8.5
Leadership	*	1	1	1	1	1
Community Link	1	1	1	1	1	1
Life Skills	1	1	1	1	1	1
Total	25	25	25	25	25	25

YEAR 13 number of hours as a percentage of 25 hours teaching time

Subject	Year 13					
	2012	2013	2014	2015	2016	2017
Student Numbers						
A level 1	20%	18%	18%	18%	18%	18%
A level 2	20%	18%	18%	18%	18%	18%
A level 3	20%	18%	18%	18%	18%	18%
A level 4	*	*	*	*	*	*
Study Periods/EPQ	32%	34%	34%	34%	34%	34%
Leadership	*	4%	4%	4%	4%	4%
Community Link	4%	4%	4%	4%	4%	4%
Life Skills	4%	4%	4%	4%	4%	4%
TOTAL %	100	100	100	100	100	100

Sixth Form Curriculum Plan – Assumptions

4 AS level subjects are studied in the Lower 6

3 (or 4 for G&T students) A2 level subjects are studied in the Upper 6

To manage student numbers subjects offered to Lower 6 will be fixed for 2012 and 2013

In 2012 & 2013 L6 curriculum will lose subjects with very low recruitment numbers these may include some or all of: German, Latin, Greek, ICT, Economics, Gov & Politics, and PE

In 2013 U6 subject lesson allocation will be 4.5 hours in line with L6. However to manage legacy groups in U6 2012 subject lesson allocation will be 5 hours.

In 2012 & 2013 there will be one A level English Course offered to Lower 6 Sixth Form students will be presented with opportunities to develop their leadership qualities and this will be noted on their timetables. These will include: joining an activity in a leadership role; run a club for younger members of the school; run house activities and competitions; School President and Council; Sixth Form Committee and Sixth Form Charity Week L6 and U6 students attend Life Skills which covers UCAS Application / Preparation for University

L6 and U6 students will engage in a Community Link activity examples include: SEN Mentors, Readers in Lady Royd, St John's Ambulance, voluntary work and any suitable Community Link activities individual students propose / organise themselves.

E-Bacc Subjects

English

The English department delivers schemes of work using the National Curriculum Objectives at KS3 as outlined by the Department for Education. In order to provide stretch and challenge, the KS3 objectives taught in each year group are from the academic year above¹, thus meeting the demands of the brightest pupils and preparing all students more thoroughly for GCSE study. During each KS3 year, pupils will have to study:

- A Shakespeare play
- A modern novel
- A pre-1914 text
- Poetry
- Modern Drama
- A text from another culture
- Non-fiction texts

Each term, skills are developed through the teaching of a key literary genre. Staff have the freedom to choose appropriate texts from the above list through which they teach the learning objectives and skills outlined in the schemes of work. The termly topics are as follows:

Year 7:

- Adventure
- War and Conflict

Gothic

Year 8:

Fantasy

Science Fiction

Comedy

Year 9:

Families/Growing up

Crime

Other Cultures

Each KS3 class has an allocated 30 minutes a week as a dedicated library lesson. Here, pupils and staff go to the school library to undertake private reading and discussion of books and reading for pleasure in order to encourage a love of reading and to improve literacy levels.

Each term, three assessments are completed for each year group at KS3: reading, writing, speaking and listening. The focus of these assessments is outlined in each KS3 scheme of work to ensure parity across all teaching groups. The assessments in each year increase in skill level, moving towards tasks in Year 9 that most accurately duplicate those on the GCSE syllabus.

KS3 groups are taught in mixed ability form groups. As a skills-based subject, pupils do not benefit from being in sets early in their school careers in English. Research tells us that mixed ability teaching can significantly raise attainment for the middle/lower ability. Differentiation is used in all lessons to support the less able and to stretch the more able.

The English department delivers AQA GCSE English Language and AQA GCSE English Literature, fulfilling all QCA requirements. The English Department runs a two year Key Stage 4 in Years 10 and 11 with all pupils entered for terminal assessment in both subjects at the end of Year 11. This allows all students to reach their full potential as English skills often develop with the maturity of the student. Currently, all students are entered for the separate qualifications to enable them to gain a breadth of academic study. The two GCSEs are taught in a combined course.

Years 10 and 11 are allocated to mixed ability groups which allows the weaker students to benefit from the input of the more able, whilst still allowing for academic challenge for the gifted student.

The department delivers AQA GCE English Language Specification B and AQA GCE English Literature Specification B at KS5. Typically there is one AS group in each subject and one A2 group in each subject. The department delivers all the specified units that are divided and taught between two specialist teachers for both A levels.

Regular assessments are undertaken by students at KS5 in the form of past A level papers, parts of past A level papers, A level style questions or A level

coursework tasks. Every piece of work is marked against the appropriate AQA mark scheme.

Mathematics

At BGGs the 'Mathematics Frameworking' textbooks are used to deliver mathematics at KS3 which follow the National Strategy for Teaching Mathematics. The higher level (Book 3) is used with all groups. The students are set according to ability at the earliest opportunity, as early as the second term of Year 7 if possible. There is a structured homework programme and homework is set twice a week throughout KS3.

Extensive use of ICT, such as Graphing and Dynamic Geometry software as well as spreadsheets are used, but only when it is appropriate for the task at hand. Mathematical rigour is a cornerstone of the principles of instruction and common assessment tests are given to all students once per term to help to identify strengths and weaknesses and these results are used to guide setting and delivery of the schemes of work.

The foundations for IGCSE are laid during Year 9 and this allows the IGCSE to be covered over what is essentially 3 years (Year 9 – Year 11). All students are taught by specialist mathematicians during KS4 and beyond and the process of regular homework and termly common tests is continued. The syllabus has often been completed before the end of the Easter term and a programme of focused guidance on examination technique is started at this stage.

At A level we offer both Mathematics and Further Mathematics. Those students looking to study Mathematics, Physics or Engineering at University are encouraged to study Further Mathematics, especially if they are considering top tier Universities such as Oxford, Cambridge, Imperial, Warwick etc..

Science

At BGGs students are taught all 3 sciences as separate subjects from the very beginning of U3 (Year 7). This ensures that they have a solid foundation in all the aspects of the Natural Sciences and one particular discipline is not over emphasised. Practical work plays a significant role in science instruction and the faculty uses a 'guided discovery' approach to science education across all key stages. The students are grouped according to ability from the beginning of Year 8 and regular testing is used in conjunction with weekly set homework to ensure that any problems and talents are identified as well as making sure the students are in the appropriate groups.

Workshops are available at lunchtime where the students can 'drop in' and get help with any problems they are experiencing. The foundations for IGCSE are laid during Year 9 and all students are taught by teachers who are specialists in the appropriate branch of science (Physics, Chemistry or Biology) during KS4 and beyond and the process of regular homework and

regular testing is continued. The syllabus has often been completed by the end of the Easter term and a programme of focussed guidance on examination technique is started at this stage. Most students are entered for 3 separate science IGCSE examinations at the end of KS4 with a number entered for Dual award science.

All three sciences are offered at A level and the uptake is extremely strong, it is often the case that 75% of the sixth form students study one or more sciences at A level. The most popular sciences are Biology and Chemistry with well in excess of 50% of the student body usually choosing one (often both) of these subjects at A level. The most common aspirations are for Medicine and Dentistry but every year we have students go on to study a range of scientific disciplines from all the pure sciences and applied courses such as Engineering, Pharmacy etc.

Modern Foreign Languages

All pupils in Year 7 study French as their main modern foreign language. They also study German and Spanish as a carousel option with half an academic year allocated to each language. At the end of Year 7 pupils can choose either German or Spanish to continue into Years 8, 9 and beyond.

Pupils with no previous MFL knowledge who enter the school in Years 7 or 8 are integrated successfully into lessons and with guidance are able to catch up sufficiently well. Pupils moving up into the senior phase from the primary phase will have been taught French and will therefore have achieved a good level of knowledge and understanding.

Pupils at KS4 are required to take a modern foreign language at GCSE unless individual learning support needs apply. For these individuals, many of whom may be EAL students, there is no requirement to study a modern foreign language. The MFL options are French, German, and Spanish. Latin is also offered as a GCSE option. Stronger candidates may wish to take two MFLs at GCSE.

AS/A levels are offered in all languages subject to sufficient numbers. Most pupils studying languages at A level continue to study them at University and in some cases even study different languages such as Japanese and Dutch.

Geography

Geography is compulsory at KS3. Girls are taught in form groups, as mixed ability sets for the first three years. The syllabuses are designed to give a broad base of knowledge and to build up a wide range of skills. In Year 7 the pupils focus on the UK and consolidate their O.S. map skills. In Year 8 we look at the countries along the Greenwich Meridian, gaining an awareness of the impact of climate and natural vegetation on human activities. In Year 9 we begin real preparation for GCSE and split the year between Physical geography focusing on hazards and Human Geography based in Australia. Throughout KS3 we incorporate enquiry based learning as appropriate.

GCSE geography is optional. We follow AQA specification A. A balanced set of modules covers Physical and Human topics and there is a controlled assessment based on fieldwork, worth 25% of the marks.

At A level we follow the WJEC specification, which was chosen to stretch our more able girls as there are many open ended questions which allow a greater degree of individual research and wider reading, which is a good preparation for university. The topics covered vary from traditional regional studies, such as India, to broader issues such as sustainability.

History

At KS3, the History department seeks to engage pupils in a developmental study of the past, exploring the major changes and developments in Britain from the Middle Ages to the 20th century. This is explored through key characters, events and the themes of Democracy, Economic Development and World Affairs. In Year 7 the focus is on the Middle Ages from 1066 until 1400; in Year 8 the course is entitled the Making of the UK and covers the Tudor and Stuart reigns; in Year 9 the focus moves to the Industrial Revolution, with the opportunity for local history studies of Bradford and Saltaire. The course then moves into the 20th Century, with a focus on the Western Front during World War 1, the rise of the dictators in Europe, the Holocaust, the Home Front in World War 2 and the events in Hiroshima in 1945.

Throughout the course pupils use historical sources; they begin to develop the skills to critically appraise and evaluate the reliability and utility of the sources. Formal assessment is based upon the question stems which appear on the GCSE specification in order to develop confidence and the skills needed for future success..

At KS4 pupils follow AQA Modern World Specification B. This focuses on development of international relations in Unit one and depth studies on America in the 1920s, Stalin, 1924 - 41 and Hitler, 1929 -39 in Unit 2. The controlled assessment looks at the Changing Role and Status of Women in Britain from 1900 to the present day. Through these varied topics it is hoped to develop a broad understanding of the world in which we live.

At A level the pupils study the AQA specification; again the overall theme is about forces for change and development. Unit 1 explores the fall of the Tsars in Russia, Unit 2 is a depth study which considers campaign for African American Civil Rights 1950-68 and Unit 3 compares the Reign of Elizabeth I with those of Edward VI and Mary I. During the Historical Enquiry, pupils are encouraged to pursue their own personal investigation, within a taught context of 100 years. In this way they begin to prepare for study at University.

Personal, Social, Health and Economic Education

Personal, Social, Health and Economic Education (PSHEE) will continue to be a fundamental part of the learning programmes. It will give provide students with the knowledge and understanding essential to the development of confident, healthy and well-rounded individuals. Through raising, debating and addressing the important issues outlined in the PSHEE curriculum, the Free School will equip students to deal with the moral, social and cultural issues they face on a daily basis. This means enabling them to think about their roles and responsibilities in society, both as individuals and as part of their wider community. Healthy Lifestyles and Internet are also addressed on a regular basis.

In the primary phase PSHEE and citizenship enables learners to become healthier, more independent and more responsible young members of society. Pupils are encouraged to contribute to the life of the school, the local community and society in general. They learn how society is organised and governed and ensure that they experience democracy through participation in the school and class councils. Pupils are also taught about rights and responsibilities and to appreciate what it means to be a positive member of a diverse and multi-cultural society. In addition they learn:

- To be aware of, understand and observe a healthy lifestyle
- To be aware of safety issues and the need to observe safety rules
- To understand and learn how to develop good relationships with others
- To have respect for others within school, home, the community and the world
- To be independent and responsible members of a community
- To be positive and active members of a democratic society
- To make informed choices regarding personal and social issues
- To develop self-confidence and self-esteem and their feeling of self-worth
- To develop an individual learners' spiritual awareness
- To enable all learners to follow the school's Code of Conduct

The PSHEE Programme, at KS3 and 4, brings together personal, social and health education, work-related learning, careers, enterprise and financial capability. Programmes of study are based on Every Child Matters outcomes. The school aims for young people to become:

Successful learners, who enjoy learning, make progress and achieve.
Confident individuals who are able to live safe, healthy and fulfilling lives.
Responsible citizens who make a positive contribution to society.

In Year 7 PSHEE sessions focus on:

- Induction/Study Skills/Introduction to Library and VLE.
- Democracy – explanation of School Council's role, opportunity to be elected as representatives.
- Human Rights – Introduction to Liberty and Amnesty International.
- Local Community – Bradford Council. Visit by local MP or Councillor.
- Bullying – Anti-Bullying Week activities.
- Crime. Introduction to local Police Liaison Officer. Personal Safety.

SRE. Provided by School Nurse/Local Health Authority. Sessions on coping with puberty.
Healthy Lifestyles: sessions organised by Food Technology Department and P.E.

In Year 8 students are introduced to the key concepts of career, capability, risk and economic understanding. Sessions focus on:
Crime/Courts – Visit by local magistrates who talk about their work.
Citizenship – Mock Elections
Health/Substance Abuse – Provided by Bradford Council.
Gender
HIV/AIDS (sessions led by Form Tutors)
Sex Education/STI provided by School Nurse
Charity Work – each year group chooses a charity, leads an assembly, fund raises and presents donation to charity. For example, Jeans for Genes, Children's Hospice, British Heart Foundation
Economic Understanding – managing money, enterprise, sessions run by Business Studies department for example working with Barclays Bank and their Placements for Students Programme

In Year 9: there will continue to be a focus on GCSE choices and preparation for future careers. **At KS4:** the emphasis is on transferable skills, self-presentation, CV, life after GCSEs and work experience. **In the Sixth Form** PSHE covers work shadowing, personal statements and UCAS applications.

PSHE is timetabled in two 30 minute tutorial slots per week. Older pupils are provided with good guidance on the selection of GCSE and A level courses, and sixth-form pupils' preparation for university life is enhanced by a strong module on career progression. Experiences shape our ethical behaviour and BGGs will continue to try to promote ethical behaviours through its dealing with staff and students and their families in a fair and honest way.

Ecology, the environment and sustainability are delivered across the curriculum through a wide ranging number of subject areas, competitions and activities. In the taught curriculum they are delivered more specifically through Geography and Biology. Gardening Club provides an opportunity to organically grow vegetables, discuss the non-use of chemicals and the merits therein. The STEM group take part in numerous activities and competitions concerned with the environment, the use of natural resources and sustainability. These include: Go4Set, an environment project addressing energy consumption in school, and the Toyota Challenge which required groups to power a small vehicle across a specified distance. The North Yorkshire Business and Education Partnership (NYBEP) competition has involved: designing and building a wind turbine and water wheels and the Solar Boat Challenge. The STEM group in the activities session is currently considering survival through flood conditions as witnessed in Pakistan, cleaning water samples and building a raft from plastic bottles.

The Free School recognises its responsibility not only to the academic progress of its young people but also to support its stakeholders in recognising their overall social and environmental responsibilities.

ICT KS3 Provision

All students will receive one hour's discrete ICT provision per week at KS3. Currently the schemes of work are devised by the Head of Department and assessed using Key Stage three levels. Focus in Years 8 & 9 will be on fewer but more challenging aspects of ICT, covered in more depth. More emphasis will be placed upon programming skills, whilst trying to maintain a creative edge to most topics.

Year 7

Topic

Tasks

Digital learning	Introduction - logins and passwords Self-study, shared study, use of VLE / email, revision, plagiarism Use of wikis throughout the course
Digital safety	Introduction to the project / Social Networking discussion Anti – cyber-bullying activities to include ref to SMS messaging Story board internet safety film Record internet safety video Editing graphics vision and sound Presenting the films to an audience
Technical knowledge	New technology - smart phones / Efficient searching techniques Computer security - potential Skype activity re: local school's biometric system Inside a computer Inside a computer practical task
Becoming a confident user	Set the task : review text processing skills review graphics skills Review presentation skills - introduce prezi Task completion
Introduction to programming	Introduction to programming language and key terms Set task and introduce logo Logo task - operating the robot Introduction to scratch and problem Basic skills in scratch Basic skills in scratch Design a game to fulfil the brief Create the game Create the game Present the game - create feedback sheet Peer evaluation and analysis End of Year Exam

Topic	Tasks
Multimedia project	Feedback Plan / Create Create Film / Sound / Quiz / VLE content Presentations (prezi - to include multimedia)
Year 8	
Topic	Task
Introduction Continuing Digital Literacy Networks and networking	To L4 programme, check logins passwords etc (allows for first week timetable) Self study, shared study (including wikis), use of VLE, revision, plagiarism Introduction to the first project, Networks and Networking Talk by R Harland Completion of task (problem solving activity)
Test Continuing programming	Networks and networking Inputs, process, out puts, Flow charts Intro to GLOWOL / Light house and traffic light simulations FLOWOL FLOWOL Sub routines FLOWOL
Test	FLOWOL Project management - the systems lifecycle Introduction to task and design- linked to systems life cycle
Web design	Design the web pages Introduction to HTML Web design tables Web design - content Web design -frames Web design - complete
Test	Website payment systems , security and data protection Systems lifecycle and web design
Developing skills	Introduction to task and using spreadsheet models Basic spreadsheet formulas Advanced spreadsheet formulas Designing the model Creating the model Create a test plan for the model

Topic More advanced programming	<p>Test the model Creating and testing macros</p> <p>Tasks</p> <p>An introduction to Visual Basic Revision</p>
Test	<p>End of Year Exam Design a data input form and menu Create the data input form using Vba Create the menu using Vba Spreadsheets and modelling</p>
Year 9 Topics Continuing Digital Literacy	<p>Tasks</p> <p>Self study, shared study, use of VLE, revision wikis , plagiarism Hard drives sold state storage, back up , cloud including benefits and risks</p>
Technical knowledge	<p>Talk by [REDACTED]; Binary and logic gates</p>
Test Becoming an advanced user	<p>Technical knowledge Introduction to Databases, flat file and relational Basic skills - using forms and tables Basic skills - using queries and reports</p>
Test	<p>Advanced skills - creating relationships Advanced skills - advanced queries and macros Advanced skills - creating a switchboard Flat file v relational databases Introduction to the task Design the tables and queries Design the forms and reports</p> <p>Create the database Test the database Evaluate the database Linking databases "back ends" to web pages (theory only)</p>

	Content Management systems
ICT in practice	ICT in practice - guest speaker and review ICT career paths and working life
Topic	Tasks
Test	Working in ICT and its impact.
Advanced programming	Introduction to the final task - app design Collaboration - come up with an idea
	Design the app Create the app Create the app Draw up a test plan for the app Test the app Evaluate the app Revision
Exam	School exams Feedback
The effects of ICT	The impact of ICT on individuals The impact of ICT on society Review of Key Stage 3

ICT KS4 Provision

ICT skills in Key Stage four will continue for all, largely through the PSHEE programme. Although some students take GCSE Business and Communication Systems, others do not, and therefore the school is keen to meet its commitment to provide ICT for all until the end of KS4. In addition to this, other subject areas will be asking students to use ICT to help them –solve problemsll on a cross curricular basis, and so the students receive regular consolidation of the work built up through Key stage three.

Through the PSHE programme, students will build on skills developed at KS3 when creating their own personal revision portfolio. This will start in the autumn term of Year 10, and be completed by the point at which the students leave for GCSE study leave. The aim is that they will have created an ICT system that provides relevant revision material, but that also helps them to manage their time during the independent revision process.

ICT elements of the programme will be led by a subject specialist, ensuring that all students receive input enables them to be equipped with skills that they can continue to adapt and use throughout the remainder of their time at school. This will also enable some differentiation of material to meet

individual student's needs- as the KS4 statutory programme focuses upon individual choice of the appropriate use of ICT for different scenarios.

Year 10 Autumn Term (3 weeks)

Introduction – includes –safe, responsible and accurate –working practices and an introduction to the problems that need to be solved (creation of revision materials but also a revision timetable.)

Choice – Students to be re-introduced to the software packages open to them and to make an informed choice as to which would be suitable for their system, and **collaboration** – a wide range of different material must be produced by the whole class (of benefit to all)

External resources – –judging the value accuracy, plausibility and biasll of already published materials on the internet

Year 10 Spring Term (3 weeks)

Developing existing skills to create an interactive revision timetable. This is likely to focus upon spreadsheets and adding macros , but could (as the project depends upon personal choice of interface) be web based, or even use PowerPoint with hyperlinks.

Year 10 Summer Term (5 weeks)

Developing existing skills to create interactive revision resources (3) This is likely to focus upon multimedia presentations, but could equally relate a web based system (as the project depends upon personal choice of interface.)

Peer review (1)

The impact of ICT – Debate(1)- to include issues such as intellectual property rights; employment and working practices; the digital divide; environmental issues; and the abuse of ICT (including cyberbullying)

Year 11 Autumn Term (4 weeks)

Developing existing skills to create interactive revision resources (3) This is likely to focus upon website development within the v1e and podcasting, but could equally relate to prezi, or an animation using monkeyjam/ audacity (as the project depends upon personal choice of interface.)

Self –review (1)

Year 11 Spring Term (3 weeks)

Develop / add resources / sophistication to system (2)

Compare / Review existing commercial revision systems (1)

Extending and Enriching the Curriculum

BGGS is rightly proud of its wide and varied enrichment curriculum. As now, there will be a timetabled weekly slot of one hour where pupils will take part in a rich choice of enrichment activities run by staff, sometimes supported by pupils to enhance the formal academic curriculum.

Current examples include: Debating; STEM Group; Gardening; International Film Club; Needlecraft and Knitting; a variety of sports and a GCSE short course in PE has also been provided for those students who wish to gain the qualification. These activities and extra-curricular experiences undoubtedly enhance the academic education provided. They allow students to complement their studies, learn important life skills, increase their confidence in risk taking, appreciate other people's viewpoints and navigate the future with an increased sense of independence.

In addition to the timetabled 'Activities' Hour there is a wide range of extra-curricular activities available including: Public Speaking and Debating; Engineering Club; choir; musical instrument lessons; World Challenge and the Duke of Edinburgh Award scheme. There is also a rich programme of educational visits and residential experiences including visits to the Bay of Naples, Spain, France, Auschwitz, the Battlefields of Belgium. A wide array of sport is also on offer including swimming, netball, hockey, badminton, table tennis and volleyball. There is a school production each year, an annual dance show and two music concerts. Students also do Work Experience after GCSEs and undertake voluntary work in the Sixth Form. In Year 10 there is the Student Investor Challenge and the Young Direct marketing Awards whilst in the Lower 6 students are offered the opportunity to take part in LEAP (The Leeds Schools' alternative to Young Enterprise) The whole school is also heavily involved in fundraising for charities chosen by students. All these activities will continue to be vigorously promoted to all students and their parents as excellent opportunities to enhance an all-round educational experience.

D2: Provide a coherent and feasible school timetable and calendar

D2.1 set out expectations around the length of the school day, term and year. This should include the number and length of lessons each day and your plans for extended hours and should make a clear distinction between compulsory and optional activities

The senior school operates a 1 week timetable, with 5 x 60 minute periods per day, the tutorial slot at 12.15 for the senior school is 30 mins. There is one break time slot for the school in the morning. Lunchtimes are staggered to allow Lady Royd pupils time and space to have their lunch safely. In addition the end of the school day varies according to age groups to facilitate the safe collection of children at the end of the day. This invariably alters the exact length of sessions 3 and 5 in Lady Royd but this is addressed through

timetable principles that maximise the educational use of all sessions. There are enrichment activities that take place after school up to 7pm every day. These range from sport, music, and drama to catch up sessions. There is also a homework club every day after school. Further details are given below.

Shape of the day

MONDAY TO FRIDAY	SENIOR PHASE	MONDAY TO FRIDAY	PRIMARY PHASE
8.35	REGISTRATION	8.35	REGISTRATION
8.50	Lesson 1	8.50	Lesson 1
9.50	Lesson 2	9.50	Lesson 2
10.50	BREAK	10.50	BREAK
11.15	Lesson 3	11.10	Lesson 3
12.15	TUTORIAL	11.50 – 12.20	RECEPTION, Y1 & Y2 LUNCH
		12.20 – 12.45	Y3 – Y6 LUNCH
12.45	LUNCH	12.45	LATE LUNCHES
1.40	REGISTRATION	1.10	REGISTRATION
1.50	Lesson 4	1.20	ASSEMBLY
2.50	Lesson 5	1.45	Lesson 4
3.50	END OF DAY	2.45	Lesson 5
		3.35	Rec – Y2 END OF DAY
		3.40	Y3 – Y6 Return to Classroom s
		3.45	Y3 – Y6 END OF DAY

Friday 3B in Senior School will be PSHE / Life Skills for all year groups
Monday Tutorial time will be curriculum time for all year groups
Activities / Staff CPD will be lesson 5 on an agreed day of the week

Term time Arrangements

Currently the school operates a 3 term year: Autumn Spring & Summer. Total number of teaching days is typically 175 + 5 INSET. Delivering the curriculum in this way has proven successful for parents, pupils and staff and it is our intention to continue with this model.

It is the intention of the BGGs Free School to align its term dates with Education Bradford and cooperate with the authority's procedures for setting these dates.

Each year the Council agrees with Trades Unions the main school holidays for the forthcoming academic year. In addition to these all schools can add

closures due to in-service training (up to 5 days or equivalent) and occasional days (variable year on year). Voluntary Aided and Foundation schools may also change the agreed main school holidays to meet local needs. The Information Management Team writes to all schools each year to request details of their planned closures.' [REDACTED]

D2.2 Student Organisation

explain how pupils will be organised, for example through year groups, tutor groups or other class structures and how this links with and supports the educational vision

The Free School's support and general organisational arrangements will play an important role in realising its overall aims, drawing strongly on existing successful practice but also innovating in other areas where this is clearly beneficial.

The organisational structure of the all-through Free School will underpin both the personal and academic development of the pupils from Reception to the Sixth Form. As part of the commitment to the education of the whole child, the Free School will have a comprehensive pastoral system building on the strengths of the effective systems operating in the current school both at secondary and primary levels. New entrants will be placed into Forms and Houses. Allocation to Forms and Houses will ensure a spread of talents.

In the primary phase pupils will be organised into 2 form groups of 24 pupils each and the majority of learning will be facilitated by the class teacher. In addition the class teacher will play a major role in a pupil's personal and academic development. This will be overseen by the Curriculum Coordinators who will be responsible to the [REDACTED].

Learning and Teaching Groups in the Primary Phase

In Lady Royd we endeavour to cater to the needs of every child and personalise the learning opportunities by tailoring our planning and delivery of curriculum to suit the learners. It is our intention to ensure that every child is able to achieve their full potential and to feel happy and supported in school.

For English (literacy) and Mathematics (numeracy) we group the children based on APP teacher assessments and the results of formal end of term assessments thus ensuring that there is adequate support for those with and learning difficulties and sufficient challenge for those who are more able. Within the groups the learners are managed by specific seating arrangements and the use of the teacher and teaching assistant is programmed to ensure that there is an equal amount of focus time spent with each different group.

In certain areas of the curriculum at Lady Royd, where the development and acquisition of one skill is dependent on the mastering of a previous skill, then we may group children even more flexibly e.g. between year groups. This currently happens in the Junior (KS2) classes for spelling, mental mathematics and recorder lessons. The PE staff group children according to

their ability to swim in order to ensure the children can enjoy the experience in the safest possible environment.

At all times, although it is our policy to group children according to their ability we ensure that the timetable allows the groups to be for specific subjects – ie it is possible for a child to be in the higher groups for Mathematics and the lower group for English. All groups are reviewed on an on-going basis and children can move between groups flexibly so that their learning can be targeted towards their needs.

In all other subject- areas of learning, the children are taught as mixed ability classes. Teachers plan differentiation into their medium and short term planning and this may take the form of grouping, outcome expectations, different tasks etc. Differentiation is stated on short term plans as are any Access requirements. In every staff meeting (every 2 weeks) the Access co-ordinator reviews the SEN list. Class and phase (KS1 and KS2) teachers liaise regularly regarding the pupil groupings and parents and learners are made aware of any proposed changes to these groupings.

In EYFS the teacher focus groups again are flexible and may or may not be based on ability. This depends on the purpose of the activity and planned outcome. Those who need support are specifically targeted, especially in relation to phonic recognition and the acquisition of reading skills.

In the Secondary phase students will also be organised into 4 form groups of 24 pupils each. They will be organised into year groups and tutor groups. Sixth Form Tutor groups are mixed Year 12 and 13 students.

Most members of staff are Form Tutors, a role vital to the efficient running of the school and administration of pastoral care. The Form Tutor aims to establish positive relationships with the pupils in his/her care and to get to know them as individuals. They are a fixed presence in the school day. The Form Tutor is an important source of adult support and understanding for the pupil. Together with the appropriate Pastoral Head, the Form Tutor takes an active lead in building the link between home and school, consulting with parents as the need arises. Form Tutors have a complex role, which underpins the community caring ethos of the school. They:

Foster good home-school relationships through regular contact with parents when problems arise

Encourage good academic progress, support advice given from other staff and monitor progress and achievement

Monitor standards of behaviour by encouraging pupils to honour the school's ethos

Are committed to the physical and emotional protection of children

Engage pupils in the PSHE programme and evaluate the scheme of work as part of the review programme; a weekly record is kept

The proposed staffing structure ensures that form tutors are managed by (HOY) Pastoral Heads (KS4 Yrs. 9/10/11) and (KS3 Yrs. 6/7/8). As the school grows in number these posts will be reviewed. The Pastoral Heads will be

expected to lead their teams in the welfare and academic monitoring of those students in their care. They will maintain up to date knowledge on all issues/legislation appertaining to well-being, health, safety, growth and development of pupils under their care. They will also contribute to CPD provision for colleagues as appropriate.

The House System

BGGS has a well-established House system used to promote competition, teamwork and academic reward. Houses are arranged in vertical age groupings and provide additional opportunities for leadership to older students. Although an Assistant Head has oversight of the House System, sixth form students take responsibility for the selection, planning and organisation of all house activities. These include: Public Speaking, Spelling Bee, Music Competition, Netball, Swimming and Table Tennis. Currently all pupils are members of a House.

In Lady Royd there are 4 houses: Red, Blue, Yellow and Green and in the Senior Phase there are 3 Houses: Castle, Nightingale and Tomlinson. Pupils are reallocated to a House in Year 7 and siblings will be in the same House as each other unless their parent/carer would prefer them to be in separate Houses. All teaching staff are members of a House, with other sixth form students providing support for the House Captain and her House Vice-Captain. House activities foster warm and constructive relationships between staff and students within a healthy and enjoyable competitive environment.

Learning/Teaching Groups

The Free School will open with 4 forms of entry in Year 7.

Year 7

There will be sets in Mathematics/Science and MFL. The other subjects will be mixed ability teaching groups. September 2012 will be a 'dry run' for the curriculum offered in Year 7, Year 8 and Year 9 in preparation for September 2013.

In Y7 sets 1-4 will do French (1.5hrs a week).

In Y7 sets 1-3 will do German and Spanish in addition to French. This will be German for half a year (1.5hrs a week) and Spanish for half a year (1.5hrs a week).

In Y7 those in Set 4 will just do French and will attend Learning Support in the MFL2/3 slot.

All pupils will do HE and DT for half an hour a week back to back.

Year 8/9

In Y8/9 sets 1-4 will do French (1.5hrs a week).

In Y8/9 sets 1-3 will do German or Spanish in addition to French. for 1 hour each week.n Y8/9 sets 1-3 will do Latin (1.5 hrs a week) and set 4 will have Learning Support.

In Y8/9 set 4 will do Classical Civilisation for 1 hr a week (in the MFL:2/3 slot).

In Year 8 and in Year 9 Music and ICT will join DT and HE on a 2 hour carousel all pupils will attend 1 hour of each for half a year. KS3 Science Set 4 will be monitored closely as they may need to move to a 'general science' based approach.

Tutorial sessions will be used to attend assemblies and support delivery of PSHE / Careers / Health etc.

At KS4, students select their preferred options. Choices for 2012 will be in fixed option blocks and group sizes will be based on 12-15 pupils. Those subjects on offer in the Core have been selected so students can access the English Baccalaureate. At KS5 Year 12 students opt for 4 AS subjects. These are generally reduced to 3 A2 choices in Yr. 13. All Post 16 students have directed study time included in their timetables.

Currently Post 16 students are required to register at the start of the school day. Study periods are conducted in the school library or other designated areas; however some study periods timetabled in the afternoon may be taken at home after negotiation with sixth form tutors and the Head of Sixth Form. This encourages responsibility for self and for independent learning. It is at the school's discretion to agree with a student and her parents that all study time will be monitored closely and should be taken on school premises. Target setting in the Sixth Form is linked to ALIS and teachers' professional judgement and assessment contribute to aspirational targets. These are discussed with individual students at regular intervals throughout the year.

Assemblies form an important part of the school week. In Lady Royd these take place after lunch 3 times a week and are attended by all Lady Royd pupils. On alternate weeks whole school singing practice or School Council/ House meetings take place. In the Senior School assemblies will continue to take place but in the newly allocated time slot at 12.15, 3 times a week on Tuesday, Wednesday and Thursday. Tuesday is a whole school assembly, Wednesday a Year assembly and Thursdays are typically used for Houses and Special Occasions. Senior students regularly contribute to assemblies and will organise them completely on occasion. On Mondays and Fridays, PSHEE will take place during the Tutorial slot.

Eating Arrangements

Lunch time will be organised in sittings so that Lady Royd can eat first in safety and comfort. Mealtimes are regarded as important opportunities to develop social skills (including good 'knife and fork' eating habits and table manners) and create a sense of a community sharing together.

Food on site is provided in line with latest government guidance on healthy eating and nutritional standards. Catering at the school is provided in-house and all catering hold food hygiene certificates and are fully trained in food preparation and hygiene

Arrangements for Reporting to Parents

Parents have a fundamental role to play in helping their children to learn. The school operates and is proud of its Open Door Policy so that there is home/school contact whenever and wherever it is needed. Parents/carers are involved through a schedule of parents' evenings, short progress reports, longer reports and communications in pupil planners. In the Secondary Phase there is a well organised programme for reporting to parents at least once every half term. This may be in the form of a Parents' Evening, a Monitoring Grade Sheet or a full school report written at the end of the school year.

In the primary phase, Yrs. 2-6 make use of a homework diary which ensures effective three-way communication between pupil, parent and teacher. Parent Consultation Meetings with teachers are held to discuss progress and strategies for further improvement. For Yrs1-6 these are held twice a year and for Reception three times a year. Years 1-6 are also provided with a Learning Journal, issued three times each year which shows where their child is in relation to age related expectations and their personal targets. The school sends information to parents at the start of each year about the programme of learning each child will be following in each subject area (Welcome To Booklet and Curriculum Outlines). Information concerning the expectations of homework is sent at the start of each year so that parents know what will be given to children each week (as set out on pupil timetables). In addition, parents are given reading records to help them support their children at home in Reading. In Mathematics the school has also developed Calculation Strategy Booklets for Y1/2, Y3/4 and Y5/6 which are given to parents on request.

Parents receive a detailed school report in July and Reception pupils are also given their EYFS Profile Summary. This outlines the child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future. Parents are given the opportunity to discuss any concerns they may have.

The School is currently examining ways to make better use of technology. This will be especially important for those „hard to reach“ parents/carers as will the continued emphasis on face to face support meetings.

D3: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met

D3.1 demonstrating an awareness of the varying needs of individual pupils and have an effective strategy for meeting them, including supporting those who need it and stretching the most able

Primary Phase

Lady Royd provides a holistic and diverse educational experience which nurtures individual achievement, independence, excellence and respect. Children in Lady Royd contribute to the learning ethos within the whole school and are equipped with the skills, knowledge and understanding necessary to

be able to make informed choices throughout their lives. The school believes that appropriate teaching and learning experiences should be constructive, rewarding and enjoyable and help children to lead happy and fulfilling lives and become good citizens. Lady Royd school wants all learners to:

Achieve their full potential and become lifelong learners

Be confident, enthusiastic, resourceful, tolerant and take calculated risks

Develop creativity, imagination, independence, inquisitive and enquiring minds

Be able to initiate their own learning and to identify next steps

work collaboratively and to use the skills of peer learning & peer support

It is acknowledged that children learn in many different ways and strategies are developed that allow them to learn in ways that best suit them. Different forms of intelligence are taken into account when planning our teaching and learning and different learning styles VAK (Visual, Auditory, and Kinesthetic) are recognized and catered for.

Lady Royd teachers offer opportunities for children to learn in different ways and to reflect on what has been learned. Some of these include

Investigation, problem solving, researching and finding out, questioning responding to a variety of media, debates, role plays and oral presentations

Group work, whole class work using a range of technology, paired work

Designing and making things, fieldwork and visits to places of educational interest, including a variety of residential experiences

Physical and creative activities

Teachers provide lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations. They aim to provide an atmosphere where children are prepared to take risks and where shared learning objectives are understood by the pupils. Teachers use WALT (What We Are Learning Today) and WILF (What I'm Looking For) where appropriate. Teachers aim to be innovative and creative and to provide regular opportunities to discuss, review and reflect on the learning. They provide clear expectations of what pupils are expected to achieve by the end of the session. Teaching ensures that children's understanding is developed through active, practical and first hand experiences and it involves individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference.

Teaching is based on knowledge of the children's level of attainment with the prime focus being to develop further their knowledge and skills. Teachers strive to ensure that all tasks set are appropriate to each child's level of ability and teachers have high expectations of all children and believe that everyone should be included in the full range of educational opportunities and that these should be of the highest possible standard.

Transition between Primary and Senior Phases

BGGS senior school has always worked closely with Lady Royd its junior school in a wide variety of contexts. The school will continue to work hard to ensure that pupils of all abilities and backgrounds make a successful transition to the next stage of their learning.

Several links exist between the two schools: some teaching staff teach across the phases and dining and other facilities are shared. As an all-through school these links will be further strengthened. It will also ensure closer ties with local partner primary schools in order to build close working partnerships. Systems will be in place to ensure the accurate transfer of data and information regarding learning and social needs. This will include the development of transition projects and the offer of the use of specialist facilities at the Free School. Currently, children from local primary schools are invited to the annual dance show and school productions, to sports fixtures and to take part in the annual BGGS public speaking competition for pupils in years 5 and 6.

Induction into Year 7 will include information days and evenings for parents and pupils, There will continue to be sessions for prospective Year 7 pupils in the summer term previous to entry to find out form groups, meet Form teachers and to take part in activities specifically designed to establish future learning patterns and to meet/bond with peers and key staff and peers. This practice will foster:

Shared mutual understanding of curriculum arrangements to ensure the appropriate preparation of pupils for successful transition to secondary level
Genuine continuity of and progress in learning
Curriculum support to the primaries (via staff, older students and/or resources)
Involvement as appropriate of primary pupils in certain of the Free School's enrichment activities
Effective liaison to establish the educational needs of all pupils due to enter the Free School well before they arrive

Transition from the primary phase to the secondary is viewed by the Free School as key, and it will establish a promoted post in the senior phase to take responsibility for all aspects concerned with the smooth transition of all pupils from Y6 into Y7. BGGS firmly believes in the importance of establishing positive systems and patterns of learning, of establishing robust home/school partnerships and of ensuring that learners are known and nurtured.

The Senior Phase

The school recognises that the intake for the Free School will be even more diverse and it will need to adapt its current successful practice to meet the varying needs of its future cohort. Class sizes are relatively small and pupils, as now, will be known as individuals. Tighter pastoral systems will be in place to ensure that potential problems are identified promptly.

This will involve :

- a member of staff dedicated to ensuring a smooth transition from KS2

- more regular monitoring of pupil performance and behaviour
- continued involvement of sixth form students in mentoring and support
- active and early intervention strategies
- focused use of multi-agency support
- pupil issues to become a regular item on SMT meetings
- closer monitoring by the link GB member for pastoral care and support

Staff clearly recognise the importance of differentiation to address the varying needs of pupils. Learning will be planned through carefully thought out schemes of work. There will be strong lesson planning using creative flair and with well-defined aims and objectives. A wide variety of teaching styles will be used and well-constructed procedures for target setting and monitoring individual pupil progress. The provision of high quality teaching and learning will be underpinned by a sound and consistent professional development system to evaluate the quality of lessons and outcomes for both pupils and staff.

Teachers will need to ensure that learning experiences are varied and include whole group work, including exposition in lead lessons, small group work and individual and intensive learning. Students should be able to discuss their findings, often whilst continuing to search for information. Better use will be made of the ICT to ensure pupils are equipped for 21st century learning. Pedagogical approaches need to impact on students' use of learning materials. Increasingly, students will seek access to resources on the VLE to web pages, e-journals, e-books and databases alongside print-based materials. Factors such as these will ensure that the new technologies are better used to enhance learning across all Key Stages.

It is recognised that teachers have secure subject knowledge and that they are able to impart that knowledge to learners. However, at present, pockets of learning could be considered too passive and the Free School acknowledges that students would benefit from more independent learning, challenge and more active participation. Active differentiation will be key and regular monitoring will take place through performance management, departmental policies and procedures, the school development planning process, and the teaching and learning structures already in place. Weak or ineffective practice will be dealt with swiftly and appropriately.

Gifted and Talented

The Governors and Senior Leadership Team are committed to meeting the needs of the most able pupils in the school and the Assistant Head (Teaching & Learning) will coordinate provision for gifted and talented pupils and will:

review the school progress on an on-going basis; being responsible to the school management and the governing body

lead the development, implementation, monitoring and evaluation of the school's policy for G & T pupils. (S)/he will also liaise with HOD's/ HOF's/ and Academic Mentors when and where appropriate

be responsible for leading the collection of data used to identify the BGGs G & T Cohort. This Cohort will contain between 5 and 10% of each year group.

manage the development of specific G&T resources and be the signatory for the monies in the G&T budget
be responsible for any CPD in G&T for curriculum areas
lead, monitor and evaluate progress on the school's use of the National Standards

The school will ensure that:

pupil prior knowledge will be taken into account, particularly at the interface between KS2 and KS3

a resource base of extension and enrichment materials will be developed within each curriculum area

links will be established/extended with other organisations.

Gifted and Talented will be an item on department meeting agendas

A link Governor will be in place

Identification

BGGS will identify gifted and talented students by a combination of a variety of objective tests such as:

- The Y7 entry assessment results
- Prior examination achievement such as SATs, GCSE results
- Reports from previous schools
- Subject-specific assessments
- Teacher observation and recommendation
- Exceptionally high achievement in Music, Drama, Dance or Sport.

Gifted and Talented students will be recorded on the Gifted and Talented register and provision will be made in the following ways:

- Departments will be required to ensure that the schemes of work and lessons carefully planned in order to meet the needs of all students and provide for extension, enrichment and acceleration, where appropriate.
- Heads of Faculty, Heads of Year and the Assistant Head, Teaching and Learning will oversee the progress of the identified students and will take responsibility for co-coordinating intervention where progress does not meet expectations.
- Gifted and Talented students will be actively encouraged to take part in enrichment work and extra-curricular activities, including out-of-school events. These activities will be subject to regular review, with the objective of ensuring that we are catering for as wide a range of interests as possible.
- BGGS will ask the pupils on the gifted and talented register for their views and seek to act upon their responses in order to ensure that their needs are met.
- The parents of Gifted and Talented pupils will be actively involved; BGGS will seek to support parents to help them to understand aspects of the work and provision for their gifted and talented children.

D3.2 show how you will use ICT, other agencies and partners' resources to support the learning and achievement of pupils varying abilities and needs

While teachers remain at the heart of teaching, the correct use of ICT adds greatly to what can be delivered. The Free School will use ICT to:

Enrich learning experiences through access to and interaction with multimedia content. This would be delivered through interactive whiteboards and other display technologies, portable wireless devices as well as conventional desktop computers. Engaging applications such as podcasts, blogs and wikis will be used to encourage both spoken and written literacy skills

Develop overall ICT capability such that students will be empowered to access employment in an information economy

Develop a capacity to deliver teaching and learning anytime anywhere through a virtual learning environment. This will particularly engage more independent learners and would also provide a means of packaging catch-up and extension materials

Track academic progress and set targets

Involve parents and carers with their child's development through online information, updates and interactions

Support management, communications and administration introducing efficiencies through technologies such as e-registration, electronic calendaring

D3.3 describe the strategies you will use to overcome barriers to learning and achievement such as children with English as their second or additional language

In accordance with LACSEG SEN calculations, 20% of primary phase and 26% of senior phase students will be classified as School Action or School Action Plus pupils. (www.education.gov.uk)

Currently there are pupils who attend BGGs who do not have English as the language spoken at home and others have moved to England from other parts of the world. The school identifies EAL learners through staff recommendations, parental request, and information from previous schools (if appropriate) and through MIDYIS.

The school believes that a student's acquisition of English is best achieved in the classroom with their peers. However it is recognised that these students learn best when there is an active support mechanism in place. If necessary, learners have extra English instead of their MFL. Students' progress is monitored closely and if a girl is deemed not to be in need of continued weekly support in February, at the point where the rest of the year group are changing to their second carousel language, she may re-join the class. Support for older girls takes place at lunchtime and is closely targeted on the individual girl's needs eg preparation for IELTS.

In Lady Royd, pupils who are identified as English as Additional Language (EAL) pupils who are having difficulties with their studies attend a lunchtime session once a week with the SENCO. Within these sessions, pupils develop both their written and spoken English skills, including developing their vocabulary. Pupils who have EAL and who cannot access lessons due to the

severity of their needs, are taught by a teaching assistant outside of the classroom. The teaching assistant receives guidance on the intervention needed by the SENCO. Pupils, who are struggling to this extent, are taught basic English skills including phonics and basic numeracy. EAL specific resources are used for these sessions. When the pupils are ready to be integrated back into mainstream learning, the teaching assistant supports them initially within their lessons.

Literacy and numeracy

Addressing the literacy and numeracy issues will require new approaches inside and beyond the classroom. It needs to be clearly understood by all at the Free School that Literacy is a whole school issue and the appointment of a Literacy Leader is being considered alongside Curriculum Area Literacy Champions. A rapid step change in the area of literacy will be of paramount importance and under the new leadership structure this could be led by an Assistant Principal.

If necessary, there will be a sharply focussed programme of tailored interventions to improve literacy particularly reading. Diagnostic tests such as the Suffolk Reading and the CATS will provide baseline data. The progress of students would be tracked assiduously and other appropriate interventions would be offered. These might include

PhAB: (Phonological Assessment Battery)

Rapid English: produces interactive computer programs to help people of all ages to communicate simply and clearly in English.

LASS: Secondary: Lucid Assessment System for Schools. This assesses for example visual memory and Phonic reading skills

- **Paired Reading:** this could be used between pairs of the same age or different ages and abilities. It could be used at home and at school.

Other support for reading could include Reading Buddies, Reading Champions. House points could be offered to those young people who make progress in their reading and meet their targets. The Learning Resource Centre will include an appropriate range of reading materials and reading.

In Lady Royd all schemes of work for Literacy and Numeracy have been constructed in accordance with the Primary Framework, which is currently under review for 2014. Whole school Literacy and Numeracy levels and targets are regularly evaluated and analysed. Consequently, assessment of literacy and numeracy levels and individual pupil target setting and monitoring processes are embedded into teachers' daily practice and procedures.

PIPs, InCAS and Teacher Assessment are used to determine the levels pupils are achieving. The pupils are assessed on their Numeracy and Literacy skills through timed assessments. Lady Royd also do APP for Numeracy to inform planning and teaching. At the end of a year an overall level is decided upon for each pupil's achievement for the year. Teachers then predict levels in Numeracy and Literacy for the forthcoming year using National Curriculum levels and the point system. Pupils, staff and parents are all aware of their

current levels and targets in both Numeracy and Literacy. In addition to this full use is made of PIPS and InCAS to determine value added progress. In years 1 and 2 pupils' reading ages are also obtained through reading assessments.

D3.4 set out your approach to supporting disabled pupils and pupils with special needs, who may or may not have a statement of special educational needs and;

D3.5 set out how you will have regard to the Special Educational Needs Code of Practice

SEN Policy (D3.5 Appendix 1)

Overcoming barriers to learning

The Free School believes that there are times when all young people particularly those from deprived backgrounds or looked after children (LAC) need support to overcome barriers that constrain their confidence and ability to take part in learning situations and equip them with new skills that enable them to progress to employment or further learning. These barriers could be permanent or temporary and the school will develop strategies to support learners and their families. BGGs will strive to ensure that it works with the local community to improve students' life chances

LAC and vulnerable learners

The school will work closely with the LA to ensure that any looked after children receive the support they require. Liaison and support will be overseen by the SENCO as the designated teacher and she who will also be their champion in school. She will be responsible for receiving and reviewing personal education plans (from social workers), coordinating the development of the plan and providing a central point of contact for all professionals working with each looked-after child.

It will be her role to ensure that
the school responds immediately and appropriately to all related issues
appropriate and regular CPD is in place
that senior staff and governors have an overview of the educational needs
and progress of looked-after children
school policies are reviewed from the point of view of looked-after children
resources are allocated to match priorities for looked-after children
The school compares the performance of LAC with their peers
ways of raising the attainment of looked-after children in the school
improvement plan are identified
the school has a policy that encourages collaboration with other agencies and
services, eg, health professionals, CAMHS, school attendance services
the school provides the LA with data on attendance, attainment and
exclusions of LAC

On a more practical and day-to-day basis, the SENCO will settle newly arrived LAC in to school – especially during mid-term and she will

share sensitive information about individual looked-after children with relevant staff members, and putting safeguards in place (remembering that some children will not want teachers to know about their situations)

liaise with foster carers, residential children's homes and social services to ensure that the school has relevant information about a child's care history communicate with a child's carers about his or her achievements and needs, setting up good links which are supportive to both child and carer

ensuring all looked-after pupils have an up-to-date personal education plan, and that they are able to contribute to it

maintain an overview of their changing needs and progress.

The SENCO will be accountable to the Assistant Headteachers for Inclusion and Teaching and Learning and regular reports will be provided to the link governor.

BGGS will welcome students special educational needs and disabilities and will have strong special needs provision, working closely with the LA and other professionals in a spirit of collaboration to ensure outstanding provision for all SEN students. It will abide by the SEN Code of Practice. Special needs would be supported by small group withdrawal where appropriate and by inclusive provision in the classroom designed by teachers as part of normal lessons.

A SENCO has been appointed to lead the SEN department and to design a framework of support that will enable all teachers to respond appropriately to the special educational needs of individual pupils. In addition, the SENCO will continue to advise the Senior Leadership Team on SEN strategy and provision and will liaise with parents/carers, external agencies and other appropriate professionals. The school setting arrangements and a varied curricular choice will allow time for extra support either as a group or on a one to one basis. It would also buy in specialist support from the LA or other providers as required.

For pupils with special educational needs to achieve their full potential, they need a whole round support system where school, home and other supporting agencies such as health care or outside SEN support agencies are working together to support the child in their development. At BGGS the SENCO holds meetings with the parents of the SEN pupils twice a year. Discussions involve agreement on steps moving forward for their child. SEN meetings are conducted, in a honest and open way. Pupils are also consulted about their learning and what they feel they need in terms of support and what areas they are having difficulties with.

Currently the SENCO calls on support from Dyslexia Action and uses them to carry out assessments for ACCESS arrangements in addition to assessing our dyslexic pupils. A teacher from Dyslexia Action also comes into school to teach some of our dyslexic pupils each week. Although we have not needed to contact other multi-agencies in recent years our SENCO has compiled a

comprehensive list of outside agencies - 'Helping Hand' who we can call on if so required including the local Speech and Language Service, Hidden Hearing and The National Autistic Society. The Helping Hand booklet given to parents with SENs at our school also outlines parent support organisations such as IPSEA (Independent Panel for Special Education Advice) and Network 81. The SENCo also liaises with the LEA to discuss pupils who want to attend the school who have been at local mainstream schools in particular those children who have statements and who benefit from funding. As a Free School, we will be able to obtain funding for statemented pupils from the LEA and draw on their extensive resources.

Our Early Years Department who are inspected by OFSTED receive the same outside support as other nurseries and thus liaise with the LEA and receive multi-agency support. The Early Years staff implement 'Team Around a Child' (TAC) and adhere to the Common Assessment Framework (CAF).

BGGS provides learning support for pupils in need of this assistance. All pupils are included and every effort is made to ensure that they are able to access the curriculum and in doing so that they may reach their full potential. Careful consideration would be given to providing a breadth of curriculum offer providing access to all learners with special needs. For some, a full course of GCSEs would not be appropriate, so a more varied or appropriate range of courses would be offered.

It is the policy of the school that students should have access to the full curriculum. Wherever possible, Learning Support provision takes place outside formal lesson times (e.g. before school, registration, break, lunchtime). In Lady Royd, pupils are taken out of a single non-core lesson and the SENCO ensures that they do not miss the same lessons each year. With the forthcoming change in intake the school is currently planning to ensure LDD is identified early that the appropriate strategies are in place to deal with learning issues. Heads of Departments ensure that teachers have identified students with LDD in their mark books and that work is differentiated according to their needs. The school runs a buddy scheme which pairs a sixth form student with a younger girl who needs additional support.

Provision Maps are written for all pupils receiving additional sessions and they are reviewed termly with form staff, pupils and parents to ensure everyone is clear of what targets they are working towards and to ensure they stay relevant. Pupils, who do not have weekly support sessions, have review meetings with the SENCO, throughout the year.

BGGS will:

Ensure, that the Principal or nominated governor is kept fully informed about SEN issues.

Ensure that teachers are aware of the importance of identifying and providing for pupils with SEN

Ensure that pupils with SEN join in school activities with other pupils where reasonably practical and where compatible with the pupils' SEN Report to parents on the implementation of SEN policy

Ensure parents are informed of any decision to introduce SEN provision for their child
have regard to the SEN code of practice in implementing SEN policies and procedures

BGGS will also:

Promote equality of opportunity for disabled people
Promote positive attitudes towards disabled people
Eliminate discrimination and /or harassment of disabled people
Encourage participation by disabled people in the public life of the school
Make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage compared to other pupils in the school.

The school aims to further support and develop those students who are academically able or who demonstrate talent in any of the creative, cultural or sporting areas of the curriculum. Gifted and Talented students would be identified early on through data sharing with partner primary schools and through testing. Setting will support students' need for challenge and stretch. Full use will be made of the Institution and Classroom National Standards for Gifted and Talented Provision. Learning in the classroom is differentiated and the curriculum is varied to allow these students to progress at their own pace. In addition the school provides and promotes a wide range of opportunities and experiences.

D3.5 APPENDIX 1



ASPIRE • SUCCEED • LEAD

**BRADFORD GIRLS'
GRAMMAR SCHOOL**

Co-educational 2-11, Girls only 11-18

SEN Policy

Each student regardless of their ability is entitled to a broad and balanced curriculum which is relevant to their educational needs. The curriculum offered will give all students a sense of achievement and thereby help them to

develop confidence and self-esteem. We believe that all teachers are teachers of pupils with special educational needs.

The Free School firmly believes that each student should be given the opportunity for the learning they need, when they need it to achieve their full potential – spiritually, academically and socially. We recognise the uniqueness of each individual and aim to provide a rich and varied learning experience for all.

Principles Underlying the Policy

We acknowledge current legislation and recognise that a percentage of our children may have a special need related to their academic progress, emotional or behavioural difficulties, sensory impairments or physical disabilities. The views of children with SEN should be sought and their views taken into account. Parents have a vital role to play in supporting their child's education.

Aims and Objectives

The Free School aims to:

Ensure that all children in the Free School are encouraged, valued and accepted equally, regardless of their ability or behaviour. Foster an atmosphere in which SEN students feel valued and can develop a sense of self-worth and achievement

Encourage students to accept each other's strengths and weaknesses and support one another to reach their goals

Ensure all children with Special Educational Needs have access to the broad and balanced curriculum to which they are entitled. They will be supported through the implementation of School Action or School Action Plus. This enables them to reach their potential through the national curriculum.

Practise inclusive education provision where pupils can be provided access to the school curriculum

To identify at the earliest opportunity using agreed Free School criteria those pupils with Special Educational Needs

That every teacher is an effective teacher of children with Special Educational Needs and involved all teachers directly concerned with identified students – subject teachers, support teachers, teaching assistants, coaches and form tutors – in helping meet the pupils' needs

Meet the training needs of teachers and teaching assistants involved with SEN pupils

Acknowledge the valuable contributions made by children and their parents in their achievements and work in partnership with parents at all times by encouraging parents to be actively involved in assessing needs, making decisions, monitoring and reviewing provision

Review targets identified within student Provision Maps with parents at least twice a year or termly for some students. One review in the year may coincide with parents' evening

Establish a Provision Map for any child requiring learning support which is additional to or different from the individualised curriculum plan (involving the student and parent in the process)

Establish links with other schools in order to share good practice and experience, by ensuring that:

- Records from the previous school are used and further information is sought if needed.
- Support is provided at all transition stages to staff and students. ○ Baseline testing of all students is carried out on entry to the Free School so we can monitor the progress of identified children.
- A register of SEN students is set up and maintained
- The staged approach to assessment and provision (as identified in the code of practice) is adopted

All teachers know which students have been identified, what their needs are and how they can best be met (via the VLE), this information also is to be kept by teachers in their SEN folder

Children with Special Educational Needs receive support in class by their classroom teacher or a TA, from an individualised curriculum, from external agencies as appropriate to their level of need

Staff are familiar with referral procedures and relevant parts of the SEN code of practice

All teachers are aware of and have access to the SEN referral process (via the VLE)

The success of the policy may be judged using the following criteria:

the amount of identified teaching time available to support SEN pupils
the number of pupils with special educational needs attaining specified levels in National Curriculum assessments
average reading improvement of pupil receiving support with teaching the number of planned programmes of intervention and support.
the amount allocated to SEN by Governors
the proportion of teachers' records which include information on the special educational needs of pupils in their classes.
the proportion of schemes of work which show evidence of differentiation for pupils with SEN
INSET time allocated to staff development with reference to special educational needs
the proportion of parents attending or contributing to reviews and consultations
staff fulfil the expectation of the Free School in carrying out procedures for special needs and produce the necessary paperwork e.g. Provision Maps, Reviews, Reports, Classroom Organisation for Special Needs, liaison with any TA allocated to identified students
recommendations by external agencies are acted upon and incorporated into the curriculum.
children are confident and well-motivated and are making measurable progress
the movement between stages on the IEP register and the number of pupils on the register

Compliance with Guidance - Duties in relation to pupils with SEN:

1. The Directors of the Company must, in respect of each Free School, comply with all of the duties imposed upon the governing bodies of maintained schools in;
Part 4 of the Education Act 1996 as amended from time to time²;
The Education (Special Educational Needs) (Information) Regulations 1999 as amended from time to time;
The Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2008 as amended from time to time³.
2. Notwithstanding any provision in this Agreement, the Secretary of State may (whether following a complaint made to him or otherwise) direct the Company to comply with an obligation described in this Annex where the Company has failed to comply with any such obligation.
3. Where a child who has SEN is being educated in an Free School, those concerned with making special educational provision for the child must secure that the child engages in the activities of the school together with children who do not have SEN, so far as is reasonably practicable and is compatible with; the child receiving the special educational provision which his/her learning difficulty calls for, the provision of efficient education for the children with whom she/he will be educated and the efficient use of resources.
4. In addition to complying with the duties imposed upon the governing bodies of maintained schools set out in The Education (Special Educational Needs) (Information) Regulations 1999 (as amended from time to time) the Company must ensure that the website for each Free School includes details of the arrangements for the admission of disabled pupils; the steps taken to prevent disabled pupils from being treated less favourably than other pupils; and the facilities provided to assist access to the Free School by disabled pupils (disabled pupils meaning pupils who are disabled for the purposes of the Equality Act 2010⁴).

Admissions

1. The Company must ensure that for each Free School pupils with SEN are admitted on an equal basis with others in accordance with the Free School's admissions policy.
2. Where a local authority (-LAI) proposes to name the Free School in a statement of SEN made in accordance with section 324 of the Education Act 1996, it must give the Company written notice that it so proposes. Within 15 days of receipt of the LA's notice that it proposes to name the Free School in a statement, the Company must consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the Company must have regard to the relevant guidance issued by the Secretary of State to maintained schools.

² Currently these duties are in sections 313 (Duty to have regard to the Special Educational Needs Code of Practice 2001); 317 (Duties in relation to pupils with special educational needs), 317A (Duty to advise parents that special educational provision is being made); and 324(5)(b) (Duty to admit the child where a school is named in the statement).

³ These Regulations are amended by The Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2009 (SI 2009 No 1387).

⁴ For the meaning of 'disabled', see section 6 of the Equality Act 2010.

3. If the Company determines that admitting the child would be incompatible with the provision of efficient education, it must, within 15 days of receipt of the LA's notice, notify the LA in writing that it does not agree that the Free School should be named in the pupil's statement. Such notice must set out all the facts and matters the Free School relies upon in support of its contention that: (a) admitting the child would be incompatible with efficiently educating other children; and (b) the Company cannot take reasonable steps to secure this compatibility.
4. After service by the Company on the LA of any notice (further to paragraph 7 above) stating that it does not agree with the LA's proposal that the Free School be named, the Company must seek to establish from the LA, as soon as is reasonably practicable, whether or not the LA agrees with the Company. If the LA notifies the Free School that it does not agree with the Company's response, and names the Free School in the child's statement, then the Company must admit the child to the school on the date specified in the statement or on the date specified by the LA.
5. Where the Company consider that the Free School should not have been named in a child's statement, they may ask the Secretary of State to determine that the LA has acted unreasonably in naming the Free School and to make an order directing the LA to reconsider.
6. The Secretary of State's determination shall, subject only to any right of appeal which any parent or guardian of the child may have to the First-tier Tribunal (Special Educational Needs and Disability), be final.
7. If a parent or guardian of a child in respect of whom a statement is maintained by the local authority appeals to the First-tier Tribunal (Special Educational Needs and Disability) either against the naming of an Free School in the child's SEN statement or asking the Tribunal to name an Free School, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State under paragraph 9 above, be substituted for the Secretary of State's decision.
8. Where the Company, the Secretary of State or the First-tier Tribunal (Special Educational Needs and Disability) have determined that it should be named, the Company shall admit the child to the Free School notwithstanding any provision of Annex 1 of the Supplemental Agreement of that Free School.

D.4 Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement

D4.1 outline the targets that are proposed why these are suitable to measure the delivery of your education vision and what your strategy will be to achieve these

D4.2 describe the proposed success measures for individual pupils and the whole school and how these will be monitored, reviewed and reported

D4.3 set out plans to develop pupil assessment and tracking systems

The school firmly believes that learners need to be challenged, encouraged and set targets in order to achieve their full potential. There is a well-established system for target setting at KS5 where ALIS data is used to track

individual pupil progress and to set Targets. Tutors meet after Sixth Form assessments in November and March to discuss and review targets.

Whilst Mid YIS and ALIS have been in school for some years, YELLIS was also introduced this year to track GCSE pupil progress more closely and to set targets. Science and Mathematics do set departmental targets at GCSE and A level. The school has a system of tracking performance. At pupil level, subject staff produce a Monitoring Grade Sheet every half term and this data is all recorded and tracked via Schoolbase (school's MIS) and is then used by the form tutor for individual pupil monitoring.

PIPS and InCAS are in use in the primary phase. At Lady Royd, children are encouraged to take responsibility for their own learning and to be involved as far as possible in reviewing the way in which they learn. A range of age appropriate self and peer review, as well as planned plenary sessions, will continue to be used at the end of lessons to review the key learning objectives and to assess the level of understanding.

At BGGs it is acknowledged that assessment strategies should be concerned with the whole child. The process of assessment should enable teachers to make decisions about the education of students as their progress, success and areas for development are monitored. It should also assist in the diagnosis and identification of special needs. Students should have their achievement recognised and used to shape their future learning, thus ensuring progression and continuity.

Good assessment strategies will enable this to happen. In other words assessment should be formative as well as summative and must point the way forward in the learning process as well as recording the point reached in any given area of the curriculum. The school is currently focusing on ensuring that there are robust systems at KS3 and the Assistant Headteacher (Teaching and Learning) is currently investigating the use of APP (Assessing Pupil Progress) which enables teachers to make judgments about their pupils' attainment, keyed into national standards.

Work is therefore on-going on the use of Assessment for Learning (AfL) to ensure that performance data supports lesson planning and aspirational but realistic target setting. Staff will have to develop techniques to address the educational needs of a wider ability spectrum and focused CPD will support the necessary continuity and accuracy in target setting across the two phases. To this end an audit is currently being conducted to ascertain the specific training need for each member of staff in the further use of Assessment for Learning strategies to maximise teaching and learning across the ability spectrum.. The School Development Plan will address the training need in this area as a priority in September 2011.

BGGs currently delivers an outstanding education, the aim of the Free School is to continue to deliver to this standard thus raising the attainment levels of all our current and prospective pupils and promoting a lively interest and enthusiasm for learning. Pupils will be equipped with the skills, knowledge and

qualifications required to pursue the careers of their choice and meet the challenges of the 21st century.

Performance management procedures will continue to monitor the progress and development of individual members of staff. A review of the previous performance management cycle and an assessment of progress towards objectives agreed will be carried out. Future objectives will be determined. High quality professional development procedures support the vision and ethos of the school and underpin the success of its pupils
(Performance Management Policy D4.3 Appendix 1)

The Free School will focus on the individual and their development, adding value through a broad and balanced academic curriculum in conjunction with exciting and wide-ranging extra-curricular activities. The school will continue to raise the aspiration and achievement of our pupils by providing challenge and opportunity, tracking their performance against their potential, celebrating their successes and providing support and strategies to help them with disappointments.

Academic Performance Targets

Academic Measure	Target%		
	2013	2014	2015
Level 4+ in English at KS 2*	96	96	96
Level 4+ in Mathematics at KS2*	82	82	82
% making expected levels of progress in English between KS2 and KS4	100	100	100
% making expected levels of progress in mathematics between KS2 and KS4	100	100	100
GCSE A* - C	100	100	100
GCSE A* - C (inc Mathematics & English)	100	100	100
Achievement of e-Bacc	95	95	95
A level A* - B	75	75	75
Progression to Higher Education	91	91	91
Attendance	93	94	95

*These figures are based on KS2 three year averages from 2008/9, 2009/10 and 2010/11.

Public Examination results and KS2 data will reflect the level of success in achieving these targets.

It is acknowledged that the numbers of children with EAL may fluctuate year on year and that this may impact on academic targets until the school admissions policy is firmly established.

Other Key Performance Indicators (KPI)

KPI	Responsibility for delivery / measurement	How will we measure this?	Who will monitor this?
OFSTED Rating	All staff	OfSTED Inspection	SLT/GB
Oversubscription	SLT/ HT PA		SLT/GB
Parental satisfaction		Parental survey. School considering Kirkland Rowell	SLT/GB
Year 6 personal growth and satisfaction	██████████ / Primary Liaison Leader	Exit poll in Y6 to measure how pupils feel about themselves, whether they are ready to move on and what if anything needs improving for future Lady Royd pupils	SLT/GB/ Head of Lady Royd
Successful transition of Lady Royd Boys at end of Y6	██████████ / Primary Liaison Leader	Transfer data And pupil/parent face to face interview	by HT Lady Royd and GB
Local community make full use of the facilities on offer after school hours	Communications and Relations Manager	Bookings/community requests	Bookings/Lettings monitored by External Relations & Communications Manager
Increased retention Y11 to Y12	HOY 11 and HOSF	Data	HOSF/SLT/GB
Year 11 satisfaction and leadership	HOY 11	Exit poll in Y11 to measure how pupils feel they have developed into leaders, how well the school has prepared them for Post 16 pathways, and what if anything needs improving for future senior students	HOSF/SLT/GB

Year 13 personal growth and satisfaction	HOSF	Exit poll at Y13 to measure levels of confidence/independence, and what if anything needs improving for future Sixth Form students	SLT/GB
Pupil attendance at Extra-curricular Activities	Heads of House/Form Tutor	Activities register monitored	Asst HT Inclusion

The Free School will achieve its aims by:

Preserving and promoting its culture of aspiration and achievement, so that each and every pupil can successfully access the route of their choice in higher education, further training or employment

Differentiated learning, a broad and balanced traditional curriculum which is exciting and encourages independence

Using data effectively to set and monitor targets from the individual student level up to whole school level

Providing a challenging yet supportive environment where success is celebrated and confidence gained, so that each individual is able to adapt to the challenges and opportunities they will encounter as global citizens in the 21st century.

Working in partnership with families to create a strong school community where the development of the whole child lies at the heart

Detailed planning, strong leadership and robust accountability at all levels

Robust application of the school Attendance Policy for all students

We will assess our progress by:

Data analysis, assessment, target setting and tracking that shows learners have reached their potential and are therefore able to access the next stage in their learning.

Our pupils having learnt self-discipline, self-respect, and self-confidence.

Our pupils being prepared to be a positive participant in the world beyond school and to make something of their career and pathway in the future.

Continuing the history of parental satisfaction and creating, then maintaining, the level of demand for places at a school renowned for its culture of tolerance, respect and understanding.

The school is diverse culturally and socially and is not typical of the perception of an independent school. The Governors and Principal Designate see the Free School initiative as a means of taking the school back to the community and making its excellent educational provision available to all.

D4.3 Appendix 1



Performance Management Policy

BGGS is committed to ensuring that the performance management policy and attendant procedures are fair and non-discriminatory. This policy applies to the Principal and to all teachers employed by BGGS except those on contracts of less than one term, teachers undergoing new staff induction, NQTs undergoing induction and individuals undergoing capability procedures.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Principal. It also supports development needs within the context of both the BGGS development plan and teachers' own professional needs.

Links to Free School Development Planning and Self-Evaluation

The performance management process will be a key source of information used to inform school self-evaluation, development and improvement processes. Similarly, the BGGS development plan and outcomes from the self-evaluation exercise will underpin the teacher performance management process.

All reviewers are therefore expected to explore the alignment of reviewees' objectives with BGGS priorities and plans which should also reflect, where possible, reviewees' professional aspirations.

Consistency of treatment and fairness

BGGS is committed to ensuring consistency of treatment and fairness in the operation of performance management. It will refine and review quality assurance processes when the performance policy is reviewed.

Objective Setting

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience. They will have regard to what can reasonably be expected of any teacher in that position, taking into account the desirability of a satisfactory balance between the time required to discharge professional duties and the time required to pursue personal interests outside work. They shall also take account of the teacher's professional aspirations which as a priority should be such that if they are achieved they will contribute to improving the progress of students attending the Free School.

Though performance management is an assessment of overall performance of teachers and the Principal, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a teacher's roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

Reviewing Progress

At the end of the cycle, assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favorably.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

Appeals

At specified points in the performance management process teachers and the Principal have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

Confidentiality

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewee's line manager(s) will be allowed access to this information where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be told who has requested and has been granted access.

Training and support

The BGGs CPD programme will be informed by the training and development needs identified in the training section of the reviewees' planning and review statements. BGGs will ensure in the budget planning that, as far as possible, appropriate resources are made available in the budget for any training and support agreed for reviewees. An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Principal's annual report to the governors about the operation of performance management.

With regard to the provision of CPD in the case of competing demands on the budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school priorities will have precedence. Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

The Performance Management Cycle

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31 October and for the Principal by 31 December.

Teachers who are employed on a fixed term contract of less than one year or who start their employment part-way through a cycle will participate in new staff induction procedures. If an employment period extends, these individuals will join the next performance management cycle in line with other teachers at the school.

Where a teacher transfers to a new post within the school part-way through a cycle, the Principal or, in the case where the teacher is the Principal, the governors shall determine whether the cycle shall begin again and whether to change the reviewer.

Retention of Statements

Performance management planning and review statements will be retained for a minimum period of 6 years.

Monitoring and Evaluation

BGGS will monitor the operation and outcomes of performance management arrangements. The Principal will provide the governors with a written report on the operation of the performance management policy annually. The report will not contain any information which would enable any individual to be identified but will include commentary concerning:

- the operation of the performance management policy;
- the effectiveness of performance management procedures;
- teachers' training and development needs.

The Principal will also report annually to the governors in a confidential section, appropriate details of:

- any appeals or representations on an individual or collective basis on the grounds of alleged discrimination in relation to performance management cases, including the circumstances, where teachers have not made satisfactory progress towards objectives
- any instances where the training and development set out in the annex of a planning and review statement has not been provided

Where individuals have not made satisfactory progress towards objectives BGGS will look to provide further support within the next performance management cycle as appropriate.

D5: Describe your admissions policy, confirming commitment to fair and transparent admissions practices

D5.1 set out your admissions policy, including the criteria used to prioritise places at your school if oversubscribed Your Admissions Policy must be in accordance with the School Admissions Code, the School Admissions Appeals Code and admissions law as it applies to maintained schools. It must be clearly linked to the delivery of your education vision. (Admissions Policy: Appendix 1)

D5.2 show your admissions policy will be fair and transparent

D5.3 cover both of the above points setting out your admissions policies for both the 11-16 and 16-19 phases of the school

The BGGs admissions policy (Section 5.3 Appendix 1) has been drawn up to ensure that the educational vision of the school is endorsed through its implementation. In widening access to the school through these admissions procedures, children in both local and wider communities, boys and girls in the primary phase but girls only in the senior phase, are able to apply for school places.

Within the all ability environment pupils will be encouraged to reach their individual potential, aspirations will be raised and achievements celebrated regardless of background or previous experience. BGGs is committed to operating open, fair and transparent admissions procedures

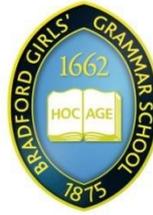
The PAN for Reception is 48 boys and girls, in Year 7 the PAN is 96 girls and in sixth form the PAN is 72 until 'legacy' small year groups move through the school. BGGs currently functions as an all-through school where pupils reach high standards. This model will be pursued in the Free School where advantages include:

Shared ethos and values by all members of the school community

Continuity of educational experience

Older students achievements raise the aspirations of the younger members of the school community

Primary phase pupils have access to senior phase expertise, resources and facilities

**D5.3 APPENDIX 1****DRAFT ADMISSIONS POLICY**

(1) This document sets out the proposed admission arrangements for Bradford Girls' Grammar School (referred to as the Free School) in accordance with Annex B to the Funding Agreement between Bradford Girls' Grammar School and the Secretary of State. Any changes to the arrangements set out in this document must be approved in advance by the Secretary of State.

(2) The Free School will act in accordance with all relevant provisions of the statutory codes of practice, the School Admissions Code of Practice and the School Admission Appeals Code of Practice as they apply at any given time to maintained schools and with the law on admissions as it applies to maintained schools. References in the codes to admissions authorities shall be deemed to be references to the Free School.

(3) From 2014-2015 the Free School will take part in the coordinated admission scheme for the Bradford Metropolitan District, participating in the admissions arrangements operated therein and have regard to its advice. In addition to these arrangements, the Secretary of State may direct the Free School to admit a named pupil to the Free School on application from a Local Authority. Before doing so the Secretary of State will consult the Free School.

(4) The proposed Free School will be an all-through school, coeducational in the primary phase and all girls in the secondary phase

(5) References in this document to –parentsll include guardians and carers.

Admissions Arrangements Approved by the Secretary of State**Pupil Admission Numbers (PAN)**

(6) The Free School will have the following agreed admission numbers for the academic year 2013/14 and, subject to any changes approved by the Secretary of State, for subsequent years:

(i) The agreed admissions for Year 7 of the secondary phase (11-18) will be 96. That is the number of places that will be offered annually, to include all those girls from the primary phase requesting automatic transfer from the primary phase to the secondary phase in accordance with school procedures. The remaining number of places will be offered to applicants being admitted from outside the Free School until Year 7 meets its capacity of 96.

(ii) The agreed admissions for Reception of the primary phase (4-11) will be 48. That is the number of places that will be offered annually.

(7) For the academic year 2013/2014, pupils of the predecessor school will be entitled to transfer to the Free School if their parents make an application to the Free School for them to do so.

(8) The Free School may set a higher admission number than its published admission number for any specific year. Before setting an admission number higher than its agreed admission number, the Free School will consult those listed in the annual consultation procedure at paragraph 37 below. Pupils will not be admitted above the published admission number unless exceptional circumstances apply which are in accordance with the School Admissions Code and such circumstances shall be reported to the Secretary of State.

Application Process

(9) Applications for places at the Free School for the academic year 2013/2014 will be made directly to the Free School and will not be part of Bradford coordinated admissions arrangements. This arrangement was advised by the LA admissions team in Dec 2011.

(10) Applications for places at the Free School from September 2014 will be made in accordance with Bradford co-ordinated primary and secondary admission arrangements and will be made on the Common Application Form (CAF) provided and administered by Bradford.

(11) The Free School will also ask parents to complete a registration form - a Supplementary Information Form (SIF) - where sufficient information for the consideration of the application is not available from the information supplied in the Common Application Form. Parents should submit the SIF to the Free School at the same time as they submit the CAF to the Local Authority.

(12) The Free School will use the following timetable for applications each year (**exact dates may vary from year to year**) which, whenever possible, will fit in with the common timetable agreed by the Bradford Admissions Forum to support a coordinated approach:

a) September - The Free School will publish in its prospectus information about the arrangements for admission, including oversubscription criteria, for the following September e.g. in September 2013 for admission in September 2014. This will include details of open days and other opportunities for prospective pupils and their parents to visit the school. The Free School will also provide information to Bradford for inclusion in the composite prospectus, as required

b) September/October - The Free School will provide opportunities for parents to visit the Free School

c) October/November –

- (i) CAF to be completed and returned to the Local Authority to administer.
- (ii) SIF to be returned to the Free School.

- (iii) Local Authority to send applications to Free School.
- (iv) Free School holds a day when all year 6 applicants both internal and external can sit the fair banding assessments

d) Late December/Early January – The Free School sends the list of pupils to be offered places to Bradford

e) February - Bradford applies agreed scheme for own schools, informing other LA's of offers to be made to their residents and

f) 1st March - Year 7 and 15th April - Primary Phase, offers are made to parents.

Consideration of Applications

(13) The Free School will consider all applications for places in the primary and secondary phases. Where the number of applications is not more than the published admission number, the Free School will offer places to all those who have applied.

(14) Children attending Nursery at the Free School's predecessor school in the academic year 2012/13 will have been offered their place for Primary Phase 2013 -2014. Priority will not be given from the academic year 2014/15 onwards.

(15) Children in Year 6 of the primary phase whose parents wish them to continue at the Free School in Year 7 are entitled to do so without further application through the LA provided their parents make their intentions known through an application to the Free School.

Banding

(16) Banding will be applied to all the Year 7 applications to ensure a comprehensive intake. All applicants will be placed into 1 of 4 ability bands based upon the score achieved in the GL Assessment Non Verbal Reasoning test which will be taken by all Year 7 secondary transfer applicants to the Free School. The 4 ability bands will be constructed relative to the scores achieved by the pupils within a given cohort of applicants.

(17) Applicants will be placed in bands, such that, wherever possible there are an equal number in each band and, wherever possible, an equal proportion will be selected from each band

Procedures where the Free School is Oversubscribed - Primary Phase

(18) Where the number of applications for admission is greater than the number of places available, applications for the primary phase will be considered against the criteria set out below. After the admission of pupils with statements of Special Educational Needs where the Free School is named on the statement, the following criteria will be applied in the order in which they are set out below:

(a) previously looked after children and children who are in public care at the date the relevant application for admission is made who a local authority has confirmed will continue to be looked after by it in accordance with section 22 of the Children Act 1989 at the time they are admitted to the Free School

(b) pupils for whom it is essential to be admitted to the primary phase because of special circumstances to do with significant medical or social needs evidenced by written professional advice. The definition of what constitutes medical or social needs is that "Bradford Girls' Grammar School is deemed the only school that can meet the child's needs"

(c) pupils who, on the date of admission, will have an older sibling in Reception to Year 11 of the Free School. Within this criterion, priority will be given to children with a sibling in the primary phase, Reception to Year 6, ahead of children with siblings in Years 7-11. The term 'sibling' means a full, step, half, adopted or fostered brother or sister, but not cousins, who will be living permanently with them at the same address at the date of their entry to the Free School. Parents will be required to produce birth certificates of both siblings to prove relationship.

(d) if a tie-break is necessary in criteria 18(c) then the place will be offered to children living nearest to the Free School on the close of the admission application date. The distance will be measured as the direct straight line distance ('as the crow flies') between the child's permanent address to the Free School's main entrance on Squire Lane . The school will use a Global Positioning System (GPS) based Geographic Information System (GIS) to establish straight line co-ordinate point to point distance between home and the school gate. The distance is measured to the exact Ordnance Survey point of each applicant's home. A child's permanent address is where he or she normally lives and sleeps and goes to school from.

(e) If a tie break is not necessary as in criteria 18(d) to determine who is admitted, criterion 18(f) will be used

(f) The remaining places in the primary phase will be offered to pupils living nearest to the Free School on the close of the admission application date. The distance will be measured as the direct straight line distance ('as the crow flies') between the child's permanent address to the Free School's main entrance on Squire Lane. The school will use a Global Positioning System (GPS) based Geographic Information System (GIS) to establish straight line co-ordinate point to point distance between home and school gate. The distance is measured to the exact Ordnance Survey point of each applicant's home. A child's permanent address is where he or she normally lives and sleeps and goes to school from.

Procedures where the Free School is Oversubscribed - Secondary Phase

(19) Where the number of applications for admission, in each band, is greater than the number of places available in that band, applications for the

secondary phase will be considered against the criteria set out below. After the admission of pupils with statements of Special Educational Needs where the Free School is named on the statement, the following criteria will be applied, to each band, in the order in which they are set out below:

(a) previously looked after children and children who are in public care at the date of the relevant application for admission is made and who a local authority has confirmed will continue to be looked after by it in accordance with section 22 of the Children Act 1989 at the time they are admitted to the Free School;

(b) Pupils for whom it is essential to be admitted to the secondary phase because of special circumstances to do with significant medical or social needs evidenced by written professional advice. The definition of what constitutes medical or social needs is “Bradford Girls’ Grammar school is deemed the only school that can meet the child’s needs”

(c) Pupils who, on the date of admission, will have an older sibling in Years 7 to 11 of the Free School. The term sibling’ means a full, step, half, adopted or fostered brother or sister, but not cousins, who will be living permanently with them at the same address at the date of their entry to the Free School. Parents will be required to produce birth certificates of both siblings to prove relationship.

(d) If a tie-break is necessary in criterion 16(c) then random allocation will be applied by allocating each applicant a number which will be randomly sorted by a computer programme. The process will be overseen by an independent scrutineer.

(e) The remaining places will be offered by random allocation. Random allocation within each of the 4 bands will be applied by allocating each applicant a number which will be randomly sorted by a computer programme. The process will be overseen by an independent scrutineer.

(20) If false or misleading information is used to gain entry to the Free School, the offer of a place may be withdrawn.

Waiting Lists

(21) Where in any year the Free School receives more applications for places than there are places available, a waiting list will operate. This will operate until the end of the first term. This will be maintained by the Free 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 out in paragraphs (18) and (19) above, as applicable. Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria.

Admission Arrangements Post-16

(22) The agreed admissions for Year 12 of the secondary phase (11-18) will be 72. That is the number of places that will be offered annually to include, all those girls from Year 11 who meet the entry requirements, requesting automatic transfer from Year 11 into the sixth form in accordance with school procedures. The remaining number of places will be offered to applicants being admitted from outside the Free School until Year 12 meets its capacity of 72. The Free School has adopted specific criteria in relation to minimum academic entrance requirements for admission to the Post-16 provision. These criteria are the same for both internal and external applicants at 5 A* - B and separate subject entry requirements may apply.

(23) When the sixth form is undersubscribed, all applicants meeting the minimum academic entry requirements will be admitted.

(24) When there are more external applicants who satisfy any academic requirements than places available, then the oversubscription criteria in paragraph 19 will apply in order.

(25) The Free School will admit any statemented pupils meeting the minimum academic entry requirements in whose statement the Free School has agreed to be named.

(26) The Free School will publish, the academic entry criteria at the beginning of the academic year prior to admission e.g. September 2013 for those seeking admission for September 2013. At the same time it will publish specific minimum requirements for individual courses. These academic entry requirements form part of the admission arrangements and will be published in the Free School's sixth form literature included in the prospectus. This information will also be published on the Free School website.

(27) The academic entry criteria will be based upon GCSE grades or other measures of prior attainment. Details relating to the predicted or prior attainment for external applicants will be required on a Supplementary Information Form.

(28) If eligible internal or external applicants fail to meet the minimum course requirements they will be given the option of pursuing any alternative courses for which they do meet the minimum academic requirements.

(29) Places in individual subjects will be limited by the availability of specialist and teaching resources. Priority will be given to eligible pupils who have studied in the Free School's Year 11. Those eligible pupils not offered a place on the course of their choice, either because they have not met the specified required grade for the course or because the course is full, will be offered an alternative if possible.

(30) Unsuccessful external applicants and those existing Bradford Girls' Grammar School - Free School pupils refused progression into the sixth form - will have the right to appeal to an independent appeal panel.

Admission into other Year Groups, Including Replacement of Pupils who have left the Free School

(31) Subject to any provisions in the LA's co-ordinated admission arrangements relating to applications submitted for academic years other than the normal academic year of entry, the Free School will consider all such applications and if the year group applied for has a place available, will admit the child. If more applications are received than there are places available then the relevant oversubscription criteria in paragraphs 15(a)-(f) shall apply for the primary phase and in paragraphs 16 (a)-(e) for the secondary phase.

(32) Admission to such year groups without a published admission number will be based upon; the size of teaching groups already existing in the Free School and the efficient use of resources, up to a combined limit for the Free School and the child's ability to access the curriculum in these years through reasonable modifications. However, each year group in both the primary and secondary phases that has been automatically transferred from the predecessor school will have a maximum capacity of not more than the planned capacity for each subsequent Free School cohort.

Admission Arrangements as the Free School builds to its Full Capacity

(33) The Free School will open on 1 September 2013 with published admission numbers relating solely to pupils in Reception, Year 7 and Year 12.

(34) Admission to year groups without a published admission number will be based upon the size of teaching groups already existing in the Free School and the efficient use of resources.

Exclusions from other Schools

(35) Notwithstanding any other provision of this document, the Free School will refuse admission to applicants who have been excluded from two or more other schools where one of such exclusions took place within the two preceding years. Exclusions which took place before the child concerned reached compulsory school age do not count for this purpose. The Free School may also refuse admission to a child (other than in the normal year of entry) in the specific and limited circumstances described in the statutory Code of Practice. In all the circumstances described in this paragraph, however, the Secretary of State may direct the Free School to admit such a child and that direction shall be binding on the Free School.

Appeals

(36) Parents will have the right of appeal to an independent appeal panel if they are dissatisfied with an admission decision of the Free School. The

appeal panel will be independent of the Free School and will be organised, established and operated by the Local Authority. The arrangements for appeals will be in line with the School Admissions Appeals Code published by the Department for Education *as it applies to Foundation or Voluntary Aided Schools*. The determination of the appeal panel will be made in accordance with the Code and will be binding on all parties. The Local Authority together with the Free School will prepare guidance for parents about the appeals process and provide parents with a named contact who can answer any enquiries parents may have about the process.

Annual Procedures for Determining Admissions Arrangements Consultation

(37) The Free School shall consult each year on its proposed admission arrangements. The Free School will consult by 1 March:

- a) Bradford (the local LA);
- b) The Admissions Forum for the LA;
- c) Any other admission authorities for primary and secondary schools located within the relevant area for consultation set by the LA;
- d) Any other governing body for primary and secondary schools (as far as not falling within paragraph c) located within the relevant area for consultation;
- e) Affected admissions authorities in neighbouring local authority areas.
Catholic and Church of England Dioceses

Determination of Admission Arrangements

(38) Following consultation, the Free School will consider comments made by those consulted. The Free School will then determine its admission arrangements by 15 April of the relevant year and notify those consulted what has been determined.

Publication of Admission Arrangements

(39) The Free School will publish its confirmed admission arrangements each year through:

- a) copies sent to the offices of Bradford
- b) details made available on the Free School website
- c) copies made available without charge on request from the Free School
- d) copies sent to public libraries in the area of Bradford for the purposes of being made available at such libraries for reference by parents and other persons.

(40) The published admission arrangements will set out:

- a) the name and address of the Free School and contact details;
- b) a summary of the admissions policy, including oversubscription criteria;
- c) a statement of any religious affiliation;
- d) numbers of places and applications for those places in the previous year;

e) arrangements for hearing appeals.

Representations about Admission Arrangements

(41) Where any of those bodies that were consulted, or that should have been consulted, make representations to the Free School about its admission arrangements, the Free School will consider such representations before determining the admission arrangements. Where the Free School has determined its admission arrangements and notified all those bodies that it has consulted and any of those bodies object to the Free School's admission arrangements they can make representations to the Secretary of State. The Secretary of State will consider the representation and in so doing will consult the Free School. Where he judges it appropriate, the Secretary of State may direct the Free School to amend its admission arrangements.

(42) Those consulted have the right to ask the Free School to increase its proposed published admissions number for any year. Where such a request is made, but agreement cannot be reached locally, they may ask the Secretary of State to direct the Free School to increase its proposed published admissions number. The Secretary of State will consult the Free School and will then determine the published admission number.

(43) The Secretary of State may direct changes to the Free School's proposed admission arrangements and, in addition to the provisions above, the Secretary of State may direct changes to the proposed published admissions number.

Proposed Changes to Admission Arrangements by the Free School after Publication

(44) Once the admission arrangements have been determined and published for a particular academic year the Free School will propose changes only if there is a significant change in circumstances. In such cases, the Free School must notify those consulted (under paragraphs 36 and 37 above) of the proposed variation and must then apply to the Secretary of State setting out:

- a) the proposed changes;
- b) reasons for wishing to make such changes;
- c) any comments or objections from those entitled to object.

Acquiring the Secretary of State's Approval for Changes to Admission Arrangements

(46) The Secretary of State will consider applications from the Free School to change its admission arrangements only when the Free School has notified and consulted the proposed changes as outlined at paragraphs 36 and 37 above.

(47) Where the Free School has consulted on proposed changes the Free School will secure the agreement of the Secretary of State before any such changes can be implemented. The Free School will seek the Secretary of State's approval in writing, setting out the reasons for the proposed changes

and passing to him any comments or objections from other admission authorities/other persons.

(48) The Secretary of State can approve, modify or reject proposals from the Free School to change its admission arrangements. Records of applications and admissions shall be kept by the Free School for a minimum period of five years and shall be open for inspection by the Secretary of State.

D6: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes

- D6.1 Set out detailed strategies for promoting good behaviour and attendance**
- D6.2 Describe how you will promote pupil wellbeing, including through pastoral care and strategies for tackling bullying**
- D6.3 Describe how these strategies are informed by your education vision and linked to raising standards and educational outcomes**

Introduction

The school believes that the most effective teaching and learning takes place in a well-managed environment, one that is calm, happy and safe for the whole school community. Our ethos is founded on 'mutual respect and responsible behaviour' and the school believes that everyone has the right to be treated fairly and equally.

Behaviour for Learning

The friendly atmosphere underpinned by excellent levels of care and support is frequently cited as a significant strength of the school. *"Pupils show outstanding levels of personal development. Their behaviour is excellent. They demonstrate high levels of confidence and self-esteem within a community which values and celebrates achievement"* ISI Report 2009. *"Pupils" success is underpinned by excellent pastoral care. Class teachers and form tutors give high levels of support which pupils appreciate. Sixth-form pupils comment appreciatively on the way in which they are treated as adults".* ISI Report 2009

The school rewards achievements and celebrates success. BGGs actively promotes individual rights and responsibilities. It has routines to promote standards of behaviour conducive to learning. The quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff, students and parents/carers.

BGGs believes that good behaviour can be developed and that poor behaviour is not an inevitable consequence of past experience. Poor behaviour can affect the safety and welfare of other members of the school community, the ability of students to learn and teachers to teach. It therefore will not be accepted.

The school works hard to raise students' self-esteem by the use of positive interaction and reinforcement. It aims to develop self-discipline amongst students and a sense of responsibility to others in the community. The school establishes clear guidelines of behaviour with appropriate rewards and sanctions which are clearly understood by all members of the school community:

To encourage and enable all staff to resolve behavioural problems should

they occur

To create a caring, stimulating and secure environment in which everyone can operate safely.

To ensure the behaviour policy is fully understood and implemented consistently throughout the Free School, and is effectively monitored and evaluated.

Rewards and Sanctions

BGGS is committed to promoting, celebrating and rewarding achievement and the school recognises that students possess a range of talents and abilities. The school has a commitment to recognising and rewarding effort and achievement at all levels. The school rewards students on both an individual level and as members of groups.

A variety of rewards are used which may include:

- Recording in SchoolBase

- Use of Praise

- Stickers

- Rewards, merits and certificates (Bronze, Silver Gold etc)

- Celebration in assemblies

- Evening Awards Ceremonies

BGGS behaviour framework has an emphasis on choice of action, good behaviour and attitudes. Pupils are thus aware that positive choice is rewarded. Expectations are high and pupils develop their own moral decisions making this positive choice. Clear sanctions provide consistency and fairness and obvious pathways for sanctions provide pupils with the opportunity to reflect upon their poor choices.

Methodical record keeping of all positive and negative comments and cumulative rewards and sanctions is required by pupils, form tutors, Pastoral Heads and the SMT. (see Behaviour for Learning Policy) Appendix 2. The School is currently reviewing the need for a specific Pastoral Head to focus on transition between KS2 and KS3.

It is a primary aim of the school to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. BGGS aims to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. Children are treated fairly and staff work hard to ensure that children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. Pupils are rewarded in a number of ways some of which are listed below:

Teachers congratulate children and in the primary phase can send pupils to the [REDACTED] with exceptional pieces of work.

Form staff are encouraged to reward cooperative behaviour and teamwork by operating a whole class and or individual reward system.

Assemblies are used to recognise particular achievements of individuals and groups, a celebration assembly is held once a week where pupils collect awards achieved in or out of school.

Pupils receive house points and receive tokens for outstanding non-academic accomplishments.

An end of year Awards Ceremony is used to celebrate pupils' successes.

Congratulations are placed in the half-termly publication, 'The Leader' and the weekly reminder 'Outstanding Achievements' section.

Learning Journals sent home at October, February and May half terms

Fine Diners Club on Friday lunchtime

Congratulations in the whole school publication 'The Leader' and in the weekly Lady Royd 'Reminders'

There is also a merit system in place. Merits are awarded to the juniors and Stars to the infants. There are different levels of merits which range from 5 merits (Bronze) to 60 merits Head teacher's Award (Certificate to be awarded at the end of year Award Ceremony).

The Primary Phase

Lady Royd will continue to use its effective sanctions procedures where necessary. These range from noting down bad behaviour to reporting to a senior colleague to contacting parents. Sanctions could also take the form of one or combination of the following:

- Removal of privileges

- Completion of extra work

- Time out of breaks/lunchtimes

- Verbal or written apologies

- Learning Journals

The school also operates a homework room for any Year 3 to Year 6 pupil who doesn't hand in homework and has no valid reason for this.

Pastoral Support

An all-through school provides continuity for positive parental involvement and ensures that the strong ethos of belonging is not disrupted. The key worker in EYFS and class teacher for Years 1 – 6 are assigned on an annual basis taking into account staff qualifications, skill sets and preferences. In the Secondary Phase, Form Tutors are also assigned on an annual basis but are generally associated with a particular Key Stage according to qualifications, skill sets and preference.

Year groups will be led by a Pastoral Head who oversees the work of the Form Tutor and in turn they will be responsible to the Assistant Head (Inclusion). The Form Tutor will be the first point of contact for both pupils and

their parents and will also monitor closely academic progress so that early appropriate intervention strategies may be employed should there be any cause for concern.

Pupils new to the school will further be supported by the topics in the Year 7 Induction Programme which focuses on settling in, adapting to change, making correct choices and how to deal with peer group pressure.

There are pupil buddying/mentoring scheme which provides younger pupils with the opportunity to benefit from the experience of their older role models who will provide additional support. Further support for pupils will be provided by the SENCO and by Sixth Form reading partners.

In summary, the following are elements of the current school which contribute towards the strong whole school ethos and the new school would look to continue and place great emphasis upon such an approach. The whole school will continue to:

actively encourage a community spirit through its positive culture of mutual support for, pride in and celebration of each other's achievements and experiences
positively endorse participation in 'community events and activities such as: assemblies, fundraising, competitions, concerts and drama productions
promote positive parental involvement and a strong ethos of belonging.

Safeguarding

The school takes its responsibilities in this area very seriously and will continue to do so. Staff undergo regular training and the Headteacher is the Designated Child Protection Lead. Rigorous Safeguarding procedures in place including those incorporated within: the Child Protection Policy, Anti-Bullying Policy, Safer Recruitment Policy, Health & Safety policies and procedures and the First Aid policy. There is also a Central Register containing the required employee clearance information for staff and employees of the school which is maintained.

The school MIS, Schoolbase will continue to hold all student records. This is a 'bespoke' system in that the school can request individual modules to support any monitoring, tracking and recording of individual staff concerns.

Bullying

Bullying of any kind is not tolerated and procedures are clearly outlined in the Anti-Bullying policy. The school Anti-Bullying Policy explains clearly:

What to do if you think a student is being bullied:

Encourage the student to talk about his/her experiences. It may help the student just to be aware that someone else knows.

Follow the procedures below.

What to do if a student complains of being bullied:

Get a complete verbal account of the incident or incidents. Are there friends, classmates or witnesses who can verify any accounts?

Get written statements from the student(s) interviewed.

The accused student(s) should be spoken to regarding the complaint and their account noted. An informal warning may be sufficient at this point.

The student's Pastoral Head must be informed as to what has happened and all notes placed on file.

The student's Pastoral Head will arrange for a member of staff, chosen by the student either being bullied or at risk of being bullied, to offer support on a continual basis until such time as the student and their parents/carers are satisfied that conditions have returned to normal.

It may be appropriate to get the accused students and victims together to give their respective accounts and propose/agree to a solution

It may be appropriate to conduct separate follow-up meetings with the victim and the accused student to ensure that the problems have been sorted out.

Sanctions

When it is clear a pupil has demonstrated bullying behaviour any of the following guidelines and/or procedures may be followed as appropriate:

- Punishment is proportionate to the offence
- There is transparency and fairness in apportioning blame
- Detention is used as a punishment for individual or small group unacceptable behaviour but is not used as a whole class punishment.
- In particular girls are not kept behind at the end of the day, as there could be serious consequences if they miss their school buses.
- An Assistant Head may place a girl on report if her behaviour warrants it. The girl is issued with a report card which is signed by the member of staff in each lesson with comments regarding work and behaviour. The card is also sent home for parent's signature.
- Internal suspension where a pupil is supervised during break and lunchtimes to avoid social contact with other pupils can be imposed.
- For more serious incidents of bullying the Principal may choose to exclude a student from school for a fixed period of time.
- For extreme misdemeanours a pupil may be permanently excluded / the police may be contacted

In working to prevent bullying of any kind the BGS community:

Is committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere.

Discusses, monitors and reviews our anti-bullying policy on a regular basis

Uses educational elements such as personal, social and health education (PSHE), assemblies, projects, drama, stories, literature, historical events, current affairs etc to promote an anti-bullying ethos

Supports staff to identify and tackle bullying appropriately

Ensures that students are aware that all bullying concerns will be dealt with promptly, sensitively and effectively.

Reports back quickly to parents/carers regarding their concerns on bullying.

Recognises the importance of encouraging students who do bully to learn different ways to behave

Will provide appropriate support and/or monitoring for both victim and bully moving forward

Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the LA and relevant statutory voluntary organisations when appropriate.

Exclusions

The School firmly believes that students should remain in school and currently operates supervised internal exclusion. Exclusion is seen as a last resort.

Parents/Carers have the right to an independent appeal against a permanent exclusion. Details of this process will be communicated to parents/carers from the Governors' Disciplinary Panel.

A student will be excluded if despite all efforts the process has failed to produce resolution and/or reconciliation and:

They continue to pose a threat to the safety or well-being of another student or member of staff

There is a likelihood of continued disruption to learning

Any exclusion proposed during a public examination period will be considered on an individual basis.

Permanent exclusion will be considered if a student:

Brings illegal drugs into school with intent to encourage others to use them

Brings an offensive weapon into school

Uses or threatens to use serious violence against a student or member of staff

Carries out sexual abuse or assault.

BGGs understands its responsibility towards any excluded pupils and will continue to be accountable for their education and outcomes. This will be managed by the Assistant Headteacher Inclusion in liaison with the Assistant Headteacher, Data & Systems.

Attendance

Research has identified strong links among attendance, attainment, truancy and crime. There is also a strong relationship between social deprivation and lower rates of attendance. BGGs takes its role in this area very seriously and it will work in partnership and close collaboration with its feeder primaries (to establish expectations) and with the LA and the EWO if necessary.

There will continue to be an expectation that excellent attendance is maintained by all members of the school community. The overwhelming

number of applications for the school already would seem to reflect that parents are keen to support the values, ethos and expectations currently promoted by the school. The school will continue to ensure excellent teaching and curriculum flexibility to support learners. The school strategies for improving attendance will continue to include:

improved use of technology to robustly monitor attendance data mapping it against individual lessons/teachers

parental communication. 'First day calling' with follow up contact will be expanded.

The school will map attendance against progress and give feedback to staff and parents

mentoring,

multi-agency working

Registration is done electronically and there is a clearly expressed Attendance Policy which allows for admin staff time to follow up any absences immediately, to register reasons for and patterns of absence and to chase up missing absence notes. This information will be fed to the appropriate Assistant Head for appropriate action. The Attendance policy states clearly that holiday in school time is not acceptable.

D7: Describe your understanding of the local community and its needs and your plans for sharing facilities with other schools and wider community

D7.1 Demonstrate a good understanding of the community your pupil intake will come from and show how the education plan reflects that while retaining high expectations for pupil achievement

The purpose and quality of education is constantly under scrutiny although there is general consensus that future life success for young people is underpinned by high levels of education, training, apprenticeship and/or appropriate qualification. Since announcing this application for Free School status the level of interest in the education provided at BGGs from families in the local and wider communities has been quite extraordinary. Parents are quite clear in their wish to have access to school places at BGGs Free School as a direct route in support of their aspirations for their children's future.

The academic success of students at the school and the positive impact this has on their future, occur as a result of the excellent standards of learning and teaching. Parents/carers are regularly consulted over different aspects of their child's progress and are invited to contribute towards this process. All students will continue to be monitored carefully and parents/carers will continue to be encouraged to join the school in guiding them through their educational towards a successful outcome.

It is clearly understood that parental involvement is a significant contributory factor in raising children's achievements and the Free School will ensure that

parents/carers are seen as genuine partners in the continued and future success of BGGs. The school will use the new technologies to reach out to the more disadvantaged and those who traditionally don't get involved, perhaps because of language or culture. The school will continue to harness the support of faith groups in their wish to make contact with all parents.

Parents/carers are key stakeholders for the Free School and emphasis will be placed on maintaining clear channels of communication with all students' families. There will be greater use of new technologies, including a wide range of resources, information and interactivity on the Free School's website and VLE in order to exploit the increasing connectivity of the school's families and engagement with the local community.

In addition the Free School aspires to continue to be at the heart of its community and thus will seek to make its facilities available to the community beyond normal core hours, including wherever possible weekends and holidays.

D7.2 Describe any plans you have for working with other schools, educational establishments or the wider community

Primary schools

The significant educational developments and progress in contributory partner primary schools are acknowledged as having a potential, significant impact on BGGs. The Free School will work closely with its primary partners to support their embedding of new practices and arrangements and also to ensure that its own practices build coherently and substantially on gains made in earlier key stages. There will be an expectation that this set of relationships will be given particularly pronounced attention in a spirit of equal partnership.

Similarly, even closer curriculum links will be forged; building on the experience and work of the current school, the shared understanding of the nature of the local community between the Free School and its primary partners will be developed by pooling resources where appropriate for the benefit of all young people. To ensure successful and controlled maintenance of standards between the transitional years 6 & 7 (a national area of concern) the school will appoint a member of staff with this specific responsibility.

The development of different styles of learning, continued success in engaging pupils and their families and the linked broad curriculum will act as catalysts for the Free School's thinking on continuity and progression. They will also act as a spur to discussion and action planning with various agencies working together to make a difference to young people's life chances. Partner schools will be seen as central to the success of the Free School.

Other Post 16 Providers

A key aim of this Free School is to raise aspirations and the excellent provision post 16 studies at the school should further improve the life chances

of all students. It is planned that a specific range of courses will be offered in such a way to ensure pathways of learning and progression. The Free School will also work closely with other post-sixteen providers to enhance the variety and range of courses on offer and to ensure complementary rather than duplicated Post 16 provision in the local area.

BGGS is currently exploring complementary provision post 16 with Bradford College. BGGS students who may not wish to study A levels are invited to Open Days, Taster Days and other special events at the college. 'Progression Packages' which provide an alternate route to higher education via further education are presented and allow students to consider alternative career progressions. A strong link with the [REDACTED] at [REDACTED] has been established and the [REDACTED], [REDACTED] and the school welcomes the opportunity to work closely with other sixth form education providers in the city.

The Free School will continue to seek to collaborate with other local places of higher and further education to provide the best post 16 learning opportunities for students. BGGS is aware of the high number of NEETs in the local area and will work in partnership with the LA/other providers to ensure a reduction in this area.

The Free School/Academy Network

The Free School will exploit the growing network of Academies/Free Schools both regionally and nationally for the benefit of its students by learning from and sharing good practice. The Headteacher will explore the advantages that may be gained from membership of regional groups and Free School/DfE networks. The Schools' Network will be an essential link to ensure that BGGS Free School benefits from well-grounded innovative thinking and remains in the forefront of educational developments. This network will help in the sharing of good practice and resources, the formulation of policies, and in deriving contract economies of scale, helping establish business links etc.

Local Networks

Local Partners: The Free School will develop further its partnerships with contributory primary schools, local specialist schools and at secondary and FE levels, focusing particularly on its relationship with Bradford College to ensure that appropriate vocational pathways are available if necessary for all students.

Other Partners: The local community including business, voluntary and residential will be prime sources for work experience placements. Where possible governors with links to existing businesses will broker links for the benefit of the students at the school.

Students in Key Stage 4 will have an entitlement to clear and independent advice and guidance (IAG) in making their choices and work experience will be available designed both to challenge and to contribute to the raising of

their aspirations. Further work experience opportunities will be identified for post 16 students as appropriate.

Links with departments at Bradford University and Leeds University amongst others are well established and provide useful sources of information, resources and advice in preparing young people for education post 16 and beyond. The Free School will nurture and further develop these university links in order to provide constructive advice and support for all its students beyond their school careers.

Work Experience

'Xperience', formerly 'Education Bradford' facilitate work placements by bridging the link between schools in the Bradford area and companies. BGGGS is a partner in this scheme believing work experience to be an invaluable element of every student's education. Not only do students gain numerous transferable skills for life and future employment during a work experience but they make important connections and build important relationships with the community. Work experience is also highly effective in supporting preparation for a particular career pathway.

To promote independence each student is required to organise a pre-placement interview with the company, organisation or group to which they are attached. During this meeting they will discuss work arrangements more fully with the company, meet the staff and organise the signing of the risk assessment.

'Xperience' ensure all companies are insured; health and safety inspections have been completed and risk assessments are in place. The Free School will seek to continue working closely with 'Xperience' so that students continue to benefit from this contact with the world of work within the local community. A member of staff will continue to have responsibility for organising all work placements within a structured Careers Programme (**Appendix 2**)

Extended Services and Multi-Agency Support

In order to achieve the Every Child Matters outcomes for children - being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being – the Free School will work with other practitioners across a range of services wherever necessary. This will involve working with home visitors, outreach workers, health or social care professionals, ethnic minority achievement service staff, librarians or local artists.

The school recognises that multi-agency working is dependent on good relationships and must be well co-ordinated and integrated. It is an effective way of supporting children with additional needs and also helps to secure real improvements in their life outcomes. The school would make use of the Common Assessment Framework (CAF) to co-ordinate focused support from agreed services and professionals to ensure the five Every Child Matters

outcomes are met. During the last year, BGGs has acted as host for meetings of CAF professionals, working with the CAF Enabler – Bradford West Localities, facilitated this.

The current school has worked with the following different sector practitioners and professions and has experienced a multi-agency approach in certain case studies. These include:

Counsellors

Careers Advisory Service

Bradford Young Peoples Service

Child Adolescent Mental Health Service (CAMS)

Bradford Social workers

Dyslexia Action

School Nurse Team

Bradford Health Authority (Lady Royd 'jobs project' / Health & Safety days with Year 10)

Police Schools Liaison Officer talks to KS 2 3 4 & 5 regarding personal safety

Armed Forces representatives (RAF Schools liaison officer supports careers advice)

The Free School will need to have initial discussions with a number of providers of multi-agency support with a view to developing a collaborative working partnership for future working with the service to provide support to pupils, parent(s)/carer(s), schools and external agencies in the area of behavioural, emotional and social difficulties. In the longer term the Free School would seek to further develop working links with other educational providers emerging in the area including other Free Schools and Academies locally to further develop the support provided by a multi-disciplinary team (MDT).

Working with Others

BGGs will work closely with the educational community, primary schools and all local stakeholders in order to contribute towards a cohesive community and system wide approach to raising achievement and to delivering ECM objectives. The range of collaborations and partnerships described below is designed to contribute to the continued rise in attainment and on enhancing current good practice.

Working together and being part of the global network is important and young people need to recognise the value of making links across continents and the Free School will seek to ensure that an international dimension to its curriculum offer is established. The key to raising aspirations is to show students the possibilities that are open to them and by introducing them to new experiences and offering them increased opportunities. Personalising their learning so that they are treated as individuals will also be very important.

D7.3 Show how you will promote good community relations

The Local Community

The strong and participative ethos which the Free School would foster would include parents, carers and the wider community as key partners in the enterprise. The school encourages parental involvement and other mechanisms for parental feedback would be introduced. The school would consider introducing Family learning programmes, adult literacy/numeracy programme, other adult education and recreational opportunities to allow the school to be seen as a focal part of the wider community.

The Free School will be sensitive to its local community and it will work alongside it to ensure its facilities are shared and made available for use. Links will be fostered with the Neighbourhood Teams, youth groups and comparable organisations to ensure that the Free School is at the spiritual heart of its local community. It will also be committed to generating debate about local regeneration, the potential of the area and its community. This is supported by our marketing plan as detailed in Section E.

Bradford Local Authority

The Free School will seek to collaborate with the local family of schools through the various external links identified elsewhere in this document. In addition, the Free School will participate in and cooperate with such forums as the LA Admissions Forum, as well as taking part in the range of student activities arranged on a borough-wide basis e.g. sports fixtures /competitions. Sporting and cultural links will be exploited to the full as a model for engaging the community in the life of the Free School and vice versa. It is important to focus not simply on the sports themselves but also on personal development.

Statutory and Voluntary Organisations

The Local Authority has drawn together a number of agencies to provide an integrated support service to young people and their families working in teams linked to families of schools.

BGGS will continue to develop strong working links with the agencies involved (such as the Social Services, Education Welfare Service and Education Psychologists). There will be a commitment to ensuring that the diverse and extensive needs of the Free School's students and their families will be met by the involvement of the most appropriate professional practitioners.

Links to FE and HE

The current school already has strong links through two of its governors with Leeds and Bradford Universities. In addition the Headteacher has been invited to take up a place on the [REDACTED]. Links and contacts also exist with Bradford College.

Section E: Evidence of Demand and Marketing

Section E: Evidence of Demand and Marketing Executive Summary

The key points in this section are as follows:

This section of the application provides evidence that parents **would** send their children to Bradford Girls' Grammar School (BGGs) as a Free School. As at 21 December 2012, the number of completed Evidence of Demand Questionnaires were 769, accounting for **1495** children of school age, **978** of which are not currently on roll who would be eligible to attend Bradford Girls' Grammar School as a Free School.

For Reception and Y7 in both 2013 and 2014, demand exceeds capacity.

Completed Evidence of Demand Questionnaires continue to be submitted and currently stand at over 1000.

A section entitled 'further evidence of demand and interest' details enquiries and interest achieved in addition to completed questionnaires.

This is compounded by a substantial need for more school places in Bradford. As a result of a steep increase in the population from 2001, the city's population is expected to increase by **28%** representing an average annual increase of 5,500 per year by 2033. In addition, the districts surrounding BGGs are ranked at 4.71% in the most deprived 10% of lower super output areas LSOAs in the country.

Community Engagement comprises a wide range of low cost marketing activity undertaken to ensure that every part of the local community is aware of BGGs's application to become a Free School, with PR taking a pivotal role in communicating the message via television, radio; and via the local, regional and national press. This culminated in an article published in the Telegraph & Argus on 18 January 2012 entitled *'School's 'free' move is praised'* in which BGGs was congratulated by [REDACTED], [REDACTED]. The school was also congratulated on its decision in the House of Lords.

Over and above its location, and highly targeted marketing campaigns, BGGs currently has a number of facilities in place to ensure its attraction to pupils of all backgrounds and abilities, including pupils from deprived and/or disadvantaged families. These comprise an inclusive admissions policy, extended school day, and low cost holiday care. The school's facilities are already used by some 26 local community and sporting groups.

A four-phase marketing strategy ensures that, as a Free School, BGGs continue to attract pupils after 2014 and will be at full capacity of 960 pupils by September 2016.

Section E: Evidence of Demand and Marketing

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 one of the choices for their child.

E1.1 Evidence of Demand – Data Analysis

The total number of completed Evidence of Demand Questionnaires received from 20 November 2011 to 21 December 2011 is 769, accounting for 1495 children of school age, 978 of which are from children not currently on roll and that are eligible to attend BGGs as a Free School. These are analysed as follows:

	2013				2014			
	A	B	C	D %	A	B	C	D %
Reception	48	48	99	306.25	48	0	108	225
Year 1	48	32	114	304.17	48	48	99	306.25
Year 2	48	40	112	316.67	48	32	114	304.17
Year 3	48	38	114	316.67	48	40	112	316.67
Year 4	48	25	109	279.17	48	38	114	316.67
Year 5	48	22	126	308.33	48	25	109	279.17
Year 6	48	41	105	304.17	48	22	126	308.33
Year 7	96	55	51	110.42	96	41	105	152.08
Year 8	96	35	51	89.58	96	55	51	110.42
Year 9	96	25	24	51.04	96	35	51	89.58
Year 10	96	24	33	59.38	96	25	24	51.04
Year 11	96	44	20	66.67	96	24	33	59.38
Year 12	72	39	14	73.61	72	44	20	88.89
Year 13	72	32	6	52.78	72	39	14	73.61
Totals	960	500	978	153.96	960	468	1080	161.25

Fig1. Evidence of Demand – Data Analysis as at 6/1/12

Key

Column	Description
A	Proposed No. of places in each year group
B	No of children already on roll
C	No of children not on role whose parents have indicated they will choose BGGs as first choice.
D	Total demand as a percentage of places available i.e. B+C/Ax100

Points to note

Response from parents has been overwhelmingly positive.

The years highlighted in yellow are key intake years for the Free School.

This data is also provided in chart format in figure 2 below.

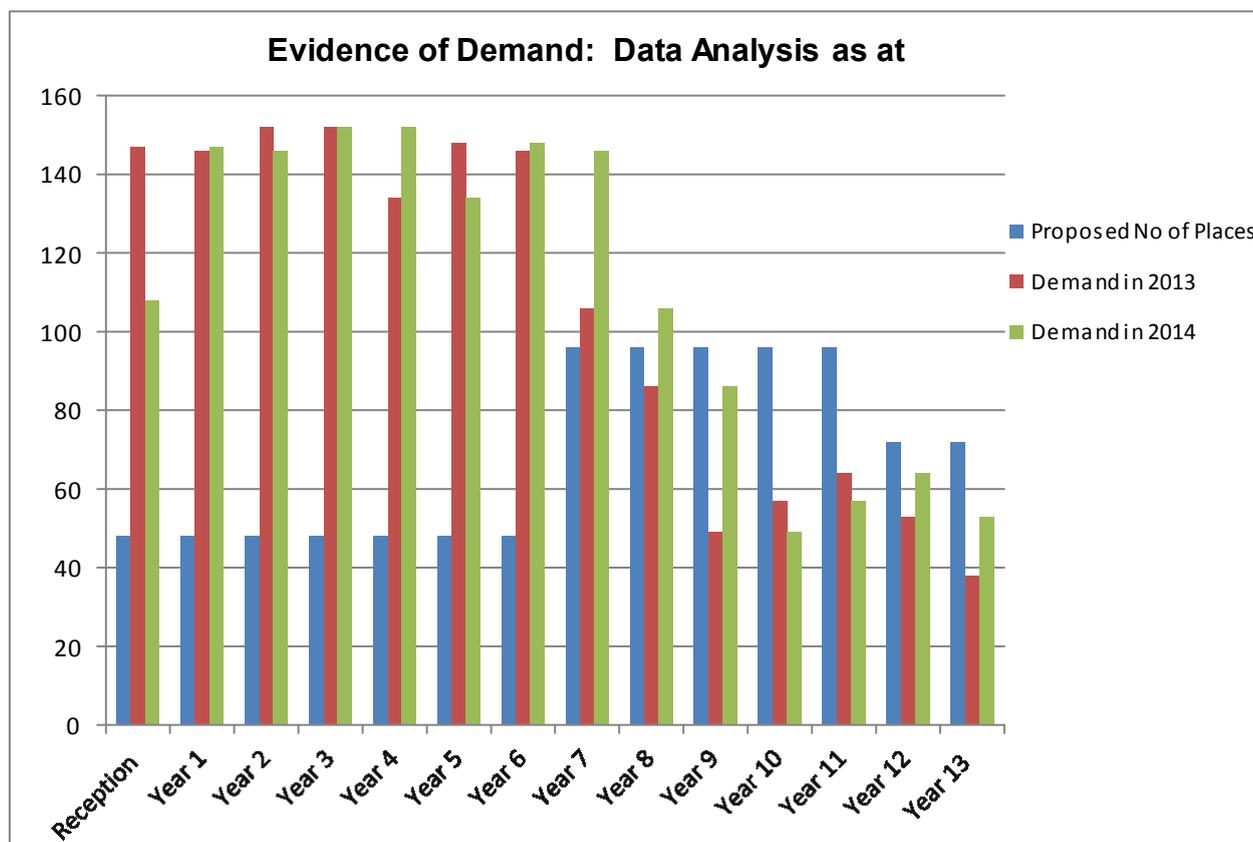


Fig 2. Evidence of Demand - Data Analysis as at 6/1/12

Points to note

From Reception to Year 6 in both 2013 and 2014, demand for the Free School is well above 200%.

In Year 7 for both 2013 and 2014, demand is over 100%.

Many respondents provided details of a number of children on each Evidence of Demand Questionnaire which accounts for almost double the number of children to completed questionnaires.

Children currently aged 3-4 have also been analysed as they would be joining Reception in 2014.

Some parents provided details of boys for Years 7 to Year 13. These children have not been included in the analysis as the proposed Free School will be girl only from age 11 (Year 7).

In year 12 for both 2013 and 2014 demand is at 73.61 and 88.89% respectively. The above analysis provides details of Evidence of Demand Questionnaires received from 20 November 2011 to 21 December 2011 i.e.

one month of data gathering since the intention to move to Free School status was made public.

Since 21 December 2011, a further 242 completed Evidence of Demand Questionnaires have been received which brings the overall total to 1011. This includes an additional 18 pupils that would go into Year 12 in 2013 and 25 more pupils that would go into Year 12 in 2014. This brings the percentages up to 79.17% and 95.83% for these years respectively. These additional Evidence of Demand questionnaires are analysed in detail in section E.2 of this application

Evidence of Demand Questionnaires continue to be submitted in support of the BGGs application to become a Free School.

E1.2 Respondents and their Location

1360 school aged children eligible to attend the proposed Free School are from the following Bradford Postcodes:

Fig 3. Evidence of Demand - Postcode Percentage Analysis

Postcode	Quantity	Percentage %	Postcode	Quantity	Percentage %
BD1	5	0.37	BD14	17	1.28
BD2	101	7.44	BD15	100	7.32
BD3	73	5.37	BD16	29	2.14
BD4	28	2.07	BD17	6	0.43
BD5	71	5.25	BD18	83	6.10
BD6	37	2.68	BD19	2	0.18
BD7	97	7.14	BD20	15	1.10
BD8	272	20.01	BD21	3	0.24
BD9	309	22.70	BD22	14	1.04
BD10	52	3.84	BD23	2	0.18
BD11	0	0.00	BD24	3	0.24
BD12	5	0.37	BD25	0	0.00
BD13	34	2.50	BD26	0	0.00

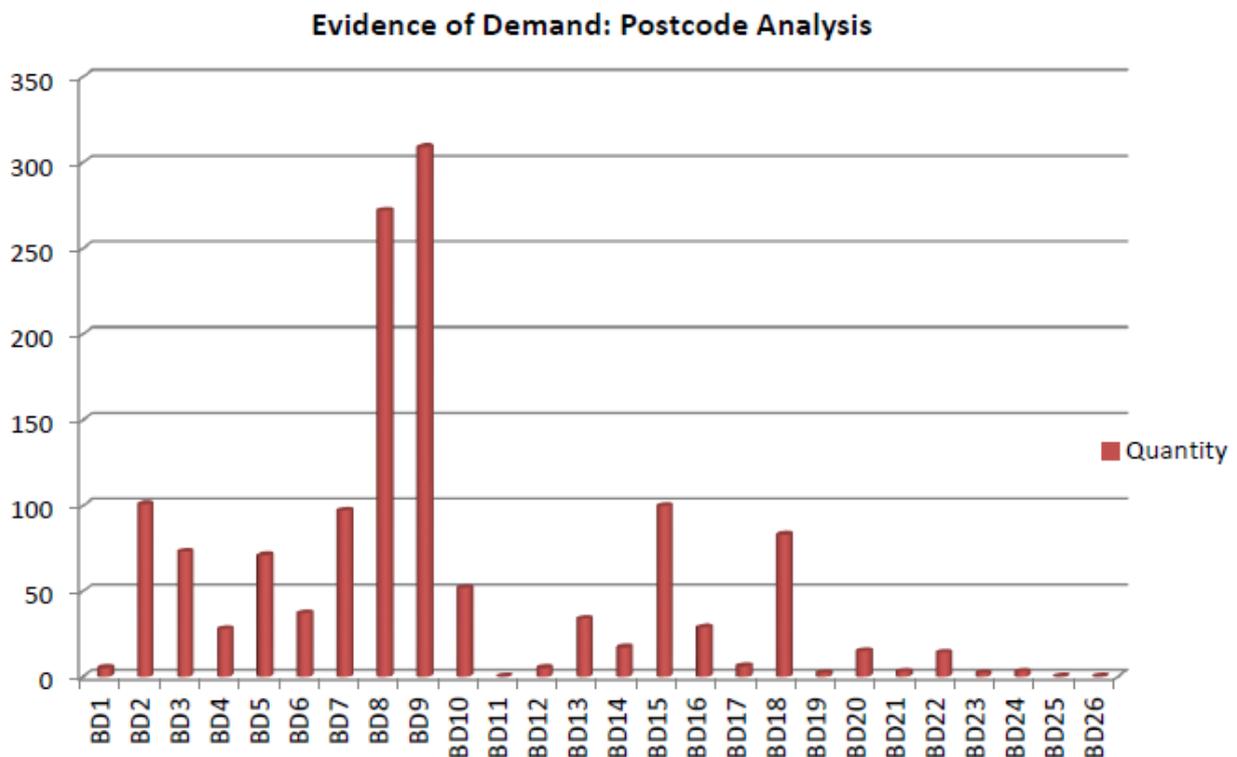


Fig 4: Evidence of Demand: Postcode Analysis

The map below (Fig 5) also shows the location of parents that have expressed a preference for BGGs as a Free School at its current Squire Lane site.

Points to Note

50% of the questionnaires were submitted online and 50% were submitted in hard copy.

The postcode for BGGs is [REDACTED]. The largest number of Evidences of Demand came from [REDACTED], [REDACTED], [REDACTED], [REDACTED] and [REDACTED] postcodes – all within a 3-mile radius from the proposed Free School demonstrating the value of the school to the local community.

The red circles on the map represent [REDACTED] ([REDACTED]), [REDACTED] ([REDACTED]) and [REDACTED] ([REDACTED]) radii from the school.

Some 111 Evidence of Demand Questionnaires were submitted from outside the Bradford area; the majority of these being from Leeds, Huddersfield, and Halifax.

24 respondents did not supply a postcode.

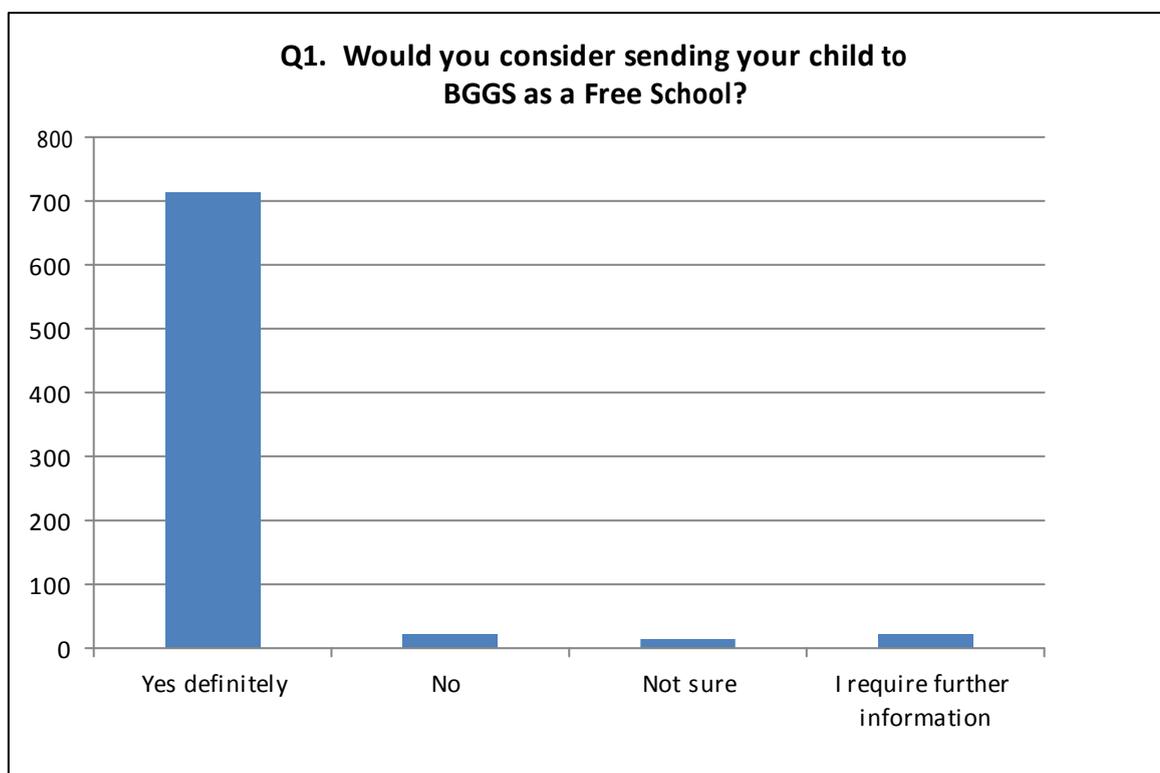
[REDACTED]

E1.3 Questions and their Responses

Five questions were asked of current and prospective parents on the Evidence of Demand Questionnaire. These were supported by a description of the location, aims and ethos of BGGGS as a Free School along with the age range for admissions.

Total Evidence of Demand Questionnaires completed and returned 20/11/11 to 21/12/11 - one month	769
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	yes, definitely	No	Not sure	I require further information
Q1. Would you consider sending your child to BGGGS as a Free School?	713	21	14	21

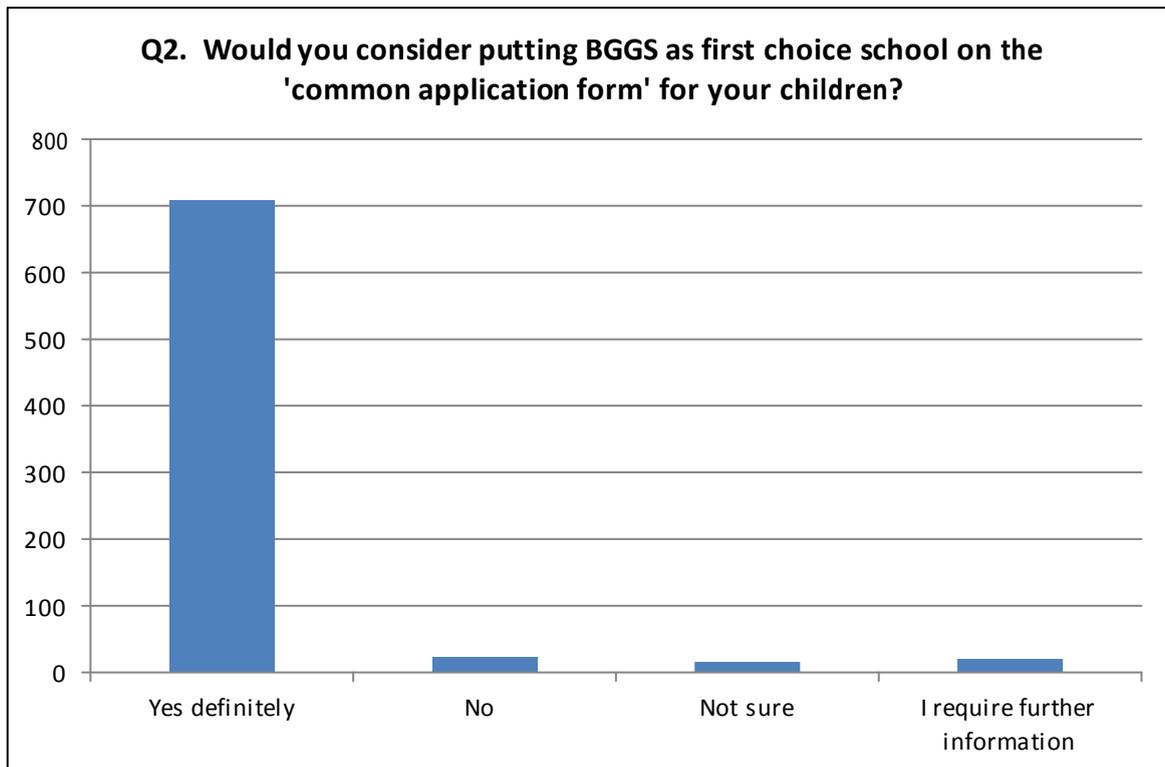


Points to Note

Response has been overwhelmingly positive. Some 93% of parents would consider sending their child to BGGGS as a Free School.

3% of parents indicated that they would not.

	yes, definitely	No	Not sure	I require further information
Q2. Would you consider putting BGGs as first choice school on the 'common application form' for your children?	709	24	16	20



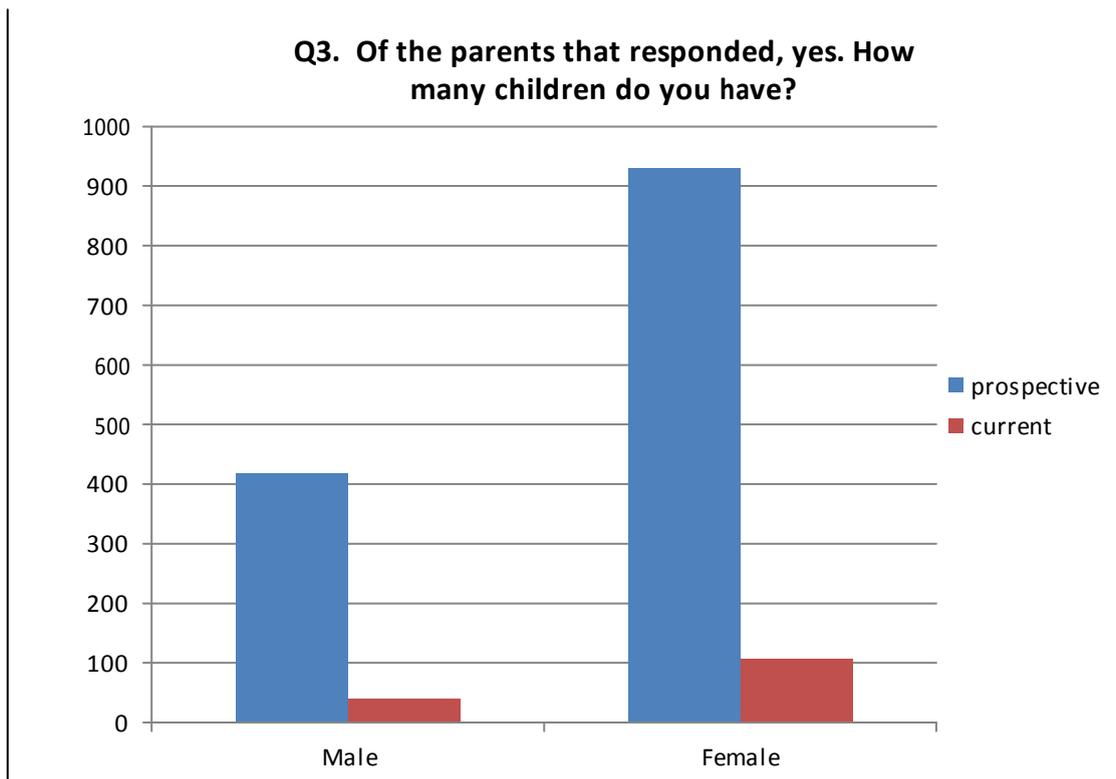
Points to Note

Response to this question has been overwhelmingly positive.

92% of parents would consider putting BGGs as first choice school on the common application form.

3% of parents indicated that they would not.

	Male	Female	Total Children	Total current and prospective
Q3. Of the parents that responded, yes. How many children do you have?				
prospective	418	930	1348	
current	40	107	147	1495



Points to Note

The majority of Evidence of Demand Questionnaires were completed by prospective parents, accounting for some 1348 (90%) of potential pupils.

As expected, more girls (69%) than boys (31%) have been identified on the questionnaires. This is in line with the school's admissions policy - as a Free School, BGS proposes to be co-educational from age 4 -11 and girl only from age 11 – 18.

Q4. Of the parents that responded yes, what are the current ages and school year groups of your children?	
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Q4. Detailed analysis of the responses to this question is provided in Figure 1 above.

Q5. If you would like to provide any comments about Bradford Girls' Grammar school becoming a Free School, Please do so here	
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Q5. 48% of respondents provided an additional comment – these have been overwhelmingly positive. A cross section of these is provided below:

Postcode	Comment
Respondent from [REDACTED]	"The community lacks good secondary education and therefore I am very happy to hear that such an outstanding school will provide an exciting opportunity for the community. As parents we set very high standards for our children and inspire them to think very big, However this aspiration we have does not mirror the secondary schooling in the district, but hopefully this could now change".
Respondent from [REDACTED]	"I would like to have the opportunity for my children to attend a school of such calibre".
Respondent from [REDACTED]	"I would be very happy if Bradford Girls' Grammar became a Free School as I would definitely want my girls to attend. I have been saving since the day my first child was born and still don't have enough money to be able to pay for a full high school education. Being a [REDACTED] I value education and hope this plan goes ahead. I am willing to do whatever it takes to support this initiative and will definitely be attending the open day".
Respondent from [REDACTED]	"Absolutely great idea! Really cheered me up as my daughter who will be moving to secondary school in September 2014 will have the exciting opportunity and perhaps success to attend this wonderful school – only a [REDACTED] minute walk away from home – which would help as she suffers from [REDACTED]".
Respondent from [REDACTED]	"I think this is a fantastic move for the future generations of Bradford - as well as investing in the future of our local community, we are also investing in the future of our children because this school has state of the art facilities and technology and a school ethos which has allowed the school to run as a private school for so long".

Respondent from [REDACTED]	"I welcome the opportunity to have an option of where to send my children to school, like all parents I would like my children to have a first class education, and as such I do not want to send them to a school which is failing or has many issues, As it stands in Bradford, there are few schools which fit the bill, and even fewer parents who can afford to pay for the privilege of a good education".
Respondent from [REDACTED]	"Excellent idea, Local economy and local families will benefit greatly".
Respondent from [REDACTED]	-Your school produces educated, bright, intelligent children and gives them the opportunity to achieve their goals in life. By giving free education you have broadened the horizons for many more children who may not have been recognised for their skills and intelligence had they been at an ordinary school. I sincerely hope my children are honoured with a place at BGGGS as my three [REDACTED] attend this school ([REDACTED], [REDACTED] and [REDACTED]) and they love it – I am sure my children would too. Thank youll.
Respondent from [REDACTED]	"It's a fab idea, letting every child have the best start in life".
Respondent from [REDACTED]	"We were very excited to learn that Bradford Girls' Grammar School has applied to become a Free School from September 2013 as we believe that every child should have access to the very best education available. As parents of two very bright [REDACTED] who couldn't afford placing both children in private education we are delighted with the news".

Points to Note

Respondents were also asked whether they would like more information about BGGGS becoming a Free School.

An overwhelming 85% of parents provided their name, address, telephone number and/or email address in order to gain more information about BGGGS as a Free School.

A copy of the Evidence of Demand Questionnaire is provided in Figure 6 below.



ASPIRE SUCCEED LEAD
LADY ROYD
 PREPARATORY
 SCHOOL & NURSERY
 For boys and girls aged 2-11 years



ASPIRE SUCCEED LEAD

BRADFORD GIRLS' GRAMMAR SCHOOL

Co-educational 2-11, Girls only 11-18

**BRADFORD GIRLS' GRAMMAR SCHOOL
 HAS APPLIED TO BECOME A FREE SCHOOL
 from September 2013**

Bradford Girls' Grammar School has applied to become a free School from September 2013. As a Free School, Bradford Girls' Grammar School will remain on its existing 17 acre site on Squire Lane, offering an additional choice of school to all parents. We will continue to provide excellent education for girls aged 11 -18; and boys and girls aged 4 -11, supported by first class pastoral care and the highest standards of behaviour. Bradford Girls' Grammar School has traditional strengths in Mathematics, Science and English and outstanding examination success at GCSE and A level. We will continue to raise attainment levels of all our pupils and promote an enthusiasm for teaming that is second to none. Our pupils will be equipped with the skills and knowledge to obtain the qualifications required to pursue the careers of their choice, thereby meeting the challenges of the 21st century.

EVIDENCE OF DEMAND QUESTIONNAIRE

Please complete this short questionnaire
 your views are very much appreciated

Your Name: ..

Your Postcode:

1. Would you consider sending your child to Bradford Girls' Grammar School as a Free School? (please tick the appropriate box)

Yes definitely No Not sure I require further information

2. Would you consider putting Bradford Girls' Grammar School as first choice school on the 'common application form' for your child(ren)? (please tick the appropriate box)

Yes definitely No Not sure I require further information

3. How many children do you have?

Boys

Girls

4. What is/are the current age(s) and school year group(s) of your child(ren)?

	Year Group	Male or Female
Child 1		
Child 2		
Child 3		
Child 4		
Child 5		

5. If you would like to provide any comments about Bradford Girls' Grammar School becoming a Free School, please do so here :

If you would like more information about Bradford Girls' Grammar School becoming a Free School, please provide your contact details here:

(SLOCK CA.FA.LS PLEASE)

Name

Address

Postcode

Tel No

Email

Please return this questionnaire to:

Free School Steering Group, Bradford Girls Grammar School, [REDACTED], Bradford [REDACTED]

If you have any further questions, please email [REDACTED] or telephone our registrar on [REDACTED]

[REDACTED]

[REDACTED]

Fig 6. Evidence of Demand Questionnaire- Hard Copy

E1.4 Engaging with the Community

BGGS is at a pivotal point in its history and is unlikely to survive unless there is a radical upturn in the economy of the local area or the school moves to the maintained sector. As such, engaging with the community is particularly important to BGGS.

A detailed communications plan was devised to ensure that all stakeholder groups were identified, prioritised and informed about the BGGS application for Free School status. Before any contact was made, all potential questions about the move to Free School status were considered and addressed. This ensured that all staff at BGGS were well prepared for every question pertaining to the Free School application.

PRIORITY	STAKEHOLDER GROUP	COMMUNICATION METHODS
Priority 1	Current Staff	Staff Announcement Workshops / Q/A Discussion Forum Presentation on terms of employment Weekly staff update briefings FS Website
Priority 2	Current Parents	Letters Parent meetings/ Parent open doors FS FAQ sheet Open Day FS Website School Newsletter Web banners Banners outside school
	Current Pupils	School assembly / School Council meetings School Newsletter
Priority 3	Potential Parents and Pupils on school database	Letter Open Day FS Website FS FAQ sheet Banners outside school Advertising
Priority 4	Potential Parents and Pupils not on school database 223 Bradford Primary Schools / Nurseries 32 Bradford Secondary Schools	Letter Website FAQ sheet Banners outside school Press release / media coverage Advertising
Priority 5	Bradford/Local Community and LEA	Meetings Press Release / media coverage FS Website FS FAQ sheet Banners outside school Advertising
Priority 6	Alumnae	Letter/email FS Website Web FAQ sheet Update at OGU meetings
Priority 7	Venue Hire Customers	Letter FS Website Web FAQ sheet Banners outside School
Priority 8	Bank/Consultants	Meetings Banners outside school Website Media coverage

Fig 7. Bradford Girls' Grammar School Stakeholders

E1.4.1 The Communications Plan

The Free School Brand

The BGGs Free School brand is the foundation for all communications. It has been devised to ensure cohesion, to communicate that the application is being well managed and to encourage confidence in the likely success of the bid. This formed the basis for gaining the support of current and prospective parents.

All Free School communication materials were produced in a distinctive white or yellow out of green, which made them easily identifiable to stakeholders.

Communications Activity

In order to reduce the effect of the rumour mill, the bulk of communications to stakeholders took place within a five week window following the initial announcement to current parents, which commenced week beginning 14 November 2011. To ensure the widest reach, a range of communications methods were deployed. An overview of activity to date is provided in Figure 8 following:

Activity	November				December				January					February					
	07-Nov	14-Nov	21-Nov	28-Nov	05-Dec	12-Dec	19-Dec	26-Dec	04-Jan	09-Jan	16-Jan	23-Jan	30-Jan	06-Feb	13-Feb	20-Feb	27-Feb		
Free School literature Produced : leaflets, letters, FAQ, Evidence of Demand, posters, advertising , PR	■						<i>H o l i d a y</i>												
Free School web pages published and available		■	■	■	■	■			■	■	■	■	■	■	<i>H o l i d a y</i>	■	■	■	
Free School web banners published and used		■	■	■	■	■			■	■	■	■	■	■					
Stakeholders 1-7 letters despatched		■	■	■	■	■			■										
Advertising published		■	■	■	■	■			■					■					
Poster / Leaflet campaign : Supermarkets, sports centres, doctors surgeries			■	■	■	■			■					■					
Open Days and Public Meetings		■	■											■					
Information Stands in school for venue hire customers			■	■	■	■													
School newsletter published						■													
Press Releases distributed and news stories published		■	■	■	■	■				■	■								
Hard to reach communities campaign									■	■	■	■	■						
Free School Banners outside school			■	■	■	■				■	■	■	■	■				■	■
Word of mouth		■	■	■	■	■				■	■	■	■	■				■	■

Fig 8: The Communications Plan

Free School Communications Literature

Leaflets and posters – 3,000 leaflets and 50 posters explain what a Free School is, along with the aims and ethos of BGGs as a Free School. These continue to be distributed directly from the school and via displays and within local supermarkets, libraries and sports centres.

Frequently Asked Questions – 2,000 FAQ Sheets pre-empted many questions pertaining to the Free School to take pressure from an overstretched school secretariat. These were distributed to both current parents and prospective in hard copy as well as being published on the Free School website.

Numerous **letters** were created to inform priority 1, 2, 3, 4, 6 and 7 stakeholders of the intended move to Free School status. Each letter was mailed with a Free School leaflet, a Frequently Asked Questions sheet and an Evidence of Demand Questionnaire.

Information mailed to enquirers to BGGs also included a Free School leaflet, FAQ sheet and Evidence of Demand Questionnaire as standard.

A Free School section of the current website for BGGs was set up at [REDACTED]. This comprises seven sections that explain the school ethos, aims and admissions. Visitors are also encouraged to support the application by completing the online Evidence of Demand Questionnaire.

Web banners direct school website visitors to the Free School pages.

Open Days and public meetings – A series of Open Days gave current and prospective parents the opportunity to tour the school, speak with teaching staff, listen to presentations about the Free School application and raise any questions. Responses to questions from parents were phrased within the context of Bradford's diminishing economic fortunes and the growing shortage of school places. Discussions held were as follows:

16 November 2011 – Communication meetings for current parents. Also held on 5 December 2012 and 7 December 2012. Attended by 200 families.

26 November 2011 – Whole school open day and public meeting attended by 170 prospective families.

18 January 2012 – Prep school open day and public meeting attended by 28 families

9 February 2012 – scheduled Sixth Form Open Evening 6.30 – 8.30.

Advertising – Placed from 17 November to date ensured that Open Days and public meetings were well attended. Newspaper advertising also offered the opportunity of free editorial, which was used to explain the school's intention to move to Free School status along with what this means to the local community. Advertising was placed in the following publications:

Telegraph & Argus – circulation; 32,000 in Bradford and surrounding districts.

Yorkshire Post, advertising and lead editorial in the Education Supplement - circulation 72,837 in West Yorkshire.

Alhambra Theatre Programmes - circulation 7,000

The Carriage Works Theatre Programmes - circulation 1,000

Halifax Victoria Theatre Programmes – circulation 1,750

The Huddersfield Examiner – circulation 20,000, Huddersfield and surrounding areas.

Banners displayed within and outside the school grounds continue to be an excellent way to communicate with prospective parents living in or near to the catchment area for the Free School and drive attendance to Open Days and public meetings.

Information Stands were set up in school for venue hire customers that use the school for swimming and stage stagecraft lessons which are attended by non-BGGS pupils.

The school newsletter continues to be used as a way of communicating progress about the Free School application to current and prospective parents. The newsletter is produced in hard copy and published online via on the school website.

PR – A detailed PR plan was implemented to ensure local and regional awareness via press, television and radio coverage. BGGS is widely known as a highly successful school in Bradford and West Yorkshire. The PR plan sought to use this high profile to 'Launch the idea of' BGGS as Free School within Bradford and West Yorkshire resulting in wide-reaching and positive press, television and radio coverage:

17 November 2011 – Press Coverage in The Telegraph & Argus and The Yorkshire Post.

Television Coverage - BBC One 'Look North', 10.30 News.

22 November 2011 – Press coverage - the Telegraph & Argus.

30 November 2011 – Press coverage - The Guardian Online and the Guardian's The Northerner Blog.

1 December 2011 – Press coverage in the Telegraph & Argus

7 December 2011 – Press coverage - BBC News Online - Leeds and West Yorkshire

7 December 2011 – Radio coverage including interview with current parent – Radio Leeds – 4.00, 6.00 and 5.30 and 6.30 News - Radio Interview / Article

7 December 2011 – Television coverage. Including in studio discussion and interview with current parent – Look North 7.00 and 7.30 am and 6.30 pm.

16 December 2012 – House of Lords - congratulations from [REDACTED], [REDACTED] -*Will my noble friend join me in congratulating Bradford Girls' Grammar School, which has decided to abandon selection" "Accept the statutory admissions code, and thereby to return to its roots –providing a good education to all girls locally?||*

18 January 2012 – Press coverage. Bradford Telegraph & Argus – Praise for intended move to Free School status from [REDACTED] [REDACTED].

Raising awareness within Bradford's hard to reach communities – A strategy that uses television, posters, leaflets, radio and translation into a number of languages ensures that Bradford's hard to reach communities are aware of the BGGs intended move to Free School Status. This is detailed in section E2.1.2 of this application.

Word of Mouth – One cannot underestimate the power of word of mouth. BGGs has an excellent reputation within its local community and indeed West Yorkshire. The school's current pupils and parents continue to discuss their experiences of the school with friends and family members and this encourages them to support BGGs as a Free School.

E1.5 Further Evidence of Demand

E1.5.1 Additional Evidence of Demand Questionnaires

An additional 242 completed Evidence of Demand questionnaires were received from 22 December 2011 to 17 January 2012. These increase the numbers quoted in the analysis provided in Figure 1 as follows:

	2013				2014			
	A	B	C	D%	A	B	C	D%
Reception	48	48	131	372.92	48	0	130	270
Year 1	48	32	149	377.08	48	48	131	372.92
Year 2	48	40	138	370.83	48	32	149	377.08
Year 3	48	38	145	381.25	48	40	138	370.83
Year 4	48	25	142	347.92	48	38	145	381.25
Year 5	48	22	151	360.42	48	25	142	347.92
Year 6	48	41	125	345.83	48	22	151	360.42
Year 7	96	55	68	128.13	96	41	125	172.92
Year 8	96	35	65	104.17	96	55	68	128.13
Year 9	96	25	33	60.42	96	35	65	104.17
Year 10	96	24	37	63.54	96	25	33	60.42
Year 11	96	44	25	71.88	96	24	37	63.54
Year 12	72	39	18	79.17	72	44	25	95.83
Year 13	72	32	9	56.94	72	39	18	79.17
Totals	960	500	1236	180.83	960	468	1357	190.10

Fig 9. Analysis with Additional Evidence of Demand Questionnaires – Received 22/12/11 to 17/1/12.

Key

Column	Description
A	Proposed No. of places in each year group
B	No of children already on roll
C	No of children not on roll whose parents have indicated they will choose BGGs as first choice.
D	Total demand as a percentage of places available i.e. B+C/Ax100

These are also provided in chart format see fig 10 below.

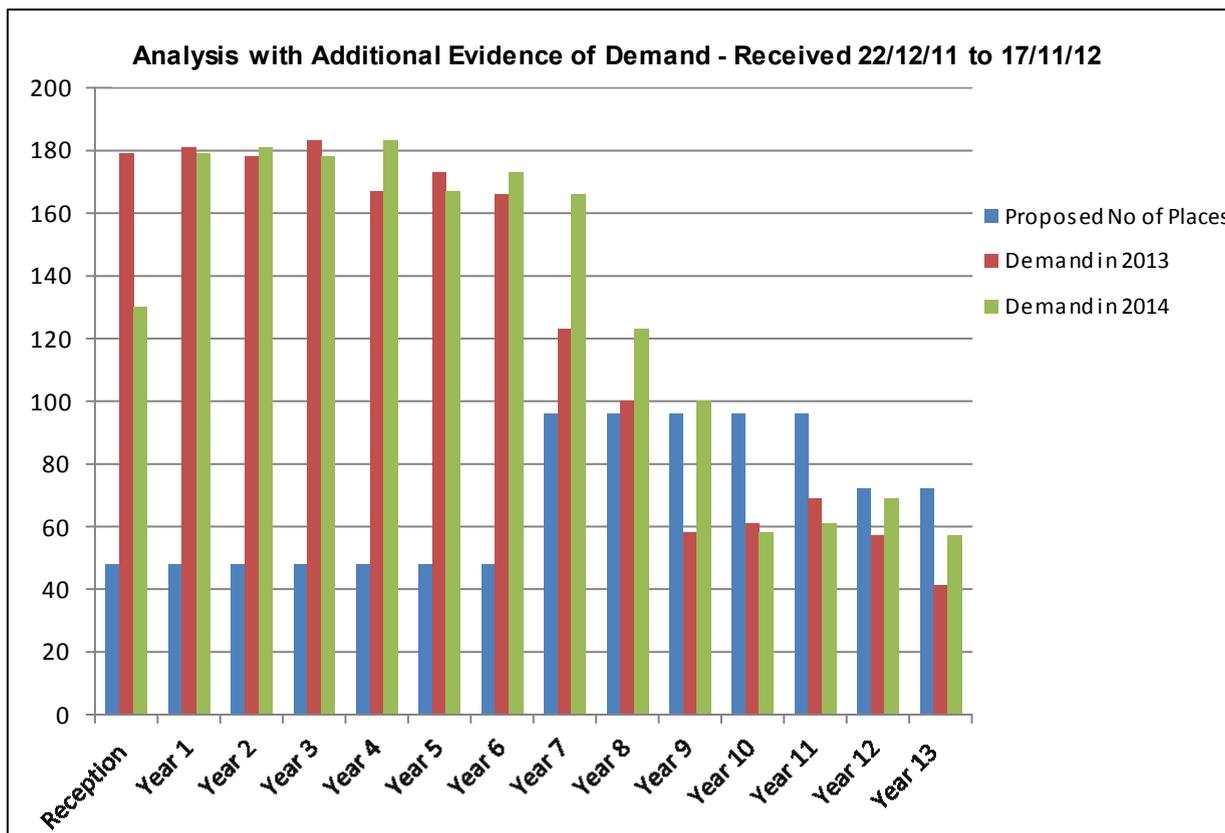


Fig 10. Analysis with Additional Evidence of Demand Questionnaires – Received 22/12/11 to 17/11/12

Points to Note:

The increase in demand in Year 12.

Completed Evidence of Demand Questionnaires are still being received – as such it is expected that these figures will increase further over the coming months.

E1.5.2 Website Visits and Usage

The tables below show an upward trend in usage of the school website () which indicates increased interest in BGS since the intention to move to Free School status was announced. From January 2011 to September 2011, total visits were 20,920 equating to an average of 2,441 visits per month. After the announcement, visits per month almost doubled and the average time on site increased by one minute.

24,418	Total Visits
13,854	Unique Visitors
98,958	Page/views
4.05	Pages/visit

2,441	Visits/month
88.15	Visits/Day
00:02.53	Av time on site
56.30%	% New Visits

Website Usage Jan 2011 – Oct 2011

12,120	Total Visits
7,447	Unique Visitors
55,564	Page/views
4.58	Pages/visit

4,848	Visits/month
163.78	Visits/Day
00:03.52	Av time on site
54.42%	% New Visits

Website Usage 14 Nov 2011 – 13 Jan 2012

An analysis of web pages viewed indicates that the majority of visitors are interested in all three school areas i.e. primary phase, secondary phase and Sixth Form. School fees also feature as one of the top five most visited pages indicating that the site is being viewed by prospective parents.

In the second chart, the Free School landing page and the Demand Questionnaire feature in the top most frequently visited pages.

Page	Page Views	% Page Views
/Homepage	21,407	22.71%
/Senior/senior-school	12,138	12.26%
/Preparatory/boys-and-girls	5,508	5.56%
/Sixth/sixth-form-introduction	4,595	4.64%
/content/school-fees	3,231	3.26%

Web Page Views Jan 2011 – Oct 2011

Page	Page Views	% Page Views
/Homepage	9,401	16.91%
/Freeschool	5,148	9.31%
/Senior/senior-school	4,736	8.52%
/Preparatory/boys-and-girls	3,602	6.48%
/Sixth/sixth-form-introduction	3,959	7.12%
/content/school-fees	1,667	3.00%
/content/evidence-demand-questionnaire	1,655	2.97%

Web Page Views Nov 2011 – 13 Jan 2011

E1.5.3 Attendance and Interest in School Open Days

Open Days are an opportunity for current and prospective parents to tour the school and speak with teaching staff. The table below shows Open Days held from April 2010 to date along with the number of prospects that attended each. There has been a gradual increase in interest in the school from April 2010. On the first Open

Day following the Free School announcement, the attendance was 170 families, five times more successful than any other Open Day previously held by the school.

Open Event	Timing	Senior School Prospects	Prep School Prospects	Sixth Form Prospects	Total
Arts Festival & Open Day 15th April 2010	Thursday Evening 3 - 7 pm	3	15	2	20
Science Fair & Open Day 2nd October 2010	Saturday 9.30 - 12.30	28	2	0	30
Sixth Form Open Evening 3 rd February 2011	Thursday 5 -8 pm			20	20
Sixth Form Taster Day 16 th February 2011	Wednesday all day			6	-
Whole School Open Day 1st October 2011	Saturday 9.30 - 12.30	22	8	2	32
Free School Open Day and Public Meeting 26 November 2011	Saturday 9.30 – 12.30	70	90	10	170
Prep School Open Day and Public Meeting 18 January 2012.	Wednesday 9.30 – 12.30		28		28

Open Days Attendance 2010 – 2012

E1.5.4 Growing Levels of Enquiries and Registrations at Lady Royd and Senior School

Both Preparatory School and Senior School show a healthy number of enquiries for entry in 2012. Note these figures increase daily between September and June each year.

The second chart for each part of school shows the sharp increase in enquiries following the Free School application being made public and the continuing outstanding A level and GCSE examination results achieved in August 2011. This is also compounded by the population data for Bradford (Appendix C.9.1), which shows a steep increase in population since 2001, with an average fertility rate of 2.3 compared with the national average of 1.9, Bradford's population is expected to increase by 25% (an average of 5,500 per year) by 2033 which will lead to a need for substantially more school places in the city.

For Lady Royd, the largest number of enquiries is expected in Nursery, Kindergarten and Transition as these are the years when children would traditionally start junior school. However, we have also seen a growing number of enquiries and registrations in other years, particularly Y6 which is the year before the start of senior school. Parents often enrol their child the year prior to the entrance examination to secure a place in senior school.

Lady Royd	Nursery	Kindergarten	TR (Reception)	UTR (Y1)	L1 (Y2)	U1 (Y3)	L2 (Y4)	U2 (Y5)	L3 (Y6)	Total
2012 Enquiries	5	3	5	2	2	2	1	2	3	25
2013 Enquiries				1					1	2
2012 Registrations	8	2	1			1			1	13
2013 Registrations									1	1
Total	13	5	6	3	2	3	1	2	6	41

Lady Royd Enquiries and Registrations for 2012/13 @ 20 November 2011

Lady Royd	Nursery	Kindergarten	TR (Reception)	UTR (Y1)	L1 (Y2)	U1 (Y3)	L2 (Y4)	U2 (Y5)	L3 (Y6)	Total
2012 Enquiries	44	20	19	19	21	26	16	20	27	212
2013 Enquiries										
2012 Registrations										
2013 Registrations										
Total	44	20	19	19	21	26	16	20	27	212

Lady Royd Enquiries and Registrations for 2012/13 Entry @ 9 January 2012

Senior School	U3 (Y7)	L4 (Y8)	U4 (Y9)	L5 (Y10)	U5 (Y11)	L6 (Y12)	U6 Y13)	Total
2012 Enquiries	43		1			4		48
2013 Enquiries								0
2012 Registrations	15							15
2013 Registrations								0
Total	58	0	1	0	0	4	0	63

BGGS Enquiries and Registrations for 2012/13 Entry @ 20 November 2011

Senior School	U3 (Y7)	L4 (Y8)	U4 (Y9)	L5 (Y10)	U5 (Y11)	L6 (Y12)	U6 Y13)	Total
2012 Enquiries	46	4	2	2		14		68
2013 Enquiries								0
2012 Registrations	62	13	9	1		2		87
2013 Registrations								0
Total	108	17	11	3	0	16	0	155

BGGS Enquiries and Registrations for 2012/13 Entry @ 9 January 2012

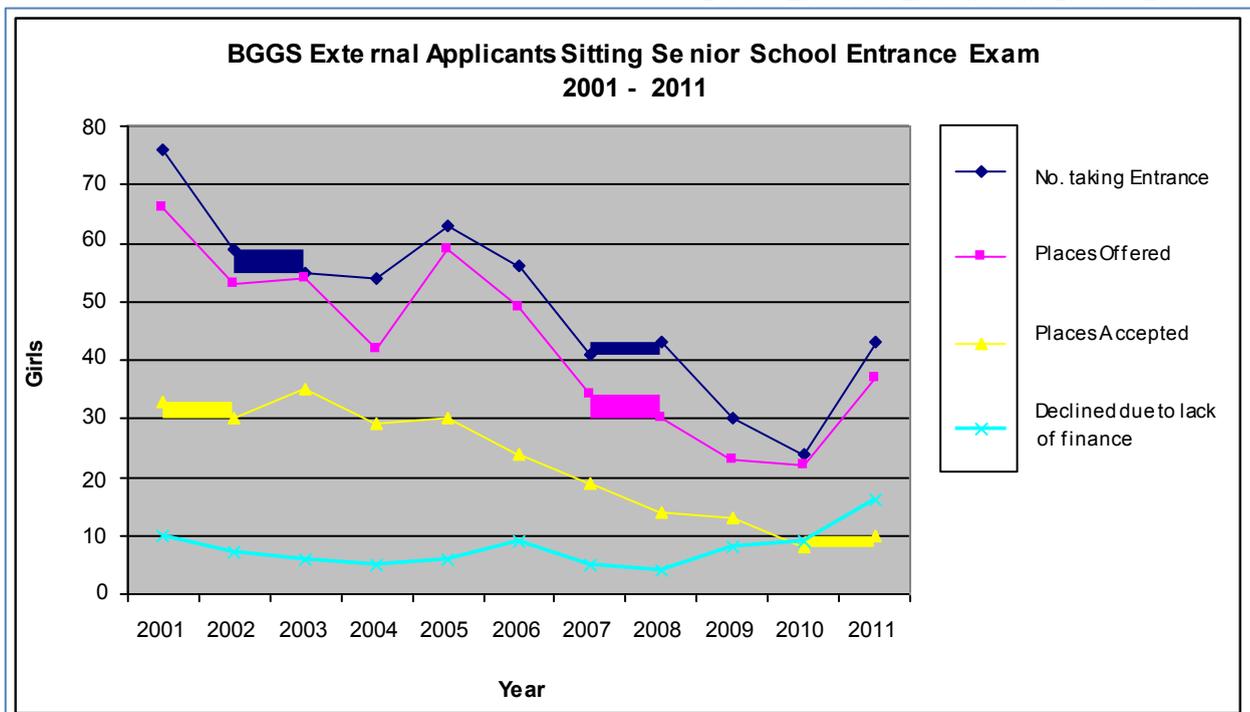
E1.5.5 Growing Number of Pupils Sitting the 11+ Entrance Examination

We recognise that entrance examinations will not be undertaken if the application for Free School status is a success as the Free School will follow the statutory admissions code. However, entrance examination figures have been included to demonstrate the growing levels of interest in BGGS prior to and following the intention to apply for Free School status was made public.

In January 2011, 43 girls sat the Entrance Examination. This was a significant increase on the 24 that sat the exam in 2010. The upward trend continues as the targeted number for January 2012 was 60. The actual number of girls that sat the January 2012 examination was 62, some 144% increase on the previous year and the levels enjoyed some six years ago in 2005/2006. This does not include the internal candidates, 12 U3 (year 6) pupils from Lady Royd who have also taken the Entrance Examination for senior school. This is due to the ever improving and outstanding examination results in 2011, in conjunction with the publicity surrounding the school's application for Free School status. Further, an additional Entrance Examination date has been set for February for any more children seeking to join BGGS in September 2012.

Year of Entry	Number taking Exam	Places Offered	Places Accepted	Declined due to finance	% Places offered Declined due to finance
2001	76	66	33	10	15%
2002	59	53	30	7	13%
2003	55	54	35	6	11%
2004	54	42	29	5	12%
2005	63	59	30	6	10%
2006	56	49	24	9	18%
2007	41	34	19	5	14%
2008	43	30	14	4	13%
2009	30	23	13	8	24%
2010	24	22	8	9	41%
2011	43	37	10	16	43%

BGGS Entrance Examination 2001 – 2011



BGGS Entrance Examination 2001 - 2011

The blue line represents school places that have been declined due to lack of finance – 2010 was the first year that this figure exceeded 40% and was greater than the number of places accepted. This number rose to 16 (43%) in September 2011. If the school continues in its current model, this number is expected to continue to increase further. It is obvious that demand and interest are being hampered by ability to pay.

E1.5.6 Entrance Examination Preparation Tutorial

Both English and Mathematics are covered in sessions that run for 45 minutes with a half hour comfort break in between, The Preparation Tutorial has had a very positive

response from parents many of whom have said that it's 'a great idea'. The first one was held in January 2010 and attended by all 24 Entrance Exam applicants. Now an integral part of the BGGs Entrance Examination programme, the second Examination Preparation Tutorial was held on Saturday 8 January 2011 with a 100% take up rate from those registered to sit the Entrance Examination. The most recent took place on Saturday 7 January 2012 with 90% take up rate from those registered to sit the Entrance Examination.

All attendees completed an evaluation sheet at the end of the tutorial. All 56 respondents found the tutorial useful and when asked how it could be improved, 36% said that it was perfect and 21% suggested that it should be longer. Interest in the Preparation Tutorial indicates the very high level of aspiration in Bradford and, as identified with the analysis of the Entrance Examination, many of these pupils will go on to be offered places but are then unable to take places in the school due to financial constraint.

E1.5.7 Entrance Examination at Points Other Than 11+

Due to the announcement of the intended move to Free School status, there has been a requirement this year to introduce another Entrance Examination date for those children wishing to join the school at points other than 11+. This was held on 12 January 2012 for 25 pupils analysed as follows:

	U3 (Y7)	L4 (Y8)	U4 (Y9)	L5 (Y10)	U5 (Y11)	L6 (Y12)	U6 (Y13)	Total
No of children sitting Entrance Exam	2	13	9	1				25

E1.5.8 Growing numbers of pupils joining the school at points other than 11+

There have been an additional 12 pupils that have joined senior school in years other than the beginning of U3 (Year 7) since from May 2011 to October 2012 as follows:

Year	No of new pupils	Total in Year	Percentage
L6 (Y12)	2	29	10.34%
L5 (Y10)	3	44	6.82%
U4 (Y9)	1	27	3.70%
L4 (Y8)	5	20	25%
U3 (Y7)	1	15	6.66%
Total	12	135	8.88%

BGGs New Starters Excluding U3 (Y7) Nov 2011 to Jan 2012

Points to note:

Of the 12 new pupils that joined senior school, 25% were from the maintained sector.

L6 (Year 12) is the only other year where an influx of new pupils is expected as it is a natural break in education.

In L4 (Year 8) 25% of the pupils joined the school after U3 (Year 7).

The high rate of movement in L5 (Year 10) is the beginning of preparation for GCSE examinations – historically BGGs has recruited a number of pupils at this is stage of their secondary education; an indication that a number of parents may want to move their children to an alternative school at this point.

The move to BGGs also suggests that parents are attracted to the educational experience that BGGs offers; it seems fair to assume that other parents may also wish their children to experience BGGs but do not have the funds to move their children.

E1.5.9 Pupils Joining Lady Royd School

32 new pupils joined Lady Royd between 1 May 2011 and 31 October 2011. The majority i.e. 16 (61.53%) joined at Nursery. The spike in L3 (Year 6) accounts for parents wishing to secure a place in senior school for their daughters as Year 6 is the last year of primary school. The table shows 23% overall increase Lady Royd pupils between May and October 2011.

Year	No of new pupils	Total in year	Percentage
N (Nursery)	9	16	56.25%
K (Nursery)	16	26	61.53%
Tr (Reception)	8	17	47.05%
UTr (Y1)	3	20	15%
L1(Y2)	1	17	5.88%
U1 (Y3)	1	6	16.66%
L2 (Y4)	1	7	14.28%
U2 (Y5)	0	14	0%
L3 (Y6)	3	12	25%
Total	32	135	23.70%

*Lady Royd New Starters –
1 May 2011 to 31 October 2011*

Year	No of new pupils	Total in year	Percentage
N (Nursery)	16	16	100%
K (Nursery)	21	26	80%
Tr (Reception)	11	17	64.7%
UTr (Y1)	4	20	20%
L1(Y2)	1	17	5.88%
U1 (Y3)	2	6	33.33%
L2 (Y4)	2	7	28.57%
U2 (Y5)	0	14	0%
L3 (Y6)	3	12	25%
Total	60	135	44.44%

*Lady Royd New Starters –
1 November 2011 to 13 December 2011*

Since the intention to move to Free School status was made public, two of the years in preparatory school already show a requirement for an additional class.

E1.5.10 Pupil Retention

U5 (Year 11) is the final year of compulsory school education and as such, it is the year when the greatest number of senior school pupils is at risk of choosing to leave BGGs. The chart below shows that retention rates for pupils in Year 11 have increased from 2007/8 to the current academic year. The current retention rate for Year 11 stands at 76%. This is projected to increase to over 80% in the 2011/12 academic year.

Out of the 9 that left BGGs in 2010/11, 8 went to a local non-fee paying Sixth Form colleges, indicating that these pupils left the school for financial reasons and suggesting that if BGGs were non-fee paying, the already high retention rate would increase significantly.

	2007/8	2008/9	2009/10	2010/11
Pupils in U5 (Y11)	52	62	70	37
Leavers in U5 (Y11)	23	24	22	9
Percentage Retained	44%	61%	69%	76%

Pupil Retention: U5 to L6 (Y11 to Y12)

Retention rates in other parts of the school have also increased. The chart below shows the reduction in the number of pupils leaving school from years other than Year 11. This has stabilised at 2% (i.e. 6 pupils) for the 2010/11 academic year. Of the 6 pupils that left in this year, 3 indicated financial reasons, and went on to attend schools in the maintained sector.

	2007/8	2008/9	2009/10	2010/11
Pupils in Senior School	394	350	291	245
Pupils leaving years other than U5 (Y11)	23	18	6	6
Percentage Leaving	5.83%	5.14%	2.06%	2.44%

Pupils leaving Senior School in years other than U5 (Y11)

In addition, figures for retention into U3 (Year 7) from L3 (Year 6) are particularly telling; Year 7 is a pivotal year as it marks one of the last opportunities for pupils to move into the Senior School. The 2010/11 academic year is the first with a 100% retention rate.

The projected retention rate for the 2011/12 academic year is also 100%

	2007/8	2008/9	2009/10	2010/11
Pupils in U3 (Y7)	34	16	11	17
Leavers	7	4	2	0
Percentage Retained	79%	75%	82%	100%

Pupil Retention - L3 to U3 (Y6 to Y7)

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.

E2.1 Making BGGs Attractive to Pupils of Differing Backgrounds and Abilities Including Pupils from Deprived or Disadvantaged Families

BGGs is diverse culturally and socially and is not typical of the usual perception of an independent school. The school is well known in the city for outstanding examination results and currently attracts families from a range of backgrounds and income levels. Through its bursarial support scheme, the school has provided assistance to over a quarter of pupils in 2008/9 rising to its peak of 41% of pupils in 2010/11.

As a Free School, BGGs will welcome local families that have high aspirations for their children, regardless of their academic ability. The school will build on excellent relationships already held with local schools, community and sporting groups, businesses and further and higher education. Bradford parents have a high aspiration for their children and BGGs will work in partnership with other education providers in the city with a common purpose to raise attainment levels, widen choice and improve the education provision in the district.

BGGs is based in BD9 - an area of the city known for its cultural diversity and low income levels. The analysis of Evidence of Demand questionnaires has shown that the Free School currently particularly appeals to parents from the postcodes in closest proximity to the school i.e. [REDACTED], [REDACTED], [REDACTED] and [REDACTED]. The districts that surround Bradford Girls' Grammar School are ranked at 4.71% in the most deprived 10% of lower super output areas (LSOAs). (Source [REDACTED]). Banners outside school, specific leaflet drops via sports centres, supermarkets, doctors and dental surgeries will ensure that these postcodes continue to be aware of BGGs and that the school continues to be attractive to families from these postcodes.

As a Free School, the admissions policy will comply with the statutory requirements of the admissions code and will through fair banding will ensure access for children across the ability spectrum. This means that access will continue to be offered to all children from within the Bradford district.

Extended School Day – BGGs will continue to offer a breakfast club to children from 7.45 am and an affordable afterschool club with care available until 5.45pm to support working parents. The current provision is as follows:

- Breakfast club 7.45 – 8.40 free of charge
- After School club 3.30 – 3.50 free of charge

- **Holiday Club** - BGGGS partners with Kings Camps to offer holiday clubs at half term, Christmas, Easter and summer breaks. This is open to all children aged 4 – 12 from both BGGGS and all local schools. Holiday Club provides much needed childcare for working parents. Premises rental is based on a percentage of income (not a flat fee) to ensure the continuation of the scheme for current parents. Further, Kings Camps operate a policy to ensure that children from disadvantaged backgrounds or families facing financial hardship are allocated free places.
- **The School Nursery** has operated since 2006, it is open to all parts of the community and it is attended by children from a range of ethnic and religious backgrounds. The nursery will continue to offer both full and part time places. Lady Royd School will be presented as a natural stepping stone for all nursery children moving into primary education.
- **Opportunities to See the School in Action** – There are currently numerous opportunities for children from local schools to come into BGGGS to take part in school activities and share the school's resources and facilities. As a Free School, this will continue to be a way to get local children and their parents interested and engaged in the school and because of the location of BGGGS, many of the local schools have pupils on roll from disadvantaged backgrounds.
- **The Bradford Girls Grammar School Y5/Y6 Public Speaking Competition** takes place in November each year and is open to all primary schools in Bradford. BGGGS provides the venue and organises the competition as well as the first, second, third and highly commended prizes for Y5 and Y6 pupils. Prior to the competition, children are given a set topic on which to speak for a maximum of two minutes, which they are asked to present on competition day. A maximum of 5 entrants per school are allowed and a public speaking workshop run by Sixth Form BGGGS is also offered to all attendees. In 2011, the competition had 56 entries and was a runaway success. Gaining access to public speaking skills builds confidence, broadens experience and provides a completely new approach to literacy for most entrants. The competition has been running for the past two years and would be expanded to include more schools should the application for Free School status be successful.
- **The Bradford Girls' Grammar School Dance Show** is another highlight of the BGGGS calendar. Held annually, the show offers a free matinee performance for local schools, which again will be expanded to include more schools should BGGGS gain Free School status.
- **School Drama Productions** also offer free matinee performances for local schools. Again held annually, the 2011 performance was 'Blood Brothers' – this was hugely successful and many local schools take up the invitation to attend the matinee performance.
- **Feeder School Open Days** provide opportunity for children from local primary schools to experience the resources and areas of specialism available in a senior school. The days are themed to an element of the primary curriculum and provide an opportunity to forge links with local

schools, their pupils and parents. The last Feeder School Day was on the subject of Globalisation and was attended by 10 primary schools.

- **Oxford Interview Workshops** – Parents in Bradford have high aspirations for their children and BGGs has previously hosted Oxford Interview workshops for Bradford Schools that have been well attended. BGGs will host an event for Year 10 students to widen participation in Oxford applications in March/April 2012. It is envisaged that this will become an annual event going forwards.

E.2.1.2 Raising Awareness within Bradford's Hard to Reach Communities

We are acutely aware of the levels of deprivation within Bradford and in order to develop a strategy for communicating with Bradford's hard to reach communities, it was necessary to gain a definition of who these people might be. Calderdale Council at [REDACTED] provide the following list:

Young people;

Elderly;

Disabled people;

Minority ethnic groups;

People with caring responsibilities;

Gay, lesbian, bisexual and trans-gender community;

Socially-excluded groups;

Asylum seekers / refugees;

Homeless people;

Gypsy and traveller community;

People from deprived areas; and

Non-users of council services.

Contacting young people, the elderly, disabled people, gay, lesbian, bisexual and transgender communities and people with caring responsibilities - Early morning and early evening television coverage on 'Look North' was seen as a way of contacting a wide range of hard to reach communities. Ofcom, Independent regulator and competition authority for the UK communications industries at [REDACTED] show 93% television ownership in the UK and put the number of hours people aged 4+ watched television per day at 4.03. This method of communication worked

well as the number of Evidence of Demand Questionnaires completed the day after the school was featured on the Look North television programme increased three-fold.

Contacting gypsy / traveller community and non-users of council services – As suggested by the local authority, posters and leaflets in local sports centres and supermarkets were used as a way of contacting the gypsy traveller community and non-users of council services.

Contacting minority ethnic groups, asylum seekers / refugees and some socially-excluded groups - An interview and Public Information Announcements were translated into six languages as a way of contacting Bradford's hard to reach communities.

Bradford Community Broadcasting (BCB on 106.6 FM) is a dedicated and accessible radio station broadcasting a range of distinctive and entertaining programmes for Bradford-based communities for whom English is a second language. Communities contacted in their home languages were:

Eastern European Countries which include Romania, Poland, Slovenia and the Czech Republic.

Francophone African communities i.e. Congo, Zimbabwe, Malawi and Kenya,

Arabic communities i.e. Punjabi, Arabic and Urdu.

This method of communication will continue should the application for Free School status be successful.

E.2.2 BGGs as a Resource to the Wider Community

BGGs currently hires its swimming pool, sports hall, gymnasium, astro-turf pitch, classrooms, and main school hall to some 26 local organisations each week from Monday through to Sunday for sporting and corporate events, drama groups and school holiday clubs.

For 2012, this is forecasted to generate [REDACTED] whilst providing valuable leisure activities for over 2,000 members of the local community.

These venue hire customers have already been informed about the Free School application and all wish to continue their agreements with the school should Free School status be granted.

A Commercial Manager is now in place and with the implementation of a plan for further promoting the facilities for hire locally, it is intended that the number of customers would increase gradually over the next five years.

Figure 11 below following details venue hire customers and their membership currently using the school.

	VENUE	ORGANISATION	TIMES		MEMBERS USING FACILITIES	AGE RANGE	ACTIVITY
MONDAY	Sports Hall	Highfield Idlers Badminton Club	8-10pm	2 courts	10	Adult only	Group of men, keeping fit by playing Badminton
TUESDAY	Astro Turf	Bradford Hockey Club	7 - 8 pm		30	Juniors	Training & Matches
	Sports Hall	West Yorkshire Netball	7-9 pm		30	Adult & Junior	Matches
WEDNESDAY	Sports Hall	Bradford Fast Bats Table Tennis	5.30 - 7.30 pm	Half Hall	50	Juniors	Twice weekly training & occasional matches
	Sports Hall	Bradford Olympian Trampoline Club	5.30 - 7.30 pm	Half Hall	50	Juniors	Twice weekly squad training & recreational sessions
	Sports Hall	Belle Vue OS Badminton Club	7.30 - 10pm	4 courts	25	Adults	Group of old friends from school training & matches
	School Gym	Bradford ATSK Karate Club	7.30 - 8.30pm		40	Adults & juniors	Twice weekly training & lessons
THURSDAY	Sports Hall	Yorkshire Regional Table Tennis	5.30-7.30pm	Studio	20	Juniors	Elite schools squad training & matches
	Sports Hall	Bingley Badminton Club	7.30-10pm	2 / 4 courts	20	Adults & Juniors	Training & Matches
FIRDAY	School Gym	Bradford ATSK Karate Club	7.30 - 8.30pm				
	Swimming Pool	Academy of Swimming	3.45 - 7.45pm		200	Juniors of all ages	Swimming lessons Indoor cricket league - cricket club & corporate teams
	Sports Hall	Last Man Stands	7 - 10pm		160	Adults	

SATURDAY	Astro Turf	Otliensians Ladies Hockey Club	10.30 - 12.30am		30	Adults, older juniors	Matches only
	Astro Turf	Ben Rhydding Ladies Hockey Club			30	Adults, older juniors	Matches only
	Sports Hall	Bradford Fast Bats Table Tennis	1 - 3pm	Half Hall			
	Sports Hall	Bradford Olympian Trampoline Club	1 - 4pm	Half Hall			
	Swimming Pool	Academy of Swimming	12.45 - 3.45pm				
	School Hall & G26/27	Stagecoach Bradford Bradford Cadet Table Tennis League			100	Juniors Adults & Juniors	Theatre, drama & performance. Weekly classes & end of term productions
	Sports Hall	English Table Tennis Association	8.15 - 5pm	Studio	25	Adults & Juniors	Occasional matches and competitions
Studio				50	Juniors	Hockey when their pitches in use	
Astro Turf	Bradford Grammar School	9 -12			45	Juniors	
SUNDAY	Swimming Pool	Downs Syndrome Training & Support	2.30 - 3.30		40	All ages	Venue for fundraising events and swimming sessions for their members
	Astro Turf	West Yorkshire Hockey	1 -4 pm		35	Juniors	Training & matches
		BGGS Swimming Club	BGGS pupils		70	Juniors	half hourly swimming lessons
		BGGS Swimming Club	External users		65	Adults & juniors	half hourly swimming lessons

Fig 11. BGGS as a Resource for the Wider Community: Venue Hire Customers and their Membership

E2.3 The Need for More School Places in the Area

Prior to the public announcement, meetings were held with local authority representatives in order to:

Inform them of the BGGs Free School application and gain their support.

Ensure a source of validated data on Bradford's population and school places.

Invite representatives into BGGs to view facilities and current education provision.

Meetings were as follows:

Date	Meetings
10 November 2011 and 23 February 2012	██████████, ██████████
28 February 2012	Councillor Ralph Berry – Labour MP and holder of the portfolio for Children and Young People's Services in Bradford
1 March 2012	██████████ – ██████████

The discussions with local authority representatives endorsed our understanding of the urgent need for more school places in Bradford. Appendices C1.1.5 – C1.1.8 demonstrate the following:

A steep increase of the population in Bradford since 2001 - Bradford's population data shows an average fertility rate of 2.3 (national average 1.9). Children aged under 15 comprise 25% (19 nationally) of the population in local wards and the city's population is expected to increase by 28% representing an average annual increase of 5,500 per year by 2033.

In primary schools within a two mile radius of the proposed Free School, there is predicted to be a shortage of over 700 places (5.5%) by the 2014-2015 academic year.

In secondary schools within a three mile radius of BGGs, the requirement for school places currently will exceed the net capacity from the 2014/15 academic year by some 370 places.

Diminishing parental choice - In 2011, 21.3% of Bradford's parents were not awarded their first choice secondary school. This compares with 15.4% nationally and places Bradford as one of the 10 lowest areas in this category outside London.

Bradford's diminishing economic fortunes - The districts surrounding BGGs are ranked at 4.71% in the most deprived 10% of lower super output areas LSOAs.(Source: [REDACTED]).

E2.4 Marketing Strategy

Introduction

As a Free School, it is necessary for marketing to be undertaken to ensure that the school will achieve over 100% demand in intake years. Fundamental to this is BGGs's track record of high academic achievement, with 2010 A level and 2011 A level and GCSE results being the highest in Bradford.

Our strategy has four distinct phases, each with its own objectives and specific activity will be undertaken:

Phase 1 - 24 February 2012 to May 2012 - from application submission to potential interview.

Phase 2 - June 2012 – 31 August 2012 - from potential interview to possible proposal acceptance,

Phase 3 - 1 September 2012 – 31 December 2013 - from possible proposal acceptance date to Free School open date

Phase 4 – January 2014 onwards.

Points to Note

All communications literature will continue to carry the distinct Free School green and yellow branding to August 2014, after which it will revert to BGGs branding.

All parents that have completed the Evidence of Demand Questionnaire and provided their contact details to gain further information about the Free School have been entered on a prospect pupil database for the Free School. This means that they can be selected by:

Postcode

The year group of their child(ren).

Whether they are a current or prospective parent

Gender of their child(ren)

All the children that have been entered on the prospect pupil database are potential pupils of the Free School. Their parents will be contacted with information and events pertaining to the Free School.

Flexibility will be built into the strategy – as such there will be time allocated within each phase for review and planning for the subsequent marketing phase.

Figure 12 below outlines marketing activity for Phase 1:

	Phase 1			Phase 2			
Activity	Feb-12	Mar-12	Apr-12	May-12	Jun-12	Jul-12	Aug-12
Phase 1	February - May 2012						
Additional Entrance Exam							
Sixth Form Open Evening							
Whole School Open Day							
Leaflet Distribution							
Produce School Newsletter							
Establish relationships with specific feeder schools in Bradford							
Promotion to hard to reach communities							
Issue press release about being called for potential interview							
Potentially inform Evidence of Demand respondents that BGGs has been called for interview							
Potentially inform staff on being called for interview							
Update Free School section of website							
Review outcomes and plan for next phase							

Fig12. Marketing Strategy: Phase 1

E2.4.1 Phase 1 - February 2012 to May 2012 - from application submission to potential interview.

Marketing Objectives:

Continue to communicate that the application is being well managed and has a high probability of success.

Generate more support via the completion of additional Evidence of Demand questionnaires.

Build on relationships with feeder schools.

Marketing Activity:

Additional Entrance Examination - Scheduled to take place on 23 February 2012 for those wishing to join the school in Year 7 that didn't sit the January Entrance Examination.

Sixth Form Open Evening – Scheduled to take place on 9 February 2012, this event will help increase the Evidence of Demand numbers for Year 12.

Invite those on the prospect pupil database with children of relevant ages.

Promote Sixth Form Open Evening within local community via advertising, banners, leaflets and posters.

Whole School Open Day – Held in March, this will be an opportunity for prospective parents to tour the school grounds, speak with teaching staff and listen to presentations from the Principal Designate and Chair of Governors about the Free School application. All visitors will be asked to show their support by completing an Evidence of Demand questionnaire.

Promote Whole School Open Day within local community via advertising, banners, leaflets and posters

Additional drop in information sessions will also be held for Lady Royd as necessary.

Advertising, Banners and leaflets – This method of promotion will inform prospective parents that their support is still required and will ensure that open days are well attended.

Leaflet Distribution - continue with the distribution of leaflets via supermarket displays, libraries, local doctors' and dental surgeries to garner further support for the application and to boost attendance at Open Days.

Establish relationships with specific feeder schools in Bradford – approach local primary schools and nurseries with a view to developing a feeder school partnership and ensure on-going interest from prospective pupils. Make initial contact by 31 March 2012.

Continue promotion to Bradford's hard to reach communities in their own languages via BCB radio station. In addition, display leaflets and posters within local housing authority offices, sports centres and appropriate local shops.

Potentially issue press release on being called for interview – There have been high levels of press interest, press and television coverage thus far. It is envisaged that being called for interview would be another opportunity to inform the local community of progress. Contact all the press outlets that previously published a story about the Free School:

The Bradford T & A

The Yorkshire Post

BBC Look North

The Guardian

BBC news online

Radio Leeds

BCB Community Radio

Inform all parents who have completed an Evidence of Demand Questionnaire – that the school has been called for interview and what this means in the process.

Continue to communicate with staff who have been very supportive of the application since the outset.

Continue the momentum of support from current parents by keeping them informed of the school's progress as it moves closer to becoming a Free School – via meetings, the school website and the school newsletter.

Update the Free School Section of the school website – With information about being called for interview and what this means to the applications.

Encourage local community to continue to support our application by completing Evidence of Demand Questionnaires online and in hard copy.

Review outcomes and plan for Phase 2

	Phase 1			Phase 2			
Activity	Feb-12	Mar-12	Apr-12	May-12	Jun-12	Jul-12	Aug-12
Phase 2				June - August 2012			
Communicate potential interview date for staff and current parents				■	■		
Publish progress on website					■		
Publish progress through press release					■		
Produce school newsletter						■	
Issue press release - A Level and GCSE Examination Results							■
Continue to gain Evidence of Demands online	■	■	■	■	■	■	■
Review outcomes and plan for next phase							■

Fig 13. Marketing Strategy: Phase 2

E2.4.2 Phase 2 - From Potential Interview to Proposal Acceptance Date – June 2012 to 31 August 2012

Objectives

Continue to communicate that the application is well managed and has a high probability of success.

Continue to communicate the successes of Bradford Girls' Grammar School

Communicate admissions policy in preparation for proposal acceptance.

Plan for marketing activity from proposal acceptance date.

Activity

Phase 2 would run over the summer months i.e. June, July and August. As the school is closed from mid-July onwards, activity has been kept to a minimum as this time would be used for planning for the possible proposal acceptance.

Communicate the potential interview for staff and current parents - via public meeting and/or newsletter update.

Issue press release post-interview in June - aim to gain television and radio interviews with headmistress and Radio Leeds, BCB radio and Look North. Explain what this means in terms of the process of application to becoming a Free School.

Issue a press release on school's hopes to widen access in early July - use as a way of generating additional PR for the Free School.

Produce Newsletter – end of summer term, include Free School summary of progress and next steps.

Issue Press Release in August – Excellent GCSE and A Level examination results.

Continue to gain completed Evidence of Demand Questionnaires online via Free School section of school website. Whilst these are no longer required for the application, any families that complete these will be entered into the prospect pupil database and contacted as a potential applicant to the Free School.

Review outcomes and plan phase 3 of marketing and formal consultation activity – see table below.

Activity	Phase 3															
	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13
Phase 3	September 2012 - December 2013															
Update Free School literature 'BGGGS has been successful in its application'	█															
Update Website 'BGGGS has been successful in its application'	█															
Create a Free School prospectus	█	█	█	█												
Create application process document		█														
Undertake formal consultation complying with statutory regulations		█														
Inform press - BGGGS received approval to become a Free School		█														
Advertise in local publications - BGGGS has gained Free School status - note of thanks		█	█	█												
Promote Free School Open Day													█	█		
Free School Open Day															█	
Produce school new sletter				█			█				█					█
Review outcomes and plan for next phase																█

Fig 14. Marketing Strategy – Phase 3.

E2.4.3 Phase 3 – From Possible Proposal Acceptance Date - 1 September 2012 to Dec 2013 including Formal Consultation

Objectives:

Communicate proposal acceptance – thanking the local community for their support.

Communicate application success to current and prospective parents.

Undertake formal consultation following statutory regulations, and as part of the process, hold an event regarding the Free School.

Update communication materials to reflect application success.

Create Free School prospectus by 30 April 2013.

Activity:

Update all Free School literature with message 'Bradford Girls' Grammar School granted Free School Status' This will include:

Website

Leaflet

FAQ sheet – update with any new questions

Banners and posters

Free School admissions policy

Create a Free School prospectus - Free Schools are a relatively new entity and this essential document will be required in order to explain to prospective parents the school ethos, application process, admissions policy, key dates and other necessary information. The prospectus will be available as a downloadable PDF from the website and in hard copy.

Create document detailing the application process – As the Free School will be new, it will not be listed on the common preference form for parents. As such a document detailing the application process will be required. Parents would also be informed that applying to the Free School does not affect the success of applications to other schools.

Inform all stakeholders identified in Fig 7 by letter along with what this means to them.

Inform all prospective parents that have completed an Evidence of Demand Questionnaire by letter, remind them of admissions policy, detail likely date admissions process will commence and communicate the next steps for enrolling their child at BGGs as a Free School.

Inform press of proposal acceptance - make contact with all media who have previously published features about the Free School application. This includes:

The Bradford T & A

The Yorkshire Post

BBC Look North

The Guardian

BBC news online

Radio Leeds

BCB Community Radio

Invite press contacts and representatives from Bradford Local Authority to official opening of Free School – During autumn 2013 – date to be agreed.

Advertise in local publications – ‘Bradford Girls’ Grammar School has gained Free School status – thank you to the Bradford Community who, through your support has made this possible’ - direct to website for information on admissions.

Free School Open Day, Saturday in November 2013. Invite press and give local community opportunity to tour the school, speak with teaching staff and listen to presentation from Chair of Governors and Principal Designate.

Promote Free School Open Day via advertising, banners, posters, leaflets, letter, and email.

Produce School Newsletter – December 2013. With Free School summary.

Review outcomes and plan for Phase 4 – see table below.

	Phase 4											
Activity	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14
Phase 4	Phase 4 - January 2014 Onwards											
School league tables published	■											
Sixth Form Open Evening		■										
Whole School Open Days			■			■						
Prep School Open Mornings		■				■						
School Events	■		■								■	
School newsletter published			■				■					
Press Release	■						■	■				
Workshops (Ad-hoc)					■					■		

Fig 15. Marketing Strategy – Phase 4

E2.4.4 Phase 4 - January 2014 Onwards

Objectives

Establish annual cycle of school open events to bring the local community in to view the Free School. Fit with the calendar of maintained schools in Bradford.

Ensure city-wide awareness of Free School.

Produce termly newsletters to engage and inform parents.

Activity

January 2014 - School league tables published – Create press release to publicise BGGGS's place.

Scheduled annual Open Days:

February 2014 - 6th Form Open Evening

March 2014 - Whole School Open Day

Feb 2014 and June 2014 – Lady Royd School Open Mornings – one per month

October – Whole School Open Day

All Open Days will be supported by a detailed promotional schedule to ensure that the local community is aware of the open day and that they are well attended.

Promote key school events as opportunities for parents to see the school in action i.e.:

Public Speaking competition

Annual Dance Show

Annual drama production

Workshops

March 2014 and July 2014 – Publish School Newsletter. July issue – thoughts on first year as a Free School.

July 2014 – Issue press release – BGGGS first year as a Free School, thoughts from the Principal Designate.

August 2014 – Issue press release - Publicise school examination results.

January 2015 – issue press release – publicise school's place in league tables.

Use PR to ensure local community is aware of positive stories about BGGGS – ad hoc

Section F: Capacity and Capability

Organisational capacity and capability Executive Summary

The key points in this section are as follows:

Bradford Girls' Grammar School Trust (BGGST), a Company limited by Guarantee was registered on 15 February 2012. The company number is 07951118.

Bradford Girls' Grammar School as an existing school has the benefit of a range of expertise, experience, commitment and loyalty in its existing governors and senior management.

An audit identifying the range of skills and expertise required to provide the capability and capacity to lead a school with the projected numbers of BGGST as a Free School has been undertaken. Serious consideration has been given as to how we can recruit additional expertise and areas of specialism.

A proposed structure of governance has been devised comprising a governing body comprising 16 members, to include the Chair and Vice-Chair. Two members will be parent governors and two will be staff governors, representing the teaching and support staff in the school. In addition, there will be two ex-officio members, the Principal Designate and the Finance Director, who will also undertake the responsibilities of Company Secretary.

We have demonstrated how we have and can access the appropriate and sufficient financial expertise to manage our school budget.

The school has revised its structures to ensure that its leadership is fit for purpose and the school continuously looks for further improvement. It is intended to build on the existing leadership, staffing structures and cultures, which have been instrumental in the school's success to date.

BGGST has an outstanding Principal Designate and Senior Leadership Team. It is our intention that the current Principal Designate be retained following the transfer to Free School status, together with the existing Senior Leadership Team. Details of the robust appointment procedure of the current Headmistress are described, together with her CV.

The respective roles and lines of accountability of the company members, governing body and principal designate have been illustrated and explained in full.

Organisational capacity and capability

In this section, we set out our current capacity and capability and the systems we are putting in place to ensure that Free School to be known as Bradford Girls Grammar School (BGGGS) will continue to have the capacity and capability to deliver. We believe this is a particularly strong component of the BGGGS proposition to Bradford.

F1: Show how you will access appropriate and sufficient educational expertise to deliver your vision.

Bradford Girls' Grammar School as an existing school has the benefit of a range of expertise, experience, commitment and loyalty in its existing governors and senior management. It is proposed to harness this in the leadership of the Free School and augment the breadth and depth of knowledge and community representation through the recruitment and appointment of additional governors and as new posts are established at senior and middle management levels.

Governing Body

BGGGS is fortunate in having excellent academic links with both the University of Leeds and the University of Bradford through two long serving [REDACTED], [REDACTED] and [REDACTED]. Their full details can be found under F3.

The educational expertise at board level will be furthered strengthened by the addition of another educationalist, [REDACTED], [REDACTED], whose details can be found under F3.

As a Free School it is hoped to augment these strengths further by the appointment of [REDACTED], [REDACTED].

Principal Designate

BGGGS has an outstanding Principal Designate and Senior Leadership Team It is our intention that the current Headmistress be retained as [REDACTED] following the transfer to Free School status, together with the existing Senior Leadership Team.

[REDACTED], [REDACTED].
[REDACTED].
" [REDACTED] ". [REDACTED]

Senior Leadership Team

The school has invested significant time in the existing Senior Leadership Team. It is the intention that the existing staff will transfer to the Free School and retain their positions; responsibilities will vary slightly.

The existing leadership and staffing structures and cultures have been instrumental in the school's success. The Interim Inspection Report (ISI Nov 2009) recognised the quality of leadership and management, acknowledging that 'Leadership at middle management level is effective and at senior level it is strong'. The school continuously looks for further improvement and has accordingly revised its structures to ensure that leadership and management is fit for purpose.

The school is ever mindful of the financial constraints whilst it grows to capacity in September 2016 and has been very prudent in the growth of teaching staff in the school.

In September 2013 the BGGGS academic leadership team would remain as:

Principal Designate

3 Assistant Headteachers responsible for Teaching and Learning/Data and School Systems / Inclusion

Head of Lady Royd (primary phase)

In 2014/2015 it would be the intention to recruit a Deputy Headteacher to provide the leadership capacity for the growing school roll. In the same year a further two Pastoral Heads, middle managers, would be appointed. It is also planned to strengthen further the support for children with special educational needs by the appointment of a SENCO Manager and Welfare Support Co-ordinator

F2: Show how you will access appropriate and sufficient financial expertise to manage your school budget.

The Steering Group at BGGGS has a clear understanding of the requirements of a Free School and is committed to providing its exceptional education to the local community on a sound and firm financial base. The governors have a pool of professional, business and financial acumen, with prior experience of their responsibilities and obligations as directors of a charitable company.

The governance structure of the school, outlined in F3 is such that the Board of Governors will have committees specifically set with the appropriate expertise to address key areas of the strategic direction of the school. There will be a Finance Committee with delegated authority on areas such as finance, risk management and audit issues. The Committee members will be appointed and nominated by the Board of Governors with key emphasis on skills and experience. The Committee will have clear terms of reference to execute its responsibilities. We currently have one board member, Susan Sedgwick, who is a highly qualified accountant (see F1) and plan to appoint a further member with senior financial business experience to augment our expertise and sit on the Finance Committee. Our proposal for recruitment and the time commitment required are listed under F3.

The Board of Governors will ensure that it maintains the appropriate level of financial expertise within the leadership team of the school. Whilst the Principal Designate is

ultimately accountable for financial and administrative matters, the Finance Director will have responsibility for the management of BGGST's financial position. At BGGST this is currently the responsibility of the [REDACTED], [REDACTED], who will use her expertise and experience and retain this responsibility as [REDACTED] of BGGST, working closely with the Principal Designate and SLT to deliver [REDACTED] targets. As [REDACTED], [REDACTED] is well versed in the preparation of [REDACTED] are in place. A resume of her career is included in F1 under Steering Group.

As [REDACTED], [REDACTED] has been a vital member of the Steering Group, with responsibility for the preparation of all the [REDACTED] aspects of the application. In her full time post, she will continue with her current responsibilities and oversee the [REDACTED] of BGGST to Free School, from approval to opening, working with the support of an externally appointed project manager. From September 2013, the role of [REDACTED] will continue to be a full time appointment, with additional part-time [REDACTED] support.

It is intended to appoint a [REDACTED] to assist the [REDACTED] with the [REDACTED] to allow her to continue her role as the [REDACTED] of the school, with a vital role in the strategic development of the school through her membership of the SLT. This post will be advertised through the business section in the Yorkshire Post as well as on the websites of relevant [REDACTED] bodies, such as [REDACTED].

As [REDACTED] she will report to the [REDACTED], a [REDACTED], appointed by the Board of Governors as the [REDACTED]. The governors will have the responsibility for the Funding Agreement, which is the 'financial route map' for the Free School for the first 6 years. The [REDACTED] will be responsible for updating the [REDACTED] model with changes in the school or education sector and reviewing it to identify the risks, whilst providing annual [REDACTED], all for approval by the Board of Governors. She will also ensure that [REDACTED] are in place to comply with best practice and the school's legal obligations and to ensure that the school is providing [REDACTED] when entering into [REDACTED].

The governing body will also continue to appoint a firm of [REDACTED] with a sound reputation to conduct an [REDACTED].

F3: Show how you will access other relevant expertise to manage the opening and operation of your school.

Members and Governors: experience, expertise and capacity

Bradford Girls' Grammar School as an existing school has the benefit of a range of expertise, experience, commitment and loyalty in its existing governors and senior management. It is proposed to harness this in the leadership of the Free School and augment the breadth and depth of knowledge and community representation through the recruitment and appointment of additional governors.

The Company Limited by Guarantee for BGGGS as a Free School

A Company limited by Guarantee was registered on 15 February 2012. The company number is 07951118 and its name is Bradford Girls' Grammar School Trust (BGGST). Reference Section A.

The Memorandum and Articles of Association are appended at the end of this section (see Appendix F1).

Listed below are the three current members of our incorporated entity, The Bradford Girls Grammar School Trust (BGGST). All of these members also serve as company directors (i.e. governors) and will be joined initially by a further four directors, They combine a wide variety of experience and expertise that together provide the capacity to deliver the Free School to be known as Bradford Girls Grammar School, encompassing significant educational, legal, financial and managerial expertise.

All governors are prepared to continue to give significant proportions of their free time to the continued development of the school (ie all or some time during weekends as well as email, telephone discussions and meetings during weekday evenings, as has been the case up until now. They are aware that this may equate to the equivalent of two days per month, with an increased time commitment during the transitional period and first year of operation as a Free School.

Members

[REDACTED], [REDACTED], [REDACTED].

[REDACTED] - see section F3.

[REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED].

[REDACTED], [REDACTED] and [REDACTED] and [REDACTED].

[REDACTED].

[REDACTED].

Directors/Governors of the new Trust – to be appointed once approval of the application has been received

[REDACTED], [REDACTED], [REDACTED], [REDACTED].

[REDACTED], [REDACTED] and [REDACTED].

[REDACTED], [REDACTED] and [REDACTED].

[REDACTED] – see section F3.

[REDACTED], [REDACTED] and [REDACTED].

[REDACTED] – see section F3.

The Steering Group

To drive the application process and steer the transition to a successful opening as a Free School, we have established a project Steering Group. The team consists of an externally recruited Project Manager (Chair of the Steering Group), all the trustees of the current BGS, the Headmistress, Business Manager and External Relations and Communications Manager. This Steering Group meets on a regular basis and has identified key roles and responsibilities through production of a PID. It is the intention to follow this established practice through the next phase and through to completion.

In addition to the existing governors, the Steering Group members are as follows:

[REDACTED], [REDACTED]

Bio details in F1.

[REDACTED], [REDACTED], [REDACTED], [REDACTED].

[REDACTED]

[REDACTED], [REDACTED].
[REDACTED]

[REDACTED], [REDACTED]
[REDACTED]. [REDACTED]. [REDACTED].
[REDACTED]. [REDACTED].

Further support required post-approval

Following approval, we will require some additional, commercially sourced support in the transition to opening as a Free School:

HR Resources Director: Human Resources support will be required to ensure the TUPE consultation, compliance and payroll issues within the school. It is our intention to procure support through a tendered process.

Project Management support: We recognise the importance of expert project management support to deliver this significant project in a tight timescale, if we are to open in September 2013. Therefore, we may need to invest in professional project management support to oversee the efficient implementation of the plan, following consultation with the DfE on suitable providers.

Marketing support: In addition to our own marketing resource and expertise, we may need to source – pro-bono or commercially – professional marketing support to produce our marketing materials (e.g. our prospectus) to ensure that we engage effectively with the community. If it is considered necessary, we anticipate being able to source the majority of this marketing support pro-bono through our group's professional networks.

Educational validation and coaching: We intend to secure the services of an educational consultancy to support, coach and advise the governors and Senior Leadership Team. This is to provide the 'external challenge' function that a maintained school would receive from the Local Authority. We recognise that this will need to be tendered following consultation with the DfE on suitable providers

Proposed structure of governance – post approval to opening

An audit identifying the range of skills and expertise required to provide the capability and capacity to lead a school with the projected numbers of BGGs as a Free School has been undertaken. Reference documents were guidance issued by Bradford Council's school governor service, the Association of Governing Bodies in

Independent Schools' (AGBIS) documentation on best practice and information on the structure of governance issued by accountants [REDACTED].

A proposed structure of governance has been devised comprising a governing body comprising 16 members, augmenting existing key skill sets and adding some new ones to the mixture, for example, legal, recruiting and property expertise. This number includes the Chair and Vice-Chair, two members parent governors and two staff governors, representing the teaching and support staff in the school. In addition, there will be two ex-officio members, the Principal Designate and the Finance Director, who will also undertake the responsibilities of Company Secretary.

We feel that we have, in broad terms, the educational, financial and other skills necessary to set up BGGs as a Free School. Where particular skill sets are missing, we feel confident that we have identified the shortfall and will take appropriate action

Through the transition period and prior to opening, all governors, existing and newly appointed, will receive training on their responsibilities as governors of a Free School. In addition, an induction programme has been devised for all newly appointed governors.

Structure and lines of accountability

Committees

- Finance** will comprise 3 /4 governors, of whom at least is one a qualified accountant and will be Chair of the Committee.
The Chair of the Academic Committee and Principal Designate will attend the Committee meetings, together with the Finance Director and School Accountant who will provide financial data for consideration in advance of each meeting.
The Committee will meet at least termly (likely to be more often in the transition to and establishment of BGGST), prior to the full Governors' Meeting in order to provide a financial report that will be circulated with the pre-meeting papers.
- Audit** will comprise 3 governors, of whom at least one has considerable financial expertise and will be Chair of the Committee.
The Principal Designate, Finance Director will attend the Committee meetings
The Committee will meet at least annually, prior to the full Governors' Meeting in order to provide a report that will be circulated with the pre-meeting papers.
- Buildings and Premises** will comprise 3 governors of whom at least one is a chartered surveyor (or has considerable property experience) and will be Chair of the Committee.
The Principal Designate, Finance Director and Premises Manager will attend the Committee meetings and provide a report for consideration, in advance of each meeting.
The Committee will meet at least termly, prior to the Finance Committee meeting in order to provide a report to the full

Governors' Meeting that will be circulated with the pre-meeting.

Academic - will comprise 3 /4 governors, of whom at least two are educationalists, one of whom will be Chair of the Committee. The Chair of the Finance Committee will attend the Committee meetings, together with the Principal Designate, relevant members of the Senior Leadership Team and senior staff who will provide a report for consideration, in advance of each meeting.
The Committee will meet at least termly, prior to the full Governors' Meeting in order to provide a report that will be circulated with the pre-meeting papers.

HR - will comprise 3 governors, of whom at least one is an HR specialist and will be Chair of the Committee. Both the Principal Designate and Finance Director will attend the Committee meetings and provide a report for consideration, in advance of each meeting.
The Committee will meet at least termly, prior to the full Governors' Meeting in order to provide a report that will be circulated with the pre-meeting papers.

Governor representation on School Committees

Health & Safety Two governors including the governor nominated as responsible for H & S will sit on the school H & S Committee, together with members representing all relevant sections of the school.
The Committee will meet at least termly, prior to the Finance Committee meeting in order to provide a report to the full Governors' Meeting that will be circulated with the pre-meeting papers.

Pastoral - Two governors including the nominated governor responsible for Child Protection will sit on the School Committee together with relevant SLT member(s) and senior staff.
The Committee will meet at least termly, prior to the full Governors' Meeting in order to provide a report that will be circulated with the pre-meeting papers.

Community - Stakeholder 2/3 governors, to include at least one parent governor, will sit on this Group, together with the BGGs Principal Designate, Lady Royd Head, External Relations and Communications Manager, Old Girls' Union Administrator, Representative from the Friends of BGGs as a Free School and co-opted members from community groups and local businesses.
The Group will meet at least termly, prior to the full Governors' Meeting in order to provide a report that will be circulated with the pre-meeting papers.

IT Strategy - 2 governors will sit on the school IT Strategy Group, together

with the Principal Designate, Finance Director relevant SLT and senior staff and the network manager.
The Committee will meet as required (at least termly), and will provide a written report annually to the full Governors' Meeting

Each governor will be required to sit on at least one Committee in addition to playing a full role as member of the governing body.

Additional expertise required

In order to support this structure and strengthen the expertise on the Governing Body of BGGGS as a Free School are as follows:

1. Project management and educational business strategy (on completion of her role as [REDACTED], [REDACTED] will fill this role as [REDACTED]).
2. Senior financial business experience or qualified accountant - to provide additional specialist advice on finance and strategic planning.
3. Chartered Surveyor or considerable property experience – to also provide advice on health and safety issues.
4. HR lawyer or HR specialist - to provide specialist advice on staffing matters.
5. IT specialist

We would look to make these appointments as soon as possible, post approval, in order to utilise this expertise as we make the transition to opening as a Free School in September 2013.

We have given serious consideration as to how we could recruit this additional expertise and areas of specialism.

We already identified a number of potential candidates for all the five posts (outlined above) from our group's professional networks in Bradford and West Yorkshire, together with recommendations from recently retired governors. An initial approach has been made to a number who have shown interest in joining the board of BGGST and are prepared to provide the necessary time commitment to ensure a successful transition and future for BGGGS as a Free School.

We are also in conversation with our bankers, Barclays, who have made a public commitment to support Free Schools; one way by providing governors from their employees.

We will also contact School Governors' One Stop Shop, who hold a database of skilled volunteers wishing to become school governors. In addition they are able to use their network of business connections to market vacancies should their database search be unsuccessful.

We will also need to fill the posts of parent and staff governors and to do this we will advertise the vacancies through The Leader, the BGGGS newsletter as well as staff briefings, in order to ascertain who might express an interest in becoming a governor.

All potential governors we have approached have been made aware of the time commitment required, both in the transition to and operation of the Free School.

They are all prepared to give significant proportions of their free time to the continued development of the school (ie all or some time during weekends as well as email, telephone discussions and meetings during weekday evenings). They are aware that this may equate to the equivalent of two days per month, with an increased time commitment during the transitional period and first year of operation as a Free School. We will continue this policy with all future appointments.

F4: Show how your staffing structure will deliver the planned curriculum.

Senior Leadership

We have invested significant time in the existing Senior Leadership Team at the current school. It is our intention that the existing staff will transfer to the Free School and retain their positions; responsibilities will vary slightly.

Professional Leadership

The existing leadership and staffing structures and cultures have been instrumental in the school's success. The school continuously looks for further improvement and has accordingly revised its structures to ensure that leadership is fit for purpose.

The proposals spring out of the developed vision, mission and ethos outlined in Section C, the ensuing curriculum model in section D and are financially viable as demonstrated in section G. The key purpose is to create the capacity to effectively lead further improvements in learning and achievement and the continued development of the Free School as an exemplary school for the 21st century.

The BGGs leadership team (for a **possible** structure see below) would comprise of

Principal Designate

3 Assistant Headteachers responsible for Teaching and Learning/Data and School Systems / Inclusion

Head of Lady Royd (primary phase) This is paid at the same rate as an Assistant Head

There would also be two Senior Managers (non-teaching roles)

Finance Director

External Relations & Communications Manager

In the Senior School there will be 4 Heads of Faculty, line managed by a member of the leadership team. They will lead and manage a team of subject specialists who will also be tutors to groups of students (7-13). In Lady Royd, the head will be supported by 3 co-ordinators one of whom will be the SENCO in the initial stages.

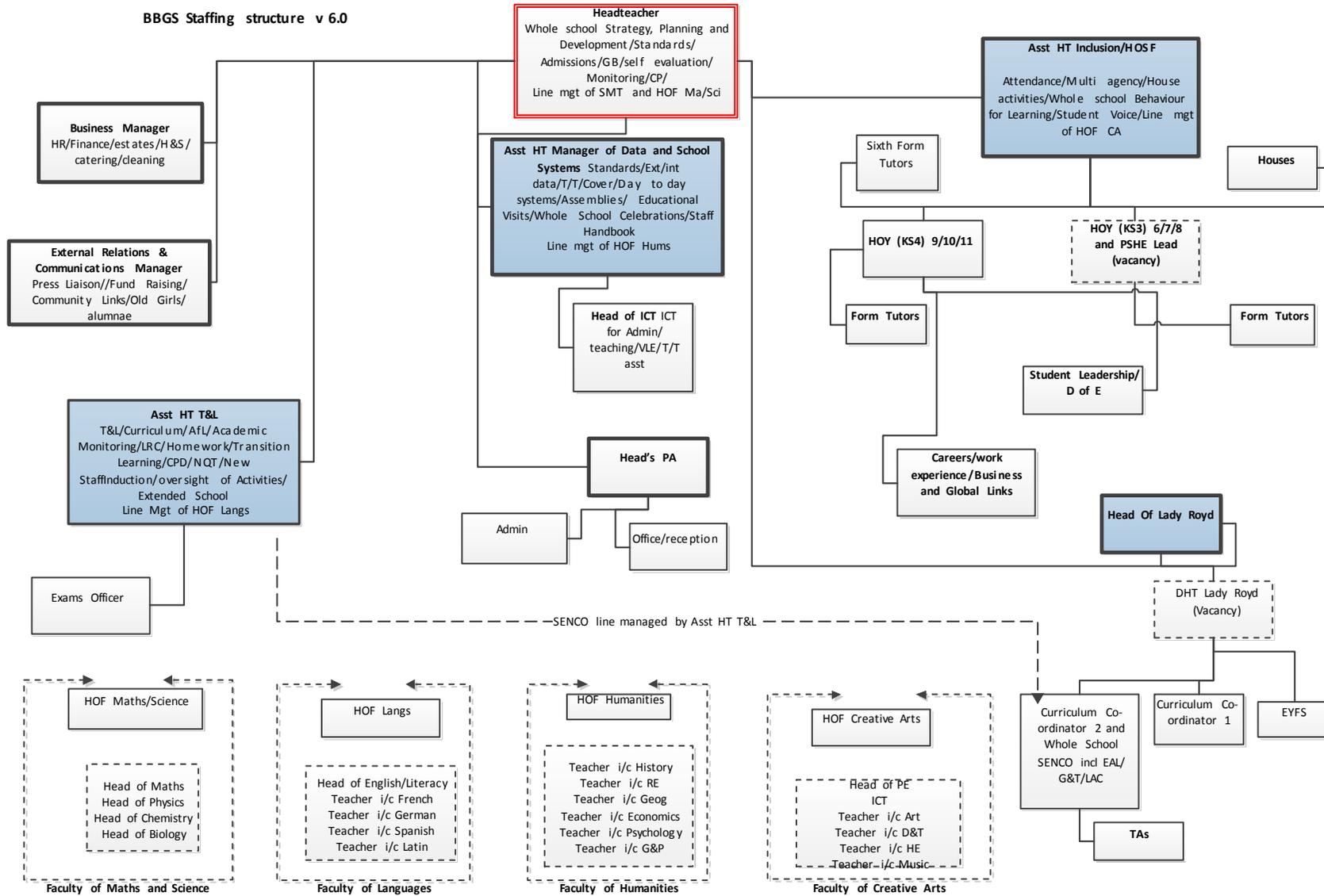
Pastoral Leadership

The Free School will have two Heads of Key Stages. KS4 will lead and support the Heads of Year 9-11 and KS3 will support and lead Heads of Year 6-8. This will be revised as the Free School grows in number. The Sixth Form

will be led by the Assistant Headteacher Inclusion/Sixth Form. Throughout the school there will be one Tutor per Form. The current House System will be continued.

Leadership and staffing – see diagram below

BBGS Staffing structure v 6.0



The Bradford Girls' Grammar School Principal Designate will lead the organisation and will be the inspiration for the Free School and set its tone, ethos and vision. Other key functions will include: managing the improvement plan, monitoring, review, evaluation, target setting, pedagogy, student support, leadership development and community links.

The key aspects of the **Principal Designate's** role will include:

- Overall strategic leadership of the Free School, self-evaluation and the whole school Development Plan

- Admissions

- Overview of Standards

- Innovation

- Overview of Child Protection

- Overview of curriculum design and development

- Line manager of the other members of the SLT, and ensuring a consistent application of Free School policy across all areas of work

- Leadership and line management of the Heads of Maths/English

- Formation, operation and review of all Free School policies

- Ensuring that the Assistant Heads and Head of Lady Royd exercise accountability, nurture, support and challenge accordingly

- Responsible for meeting agreed targets for the whole Free School

- To establish the Free School ethos and practice

- To implement a coherent and transparent accountability programme across the Free School

- Oversight of Performance Management

- To promote collaboration at classroom, leadership and governor level

- Oversight of income generation for the Free School through consultancy and sponsorship

- To ensure succession planning is productive at all levels across the Free School through a high quality leadership development programme

The Free School Leadership Team will have revised roles and job descriptions to meet the needs of the prospective Free School.

The key aspects of the **Assistant Headteacher's role (Teaching and Learning)** will include:

- Curriculum Development
- Mentoring to include target setting and tracking
- Learning and Teaching strategies including AfL
- Line management of the SENCO and Examinations Manager
- Homework
- Transition
- CPD/NQT/IT/New Staff Induction
- Activities and Extended School links

The key aspects of the **Assistant Headteacher's role (Inclusion/HOSF)** will include:

- Leadership and Management of Post 16
- Safeguarding/ECM
- Student Voice
- Attendance
- Multi-Agency support
- Behaviour for Learning
- House Activities

The key aspects of the **Assistant Headteacher's role (Manager of Data and School Systems)** will include:

- Standards (management of internal and external data)
- Timetable
- Cover
- Day to Day Systems
- Review and Update of School Policies & Staff Handbook
- Educational Visits line management of HOF
- Line Management of Head of ICT

The key aspects of the **Head of Lady Royd** will include:

- Overall leadership and Management of the Primary Phase
- Overview of Standards, Teaching and Learning, curriculum design and development in Lady Royd
- Overview of Child Protection
- Line manager of the other members of primary phase SLT, and ensuring links with the senior school, accountability, support and challenge
- Responsible for meeting agreed targets for Lady Royd
- Responsible for Lady Royd ethos and practice, CPD and Performance Management

The key aspects of the **Finance Director** will include:

- HR
- Finance

Estates H&S
Catering/Cleaning

The key aspects of the **External Relations & Communications Manager** will include:

Marketing including website/publicity/press liaison
Fund raising
Community links and Extended School
Community Cohesion
Old Girls

As well as being in significant strategic roles, therefore, senior leadership will be high level operational practitioners. They will be the engine room of the Free School and will be the main vehicle for its continued success. The team will be responsible for monitoring and reporting on progress towards targets as well as agreeing the best ways to share practice within the Free School and promote collaboration across the LA.

The administration department within school will grow with increased pupil numbers and the requirements of the new school structure. Current administrative roles will be restructured and new posts will be introduced to reflect the new model from 2013.

Staff development and training

The Principal Designate and Senior Leadership Team understand the need for a considerable amount of on-going professional development to ensure that the whole school is confident in facing the challenges ahead. CPD is clearly seen as a positive outcome of Performance Management. All staff will need to be up to date with educational developments. They need to maintain current knowledge of the wide range of academic and when necessary vocational skills and the variety of qualifications available.

The Professional Development Policy will be an essential part of the Free School's Improvement Plan serving its main objectives. The overall aim of Free School CPD will be to support all Free School staff to continue to support and challenge learners ensuring continued high standards of attainment.

All staff will be required to undertake CPD - the format of which will be determined by the Leadership Team and focus on perceived needs relating to achieving the Free School's aims. Any remaining time will be devoted to personal targets.. The emphasis on CPD will be on a well-defined and tailored coaching model and each staff member will have a training plan which may involve national accreditation. This will be constructed as part of the performance management arrangements.

Staff may also have access to a wide range of internal and external development opportunities and this includes further study for higher degrees

We have identified the following areas where we will need to develop and enhance our own teaching and support capacity. This will be reviewed on an ongoing basis to ensure we build on the current good practice.

Preparation for the transition to Free School Status

Target Setting: Whole School, Cohorts, Departments and Individual Pupils

Using pupil data to monitor pupil progress

Differentiation in planning and delivering lessons

Performance Management in an Academy

Inclusion and managing a broad range of student needs

Training to support the judgement of National Curriculum Teacher

Assessment Levels

Understanding the major differences between the independent sector and the 'independent' maintained sector

Working within the requirements of Ofsted

Understanding the Ofsted school inspection process

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

Our current school has an outstanding Principal Designate and Senior Leadership Team. It is our intention that the current Principal Designate be retained following the transfer to Free School status, together with the existing Senior Leadership Team. The Principal Designate's CV is included in the appendices to this section.

Appointment of the Principal Designate

The Governing Body of BGGS has decided unanimously to appoint the existing [REDACTED] as Principal Designate of the Free School.

The original appointment of the [REDACTED] of BGGS in April 2009 followed a transparent and robust process.

Appointment Process of [REDACTED] 2008/9

In September 2008 at an extraordinary meeting of the Board of Governors, the process for the recruitment of the new [REDACTED] was agreed. A selection sub-committee was established, comprising the Chairman, Vice-Chairman and two governors to oversee the appointment process. The ISI Interim Inspection report acknowledges that the school has a robust system for checking the suitability of all who are involved in the education of the pupils (ISI Nov 2009).

It was agreed that the school would not use a recruitment agency. The governors placed advertisements in the TES and attracted a large number of applications. Applicants were supplied with details of the School and a Job Description. Applicants were required to complete a standard application form, giving details of at least two referees and were invited to submit a curriculum vitae and an accompanying letter of application.

The selection sub-committee met to work through the applications and produce a shortlist for interview. Applications had been circulated in advance to all governors, who provided feedback to the selection sub-committee. The interview process was planned and a shortlist of five candidates was agreed.

Interview Process

The interview process consisted of two rounds of interviews in November 2008 for the appointment of the Headmistress in April 2009. During the first round of interviews candidates were interviewed by a panel of 4 governors. The panel of governors comprised the Chair, a lawyer, a university director and a retired businesswoman. Candidates followed a rigorous process covering the following areas: legal issues, marketing and PR, pastoral care including safeguarding issues, curriculum development and financial awareness, leadership and management, issues specific to running a school.

The governors were unanimous in selecting two candidates for the second round when the interview panel was augmented by a further member, an accountant. The shortlisted candidates were asked to give a presentation on their vision and leadership in moving BGGs forward. The Governors were, in turn, unanimous in appointing the current [REDACTED] – formerly the [REDACTED].

Principal Designate

The governing body is unanimous that the current [REDACTED], [REDACTED], has suitable qualifications, experience and ability to undertake the role of Principal in the Free School. [REDACTED] is clearly an effective [REDACTED] as is evidenced by the Interim Inspection Report (ISI Nov 2009) where they recognised the quality of leadership and management, acknowledging that 'Leadership at middle management level is effective and at senior level it is strong'.

The staffing guidance under sections 35(8) and 36(8) of the Education Act 2002 recognises that in certain circumstances there is scope for 'good reason' not to conduct a selection process for head teachers and deputy head teachers.

The governing body of a new school may take the view that the head and deputy head posts are not in effect vacant, and therefore not subject to the advertising or selection requirements, if the following conditions apply.

The new school is formed from the immediately pre-existing school.

For each head or deputy head post available in the new or merged school there is only one person from the pre-existing schools available for continued employment in that role in the new school, and that person's performance and ability is highly regarded by the governing body.

Any such person so accepted for a head teacher or deputy head teacher post has suitable qualifications, experience and ability to undertake the role in the new or merged school.

The governing body led by the [REDACTED], [REDACTED], strongly believe [REDACTED] has the vision and leadership necessary to lead the Free School

██████████ took over as ██████████ of BGGs in April 2009. Since that time I have been hugely impressed by the way she has taken on the role and pushed the school forward. Having taken over as ██████████ in September 2011, I have worked closely with ██████████ in the Free School application. Her vision, determination, diligence and leadership have been exemplary. The governing body have been consulted and are unanimous that she should be the Principal of the Free School.

Those who were part of ██████████ original appointment were all extremely confident that the procedure was rigorous and robust.

I am confident that she will be an excellent Principal and that under her leadership, BGGs will make a great contribution to education to the wider Bradford community'.

The key aspects of the Principal's role have been outlined under criteria F4 above.

Our current school has an outstanding Headmistress and Senior Leadership Team. It is our intention that the current existing Senior Leadership Team be retained following the transfer to Free School status, together with the ██████████ as Principal Designate.

The ██████████ CV is included in the appendices to this section.

Recruitment of staff

Whilst staff have been most supportive of the Free School application, BGGs may not retain all current staff members and, in fact, may need to recruit further employees. This would be by:

Advertising teaching posts in the TES and on their website. A full job description and person specification would be drawn up with applications to be made by standard application form and covering letter. The process would follow the protocols laid down in Safeguarding Children and Safer Recruitment in Education. The governors would be involved in senior appointments and the Principal Designate would lead on all school appointments.

BGGs will retain its relationship with local universities and offer opportunities to newly qualified teachers where appropriate.

A similar process for support staff appointments. Depending on the seniority or nature of the role, advertisement may be through a professional or trade publication and either local or regional newspaper, and their associated websites.

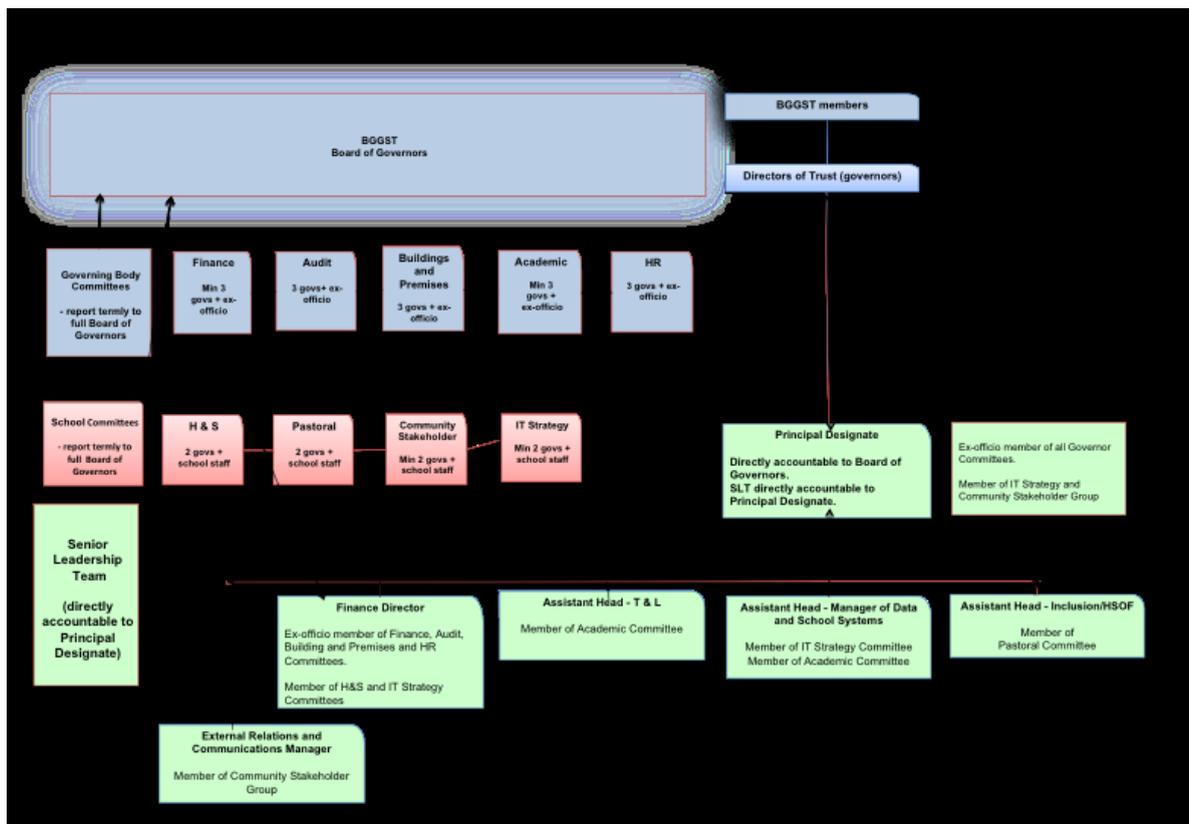
Recruitment of governors

An outline of the plans to recruit additional governors is included in section F3. When an individual has been identified they will be invited to BGGs to meet with the Chair of Governors and the Principal to discuss their suitability for the role of governor. Successful candidates will be provided with a full induction programme and relevant governor training.

An aspect of the Board of Governors' self-evaluation (covered under F6) will be to identify any gaps in skills/expertise that have arisen, and endeavour to fill them, either by co-option or by appointment of additional governors.

F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school.

The diagram and narrative below should be considered in conjunction with the structure of governance described under criteria F3



The Governing Body will :

- provide non-executive oversight of the running of the Free School
- determine its strategic direction
- assure the legality of its operations and performance
- act as guardians of its ethos, values and mission
- hold senior leaders to account for the successful implementation of the Free School's vision as detailed in the education brief
- ensure that controls and balances are in place in the school to ensure effective delegation and accountability in all areas
- involve the community both school and local through the governor led Community Stakeholder Group
- conduct annual surveys
- regularly communicate through newsletters the school website and local media.

The Governing Body are committed to the needs and interests of the Free School and the community it serves. They are governors of high calibre and sound judgement and have the time to commit to the effective fulfilment of their duties to secure the future development of the Free School.

Their functions will include

- the approval and review of the Free School's policies
- oversight of the effectiveness and efficiency of the Principal Designate in the performance of her duties
- appointment of senior staff
- dealing with appeals and complaints
- monitoring finances and budgeting
- playing a key role in relationships with outside agencies, with parents and the community.

How the Governing Body will support and hold the School Leadership Team to account.

The BGS governors' are well aware of their responsibility to hold the Principal Designate and Senior Leadership Team (SLT) to account. Senior Leaders will present regular reports to the Governing Body and as now there will be a Public Examination Report from all relevant departments to the Governors in autumn term.

Governors' monitoring and evaluation will also happen through regular committee and sub-committee meetings, informal meetings, annual review of the School Development Plan and Principal Designate's Report, as well as an annual Principal Designate appraisal. The appraisal will review the past year's performance and establish targets and objectives for the year ahead.

The Governing Body and School committee structure has been devised to ensure the full engagement of governors in the areas of their expertise. Their attendance at those meetings, followed by written reports to the full Governing Body, will provide challenge to those with executive functions. Where required, external expertise could be co-opted, thus providing further rigour.

The existing school has a Professional Review and Development policy. The governors will review this each year and ensure that the Principal Designate implements this in respect of the remainder of the staff. The Chair of Governors will also meet with the Principal Designate regularly throughout the year and hold her to account for any action that may be required.

The new governing body will look to improve its own performance through:-

Introducing an on-going programme of induction for new governors and training for all governors. This will be done through internal and external courses and support from an external consultant and may be done with another local school or schools and /or the Local Authority.

Developing contacts with all stakeholders - namely pupils, parents, staff and the community. This will be done through regular surveys, questionnaires, use of the school website and local media.

Developing links with local Academies and Free Schools for example, sharing training and good practice where possible.

Part of the governors' role will be to manage change and they will do this by clear communication to individual governors of their responsibilities from the outset of their appointment. They will use governing body self-evaluation and the report of Audit Committee to identify where change is needed. The Governing Body will promote open discussion and agreement on future practice. Where necessary, they will use professional advisers or co-opt external expertise to drive the change process and ensure a successful outcome.

They will be rigorous in their change management by making full use of benchmarking data where available. They will become members of the Governing Body Association and will share good practice with other Academy/Free School governing bodies. Informal links at leadership level with Batley Grammar School are already in place.

The governors realise that the Self Evaluation Form that has previously been required by OFSTED will no longer be required from September 2011. They realise that it will be for them to establish and provide the key information that will be necessary to secure good inspection judgements. OFSTED will still wish to see the governors understanding their strengths and weaknesses and the positive steps being taken to address them to secure positive outcomes for the children attending the school. The governors would at some time in the future consider seeking the Governor Mark as a measure of their performance as a governing body.

Conflicts of interest

BGGS will have a policy on how we deal with any conflicts that arise as a result of the work the school undertakes. It will include guidance for governors on the procedures to follow when they are subject to a conflict of interest, such as:

the removal of the trustee concerned from the decision-making process;
managing the conflict of interest once a decision has been made; and
recording details of the discussions and decisions made.

The policy will be included in the pack of documents that is issued to all new

governors on appointment. Governors will be invited to complete fresh declarations at least annually.

All governors will be asked to declare any pecuniary, personal or business interest that they might have in connection with the governing body's business. This will be recorded in the Register of Business Interests.

At the start of any meeting of the Board of Governors, the Chair of Governors will ask members if there is any item on the agenda or included under 'other business' that could be perceived as a conflict of interest for them. They will take no part in the matter under discussion at the meeting and offer to leave the meeting for a suitable length of time, if appropriate.

Performance Management, Accountability and Line Management

Performance Management and Accountability will be major features for assuring excellent performance in the Free School. High expectations of staff and students are a key tenet of BGGs. There will be a clear structure of responsibility and accountability from student, through to the Principal Designate to ensure a continued rise in attainment and increased achievement by all.

The Free School's performance management programme will be robust and it will accord with the following principles:

- i) Satisfactory is not enough
- ii) Best national practice will be followed
- iii) Clear job descriptions will be in place and targets will be clear
- iv) Competency and capability expectations will be clearly defined

Accountability will be achieved through a strong line management structure which focuses on ensuring that Free School goals are being addressed. Line-management (and therefore responsibility for oversight of performance) will be simple, coherent and clear to all: staff will be line-managed by a single colleague for all duties (eg subject teaching and tutoring).

The accountability approach will provide both a two way information flow and clarity of demands and expectation. Again, the approach will be supportive and challenging. This will be central.

Terms and conditions

It is envisaged that staff pay and conditions will be in line with national arrangements.

Appendices
Capacity and Capability

**F.1 The Memorandum and Articles of Association of Bradford
Girls' Grammar School Trust**

THE COMPANIES ACT 2006

& COMPANIES (REGISTRATION) REGULATIONS 2008 (SI 2008/3014)

A COMPANY LIMITED BY GUARANTEE

MEMORANDUM OF ASSOCIATION

OF

BRADFORD GIRLS' GRAMMAR SCHOOL TRUST

THE COMPANIES ACT 2006

& COMPANIES (REGISTRATION) REGULATIONS 2008 (SI 2008/3014)

SCHEDULE 2

A COMPANY LIMITED BY GUARANTEE

Regulation 2(b)

MEMORANDUM OF ASSOCIATION OF

BRADFORD GIRLS' GRAMMAR SCHOOL TRUST

Each subscriber to this memorandum of association wishes to form a company under the Companies Act 2006 and agrees to become a member of the company.

<i>Name of each subscriber</i>	<i>Authentication by each subscriber</i>
Name:	Signature:
	
	
	

Dated 15 February 2012

THE COMPANIES ACT 2006

A COMPANY LIMITED BY GUARANTEE

ARTICLES OF ASSOCIATION

OF

BRADFORD GIRLS' GRAMMAR SCHOOL TRUST

THE COMPANIES ACT 2006
COMPANY LIMITED BY GUARANTEE
ARTICLES OF ASSOCIATION

OF

BRADFORD GIRLS' GRAMMAR SCHOOL TRUST

INTERPRETATION

1. 1. In these Articles:-

- a. a. "The Academy" means the school referred to in Article 4 and established by the Academy Trust;
- b. b. "Academy Financial Year" means the academic year from 1st of September to 31st of August in any year;
- c. c. "The Academy Trust" means the company intended to be regulated by these Articles and referred to in Article 2;
- d. d. "Additional Governors" means the Governors appointed pursuant to Article 62 and 62A;
- e. e. "The Articles" means these Articles of Association of the Academy Trust;
- f. f. "Chief Inspector" means Her Majesty's Chief Inspector of Education, Children's Services and Skills or his successor;
- g. g. "clear days" in relation to the period of a notice means the period excluding the day when the notice is given or deemed to be given and the day on which it is given or on which it is to take effect;
- h. h. "financial expert" means an individual, company or firm who is authorised to give investment advice under the Financial Services and Markets Act 2000;
- i. i. "Funding Agreement" means the agreement made under section 1 of the Academies Act 2010 between the Academy Trust and the Secretary of State to establish the Academy;
- j. j. "Further Governors" means the Governors appointed pursuant to Article 63 ;

- k. k. "The Governors" means the directors of the Academy Trust (and "Governor" means any one of those directors), subject to the definition of this term at Article 6.10(b) in relation to Articles 6.2-6.10;
- l. l. "The LA" means the local authority covering the area in which the Academy is situated;
- m. m. "The LA Governor" means the Governor who may be appointed pursuant to Article 51;
- n. n. "Local Authority Associated Persons" means any person associated with any local authority within the meaning given in section 69 of the Local Government and Housing Act 1989;
- o. o. "Member" means a member of the Academy Trust and someone who as such is bound by the undertaking contained in Article 8;
- p. p. "The Memorandum" means the Memorandum of Association of the Academy Trust;
- q. q. "Office" means the registered office of the Academy Trust;
- r. r. "The Parent Governors" means the Governors appointed pursuant to Articles 53 to 58 inclusive;
- s. s. "Principal" means the head teacher of the Academy;
- t. t. "Principal Regulator" means the body or person appointed as the Principal Regulator under the Charities Act 2006;
- u. u. "The seal" means the common seal of the Academy as one;
- v. v. "Secretary" means the secretary of the Academy Trust or any other person appointed to perform the duties of the secretary of the Academy Trust, including a joint, assistant or deputy secretary;
- w. w. "Secretary of State" means the Secretary of State for Education or successor;
- x. x. "Staff Governor" means an employee of the Academy Trust who may be appointed as a Governor pursuant to Article 50A;
- y. y. "Teacher" means a person employed under a contract of employment or a contract for services or otherwise engaged to provide his services as a teacher at the Academy;
- z. z. "The United Kingdom" means Great Britain and Northern Ireland;

- aa. aa. words importing the masculine gender only shall include the feminine gender. Words importing the singular number shall include the plural number, and vice versa;
 - bb. bb. subject as aforesaid, words or expressions contained in these Articles shall, unless the context requires otherwise, bear the same meaning as in the Companies Act 2006, as appropriate;
 - cc. cc. any reference to a statute or statutory provision shall include any statute or statutory provision which replaces or supersedes such statute or statutory provision including any modification or amendment thereto.
1. 2. The company's name is Bradford Girls' Grammar School Trust (and in this document it is called **-the Academy Trust**).
 2. 3. The Academy Trust's registered office is to be situated in England and Wales.

OBJECTS

1. 4. The Academy Trust's object (**-the Object**) is specifically restricted to the following: to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing a school offering a broad and balanced curriculum (**-the Academy**).
2. 5. In furtherance of the Object but not further or otherwise the Academy Trust may exercise the following powers:-
 - a. to draw, make, accept, endorse, discount, execute and issue promissory notes, bills, cheques and other instruments, and to operate bank accounts in the name of the Academy Trust;
 - b. to raise funds and to invite and receive contributions provided that in raising funds the Academy Trust shall not undertake any substantial permanent trading activities and shall conform to any relevant statutory regulations;
 - c. to acquire, alter, improve and (subject to such consents as may be required by law) to charge or otherwise dispose of property;
 - d. subject to Article 6 below to employ such staff, as are necessary for the proper pursuit of the Object and to make all reasonable and necessary provision for the payments of pensions and superannuation to staff and their

dependants;

- e. to establish or support, whether financially or otherwise, any charitable companies, trusts, associations or institutions formed for all or any of the Object;
- f. to co-operate with other charities, other independent and maintained schools, voluntary bodies and statutory authorities operating in furtherance of the Object and to exchange information and advice with them;
- g. to pay out of funds of the Academy Trust the costs, charges and expenses of and incidental to the formation and registration of the Academy Trust;
- h. to establish, maintain, carry on, manage and develop the Academy at [REDACTED], Bradford, [REDACTED];
- i. to offer scholarships, exhibitions, prizes and awards to pupils and former pupils, and otherwise to encourage and assist pupils and former pupils;
- j. to provide educational facilities and services to students of all ages and the wider community for the public benefit;
- k. to carry out research into the development and application of new techniques in education in particular in relation to its approach to curriculum development and delivery and to publish the results of such research, and to develop means of benefiting from application of the experience of industry, commerce, other schools and the voluntary sector to the education of pupils in academies;
- l. subject to such consents as may be required by law and/or by any contract entered into by or on behalf of the Academy Trust to borrow and raise money for the furtherance of the Object in such manner and on such security as the Academy Trust may think fit;
- m. to deposit or invest any funds of the Academy Trust not immediately required for the furtherance of its Object (but to invest only after obtaining such advice from a financial expert as the Governors consider necessary and having regard to the suitability of investments and the need for diversification);
- n. to delegate the management of investments to a financial expert, but only on terms that:

- (i) the investment policy is set down in writing for the financial expert by the Governors;
- (ii) every transaction is reported promptly to the Governors;
- (iii) the performance of the investments is reviewed regularly with the Governors;
- (iv) the Governors are entitled to cancel the delegation arrangement at any time;
- (v) the investment policy and the delegation arrangement are reviewed at least once a year;
- (vi) all payments due to the financial expert are on a scale or at a level which is agreed in advance and are notified promptly to the Governors on receipt; and
- (vii) the financial expert must not do anything outside the powers of the Governors.

- a. to arrange for investments or other property of the Academy Trust to be held in the name of a nominee company acting under the control of the Governors or of a financial expert acting under their instructions, and to pay any reasonable fee required;
- b. to provide indemnity insurance to cover the liability of Governors which by virtue of any rule of law would otherwise attach to them in respect of any negligence, default, breach of trust or breach of duty of which they may be guilty in relation to the Academy Trust: Provided that any such insurance shall not extend to any claim arising from any act or omission which the Governors knew to be a breach of trust or breach of duty or which was committed by the Governors in reckless disregard of whether it was a breach of trust or breach of duty or not and provided also that any such insurance shall not extend to the costs of any unsuccessful defence to a criminal prosecution brought against the Governors in their capacity as Governors;
- c. to establish subsidiary companies to carry on any trade or business for the purpose of raising funds for the Academy Trust;
- d. to do all such other lawful things as are necessary for or are incidental to or conducive to the achievement of the Object.

6.1 The income and property of the Academy Trust shall be applied solely towards the promotion of the Object.

6.2 None of the income or property of the Academy Trust may be paid or transferred directly or indirectly by way of dividend bonus or otherwise by way of profit to any member of the Academy Trust. Nonetheless a member of the Academy Trust who is not also a Governor may:

- a) benefit as a beneficiary of the Academy Trust;
- b) be paid reasonable and proper remuneration for any goods or services supplied to the Academy Trust;
- c) be paid rent for premises let by the member of the Academy Trust if the amount of the rent and other terms of the letting are reasonable and proper; and
- d) be paid interest on money lent to the Academy Trust at a reasonable and proper rate, such rate not to exceed 2 per cent per annum below the base lending rate of a UK clearing bank selected by the Governors, or 0.5%, whichever is the higher.

6.3 A Governor may benefit from any indemnity insurance purchased at the Academy Trust's expense to cover the liability of the Governors which by virtue of any rule of law would otherwise attach to them in respect of any negligence, default or breach of trust or breach of duty of which they may be guilty in relation to the Academy Trust: Provided that any such insurance shall not extend to any claim arising from any act or omission which the Governors knew to be a breach of trust or breach of duty or which was committed by the Governors in reckless disregard to whether it was a breach of trust or breach of duty or not and provided also that any such insurance shall not extend to the costs of any unsuccessful defence to a criminal prosecution brought against the Governors in their capacity as directors of the Academy Trust.

6.4 A company, which has shares listed on a recognised stock exchange and of which any one Governor holds no more than 1% of the issued capital of that company, may receive fees, remuneration or other benefit in money or money's worth from the Academy Trust.

6.5 A Governor may at the discretion of the Governors be reimbursed from

the property of the Academy Trust for reasonable expenses properly incurred by him or her when acting on behalf of the Academy Trust, but excluding expenses in connection with foreign travel.

6.6 No Governor may:

- a) buy any goods or services from the Academy Trust;
- b) sell goods, services, or any interest in land to the Academy Trust;
- c) be employed by or receive any remuneration from the Academy Trust (other than the Principal or a Staff Governor whose employment and/or remuneration is subject to the procedure and conditions in Article 6.8)
- d) receive any other financial benefit from the Academy Trust; unless:
 - (i) the payment is permitted by Article 6.7 and the Governors follow the procedure and observe the conditions set out in Article 6.8; or
 - (ii) the Governors obtain the prior written approval of the Charity Commission and fully comply with any procedures it prescribes.

6.7 Subject to Article 6.8, a Governor may:

- a) receive a benefit from the Academy Trust in the capacity of a beneficiary of the Academy Trust.
- b) be employed by the Academy Trust or enter into a contract for the supply of goods or services to the Academy Trust, other than for acting as a Governor.
- c) receive interest on money lent to the Academy Trust at a reasonable and proper rate not exceeding 2% per annum below the base rate of a clearing bank to be selected by the Governors, or 0.5%, whichever is the higher.
- d) receive rent for premises let by the Governor to the Academy Trust if the amount of the rent and the other terms of the lease are reasonable and proper.

6.8 The Academy Trust and its Governors may only rely upon the authority

provided by Article 6.7 if each of the following conditions is satisfied:

- a) the remuneration or other sums paid to the Governor do not exceed an amount that is reasonable in all the circumstances.
- b) the Governor is absent from the part of any meeting at which there is discussion of:
 - i) his or her employment, remuneration, or any matter concerning the contract, payment or benefit; or
 - ii) his or her performance in the employment, or his or her performance of the contract; or
 - iii) any proposal to enter into any other contract or arrangement with him or her or to confer any benefit upon him or her that would be permitted under Article 6.7; or
 - (iv) any other matter relating to a payment or the conferring of any benefit permitted by Article 6.7.
- c) the Governor does not vote on any such matter and is not to be counted when calculating whether a quorum of Governors is present at the meeting.
- d) save in relation to employing or contracting with the Principal or a Staff Governor (a Governor pursuant to Articles 46, 50A and 52) the other Governors are satisfied that it is in the interests of the Academy Trust to employ or to contract with that Governor rather than with someone who is not a Governor. In reaching that decision the Governors must balance the advantage of employing a Governor against the disadvantages of doing so (especially the loss of the Governor's services as a result of dealing with the Governor's conflict of interest).
- e) the reason for their decision is recorded by the Governors in the minute book.
- f) a majority of the Governors then in office have received no such payments or benefit.

6.9 The provision in clause 6.6 (c) that no Governor may be employed by or receive any remuneration from the Academy Trust (other than the Principal or a Staff Governor) does not apply to an existing employee of the Academy Trust who is subsequently elected or appointed as a Governor save that this clause shall only allow such a Governor to receive remuneration or benefit from the Academy Trust in his capacity as an employee of the Academy Trust and provided that the procedure as set out in Articles 6.8(b)(i), (ii) and 6.8 (c) is followed.

6.10 In Articles 6.2-6.10:

- a) "Academy Trust" shall include any company in which the Academy Trust:
- holds more than 50% of the shares; or
 - controls more than 50% of the voting rights attached to the shares; or
 - has the right to appoint one or more directors to the board of the company.
- b) "Governor" shall include any child, stepchild, parent, grandchild, grandparent, brother, sister or spouse of the governor or any person living with the governor as his or her partner
- (c) the employment or remuneration of a Governor includes the engagement or remuneration of any firm or company in which the Governor is:
- (i) a partner;
 - (ii) an employee;
 - (iii) a consultant;
 - (iv) a director;
 - (v) a member; or
 - (vi) a shareholder, unless the shares of the company are listed on a recognised stock exchange and the Governor holds less than 1% of the issued capital.

7. The liability of the members of the Academy Trust is limited.

8. Every member of the Academy Trust undertakes to contribute such amount as may be required (not exceeding £10) to the Academy Trust's assets if it should be wound up while he or she is a member or within one year after he or she ceases to be a member, for payment of the Academy Trust's debts and liabilities before he or she ceases to be a member, and of the costs, charges and expenses of winding up, and for the adjustment of the rights of the contributories among themselves.
9. If the Academy Trust is wound up or dissolved and after all its debts and liabilities (including any under section 2 of the Academies Act 2010) have been satisfied there remains any property it shall not be paid to or distributed among the members of the Academy Trust, but shall be given or transferred to some other charity or charities having objects similar to the Object which prohibits the distribution of its or their income and property to an extent at least as great as is imposed on the Academy Trust by Article 6 above, chosen by the members of the Academy Trust at or before the time of dissolution and if that cannot be done then to some other charitable object.
10. No alteration or addition shall be made to or in the provisions of the Articles without the written consent of the Secretary of State.
11. No alteration or addition shall be made to or in the provisions of the Articles which would have the effect (a) that the Academy Trust would cease to be a company to which section 60 of the Companies Act 2006 applies; or (b) that the Academy Trust would cease to be a charity.

MEMBERS

12. The Members of the Academy Trust shall comprise
 - a. a. the signatories to the Memorandum;
 - b. b. 1 person appointed by the Secretary of State, in the event that the Secretary of State appoints a person for this purpose;
 - c. c. the chairman of the Governors; and
 - d. d. any person appointed under Article 16.
- 12A. The Secretary of State's appointed Member (further to Article 12 c) shall become a Member upon the Secretary of State delivering, or posting (by registered post), to the Office of the Academy Trust a notice appointing that person as his Member.

13. Each of the persons entitled to appoint Members in Article 12 shall have the right from time to time by written notice delivered to the Office to remove any Member appointed by them and to appoint a replacement Member to fill a vacancy whether resulting from such removal or otherwise.
14. If any of the persons entitled to appoint Members in Article 12:
 - a. a) in the case of an individual, die or become legally incapacitated;
 - b. b) in the case of a corporate entity, cease to exist and are not replaced by a successor institution;
 - c. c) becomes insolvent or makes any arrangement or composition with their creditors generally; or
 - d. d) ceases to be a Member;their right to appoint Members under these Articles shall vest in the remaining Members.
15. Membership will terminate automatically if:
 - a) a Member (which is a corporate entity) ceases to exist and is not replaced by a successor institution;
 - b) a Member (which is an individual) dies or becomes incapable by reason of mental disorder, illness or injury of managing and administering his own affairs; or
 - c) a Member becomes insolvent or makes any arrangement or composition with that Member's creditors generally.
16. The Members may agree unanimously in writing to appoint such additional Members as they think fit and may unanimously (save that the agreement of the Member(s) to be removed shall not be required) in writing agree to remove any such additional Members.
17. Every person nominated to be a Member of the Academy Trust shall either sign a written consent to become a Member or sign the register of Members on becoming a Member.
18. Any Member may resign provided that after such resignation the number of Members is not less than three. A Member shall cease to be one immediately on the receipt by the Academy Trust of a notice in writing signed by the person or persons entitled to

remove him under Articles 13 or 16 provided that no such notice shall take effect when the number of Members is less than three unless it contains or is accompanied by the appointment of a replacement Member.

GENERAL MEETINGS

19. The Academy Trust shall hold an Annual General Meeting each year in addition to any other meetings in that year, and shall specify the meeting as such in the notices calling it; and not more than fifteen months shall elapse between the date of one Annual General Meeting of the Academy Trust and that of the next. Provided that so long as the Academy Trust holds its first Annual General Meeting within eighteen months of its incorporation, it need not hold it in the year of its incorporation or in the following year. The Annual General Meeting shall be held at such time and place as the Governors shall appoint. All meetings other than Annual General Meetings shall be called General Meetings.
20. The Governors may call general meetings and, on the requisition of Members pursuant to the provisions of the Companies Act 2006, shall forthwith proceed to convene a general meeting in accordance with that Act. If there are not within the United Kingdom sufficient Governors to call a general meeting, any Governor or any Member of the Academy Trust may call a general meeting.

NOTICE OF GENERAL MEETINGS

21. General meetings shall be called by at least fourteen clear days' notice but a general meeting may be called by shorter notice if it is so agreed by a majority in number of Members having a right to attend and vote and together representing not less than 90% of the total voting rights at that meeting.

The notice shall specify the time and place of the meeting and the general nature of the business to be transacted and, in the case of an Annual General Meeting, shall specify the meeting as such. The notice shall also state that the Member is entitled to appoint a proxy.

The notice shall be given to all the Members, to the Governors and auditors.

22. The accidental omission to give notice of a meeting to, or the non-receipt of notice of a meeting by, any person entitled to receive notice shall not invalidate the proceedings at that meeting.

PROCEEDINGS AT GENERAL MEETINGS.

23. No business shall be transacted at any meeting unless a quorum is present. A Member counts towards the quorum by being present either in person or by proxy. Two persons entitled to vote upon the business to be transacted, each being a Member or a proxy of a Member or a duly authorised representative of a Member organisation shall constitute a quorum.
24. If a quorum is not present within half an hour from the time appointed for the meeting, or if during a meeting a quorum ceases to be present, the meeting shall stand adjourned to the same day in the next week at the same time and place or to such time and place as the Governors may determine.
25. The chairman, if any, of the Governors or in his absence some other Governor nominated by the Governors shall preside as chairman of the meeting, but if neither the chairman nor such other Governor (if any) be present within fifteen minutes after the time appointed for holding the meeting and willing to act, the Governors present shall elect one of their number to be chairman and, if there is only one Governor present and willing to act, he shall be the chairman.
26. If no Governor is willing to act as chairman, or if no Governor is present within fifteen minutes after the time appointed for holding the meeting, the Members present and entitled to vote shall choose one of their number to be chairman.
27. A Governor shall, notwithstanding that he is not a Member, be entitled to attend and speak at any general meeting.
28. The chairman may, with the consent of a majority of the Members at a meeting at which a quorum is present (and shall if so directed by the meeting), adjourn the meeting from time to time and from place to place, but no business shall be transacted at any adjourned meeting other than the business which might properly have been transacted at the meeting had the adjournment not taken place. When a meeting is adjourned for fourteen days or more, at least seven clear days' notice shall be given specifying the time, date and place of the adjourned meeting and the general nature of the business to be transacted. Otherwise it shall not be necessary to give any such notice.
29. A resolution put to the vote of the meeting shall be decided on a show of hands unless before, or on the declaration of the result of the show of hands a poll is duly demanded. Subject to the provisions of the Companies Act 2006, a poll may be demanded:-
 - a. (a) by the chairman; or

- b. (b) by at least two Members having the right to vote at the meeting; or
 - c. (c) by a Member or Members representing not less than one-tenth of the total voting rights of all the Members having the right to vote at the meeting.
30. Unless a poll is duly demanded a declaration by the chairman that a resolution has been carried or carried unanimously, or by a particular majority, or lost, or not carried by a particular majority and an entry to that effect in the minutes of the meeting shall be conclusive evidence of the fact without proof of the number or proportion of the votes recorded in favour of or against such resolution.
31. The demand for a poll may be withdrawn, before the poll is taken, but only with the consent of the chairman. The withdrawal of a demand for a poll shall not invalidate the result of a show of hands declared before the demand for the poll was made.
32. A poll shall be taken as the chairman directs and he may appoint scrutineers (who need not be Members) and fix a time, date and place for declaring the results. The result of the poll shall be deemed to be the resolution of the meeting at which the poll was demanded.
33. A poll demanded on the election of the chairman or on a question of adjournment shall be taken immediately. A poll demanded on any other question shall be taken either immediately or at such time, date and place as the chairman directs not being more than thirty days after the poll is demanded. The demand for a poll shall not prevent continuance of a meeting for the transaction of any business other than the question on which the poll is demanded. If a poll is demanded before the declaration of the result of a show of hands and the demand is duly withdrawn, the meeting shall continue as if the demand had not been made.
34. No notice need be given of a poll not taken immediately if the time, date and place at which it is to be taken are announced at the meeting at which it is demanded. In other cases at least seven clear days' notice shall be given specifying the time, date and place at which the poll is to be taken.
35. A resolution in writing agreed by such number of Members as required if it had been proposed at a general meeting shall be as effectual as if it had been passed at a general meeting duly convened and held provided that a copy of the proposed resolution has been sent to every Member. The resolution may consist of several instruments in the like form each agreed by one or more Members.

VOTES OF MEMBERS

36. On the show of hands every Member present in person shall have one vote. On a poll every Member present in person or by proxy shall have one vote.
37. Not used.
38. No Member shall be entitled to vote at any general meeting unless all moneys then payable by him to the Academy Trust have been paid.
39. No objections shall be raised to the qualification of any person to vote at any general meeting except at the meeting or adjourned meeting at which the vote objected to is tendered, and every vote not disallowed at the meeting shall be valid. Any objection made in due time shall be referred to the chairman whose decision shall be final and conclusive.
40. An instrument appointing a proxy shall be in writing, signed by or on behalf of the appointer and shall be in the following form (or in a form as near thereto as circumstances allow or in any other form which is usual or which the Governors may approve) -.

-I/We,, of, being a Member/Members of the above named Academy Trust, hereby appoint of, or in his absence, of as my/our proxy to vote in my/our name[s] and on my/our behalf at the annual general meeting/ general meeting of the Academy Trust to be held on20[], and at any adjournment thereof.

Signed on 20[]

41. Where it is desired to afford Members an opportunity of instructing the proxy how he shall act the instrument appointing a proxy shall be in the following form (or in a form as near thereto as circumstances allow or in any other form which is usual or which the Governors may approve)-

-I/We,, of, being a Member/Members of the above-named Academy Trust, hereby appoint of, or in his absence, of, as my/our proxy to vote in my/our name[s] and on my/our behalf at the annual general meeting/ general meeting of the Academy Trust, to be held on 20[], and at any adjournment thereof.

This form is to be used in respect of the resolutions mentioned below as follows:

Resolution No. 1 *for * against

Resolution No. 2 *for * against.

- Strike out whichever is not desired.

Unless otherwise instructed, the proxy may vote as he thinks fit or abstain from voting.

Signed on 20[]

42. The instrument appointing a proxy and any authority under which it is signed or a copy of such authority certified by a notary or in some other way approved by the Governors may -
- (a) be deposited at the office or at such other place within the United Kingdom as is specified in the notice convening the meeting or in any instrument of proxy sent out by the Academy Trust in relation to the meeting not less than 48 hours before the time for holding the meeting or adjourned meeting at which the person named in the instrument proposes to vote, or
 - (b) in the case of a poll taken more than 48 hours after it is demanded, be deposited as aforesaid after the poll has been demanded and not less than 24 hours before the time appointed for the taking of the poll;
 - (c) where the poll is not taken forthwith but is taken not more than 48 hours after it was demanded, be delivered at the meeting at which the poll was demanded to the chairman or to the Secretary or to any Governor;
- and an instrument of proxy which is not deposited or delivered in a manner so permitted shall be invalid.
43. A vote given or poll demanded by proxy or by the duly authorised representative of a corporation shall be valid notwithstanding the previous determination of the authority of the person voting or demanding a poll unless notice of the determination was received by the Academy Trust at the office or at such other place at which the instrument of proxy was duly deposited before the commencement of the meeting or adjourned meeting at which the vote given or the poll demanded or (or in the case of a poll taken otherwise than on the same day as the meeting or adjourned meeting) the time appointed for taking the poll.
44. Any organisation which is a Member of the Academy Trust may by resolution of its board of directors or other governing body authorise such person as it thinks fit to act as its representative at any meeting of the Academy Trust, and the person so

authorised shall be entitled to exercise the same powers on behalf of the organisation which he represents as that organisation could exercise if it were an individual Member of the Academy Trust.

GOVERNORS

45. The number of Governors shall be not less than three but (unless otherwise determined by ordinary resolution) shall not be subject to any maximum.
46. Subject to Articles 48-49 and 64, the Academy Trust shall have the following Governors:
 1. a. Up to 12 Governors, appointed under Article 50
 2. b. any Staff Governors, if appointed under Article 50A;
 3. c. up to 1 LA Governor if appointed under Article 51 ;
 4. d. a minimum of 2 Parent Governors appointed under Articles 53-58 ;
 5. e. the Principal;
 6. f. any Additional Governors, if appointed under Article 62, 62A or 68A;
and
 7. g. any Further Governors, if appointed under Article 63 or Article 68A;
47. The Academy Trust may also have any Co-opted Governor appointed under Article 59.
48. The first Governors shall be those persons named in the statement delivered pursuant to sections 9 and 12 of the Companies Act 2006.
49. Future Governors shall be appointed or elected, as the case may be, under these Articles. Where it is not possible for such a Governor to be appointed or elected due to the fact that an Academy has not yet been established or the Principal has not been appointed, then the relevant Article or part thereof shall not apply.

APPOINTMENT OF GOVERNORS

50. The Members may appoint up to 12 Governors.
- 50A. The Members may appoint Staff Governors through such process as they may determine, provided that the total number of Governors (including the Principal) who

are employees of the Academy Trust does not exceed one third of the total number of Governors.

51. The LA may appoint the LA Governor.
52. The Principal shall be treated for all purposes as being an ex officio Governor.
53. Subject to Article 57, the Parent Governors shall be elected by parents of registered pupils at the Academy. A Parent Governor must be a parent of a pupil at the Academy at the time when he is elected.
54. The Governing Body shall make all necessary arrangements for, and determine all other matters relating to, an election of Parent Governors, including any question of whether a person is a parent of a registered pupil at the Academy. Any election of Parent Governors which is contested shall be held by secret ballot.
55. The arrangements made for the election of a Parent Governor shall provide for every person who is entitled to vote in the election to have an opportunity to do so by post or, if he prefers, by having his ballot paper returned to the Academy Trust by a registered pupil at the Academy.
56. Where a vacancy for a Parent Governor is required to be filled by election, the Governing Body shall take such steps as are reasonably practical to secure that every person who is known to them to be a parent of a registered pupil at the Academy is informed of the vacancy and that it is required to be filled by election, informed that he is entitled to stand as a candidate, and vote at the election, and given an opportunity to do so.
57. The number of Parent Governors required shall be made up by Parent Governors appointed by the Governing Body if the number of parents standing for election is less than the number of vacancies.
58. In appointing a Parent Governor the Governing Body shall appoint a person who is the parent of a registered pupil at the Academy; or where it is not reasonably practical to do so, a person who is the parent of a child of compulsory school age.

CO-OPTED GOVERNORS

59. The Governors may appoint up to 3 Co-opted Governors. A 'Co-opted Governor' means a person who is appointed to be a Governor by being Co-opted by Governors who have not themselves been so appointed. The Governors may not co-opt an employee of the Academy Trust as a Co-opted Governor if thereby the number of

Governors who are employees of the Academy Trust would exceed one third of the total number of Governors (including the Principal).

APPOINTMENT OF ADDITIONAL GOVERNORS

60. The Secretary of State may give a warning notice to the Governors where he is satisfied—
- i. i) that the standards of performance of pupils at the Academy are unacceptably low, or
 - ii. ii) that there has been a serious breakdown in the way the Academy is managed or governed, or
 - iii. iii) that the safety of pupils or staff of the Academy is threatened (whether by a breakdown of discipline or otherwise).
61. For the purposes of Article 60 a 'warning notice' is a notice in writing by the Secretary of State to the Academy Trust delivered to the Office setting out—
- a) the matters referred to in Article 60;
 - b) the action which he requires the Governors to take in order to remedy those matters; and
 - c) the period within which that action is to be taken by the Governors ('the compliance period').
62. The Secretary of State may appoint such Additional Governors as he thinks fit if the Secretary of State has:
- a) given the Governors a warning notice in accordance with Article 60 ; and
 - b) the Governors have failed to comply, or secure compliance, with the notice to the Secretary of State's satisfaction within the compliance period.
- 62A The Secretary of State may also appoint such Additional Governors where following an Inspection by the Chief Inspector in accordance with the Education Act 2005 (an -Inspection) the Academy Trust receives an Ofsted grading (being a grade referred to in The Framework for School Inspection or any modification or replacement of that document for the time being in force) which amounts to a drop, either from one Inspection to the next Inspection or between any two Inspections carried out within a 5 year period, of two Ofsted grades. For these purposes, the grade or description

received by Bradford Girls' Grammar School on any inspection shall not be regarded as a grade or assessment received by the Academy on any Inspection.

63. The Secretary of State may also appoint such Further Governors as he thinks fit if a Special Measures Termination Event (as defined in the Funding Agreement) occurs in respect of the Academy or if he is satisfied that any Governor or Member of the Academy Trust is not a suitable person and he exercises his powers further to clause 91A of the Funding Agreement.
- 63A. An Additional or Further Governor shall become a Governor upon the Secretary of State delivering, or posting (by registered post), to the Office of the Academy Trust a notice appointing that person as an Additional or Further Governor.
64. Within 5 days of the Secretary of State appointing any Additional or Further Governors in accordance with Articles 62, 62A or 63, any Governors appointed under Article 50, and holding office immediately preceding the appointment of such Governors, shall resign immediately and the Members' power to appoint Governors under Article 50 shall remain suspended until the Secretary of State removes one or more of the Additional or Further Governors.

TERM OF OFFICE

65. The term of office for any Governor shall be 4 years, save that this time limit shall not apply to the Principal. Subject to remaining eligible to be a particular type of Governor, any Governor may be re-appointed or re-elected.

RESIGNATION AND REMOVAL

66. A Governor shall cease to hold office if he resigns his office by notice to the Academy Trust (but only if at least three Governors will remain in office when the notice of resignation is to take effect).
67. A Governor shall cease to hold office if he is removed by the person or persons who appointed him. This Article does not apply in respect of a Parent Governor.
68. Where a Governor resigns his office or is removed from office, the Governor or, where he is removed from office, those removing him, shall give written notice thereof to the Secretary.
- 68A. Where an Additional or Further Governor appointed pursuant to Articles 62, 62A or 63 ceases to hold office as a Governor for any reason, other than being removed by

Additional or Further Governor in his place.

DISQUALIFICATION OF GOVERNORS

69. No person shall be qualified to be a Governor unless he is aged 18 or over at the date of his election or appointment. No current pupil of the Academy shall be a Governor.
70. A Governor shall cease to hold office if he becomes incapable by reason of mental disorder, illness or injury of managing or administering his own affairs.
71. A Governor shall cease to hold office if he is absent without the permission of the Governors from all their meetings held within a period of six months and the Governors resolve that his office be vacated.
72. A person shall be disqualified from holding or continuing to hold office as a Governor if—
- a) his estate has been sequestrated and the sequestration has not been discharged, annulled or reduced; or
 - b) he is the subject of a bankruptcy restrictions order or an interim order.
73. A person shall be disqualified from holding or continuing to hold office as a Governor at any time when he is subject to a disqualification order or a disqualification undertaking under the Company Directors Disqualification Act 1986 or to an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order).
74. A Governor shall cease to hold office if he ceases to be a Governor by virtue of any provision in the Companies Act 2006 or is disqualified from acting as a trustee by virtue of section 72 of the Charities Act 1993 (or any statutory re-enactment or modification of that provision).
75. A person shall be disqualified from holding or continuing to hold office as a Governor if he has been removed from the office of charity trustee or trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of any misconduct or mismanagement in the administration of the charity for which he was responsible or to which he was privy, or which he by his conduct contributed to or facilitated.
76. A person shall be disqualified from holding or from continuing to hold office as a

Governor at any time when he is:

- a) included in the list kept by the Secretary of State under section 1 of the Protection of Children Act 1999; or
 - b) disqualified from working with children in accordance with Section 35 of the Criminal Justice and Court Services Act 2000; or
 - c) barred from regulated activity relating to children (within the meaning of section 3(2) of the Safeguarding Vulnerable Groups Act 2006)
77. A person shall be disqualified from holding or continuing to hold office as a Governor if he is a person in respect of whom a direction has been made under section 142 of the Education Act 2002 or is subject to any prohibition or restriction which takes effect as if contained in such a direction.
78. A person shall be disqualified from holding or continuing to hold office as a Governor where he has, at any time, been convicted of any criminal offence, excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of any offence which falls under section 72 of the Charities Act 1993.
79. After the Academy has opened, a person shall be disqualified from holding or continuing to hold office as a Governor if he has not provided to the chairman of the Governors a criminal records certificate at an enhanced disclosure level under section 113B of the Police Act 1997. In the event that the certificate discloses any information which would in the opinion of either the chairman or the Principal confirm their unsuitability to work with children that person shall be disqualified. If a dispute arises as to whether a person shall be disqualified, a referral shall be made to the Secretary of State to determine the matter. The determination of the Secretary of State shall be final.
80. Where, by virtue of these Articles a person becomes disqualified from holding, or continuing to hold office as a Governor; and he is, or is proposed, to become such a Governor, he shall upon becoming so disqualified give written notice of that fact to the Secretary.
81. Articles 69 to 80 and Articles 98-99 also apply to any member of any committee of the Governors who is not a Governor.

SECRETARY TO THE GOVERNORS

82. The Secretary shall be appointed by the Governors for such term, at such remuneration and upon such conditions as they may think fit; and any Secretary so appointed may be removed by them. The Secretary shall not be a Governor or a Principal. Notwithstanding this Article, the Governors may, where the Secretary fails to attend a meeting of theirs, appoint any one of their number or any other person to act as Secretary for the purposes of that meeting.

CHAIRMAN AND VICE-CHAIRMAN OF THE GOVERNORS

83. The Governors shall each school year, at their first meeting in that year, elect a chairman and a vice-chairman from among their number. A Governor who is employed by the Academy Trust shall not be eligible for election as chairman or vice-chairman.

84. Subject to Article 85, the chairman or vice-chairman shall hold office as such until his successor has been elected in accordance with Article 86.

85. The chairman or vice-chairman may at any time resign his office by giving notice in writing to the Secretary. The chairman or vice-chairman shall cease to hold office if—

- a) he ceases to be a Governor;
- b) he is employed by the Academy Trust;
- c) he is removed from office in accordance with these Articles; or
- d) in the case of the vice-chairman, he is elected in accordance with these Articles to fill a vacancy in the office of chairman.

86. Where by reason of any of the matters referred to in Article 85, a vacancy arises in the office of chairman or vice-chairman, the Governors shall at their next meeting elect one of their number to fill that vacancy.

87. Where the chairman is absent from any meeting or there is at the time a vacancy in the office of the chairman, the vice-chairman shall act as the chair for the purposes of the meeting.

88. Where in the circumstances referred to in Article 87 the vice-chairman is also absent from the meeting or there is at the time a vacancy in the office of vice-chairman, the Governors shall elect one of their number to act as a chairman for the purposes of that meeting, provided that the Governor elected shall not be a person who is employed by the Academy Trust.

89. The Secretary shall act as chairman during that part of any meeting at which the chairman is elected.
90. Any election of the chairman or vice-chairman which is contested shall be held by secret ballot.
91. The Governors may remove the chairman or vice-chairman from office in accordance with these Articles.
92. A resolution to remove the chairman or vice-chairman from office which is passed at a meeting of the Governors shall not have effect unless—
 - a) it is confirmed by a resolution passed at a second meeting of the Governors held not less than fourteen days after the first meeting; and
 - b) the matter of the chairman's or vice-chairman's removal from office is specified as an item of business on the agenda for each of those meetings.
93. Before the Governors resolve at the relevant meeting on whether to confirm the resolution to remove the chairman or vice-chairman from office, the Governor or Governors proposing his removal shall at that meeting state their reasons for doing so and the chairman or vice-chairman shall be given an opportunity to make a statement in response.

POWERS OF GOVERNORS

94. Subject to provisions of the Companies Act 2006, the Articles and to any directions given by special resolution, the business of the Academy Trust shall be managed by the Governors who may exercise all the powers of the Academy Trust. No alteration of the Articles and no such direction shall invalidate any prior act of the Governors which would have been valid if that alteration had not been made or that direction had not been given. The powers given by this Article shall not be limited by any special power given to the Governors by the Articles and a meeting of Governors at which a quorum is present may exercise all the powers exercisable by the Governors.
95. In addition to all powers hereby expressly conferred upon them and without detracting from the generality of their powers under the Articles the Governors shall have the following powers, namely:
 - a) to expend the funds of the Academy Trust in such manner as they shall consider most beneficial for the achievement of the Object and to invest in the

name of the Academy Trust such part of the funds as they may see fit and to direct the sale or transposition of any such investments and to expend the proceeds of any such sale in furtherance of the Object; and

b) to enter into contracts on behalf of the Academy Trust.

96. In the exercise of their powers and functions, the Governors may consider any advice given by the Principal and any other executive officer.

97. Any bank account in which any money of the Academy Trust is deposited shall be operated by the Governors in the name of the Academy Trust. All cheques and orders for the payment of money from such an account shall be signed by at least two signatories authorised by the Governors.

CONFLICTS OF INTEREST

98. Any Governor who has or can have any direct or indirect duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with his duties as a Governor shall disclose that fact to the Governors as soon as he becomes aware of it. A Governor must absent himself from any discussions of the Governors in which it is possible that a conflict will arise between his duty to act solely in the interests of the Academy Trust and any duty or personal interest (including but not limited to any Personal Financial Interest).

99. For the purpose of Article 98, a Governor has a Personal Financial Interest in the employment or remuneration of, or the provision of any other benefit to, that Governor as permitted by and as defined by articles **6.5-6.10**.

THE MINUTES

100. The minutes of the proceedings of a meeting of the Governors shall be drawn up and entered into a book kept for the purpose by the person acting as Secretary for the purposes of the meeting; and shall be signed (subject to the approval of the Governors) at the same or next subsequent meeting by the person acting as chairman thereof. The minutes shall include a record of:

a) all appointments of officers made by the Governors; and

b) all proceedings at meetings of the Academy Trust and of the Governors and of committees of Governors including the names of the Governors present at each such meeting.

COMMITTEES

101. Subject to these Articles, the Governors may establish any committee. Subject to these Articles, the constitution, membership and proceedings of any committee shall be determined by the Governors. The establishment, terms of reference, constitution and membership of any committee of the Governors shall be reviewed at least once in every twelve months. The membership of any committee of the Governors may include persons who are not Governors, provided that a majority of members of any such committee shall be Governors. The Governors may determine that some or all of the members of a committee who are not Governors shall be entitled to vote in any proceedings of the committee. No vote on any matter shall be taken at a meeting of a committee of the Governors unless the majority of members of the committee present are Governors.

DELEGATION

102. The Governors may delegate to any Governor, committee, the Principal or any other holder of an executive office, such of their powers or functions as they consider desirable to be exercised by them. Any such delegation may be made subject to any conditions the Governors may impose and may be revoked or altered.
103. Where any power or function of the Governors is exercised by any committee, any Governor, Principal or any other holder of an executive office, that person or committee shall report to the Governors in respect of any action taken or decision made with respect to the exercise of that power or function at the meeting of the Governors immediately following the taking of the action or the making of the decision.

PRINCIPAL

104. The Governors shall appoint the Principal. The Governors may delegate such powers and functions as they consider are required by the Principal for the internal organisation, management and control of the Academy (including the implementation of all policies approved by the Governors and for the direction of the teaching and curriculum at the Academy).

MEETINGS OF THE GOVERNORS

105. Subject to these Articles, the Governors may regulate their proceedings as they think fit.
106. The Governors shall hold at least three meetings in every school year. Meetings of

the Governors shall be convened by the Secretary. In exercising his functions under this Article the Secretary shall comply with any direction—

- a) given by the Governors; or
- b) given by the chairman of the Governors or, in his absence or where there is a vacancy in the office of chairman, the vice-chairman of the Governors, so far as such direction is not inconsistent with any direction given as mentioned in (a).

107. Any three Governors may, by notice in writing given to the Secretary, requisition a meeting of the Governors; and it shall be the duty of the Secretary to convene such a meeting as soon as is reasonably practicable.

108. Each Governor shall be given at least fourteen clear days before the date of a meeting –

- a) notice in writing thereof, signed by the Secretary, and sent to each Governor at the address provided by each Governor from time to time; and
- b) a copy of the agenda for the meeting;

provided that where the chairman or, in his absence or where there is a vacancy in the office of chairman, the vice-chairman, so determines on the ground that there are matters demanding urgent consideration, it shall be sufficient if the written notice of a meeting, and the copy of the agenda thereof are given within such shorter period as he directs.

109. The convening of a meeting and the proceedings conducted thereat shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda thereof.

110. A resolution to rescind or vary a resolution carried at a previous meeting of the Governors shall not be proposed at a meeting of the Governors unless the consideration of the rescission or variation of the previous resolution is a specific item of business on the agenda for that meeting.

111. A meeting of the Governors shall be terminated forthwith if—

- a. (a) the Governors so resolve; or
- b. (b) the number of Governors present ceases to constitute a quorum for a meeting of the Governors in accordance with Article 114 , subject to

Article 116 .

112. Where in accordance with Article 111 a meeting is not held or is terminated before all the matters specified as items of business on the agenda for the meeting have been disposed of, a further meeting shall be convened by the Secretary as soon as is reasonably practicable, but in any event within seven days of the date on which the meeting was originally to be held or was so terminated.
113. Where the Governors resolve in accordance with Article 111 to adjourn a meeting before all the items of business on the agenda have been disposed of, the Governors shall before doing so determine the time and date at which a further meeting is to be held for the purposes of completing the consideration of those items, and they shall direct the Secretary to convene a meeting accordingly.
114. Subject to Article 116 the quorum for a meeting of the Governors, and any vote on any matter thereat, shall be any three Governors, or, where greater, any one third (rounded up to a whole number) of the total number of Governors holding office at the date of the meeting. If the Secretary of State has appointed Additional or Further Governors then a majority of the quorum must be made up of Additional or Further Governors.
115. The Governors may act notwithstanding any vacancies in their number, but, if the numbers of Governors is less than the number fixed as the quorum, the continuing Governors may act only for the purpose of filling vacancies or of calling a general meeting.
116. The quorum for the purposes of—
- a. a. appointing a parent Governor under Article 57;
 - b. b. any vote on the removal of a Governor in accordance with Article 67;
 - c. c. any vote on the removal of the chairman of the Governors in accordance with Article 91;
- shall be any two-thirds (rounded up to a whole number) of the persons who are at the time Governors entitled to vote on those respective matters.
117. Subject to these Articles, every question to be decided at a meeting of the Governors shall be determined by a majority of the votes of the Governors present and voting on the question. Every Governor shall have one vote.

118. Subject to Article 114-116, where there is an equal division of votes, the chairman of the meeting shall have a casting vote in addition to any other vote he may have.
119. The proceedings of the Governors shall not be invalidated by
- a. any vacancy among their number; or
 - b. any defect in the election, appointment or nomination of any Governor.
120. A resolution in writing, signed by all the Governors entitled to receive notice of a meeting of Governors or of a committee of Governors, shall be valid and effective as if it had been passed at a meeting of Governors or (as the case may be) a committee of Governors duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more of the Governors.
121. Subject to Article 122, the Governors shall ensure that a copy of:
- a. a. the agenda for every meeting of the Governors;
 - b. b. the draft minutes of every such meeting, if they have been approved by the person acting as chairman of that meeting;
 - c. c. the signed minutes of every such meeting; and
 - d. d. any report, document or other paper considered at any such meeting,
- are, as soon as is reasonably practicable, made available at the Academy to persons wishing to inspect them.
122. There may be excluded from any item required to be made available in pursuance of Article 121, any material relating to—
- a. a named teacher or other person employed, or proposed to be employed, at the Academy;
 - b. a named pupil at, or candidate for admission to, the Academy; and
 - c. any matter which, by reason of its nature, the Governors are satisfied should remain confidential.
123. Any Governor shall be able to participate in meetings of the Governors by telephone or video conference provided that:
- a. he has given notice of his intention to do so detailing the telephone number on

which he can be reached and/or appropriate details of the video conference suite from which he shall be taking part at the time of the meeting at least 48 hours before the meeting; and

- b. the Governors have access to the appropriate equipment if after all reasonable efforts it does not prove possible for the person to participate by telephone or video conference the meeting may still proceed with its business provided it is otherwise quorate.

PATRONS AND HONORARY OFFICERS

124. The Governors may from time to time appoint any person whether or not a Member of the Academy Trust to be a patron of the Academy Trust or to hold any honorary office and may determine for what period he is to hold such office.

THE SEAL

125. The seal, if any, shall only be used by the authority of the Governors or of a committee of Governors authorised by the Governors. The Governors may determine who shall sign any instrument to which the seal is affixed and unless otherwise so determined it shall be signed by a Governor and by the Secretary or by a second Governor.

ACCOUNTS

126. Accounts shall be prepared in accordance with the relevant Statement of Recommended Practice as if the Academy Trust was a non-exempt charity and Parts 15 and 16 of the Companies Act 2006 and shall file these with the Secretary of State and the Principal Regulator by 31 December each Academy Financial Year.

ANNUAL REPORT

127. The Governors shall prepare its Annual Report in accordance with the Statement of Recommended Practice as if the Academy Trust was a non-exempt charity and shall file these with the Secretary of State and the Principal Regulator by 31 December each Academy Financial Year.

ANNUAL RETURN

128. The Governors shall comply with their obligations under Part 24 of the Companies Act 2006 (or any statutory re-enactment or modification of that Act) with regard to the preparation of an annual return to the Registrar of Companies and in accordance with

the Statement of Recommended Practice as if the Academy Trust was a non-exempt charity and to the Secretary of State and the Principal Regulator by 31 December each Academy Financial Year.

NOTICES

129. Any notice to be given to or by any person pursuant to the Articles (other than a notice calling a meeting of the Governors) shall be in writing or shall be given using electronic communications to an address for the time being notified for that purpose to the person giving the notice. In these Articles, "Address" in relation to electronic communications, includes a number or address used for the purposes of such communications.
130. A notice may be given by the Academy Trust to a Member either personally or by sending it by post in a prepaid envelope addressed to the Member at his registered address or by leaving it at that address or by giving it using electronic communications to an address for the time being notified to the Academy Trust by the Member. A Member whose registered address is not within the United Kingdom and who gives to the Academy Trust an address within the United Kingdom at which notices may be given to him, or an address to which notices may be sent using electronic communications, shall be entitled to have notices given to him at that address, but otherwise no such Member shall be entitled to receive any notice from the Academy Trust.
131. A Member present, either in person or by proxy, at any meeting of the Academy Trust shall be deemed to have received notice of the meeting and, where necessary, of the purposes for which it was called.
132. Proof that an envelope containing a notice was properly addressed, prepaid and posted shall be conclusive evidence that the notice was given. Proof that a notice contained in an electronic communication was sent in accordance with guidance issued by the Institute of Chartered Secretaries and Administrators shall be conclusive evidence that the notice was given. A notice shall be deemed to be given at the expiration of 48 hours after the envelope containing it was posted or, in the case of a notice contained in an electronic communication, at the expiration of 48 hours after the time it was sent.

INDEMNITY

133. Subject to the provisions of the Companies Act 2006 every Governor or other officer or auditor of the Academy Trust shall be indemnified out of the assets of the

Academy Trust against any liability incurred by him in that capacity in defending any proceedings, whether civil or criminal, in which judgment is given in favour or in which he is acquitted or in connection with any application in which relief is granted to him by the court from liability for negligence, default, breach of duty or breach of trust in relation to the affairs of the Academy Trust.

RULES

134. The Governors may from time to time make such rules or bye laws as they may deem necessary or expedient or convenient for the proper conduct and management of the Academy Trust and for purposes of prescribing classes of and conditions of membership, and in particular but without prejudice to the generality of the foregoing, they may by such rules or bye laws regulate:
- a. the admission and classification of Members of the Academy Trust (including the admission of organisations to membership) and the rights and privileges of such Members, and the conditions of membership and the terms on which Members may resign or have their membership terminated and the entrance fees, subscriptions and other fees or payments to be made by Members;
 - b. the conduct of Members of the Academy Trust in relation to one another, and to the Academy Trust's servants;
 - c. the setting aside of the whole or any part or parts of the Academy Trust's premises at any particular time or times or for any particular purpose or purposes;
 - d. the procedure at general meetings and meetings of the Governors and committees of the Governors in so far as such procedure is not regulated by the Articles; and
 - a. e. generally, all such matters as are commonly the subject matter of company rules.
135. The Academy Trust in general meeting shall have power to alter, add or to repeal the rules or bye laws and the Governors shall adopt such means as they think sufficient to bring to the notice of Members of the Academy Trust all such rules or bye laws, which shall be binding on all Members of the Academy Trust. Provided that no rule or bye law shall be inconsistent with, or shall affect or repeal anything contained in the Articles.

AVOIDING INFLUENCED COMPANY STATUS

136. Notwithstanding the number of Members from time to time, the maximum aggregate number of votes exercisable by Local Authority Associated Persons shall never exceed 19.9% of the total number of votes exercisable by Members in general meeting and the votes of the other Members having a right to vote at the meeting will be increased on a pro-rata basis.
137. No person who is a Local Authority Associated Person may be appointed as a Governor if, once the appointment had taken effect, the number of Governors who are Local Authority Associated Persons would represent 20% or more of the total number of Governors. Upon any resolution put to the Governors, the maximum aggregate number of votes exercisable by any Governors who are Local Authority Associated Persons shall represent a maximum of 19.9% of the total number of votes cast by the Governors on such a resolution and the votes of the other Governors having a right to vote at the meeting will be increased on a pro-rata basis.
138. No person who is a Local Authority Associated Person is eligible to be appointed to the office of Governor unless his appointment to such office is authorised by the local authority to which he is associated.
139. If at the time of either his becoming a Member of the Academy Trust or his first appointment to office as a Governor any Member or Governor was not a Local Authority Associated Person but later becomes so during his membership or tenure as a Governor he shall be deemed to have immediately resigned his membership and/or resigned from his office as a Governor as the case may be.
140. If at any time the number of Governors or Members who are also Local Authority Associated Persons would (but for Articles 136 to 139 inclusive) represent 20% or more of the total number of Governors or Members (as the case may be) then a sufficient number of the Governors or Members (as the case may be) who are Local Authority Associated Persons shall be deemed to have resigned as Governors or Members (as the case may be) immediately before the occurrence of such an event to ensure that at all times the number of such Governors or Members (as the case may be) is never equal to or greater than 20% of the total number of Governors or Members (as the case may be). Governors or Members (as the case may be) who are Local Authority Associated Persons shall be deemed to have resigned in order of their appointment date the most recently appointed resigning first.
141. The Members will each notify the Academy Trust and each other if at any time they

believe that the Academy Trust or any of its subsidiaries has become subject to the influence of a local authority (as described in section 69 of the Local Government and Housing Act) 1989.

F.2 Principal Designate's CV

CURRICULUM VITAE

[REDACTED]

Current Position

[REDACTED] -

[REDACTED]

Other Roles

[REDACTED]

[REDACTED]

Qualifications

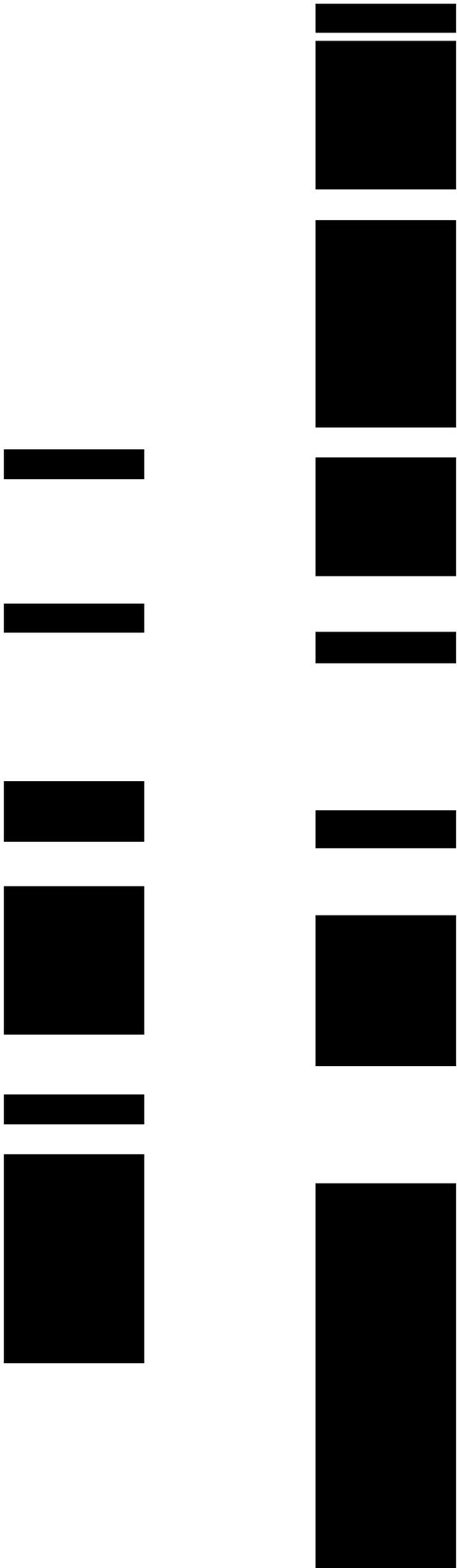
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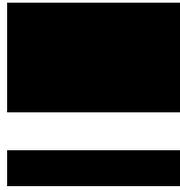
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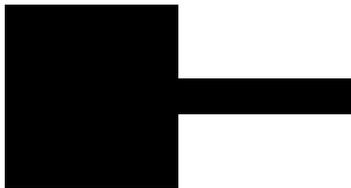
Previous Posts

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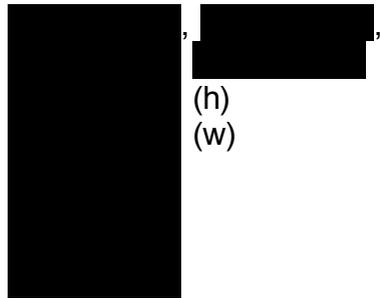




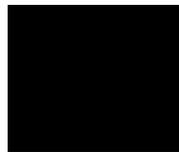
Address

Telephone

Email
Marital Status
Date of Birth
Religion



Referees



Section G: Initial costs and financial viability

Section G: Initial costs and financial viability

[REDACTED]

[REDACTED]:

[REDACTED].

[REDACTED].

[REDACTED].

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Section G: Initial costs and financial viability

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[REDACTED] [REDACTED].

[REDACTED].

[REDACTED]

[REDACTED].

[REDACTED] [REDACTED].

[REDACTED] [REDACTED];

[REDACTED].

[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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[REDACTED]

Appendices

G6.2 Barclays letter of support

BARCLAYS
CORPORATE

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Leeds

[REDACTED]

Tel [REDACTED]

Fax [REDACTED]

[REDACTED]

15 February 2012

Private and Confidential

[REDACTED]

Bradford Girls' Grammar School

[REDACTED]

BRADFORD

[REDACTED]

Dear Sirs,

[REDACTED] (as amended, varied or restated from time to time) between Bradford Girls' Grammar School ("BGGs") and Barclays Bank PLC (the "Bank") ("the Facility Agreements")

We refer to the Facility Agreements. Terms defined and references construed in the Facility Agreement have the same meaning and construction in this letter unless provided otherwise.

We are aware that BGGs intends to apply to become a Free School from September 2013. Based on the information currently available to us, it is our current intention that we will continue to support BGGs whilst it pursues this application and on successful completion of the exercise subject to our agreeing terms that are acceptable to the Bank. Please note however, that this is subject to ongoing credit committee approval.

The statement is intended to be a statement of our present policy only and accordingly shall not be construed as constituting a promise as to future conduct or imposing on us any obligation to give you notice of any future change in policy. The Bank's rights under the Facility Agreement are hereby expressly reserved. Nothing contained in this letter or any action or inaction by the Bank shall operate as a waiver of any of the Bank's rights or remedies under the Facility Agreement which remain and shall continue in full force and effect.

Nothing expressed or implied in this letter is intended to create legal relations between us. This letter is confidential and no third party may rely on it provided that we consent to you giving a copy of this letter to The Department for Education on a non-reliance basis

Yours faithfully

[REDACTED]



For an on behalf of Barclays Bank PLC



Section H: Premises

Section H: Premises Executive Summary

The key points in this section are as follows:

Whilst consideration has been given to exploring alternative location options for BGGGS as a Free School, there are overwhelming advantages to remaining on the current site

BGGGS is situated approximately 3 km (2 miles) northwest of Bradford City Centre. The surrounding area is predominantly residential and the majority of pupils will come from this local community.

The School comprises a main building, separate sports facilities, a purpose built sixth form college and extends to approximately 11,768 sq m (126,673 sq ft). To the south of the main building are sports fields comprising flood lit astroturf and grassed pitches. The Main School comprises a purpose built block, principally dating back to 1930s. There have been several extensions and additions since. Most notably are additions in the 1950s and 1970s, known as the 'Kent Wing'; the refectory in the 1990s and most recently a purpose built Prep School was constructed to the south of the Kent Wing in 2007.

In applying to become a Free School, the school is proposing four funding options for the new academy trust to acquire BGGGS's land and buildings.

All four options provide excellent value for money, taking into account the alternative cost of acquiring and building a new school for 960 pupils and considering the outstanding and ever improving education that has continued to be provided by the school to its pupils over the last 136 years.

The former Prep School, Lady Royd House, which adjoins the main site but is separate with its own access, is currently being marketed, as the conditions of the last contract for sale have not been met. This land and property has not been included in the Free School application as it is planned that this will be sold prior to September 2013.

Section H: Premises

Consideration has been given to exploring alternative options for BGGGS as a Free School, but the location (in the heart of the community we wish to serve), the buildings, facilities and tradition associated with BGGGS on its current site provide overwhelming advantages to staying at the current location.

The freehold of the current site and buildings is held by the existing charitable trust, company number 7281806 and charity number 1137298, Bradford Girls' Grammar School.

Location

The School is located on [REDACTED] situated between [REDACTED] and [REDACTED], Bradford, West Yorkshire. The property is situated approximately [REDACTED] km ([REDACTED] miles) northwest of Bradford City Centre. The surrounding area is predominantly residential; Bradford Royal Infirmary is situated [REDACTED] of the School. There are a number of NHS and Council office buildings [REDACTED], to the [REDACTED], the adjoining [REDACTED].

Bradford is situated in West Yorkshire, approximately 14 km (9 miles) west of Leeds and 50 km (35 miles) north east of Manchester. The property is easily accessible by car with access via A6177 Ingleby Road which links to the M606 Motorway and on to the M62 Transpennine Motorway.

Property Description

The School comprises a main building, separate sports facilities, a purpose built sixth form college and extends to approximately 11,768 sq m (126,673 sq ft). To the south of the main building are sports fields comprising flood lit astroturf and grassed pitches. The Main School comprises a purpose built block, principally dating back to 1930s. There have been several extensions and additions since. Most notably are additions in the 1950s and 1970s, known as the 'Kent Wing'; the refectory in the 1990s and most recently a purpose built Prep School was constructed to the south of the Kent Wing in 2007

Main School

The School comprises a 1930s building of traditional stone construction with a pitched slate tiled roof and timber framed windows. The building was originally designed to house two open quadrangles. One has been subsequently covered with glazing but continues to provide good natural light to the large space created. The school has three storeys on the south elevation and only two storeys on the north elevation due to site levels. Internally the accommodation is of cellular layout with classrooms, teaching space and staff offices all situated off a central corridor.

The **Kent Wing** is a three storey extension of similar stone construction below a pitched slate roof and situated to the west of the original school building. The extension was originally constructed in the 1950s and subsequently extended to the north in the mid 1970s to provide additional accommodation. Internally the accommodation has been recently refurbished to provide modern teaching space.

The **Prep School** was constructed in 2007 and replaces the teaching accommodation at Lady Royd House. The new school building provides purpose built teaching accommodation over two storeys. The property is constructed of steel frame structure with stone and glazed elevations and monopitch roof.

There is a glazed section linking the new building to the main school buildings at first floor level. To the north of the school building is a recent extension which is used as a **refectory**. The extension was constructed in 1999 and provides a canteen at first floor with ancillary accommodation on ground. There is a walkway link at first floor level adjoining the main school building. To the rear of the refectory is a 1960s **swimming pool** of part glazed, part profiled metal sheet construction over a flat, asphalt roof. The pool itself, and the property housing, it appears dated.

Foster Beaver - The 6th form college is a 1980s building of reconstituted stone elevations and pitched tiled roof. The accommodation is spread over ground and first floor with an additional mezzanine level in the roof space.

Sports Centre - The sports hall is of 1980's construction and comprises a steel portal frame structure with part metal sheet cladding, part stone and glazed elevations. Internally there are changing rooms; divided by concrete block walls; a concrete floor, sports hall and canteen / viewing area at mezzanine level.

Caretakers Houses – The houses comprise two traditional semi-detached residential houses.

Condition

The property is maintained in a good condition commensurate with the age and construction of the buildings. Generally the internal fittings are suitable for education purposes. Internally the building is maintained to a very high standard.



Accommodation

The measurements refer to both Gross Internal Area (GIA) and Net Internal Area (NIA). In some instances we have assumed that the appropriate basis of measurement has been used. We have assumed all measurements are in accordance with Royal Institution of Chartered Surveyors (RICS) code of measuring practice 6th Edition

Building	Block Ref	Area Sq(m)	Area Sq(ft)
Main School Building	Main Building (NIA)	6,845	73,682
	Kent Wing (NIA)	1,715	18,463
	Prep School (NIA)	423	4,555
	Refectory (GIA)	366	3,941
	Swimming pool (GIA)	363	3,907
	Total (Main building)	9,713	104,548

Sports Hall (GIA)	1,274	13,712
Foster Beaver 6th Form (NIA)	502	5,399
Caretakers House x 2 (GIA)	280	3,014
Total (Detached buildings)	2,056	22,125
Overall Total	11,768	126,673

We have undertaken a measurement of the total site using Promap Ordnance Survey Mapping System and outline the site areas below.

	Area (Hectares)	Area (Acres)
Main School Main Buildings	2.31	5.70
Main School Sports fields	3.15	7.80
Total	5.46	13.50

BGGS's proposal to become a Free School

In becoming a Free School, the school is proposing four funding options for the new academy trust to acquire BGGS's land and buildings.

All four options provide excellent value for money, taking into account the alternative cost of acquiring and building a new school for 960 pupils and considering the outstanding and ever improving education that has continued to be provided by the school to its pupils over the last 136 years.

5. Funding for the outright purchase of the land and buildings for [REDACTED], estimated by Barclays Bank in December 2011 in an informal illustration, as the level of the borrowings from 1 September 2011.

The charge on the property to Barclays would be discharged. The existing school trust would be debt free and would be dissolved. BGGS new academy trust would hold the land and have full control of this, subject to statutory restrictions.

6. Funding the purchase of the land and buildings for [REDACTED], estimated by Barclays Bank in December 2011 in an informal illustration, as the level of the borrowings from 1 September 2011, acquiring a first charge of the land and buildings by discharging the borrowings with Barclays Bank.

[REDACTED].

7. [REDACTED].

[REDACTED]

8. [REDACTED]

[REDACTED]

The viability of this option depends on the existing trust, Bradford Girls' Grammar School retaining its charity status, otherwise there could be considerable could be corporation tax liabilities.

N.B. The former Prep School, Lady Royd House, has been vacant since 2008 when the new purpose built Prep School was completed. It adjoins the main site but is separate with its own access and is currently being re-marketed due to the conditions of the last contract for sale, which have not been met.

To be prudent, the value of this land and property has not been included in the Free School application, as it is planned that this will be sold prior to September 2013.

[REDACTED]

Full details are included in Section G6.2.