

## **Free Schools - Proposal Form**

The Proposal Form asks you for details on the educational aims and objectives, parental demand and premises of the proposed Free School. It also asks questions about the suitability of the provider(s) involved. All new Free Schools will be opened with the same legal status as Academies, in a binding agreement with the Secretary of State.

Please note, all information provided in this form will be published on the Department for Education website.

### **INITIAL DETAILS**

**Name** [REDACTED]

[REDACTED] group, which will in future be known as Stoke-by-Nayland high School(Please specify if you are the nominated representative of an organisation that wishes to set up a Free School)

**Name of your organisation**

Stoke-by-Nayland High School

**Address** (of organisation or individual)

[REDACTED], [REDACTED], Monks Eleigh, Suffolk, [REDACTED]

**Email Contact**

[REDACTED]

**Telephone Number**

[REDACTED]

**Are you an existing independent school wanting to convert to a Free School?**

No

**If yes, please provide your 6-digit school unique reference number (URN)**

**If no, please confirm the nature of your organisation** (educational group / charity / business / parent group etc)

Parent Group

**Please confirm whether your organisation is incorporated** i.e. set up as a Company which is registered at Companies House. If so, please provide the Company Registration Number, Company Address and details of the Directors and Secretary. If not, please indicate the approximate date by which it will be incorporated.

<input type="checkbox"/> <b>Yes, our organisation is incorporated</b>  Company Registration Number:  Company Address:  Details of Directors and Secretary:  <input type="checkbox"/> <b>No, our organisation is not yet incorporated</b>  Approximate date by which it will be incorporated: between stage 2 application and stage 3 of this application
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**In which Local Authority area will the school be based?** If you are near to a LA boundary, please include name of neighbouring LA(s)

Local Authority Suffolk Neighbouring LAs Essex
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**Is your Local Authority aware of your intention to set up a Free School?**

Yes

(If Y please give details of your discussions with them so far)

Suffolk County Council has voted ( at Cabinet May 27th 2010 ) to recognise the possibility of a Free School at the Stoke-By-Nayland site and instructed their officers to co-operate constructively with our group. We have had extensive interaction with all the political parties in the council, including detailed discussions with [REDACTED] ([REDACTED]) and his team, and the [REDACTED].

"The representations made by SoS Stoke by Nayland would necessitate the closure of the existing middle school to establish a new 11-16 school on the site. This would require some capital resources which might be available under the "Free Schools" programme. Officers will work with the potential sponsors to produce a bid as soon as possible. If it is successful then these proposals can incorporate such a school. It is likely that such a school would set its own admission arrangements and so it is difficult to predict the impact on other schools, but the Local Authority would manage these. There are sufficient pupil numbers in aggregate to support a successful 11-18 school at Great Cornard". (SCC Cabinet Meeting Paper 25/05/2010).

**SUITABILITY OF PROVIDER**

The Secretary of State will consider each proposal on its merits, and take into account all matters relevant to that proposal. Generally, he would expect that all proposals will comply with all aspects of the rigorous suitability and vetting tests throughout the application process, including due diligence and CRB checks and will reject any proposers who advocate violence, intolerance, hatred or whose ideology runs counter to the UK's democratic values.

Do any of the following apply to the organisation (or any consortium member), or to (any of) its director(s)/partners/proprietor(s) or individual applicants (select Y/N):	
Is in a state of bankruptcy, insolvency, compulsory winding up, receivership, composition with creditors (including any Individual Voluntary Arrangement), or subject to an Administration Order or any legal proceedings concerning their solvency?	No
Has been convicted of a criminal offence?	No
Is involved in any illegal activities?	No
Has not fulfilled obligations related to payment of taxes?	No
Is guilty of serious misrepresentation in supplying information?	No
Is not in possession of relevant licences or membership of an appropriate organisation where required by law?	No
Is barred from certain work with children as a result of being:	

[a] included in the list of those barred from Regulated Activity with children, kept by the Independent Safeguarding Authority? Or	No
[b] included in the list kept under section 1 of the Protection of Children Act 1999(4) (list of those considered by the Secretary of State as unsuitable to work with children)? Or	No
[c] subject to a direction of the Secretary of State under section 142 of the Education Act 2002 (5) (or any other disqualification, prohibition or restriction which takes effect as if contained in such a direction)? Or	No
<p>[d] disqualified from working with children under sections 28, 29 or 29A of the Criminal Justice and Court Services Act 2000(6)?</p> <p>For further information on [a], [b], [c] and [d], please contact the CRB <a href="http://www.crb.homeoffice.gov.uk">www.crb.homeoffice.gov.uk</a>.</p>	No
Is disqualified from registration under Part 10A of the Children Act 1989(7) for child minding or providing day care?	No
Is disqualified from registration under Part 3 of the Childcare Act 2006(8)?	No
Is a member, or has been a member in the past, of a proscribed organisation?	No
If the answer to any of these questions is "Yes" please give details below:	

## **EDUCATIONAL AIMS AND OBJECTIVES**

**Briefly outline your reasons for wanting to set up a Free School. Max 200 words.**

**Please set out the Free School's aims and objectives.** You should also describe:

- the teaching methods that will be used and whether the Free School will follow a particular philosophy (eg Montessori);
- the outline of the Free School's proposed curriculum, including any religious ethos;
- how the Free School will improve pupil learning and ensure strong discipline;

Max 2000 words.

### Aims and Objectives

Our objective is to establish a manageable sized, socially inclusive progressive 11-16 secondary school in Stoke-by-Nayland, on the site of the existing Stoke-By-Nayland middle school. This school was established in the late 1950's as a high school, and has contributed greatly to the sense of identity and community for generations of the people of South Suffolk. We aim to have a 21st century school which builds upon these foundations and takes this cherished institution into the next stage of its life, as a forward thinking school, embracing innovation, and change, whilst respecting the deep rural history and culture that it has come from.

We will work with a provider, who will be chosen through a transparent and accountable tendering process which will be conducted upon approval of this stage two application, we would then be in a position to work in conjunction with our chosen provider on our stage 3 application.

Our vision is to have a school that the entire community, teachers, and pupils are genuinely excited to be involved with and actively participate in the daily life of the school. This sense of excitement and will for the school to succeed is already apparent in the number of parents who have registered their interest for their children to attend the school, letters of support from parish councils, feedback from the community, and the local, world class, businesses who have given their advice and facilities freely for this project. The community already has a sense of ownership of the future school, and we would aim to continue this. We believe world class institutions, and especially community based ones, succeed best when this sense of ownership and involvement is in place. Therefore we would aim to have a school where the facilities were utilised to their full potential by the surrounding communities during evenings, weekends and holidays, and where local businesses had a close involvement with the school as well. In addition we will maintain strong links with the school's alumni to, among other things, assist current pupils with their education and career choices and to extend the school's community into pupil's working lives.

In the spirit of this inclusiveness, the school will be non-selective. It will reflect the wider community values and we shall seek to ensure that the pupil population mirrors the diversity of the local population.

The school will work in partnership with other schools in the South Suffolk/ North Essex area where appropriate to deliver the 14-19 curriculum. While technically Free Schools are not under the control of the local authority we do not believe that it will be in the best interest of our community or any of our children to create an isolated school, we will therefore continue to build on the positive relationship we have already established with the County Council to develop strong education provision for the whole community.

In summary

Our school will

- Promote enjoyment of learning, and the highest possible achievement for every child who attends.
- Foster a spirit of an inclusive team, reflecting the local communities, that everyone involved is proud to be a part of. We will celebrate the successes of every one of that team, past and future, as they travel through our school.
- Create a safe, caring and stretching environment, which embraces change and innovation, and helps the pupils to develop into independent, responsible young adults, ready to fully take advantage of the challenges and opportunities that will be presented to them when they leave the school

The Stoke-by-Nayland mission

To create a school which provides depth, breadth and rigor inside and outside the classroom, underpinned by a culture of challenge for students and staff.

KEY FEATURES

- The students are the priority; inventive strategies will be put in place to ensure students of all abilities experience the thrill of achievement
- Teachers are the most important asset; they will gear their teaching to the needs of individual students; fired by imagination and a belief in the mission they are able to do what is right for students within a motivating environment
- Families will be at the heart of everything we do; the local context of this school determines the detail, including flexible daily times, and an emphasis on the engagement of parents in their children's education
- The challenge for every student is to fulfil his or her potential but more than this, to go further than even they thought was possible
- To develop in each student:
  - i. A commitment to strive for the highest possible intellectual, artistic and physical achievements, and a commitment to lifelong learning. This will be reflected in opening up the school to the wider community for adult education classes and sports outside of school hours
  - ii. The self-confidence, resilience and self-discipline to be independent.
  - iii. Integrity and a sense of responsibility on which a life based on the principles of compassion and service to others is led.
  - iv. A desire to seize every opportunity by showing initiative, adaptability

and a capacity for innovation.

v. A belief that that you should always try to give your best.

#### Approach to Learning and Teaching.

Our school will have a holistic approach to teaching. As a Free School we will work with our provider to develop a bespoke curriculum to meet the needs of the children.

As part of this programme of learning we will liaise with the feeder primary schools in order to get detailed information on the incoming pupils needs and achievements, within the curriculum, and outside the curriculum. This will enable the school to tailor its approach to each pupil wherever they are on the spectrum of abilities or needs, including gifted and talented pupils, and pupils with special educational needs.

#### Teachers

Teachers will be retained and recruited based on their ability to innovate and inspire students to engage in learning at all levels. They will be accountable to the governing body, but ultimately to the head teacher. The personal development and job satisfaction of the teaching staff is critical to the success of the Stoke-by-Nayland vision. With an inspiring, visionary, and innovative head teacher at the helm, a focus on the career development of the teaching staff, motivated and succeeding pupils, and engaged community and parents, we aim to create a virtuous circle where the management team can focus on the aims and objectives of the school fully, and pushing forward to new targets, whilst taking care of the normal day to day running of the school.

Our group has already been approached, not only by a number of exciting and innovative teachers with an interest in joining the staff at this wonderful future institution, but also, by more than one potential head teacher, with extensive local experience and an exemplary track record of success.

#### Supporting Students with SEN and/or learning difficulties

The current middle school on the site is rated by OFSTED as providing excellent care for those with learning difficulties and/or disabilities. We will build on this strength. SEN support will be carefully planned, monitored closely and well resourced. Teachers will deliver support through differentiated teaching methods and materials, assisted by a Learning Support Assistant in class and/or away from main lessons. The approach to SEN will be as inclusive as possible, but we do accept that withdrawal may be necessary as well. We would work with specialist staff and advisors to achieve the optimal balance between the two learning environments on an individual basis.

#### Supporting Gifted and Talented pupils

The school will also focus on the needs of Gifted and Talented pupils. As the learning environment will be tailored to the needs of each individual

pupil, and a core principle of the school is for each pupil to achieve to their full potential, this will include providing a structured, challenging and stretching learning platform for the entire spectrum of abilities, including the Gifted and Talented Pupils.

## Curriculum

The subjects in our curriculum will be traditional and recognisable, building upon the strengths of the existing middle school, its location and the support of local businesses.

For example the existing middle school has a particularly strong music department, with timetabled music lessons, and instrument lessons given by the county's peripatetic teachers. It has strong links to the feeder primaries and stages a school musical every other year. We would build on this strength within the new secondary school.

The core of the curriculum will be English, Maths, modern languages, the sciences, and humanities, complimented by the arts and sports. We will offer some additional subjects which will be chosen in conjunction with educational experts, the education provider, parents, and the wider community, including the local businesses who will be potential future employers for our pupils. We will work with other schools in the area to extend this curriculum where there is a recognisable need and benefit, by sharing teaching resources and/or timetabling to allow pupils to spend time in other schools and have pupils from other schools spend time in our school as well.

Given the strong interest and support from a number of key, and world class, local businesses we would aim to have a strong focus on Business and Enterprise as well.

Each pupil will have his/her programme of curricular/co-curricular activities agreed in person with their tutor, who will have the role of supporting and challenging the pupil and forging close links to the pupils home as well.

## Measuring Success

Clearly we would aim to score highly on the current yardsticks of success, GCSE A\*-C grades including maths and English, and also Contextual Value Added scores. However, during the stage 3 application and the period before setting up the new school, when we would hope to have the headteacher employed full time for at least a year in advance, we would want to fully research the opportunities offered by other qualification frameworks, such as iGCSE. We would then set our targets which would be exam based and co-curricular.

We are especially keen to have some form of measurement of self esteem, confidence, and leadership skills in our pupils, areas which are vital for their



success and employment in later life.

We would monitor and encourage involvement in activities such as

- Team building days
- Team sports
- Acting as mentors/buddies to younger pupils
- Debating and public speaking
- Orchestra and music group activities and leadership
- Duke of Edinburgh, CCF, and outward bound type projects
- School council/pupil voice membership and representation
- Charity fundraising and volunteering
- Membership of leading youth organisations and clubs

Discipline, school size, leadership, esteem etc.

We believe that a school size of 600-900, deeply rooted in and involving the local communities will create an environment where pupils flourish and develop a sense of ownership of the institution and hence will be less likely to suffer from discipline problems. The strong parental involvement and links to the home will also contribute to this.

However, we will take nothing for granted in our role as custodians of this cherished and important local institution. We will work with our provider and head teacher designate, to develop an appropriate and fair behaviour policy, and a code of conduct which is agreed to and bought into by the entire community of teachers, pupils, and parents.

The close ties between teachers, tutors, pupils and parents will help enable any issues that arise to be identified and dealt with quickly and effectively.

## Conclusion

The application for this school has come about from the demand from the community and good will towards the existing middle school and previous high school which have served the area so well for over 50 years. During the campaign and application stages we have been humbled by the strength of feeling and support from the wider community. Good will and community involvement and sentiment is key to the success of any school, and the level that exists for Stoke-by-Nayland, coupled with a 1950's brick built building in superb condition, mean we have an excellent platform for an exciting, innovative, and successful school supporting the local community and economy, and being supported back by the community.

We already have registration of interest for over 200 pupils, many innovative teachers, and several extremely strong head teacher candidates.

With all this in place, we truly believe we will succeed in creating our vision of an 11-16 Stoke-by-Nayland school, an outstanding school and a community asset.

**What are your organisation's core areas of work / aims? Max 500 words.**

Our objective is to establish a manageable sized, socially inclusive progressive secondary school in Stoke-by-Nayland, on the site of the existing Stoke-By-Nayland middle school.

We aim to create a school which will deliver an excellent education for its students in a positive rural environment. Somewhere which allows our young people to develop as individuals, understand and fulfil their potential and emerge knowing that they have the ability to make a positive contribution to our society. We want to preserve choice for parents and children, and stop a closure which will attack our rural community and its (currently) exciting and vibrant economy.

Our organisation will grow and evolve to become the governing body of the school. It will set the strategic direction of the school and support the headteacher and senior management in their running of the school.

One of the key responsibilities of this organisation will be the appointment of the headteacher and senior management team. It will also appoint and monitor the work of any significant external providers that are engaged to support the school.

**What capacity and capability do you have (or have access to) in order to deliver the educational vision set out above? Please indicate the resources, experience and expertise (educational and legal) that you have or have access to. Max 500 words.**

Our group already has a number of members with key skills and experience which will contribute to the setting up and development of the school. We have also had a large number of additional volunteers with offers of support for the project who could also be utilised. As well as the support of a number of significant local businesses.

However we shall need to engage an educational provider or providers to help develop and manage the implementation of this project. We are already in discussions and meetings with a number of highly experienced education providers.

**Do you have plans to work with a 3<sup>rd</sup> party organisation? If so, please include their details below and set out the intended nature of that relationship (for example, a contract, co-sponsorship arrangement, informal partnership).**

We intend to work with an educational provider or providers to help us develop our full business plan for the next stage of the application process. Four providers have already met with us and explained how they could work with us. We feel that we should run a competitive tender process to select a preferred provider. This process will give local stakeholders including parents and businesses the opportunity to input into the decision and ensure that the

process is transparent and accountable. It will also help us to maintain the momentum of support that we have and give our community ownership of the school.

We are also liaising with Suffolk county council who have instructed their officers to work with us on this

**Please name the key individuals / trustees involved in setting up the Free School** (if available). Please also indicate whether trustees have been chosen and their roles confirmed. Please provide details of employment of these individuals and any conflicts of interest you believe might arise.

[REDACTED] : Self-employed property developer  
- [REDACTED] and freelance communications consultant,  
:  
: Senior Research Fellow, [REDACTED]  
, [REDACTED]  
: Family and Weddings photographer

## **EVIDENCE OF DEMAND**

**What evidence of local parental demand do you have?** For example, a petition or a declaration from interested parents or pupil number projections for the area. Max 200 words.

On our website [REDACTED] we have a facility for parents to register their intent to send their children to the school. We put this facility on in May. To date we have 230 pupils registered for the school.

Our facebook group supporting the project and discussing the Free School proposal has over 1000 members.

We have held several public meetings, with speakers such as our MP Tim Yeo, and [REDACTED] of the [REDACTED], which have been very well attended.

The above evidence demonstrates the very strong local support and demand for a secondary school at Stoke-by-Nayland. Further extensive evidence is available at the SCC SOR website in response to the consultation exercise conducted 25/09-18/12/2009 ([REDACTED]; pp. 189-194). Approximately three-quarters of parents who responded to the consultation and expressed an opinion disagreed with the Council's recommendation to close the school and a further 10% had mixed views.

It is difficult to get precise estimates of pupil number projections (more detail on figures in the next section). Four factors affect the accuracy of the numbers that are available to us:

- Currently there is considerable drop-off at Stoke-by-Nayland at age 11 as some parents choose to send their children into the 2-tier secondary schools in neighbouring Essex or other parts of Suffolk and, in addition, there is a significant number of parents who are unhappy with the local State provision of secondary education who move their children into the private sector. There has been considerable anecdotal feedback to the group that many of these parents would choose to stay on at the new school.
- The year cohort size shrinks further at the point of transition into Great Cornard Upper School.
- Stoke-by-Nayland Middle school currently attracts a significant number of children who live out of catchment. We have also been informed that Great Cornard Upper School has been attracting pupils from out of catchment in the last couple of years.
- There are considerable building development plans in our area. The realisation of these plans, the timing and the conversion to pupil numbers all carry a degree of uncertainty.

**What is the proposed capacity (number of pupils)?** Max 200 words.

A large, empty rectangular box with a thin black border, intended for the user to write their answer to the question above. The box is currently blank.

**What is the proposed age range of the Free School?** Please include details of planned pupil numbers in each year group.

11-16

**When do you hope the Free School will start operating** (for your first set of pupils)?

As the three tier system is set to be abolished in September 2013 it is important that we are ready to open the Free School from this date. This would allow for a smooth transition, minimise disruption for the pupils, avoid any gaps in provision and allow the school to grow organically over the next two years.

We believe that it would be quite straightforward to implement a smooth transition from a Middle School to a Secondary School at Stoke by Nayland. The easiest way to represent the transition model we envisage is in the following table.

2012	2013	2014	2015	2016
Year 5				
Year 6	Year 6			
Year 7	Year 7	Year 7	Year 7	Year 7
Year 8	Year 8	Year 8	Year 8	Year 8
	Year 9	Year 9	Year 9	Year 9
		Year 10	Year 10	Year 10
			Year 11	Year 11

The 2012 column represents the current arrangement. In the first year of reorganisation no new Year 5 pupils would be admitted as they would remain at their Primary Schools and Year 8 pupils would remain (becoming the first Year 9) in the school rather than moving to an Upper School. The same progression would occur in 2014. If the intake was left unchanged then it would be 2015 before the school would need to increase in size. In 2015 the first new intake of Year 7 pupils would occur and the previous Year 10 pupils would form the first Year 11. If, as it is more likely, the intake was increased then this would be gradual and could be done in a number of ways. For example, additional pupils could be added to Year 7 at any point and additional pupils could be added to Year 9.

Such a transitional model would create the least disruption for the pupils, allow the school to adapt and grow in a gradual organic way and provide

continuity alongside adaptive change. We believe that this transitional model is in the best interest of the pupils and consistent with the Every Child Matters agenda.

## **PREMISES**

**What steps have you taken to identify a potential site?** Please include details of the geographical area the school seeks to serve; a list of any sites you have considered; and any discussions you have had to identify a suitable site. If known, please include the proposed location, premises and postcode of the Free School.

Stoke-by-Nayland Middle School



Colchester

Essex



We have met with Partnerships for schools and visited the site with them who have said "The report we have compiled relating to the technical aspects of your proposals in terms of the site and buildings and possible level of funding required is positive from our perspective. "

They were impressed by the standard of the building which is brick and has new windows and wiring throughout.



### **Further information**

Please note, all information provided on this form will be published on the Department for Education website. Information that you supply on this form may be shared with (a) the New Schools Network and (b) the Local Authority in which you wish to set up the Free School. Information about the New Schools Network can be found at <http://www.newschoolsnetwork.org>.

Submission of this form will be treated as consent, from both you and anyone else whose personal data is contained on this form, to the sharing of this information as set out above.

In addition, information that you provide on this form, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

### **Next Steps**

Please email completed Proposal Form to [freeschools.registration@education.gsi.gov.uk](mailto:freeschools.registration@education.gsi.gov.uk)

You will hear back from a named official at the Department for Education within two weeks, who will offer you advice on how best to progress your application. The Secretary of State will make a judgement on the potential of the project based on criteria relating to educational aims and objectives, evidence of demand, potential premises, suitability of provider and any other relevant considerations to decide whether the proposed Free School project should move into stage 3, namely that of drawing up a business case and plan.