

**Free Schools - Proposal Form**

The Proposal Form asks you for details on the educational rationale, 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** (Please specify if you are the nominated representative of an organisation that wishes to set up a Free School)

██████████ (nominated representative)

**Name of your organisation**

Rivendale

**Address** (of organisation or individual)

██████████ London ██████████

**Email Contact** ██████████

██████████

**Telephone Number**

██████████

**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)**

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

A charity set up by a team of local parents, teachers and professionals.

**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 checked="" type="checkbox"/> <b>Yes, our organisation is incorporated</b>  Company Registration Number: 07356520  Company Address: [REDACTED], London, [REDACTED]  Details of Directors and Secretary: See "Trustees" below  <input type="checkbox"/> <b>No, our organisation is not yet incorporated</b>  Approximate date by which it will be incorporated:
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**What is the proposed age range of the Free School?** Please include details of planned pupil numbers in each year group.

<p>The age range will be 4 to 11 year olds. The school will start with two classes: Reception with 15 pupils and a year 1 class also with 15 pupils. At full capacity, there will be 210 pupils in the school.</p> <p>The table below demonstrates the anticipated numbers by year and class from 2011 to 2016. We expect to increase over the first three years to a full 30 pupil entry at reception and year 1, and for these to progress up the school year by year. Our business plan targets the achievement of a full 6 year school by 2016, although, clearly, if there is a surge in demand we will be able to achieve this goal sooner.</p>
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2011	2012	2013	2014	2015	2016	
R	15	25	30	30	30	30
1	15	25	30	30	30	30
2		25	25	30	30	30
3			25	25	30	30
4				25	25	30
5					25	25
6						25
Total	30	75	110	140	170	200
classes	2	3	4	5	6	7

The school is self sustaining from year 2 onwards. Our financial forecasts, have been extensively validated with experienced education professionals.

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

September 2011

**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 Hammersmith & Fulham London Borough Council

Neighbouring LAs

**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)

Hammersmith and Fulham LA is aware of, and supports, our intentions.

We have benefitted from the enthusiastic encouragement of [REDACTED] ([REDACTED]). He has facilitated a series of meetings and discussions with Councillor Helen Binmore (Cabinet Member for Children's Services), [REDACTED] ([REDACTED]), [REDACTED] ([REDACTED]) and [REDACTED] ([REDACTED]), who have provided information and advice to support this proposal. Specifically, they have been instrumental in guiding our choice of location, the shortlist of possible premises, our admissions policy, and our ongoing communication with potential parents.

The success of a new school is substantially influenced by attitude of the host authority for a range of matters, such as planning permission, traffic management, and possibly the securing of premises. The formal letter of support for our school from the borough, attached as an appendix, is a clear statement of their intent to facilitate the success of this school. We take this opportunity to register our thanks and appreciation for their rapid and useful assistance.

One other organisation, ARK, is planning to open a new primary in the area, located in the old Wormholt Library towards the north of White City, at the top of the borough. In discussion with ARK and with the council, we have therefore identified a location in the middle of the borough where demand is greatest. However, even with two new free schools, it is unlikely that the demand for places will be met.

We believe in becoming a constructive and supportive partner in the education community, and to that end we have had useful contact with a number of the primary school heads in the area, as well as with members of the ARK team, and have benefitted from their advice and encouragement.

**Have you discussed your proposal form with the New Schools Network?**

**Yes**

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

We have presented our proposal on two occasions. The initial feedback was both challenging and constructive, and has provided a basis for much of the refinements in this present proposal.

We also appreciate the very significant advice and direction provided to us by Paul Schofield, [REDACTED] and their colleagues in our various meetings with the department.

**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>	<p>No</p>
<p>Is disqualified from registration under Part 10A of the Children Act 1989(7) for child minding or providing day care?</p>	<p>No</p>
<p>Is disqualified from registration under Part 3 of the Childcare Act 2006(8)?</p>	<p>No</p>
<p>Is a member, or has been a member in the past, of a proscribed organisation?</p>	<p>No</p>
<p>If the answer to any of these questions is “Yes” please give details below:</p>	

**EDUCATIONAL RATIONALE, AIMS AND OBJECTIVES**

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

There are insufficient primary school places in the north and centre of Hammersmith & Fulham and this is projected to increase in future years based on the high birth rate in the Borough. The existing provision is significantly over-subscribed and dominated by single faith schools.

There is, therefore, a need for schools that capture the commitment of parents to raise their children in an environment that respects all faiths (and none), and which seeks to strive for high pupil and parent aspirations within a vibrant, disciplined and safe learning environment.

We are furthermore determined to have a distinctive school with high expectations of parental contributions to their children's learning and achievement, both within and beyond the school day.

Direct feedback from almost 80 parents who attended consultation meetings or replied electronically has reinforced the need for schools that are independent of religious dogma, and which challenge parents as well as teachers to achieve more with their children.

"...We are very, very interested..."

"...This would be fantastic..."

"...Just what we are looking for..."

"...I think it's a brilliant idea..."

"...It would be good for the community and local residents..."

**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.**

The overarching objective of Rivendale Primary School is to make a difference for children, with and for their parents/carers. This means providing outstanding learning and teaching through an inclusive, innovative and exciting curriculum, catering for all children's needs. It will also require significant contributions of time and effort from parents towards each of their children's learning and achievement.



We aim to provide a rich primary education where everyone feels they have a valuable contribution to make and where excellence is highly valued. This will enrich the lives of our children, whilst fully preparing them educationally, emotionally and socially for the future, ensuring that they make excellent progress and fulfil their potential.

We will do this through:

- Promoting self-discipline, children being supported and encouraged to be responsible for their own achievements, actions and efforts
- Requiring written contracts with parents to commit to regular engagements, within and beyond formal learning periods, to engaging with their child alongside teacher and/or support staff, for instance reading at home
- Specific engagement with parents to discuss and promote particular aspects of a child's well being, such as diet and exercise, which have a direct impact on their progress at school
- Parenting classes and/or facilitated access to external support where this can benefit the child and their carer
- Developing positive attitudes to learning
- Encouraging effort, hard work and excellence at all levels
- Developing co-operative, supportive relationships between staff, pupils, governors, parents and the wider community.
- Providing a wide range of learning opportunities to enabling a deeper understanding and appreciation of the world
- Enabling children to "learn how to learn"
- Creating a positive ethos where the cultures and beliefs of all are respected
- Leading by example and ensuring we act as positive role models

Our school will not be aligned with any religion, but will strongly develop a culture of respect for people of all faiths and those who hold no specific belief.

#### Admissions Policy

We have adopted the Borough's admissions policy without amendment. If there are more preferences expressed than places in the school, places will be allocated in accordance with the following criteria, in order of priority, to:

1. Children In public care (those looked after by a local authority under section 22 of the Children Act 1989).
2. Children defined as being in priority need within the categories of need defined by the Children Act 1989 or as having an otherwise professionally supported exceptional education, medical or social need for a particular

school.

3. Children who have a brother or sister already in the school and who would be in that school in September 2009/January 2010. If there are more children with siblings in the school than places available, places will be allocated to those children with siblings who live nearest to the school in terms of walking distance.

4. Children who live nearest to the school in terms of walking distance

#### Teaching methods

The main delivery of the curriculum will be classroom-based, using technology and other resources as appropriate. Teachers will use a wide variety of techniques and strategies based on the subject, the needs of the learners and the expected learning outcomes. Teachers will make decisions about the most effective process, the types of tasks and grouping arrangements that will be most effective and how learning will be supported through other resources such as peers, teaching assistants, other adult specialists.

Children will learn in a range of ways, ranging from individual inquiry, small group problem based exercises and whole group experiences such as residential educational visits. Use will be made of learning outside the classroom, maximising local, community and wider resources to broaden and enrich the learning experiences.

#### The curriculum

We aim to develop the whole child. Our curriculum is the totality of the learning experiences the child engages in during the school day – classroom activities, break times, assemblies, environment and relationships. We also value the skills and attitudes brought from home.

The curriculum covers not only what children learn but how they learn. The learning experiences offered to each child will reflect breadth, balance, relevance, differentiation, progression and continuity, will cater for children of all abilities and be totally inclusive. They will emphasize academic attainment for the core subjects of English, mathematics, ICT and the sciences alongside other subjects.

Any curriculum organisation has maximum benefit to learners when it is based on solid relationships that lead to children feeling secure, being well known and seeing purpose, challenge, success and excitement in their own inquiries.

Some areas of the curriculum will be taught as discrete subjects within separate lessons. Other work is covered through topics or themes where several subjects are linked together under a broad heading. Within these themes pupils will acquire and develop a range of skills and ways of working and thinking.

The academic curriculum will be coupled with the comprehensive development of our pupils' personal and social attributes, values and behaviours, as well as their physical health and wellbeing. These will largely be addressed in the extra-curricular fields, but they will be supported within the curriculum through formal instruction incorporated within and alongside the core subjects. For instance, fitness and healthy eating will feature in the science curriculum as well as in the dining hall and the PE curriculum.

In addition, we will build on the foundation of citizenship the development of their own sense of self and self awareness, and of the rights and duties of citizenship through such things as circle time and school councils etc.

### Curriculum Organisation

#### Reception

The philosophy underpinning the Foundation Stage curriculum is that learning should be carefully planned and structured, with an emphasis on activities that are fun, relevant and motivating. Within the reception year, teaching will support children's learning through an appropriate blend of adult directed and child initiated learning experiences. This will include planned play and extending and developing children's spontaneous play.

Elements of good nursery and pre-school education will form an important part of the work covered, building from experiences in the home and in the pre-school setting. We will develop good relationships with feeder playgroups and nurseries so we are able to use their comprehensive records of achievement in our group and individual planning

We teach a broad and balanced curriculum, giving opportunities for each child to demonstrate the diversity of his/her abilities. However, there is a strong emphasis on the development of literacy (especially reading) and social skills.

The Reception Year is a time for children to settle comfortably into the routine of school and to learn the importance of positive relationships with their peers and adults.

The overall aim of the Reception Year is to produce happy, motivated, confident and independent learners, ready and eager to proceed through the school

#### Key Stage 1

##### Years 1 and 2

During their time in years 1 and 2 pupils will enjoy a range of activities to provide the transition between early years/foundation and more formal learning, linked as appropriate to the broader school curriculum. Our continued core focus on the development of numeracy and literacy is reflected in daily English and mathematics lessons, supplemented by a range of foundation subjects.

Our objective is to enable pupils to make this important move in their learning behaviours at the optimal pace for them and with due consideration for their individual needs so that, by the end of Year 2 children have developed key learning and subject skills to enable them to fully access further curriculum opportunities.

#### Years 3 to 6

The curriculum will continue to ensure that children thrive and develop through a variety of discrete subject and thematic learning experiences. A cycle of themes will be developed to ensure that appropriate links are made between subjects and ensure that key literacy and numeracy skills are used across the curriculum using a range of technologies. This will draw together humanities and arts in a lively and interactive manner through the whole school. The skills of research development and investigation also play a more prominent role.

This approach is designed to enable all children to understand the links between subjects and to develop further their learning and personal skills such as leadership, teamwork and communication..

Learning outcomes of the themes will be clearly identified so that assessment of the children's learning can be ongoing and precise. The time allocated to each theme will be determined by the planned learning outcomes and not by artificial timings. When placed alongside discrete subject teaching this will form the basis of the school's curriculum map which lays out the learning across the school.

Education in personal, social, health, economic and citizenship matters will be delivered in a variety of environments, including the classroom. The nature of these important areas in the child's development means that they need to be nurtured both at the school and at home, throughout the child's formative years.

The encouragement and facilitation of parental engagement in all aspects of their child's education will be a key aspect of the school from the moment of entry until children move on. Induction and transition arrangements will be developed to ensure that all children settle quickly into their new setting.

ICT will be given high priority throughout the school. Specific ICT skills will be taught but teachers will plan its use to support learning. In all subjects as appropriate.

#### Special Educational Needs

Rivendale has a whole school approach to the provision for children with Special Educational Needs (SEN). We are committed to the integration of children with special educational needs within our learning community.

Whatever the child's ability, from the least able to the most able, the school aims to identify learning needs, make appropriate provision and monitor progress.

The school will liaise closely with parents/carers in seeking to provide the best for their child. The school will work within the guidance and structures of the Special Educational Needs Code of Practice and be fully compliant with the Disability & Discrimination Act.

Practice will include:

- Early identification of children with Special Educational Needs (including the most able);
- Appropriate planning and provision, including withdrawal and in-class support;
- Regular monitoring and evaluation, with interventions as required;
- Professional development for all teaching staff
- Clear management and information systems
- Regular liaison between class teachers and the SENCO;
- Regular review of systems and practices

Possible Extensions

We are open to the possibility of extending our provision to of nursery for younger children. But as this is not within the scope of the current submission, and so we have not included curriculum details for this age group.

Improving outcomes & discipline

The key outcomes for the school will be that each child emerges into adulthood happy, secure, and equipped to excel at life. Achieving this outcome requires the full commitment of the school and parents/carers to both the learning experience and the outcomes sought.

Parents/carers

As already described, parent engagement will be a key part of our ethos. Extensive engagement over time will be necessary in order to build the teacher-parent relationship that is the essential foundation for the child's success.

The School

We are committed to first class recruitment, training, performance management, career development and reward to ensure that we attract and retain excellent staff. [REDACTED], one of our Trustees, will have particular responsibility for ensuring best practice in this area, building upon her professional experience within the [REDACTED].

Regular monitoring, evaluation and developmental support ensures a commitment to continual improvement.

We will make a substantial investment of resources to achieve specific non-academic outcomes that are essential for academic and life success, e.g. safe behaviours, physical health and social skills.

We will implement a rigorous, consistent, robust, fair, and easy to understand behaviour policy.

We will promote a culture of innovation and knowledge sharing between teachers and between schools through both formal and informal networks. 13

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

Our charity is being established with the aim of setting up a school within of Hammersmith and Fulham that would address the lack of provision for parents who seek a quality, challenging, primary education that is free of religious doctrine.

This ethos has been welcomed with tremendous support from parents from all socio economic groups, ethnicities and faiths, and we believe that our experience here will provide a model for development elsewhere. Once we have established our first school successfully, we intend to develop a cluster of small schools which can grow year by year into a collaborative and closely linked network, all committed to the same ethos, pedagogy and outcomes. .

**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.**

Board of Trustees (Up to one day a week, unpaid)

██████████ has just retired from ██████████, ██████████. In addition to this role he set up and oversaw the development of ██████████, a ██████████. His broad knowledge and experience will be called on throughout.

██████████ is currently the ██████████, having previously held a number of ██████████. She is ██████████, and will apply her experience of the sector to support us with recruitment and retention of our headteacher and staff.

██████████ is a ██████████, and will ensure that we create a school that is wholly responsive to the needs and aspirations of our beneficiaries. She is also the ██████████ for the ██████████, and we aspire to learning from the example of ██████████ to create a first class working environment for the school staff.

Operational Team (Part time/full time, paid)

██████████ is the ██████████, ██████████. He has secured the approval of the company's shareholders to project manage Rivendale for the crucial 12 months from approval to the go live date of the school. Thereafter his role will be reviewed by the trustees depending upon the needs of the charity as it moves forward from start up to being in operation.

██████████ is an experienced professional from the ██████████, as well as being a ██████████ determined to help strengthen education provision. She will be employed to market the school in the first critical years – promoting to parents, enrollments, successful targetting of deprived areas, compliance with admissions policy, public relations, etc.

██████████ is an ██████████. She will play a key role in the start up year, providing practical support to ██████████ in recruiting the teachers for the 14

school. She will also help guide the numerous critical choices (e.g. with regard to premises) until the school's head has been appointed and can take the lead on these matters.

#### Advisors & Professional Support

██████████ was formerly at the ██████████, where he led the development of the academies programme, and then at ██████████. Most recently, he has been involved in the ██████████. We are delighted that he has committed to supporting us on an as- needs basis into the foreseeable future.

#### Facilities & Premises

Ensuring that premises are fit for purpose, ready on time and on budget, remains the single most significant operational issue in hand. Gleeds have a strong experience supporting the development of effective school infrastructure, and have impressed us to date with their hard work and delivery. They are committed to being part of the team.

#### Educational Advisors

Finally, as noted below, we have already engaged with Cocentra Ltd to develop this proposal. We will need ongoing support on educational, legal and financial matters and we intend to ensure that we have the appropriate professional input to get us from project approval in 2010 to the successful opening of a fully operational school in September 2011.

**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).

Responsibility for the delivery of education will be with Rivendale and the headteacher and teachers we employ. We do not intend to subcontract any part of this, and we will hold ourselves answerable to our parents and to you, our Commissioners, for achieving successful outcomes for our pupils.

We will, however, explore opportunities for third party expertise and support to contribute to the success of our school. In particular the areas of building maintenance and development, recruitment, training, curriculum, assessment, data management, finance, and back office processing may complement our own core strengths of teaching, engagement and delivery.



We selected Gleeds and Cocentra through a competitive tendering process to support our proposal to you, and much of the progress we have made has been thanks to their invaluable contribution. This has been provided pro bono, and without prejudice to our future discretion in choosing third party suppliers should our proposal to you be successful. We believe that our experience with these two organisations to date illustrates the benefits of well chosen partners who can provide us with rapid, relevant, substantial, and cost effective support

**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.

The school will have three trustees ( [REDACTED], [REDACTED] and [REDACTED] ). Delivery will be assured by three professional staff ( [REDACTED], [REDACTED], [REDACTED] ) with the assistance of expert support where required. Their experience is referenced in the capacity and capability section.



**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.

We managed 3 open meetings in July 2010 to gauge the aspirations of local parents. Parents with younger children, many not yet of primary age, expressed strong concern regarding access to a school of their choice in the area. Over 70 parents have registered their interest, nearly all through personally attending one of the three meetings, often accompanied by their children, and the remainder through our online registration form. Collectively, these parents have registered an interest for over 100 pupil places, recording this interest for each child by date of birth. The breakdown for 2011 is as follows:

Reception	22
Yr 1-2	16
Yr 3-6	22

The remaining children were registered for reception in 2012 and beyond. This information is available for your review, subject only to the necessary requirements of child and data protection.

To reach out to pupils and families in deprived areas we have ensured our leafleting of homes have targeted areas of deprivation and will continue to target specific areas of need. An initial postcode review of registrations indicates that at least one third of the parents interested are from areas within the 10% most deprived SOAs.

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

The proposed capacity is 210 pupils: single form entry, 30 children per class, running from reception to Year 6.

We have set out in an earlier section our proposed transitional arrangements to reach this capacity.

**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.

There are a number of premises in our target area which may well be suitable locations for our school, and we are in the process of carrying out full surveys, negotiating indicative terms with landlords, and engaging with the borough planners.

Our selection criteria include the following:

- A minimum of 1200 m2 indoor space
- A minimum 400 m2 outdoor space
- Conformity with our design specification, which is guided by BB99
- Within the area of strongest demand
- Available on rental basis, to avoid capital spend
- Flexibility to start small and expand year by year
- Availability within our timescales
- Planning consents not likely to be withheld

We have identified a number of premises which appear to meet these criteria. Our research is ongoing with regard to any refurbishment required, and to ensure value for money.

Option 1: Masbro Children's Centre, [REDACTED], [REDACTED]: Year 1 solution This is a very attractive, low cost option that also offers real ease of implementation. The [REDACTED] has a self contained teaching unit comprising two classrooms, an office, toilets and a small garden, with access to a range of other shared sporting and other facilities.

The Centre is located in the south of the Addison Ward within our ideal target area. It is located in close proximity to the two preferred long term options.

It provides an excellent, low risk, venue for the first year of the school, which would allow us to establish our school rapidly while completing works on a longer term home (see below).

The main issues are the need to convert some of the toilet facilities to suit small children, and managing access control through the shared entrance way.

Option 2: [REDACTED] [REDACTED] [REDACTED]

The [REDACTED] is planning to sell off its premises, which comprise a well constructed, predominantly single storey building on a quiet residential street. There is ample parking space at the rear.

The building is located in the south of Addison Ward, within the ideal target area identified by the Council.

The space is adequate for our needs: approximately 1,200 m<sup>2</sup> (indoors) and 400 m<sup>2</sup> (outdoors).

This is an existing public use building, and our initial discussions with the planners indicate that consents will be granted.

The main issues are expected to be the precise timing of availability of the building, and reconfiguring the interior from its current arrangement to one suitable for school.

Option 3: [REDACTED], [REDACTED], [REDACTED]

This building is currently a family centre which is part of the Borough's disposal list. It benefits from a good quality build and an internal layout that would convert with relative ease and low cost to a primary school function.

The space comprises approximately 1,350 m<sup>2</sup> (indoors) and 350 m<sup>2</sup> (outdoors).

This is an existing public use building, and our initial discussions with the planners indicate that consents will be granted.

The council is considering its options for the sale of this asset, so the critical question is whether this will come available either directly or through the subsequent landlord on rental terms that are acceptable.

Option 4: [REDACTED], [REDACTED], [REDACTED]

This is an impressive [REDACTED] within our target area. We understand that it was formerly used as a dairy and for tile making. It is currently unused, and the landlord is keen to see use of the building, and is offering advantageous terms.

We have identified a 1200 m<sup>2</sup> space within the building that is very well suited to our needs, and there is 400m<sup>2</sup> of external space. In addition, the size of the building means that there is ample scope for expansion, should we wish to attain two form entry.

Our initial discussions with the planners indicate that consents will be granted.

The main issue with this building is the internal condition, which may require significant works to bring it to a suitable state for a primary school.

#### Other Options

We have been presented with a number of other possible sites, but our investigations into them have not yet been completed. The premises team are continuing to focus upon this important area.

**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 [REDACTED].

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 [REDACTED]

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.