

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)

██████████

Name of your organisation

E-ACT (Redbridge Primary School)

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)

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

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"/> Yes, our organisation is incorporated Company Registration Number: 652 6376 Company Address: [REDACTED] London, [REDACTED] Details of Directors and Secretary: [REDACTED]
<input type="checkbox"/> No, our organisation is not yet incorporated Approximate date by which it will be incorporated:

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

<p>This is proposal for new 5-11 Primary School in Redbridge. We are proposing a 2FE co-educational Primary school, with a capacity of 420 pupils.</p> <p>The school will open with 60 pupils in Reception and we will look to also begin with 60 pupils in Year 1. The Free School will develop from there to being at capacity in 2016.</p>

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 Redbridge

Neighbouring LAs Waltham Forest, Newham, Barking & Dagenham, Havering and Essex.

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)

We opened consultation with the Local Authority about the need for places in the area and to support us in determining where the greatest need was. Redbridge have been very supportive in our search for sites, using information they already had. Four sites proposed have been agreed in consultation with them.

Our proposal has support from the Director of Children Services, Chief Executive and the Leader of the Council has indicated their support.

We are keen to work with Redbridge as a partner in the development of our Free School proposal.

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 discussed our proposal with the NSN and they are supportive. We have also copied them in on submission of our proposal.

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 www.crb.homeoffice.gov.uk.</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.

E-ACT is a not-for-profit educational foundation that is committed to promoting excellence in education and learning and to ensuring that the life chances of every student are enhanced by raised aspirations and achievement. E-ACT now has 11 open academies, with extensive work on-going on future projects, including Free Schools. This E-ACT family provides mutual support and benefits from the spread of best practice. E-ACT promotes positive partnerships with the Local Authorities in which their Academies and schools are situated, and with neighbouring primary and secondary schools.

E-ACT's vision and ethos

E-ACT's vision is to provide 'Excellence in Education for All' in its Academies, by ensuring that the attainment, employability and life chances of all its students are enhanced. E-ACT's vision can be summarized as:

- Vision and values which are shared and owned by all stakeholders – students, staff, parents, community
- A school ethos which is conducive to and celebrates learning and achievement – order, respect, shared values
- Outstanding qualities of leadership throughout the school, including student leaders
- Excellent communications throughout the school and with stakeholders
- A robust quality assurance framework which covers all aspects of the life of the school
- Systems and approaches which result in outstanding standards of student behaviour, care and personal development
- Clear systems and operating procedures which are owned and understood by all, and implemented consistently by all
- A database rich in tracking and bench marking detail to facilitate the monitoring of student progress
- An appropriate curriculum which fulfils the needs, aspirations and entitlement of students and community
- Proven innovative learning and teaching strategies and resources to ensure high quality curriculum delivery and outstanding teaching and learning throughout the school

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.

The E-ACT Free Primary School: The Vision

Introduction

The E-ACT Free Primary School will embody the broad E-ACT vision of providing 'Excellence in Education for All'. It will deliver outstanding standards of attainment and establish an inclusive and cohesive learning environment. Children's well-being will be cared for and advantage provided where it's lacking. There is a fundamental recognition and understanding of the fact that primary schools are in a pre-eminent position to have a lasting impact on children's future life chances.

The E-ACT Free Primary School will be founded on the principle of 'children are at the heart of everything we do'. This must be more than a platitude; it will show in the school's aims, values and practices. The guiding principle is to want and provide the best for children. This means that pupils' wellbeing and learning will come first and that planning, teaching, the learning environment, staffing and systems are all geared to the needs of each child.

The main features of the E-ACT Free Primary School will include:

- Care, stability and a structured experience, which builds and sustains children's self-belief
- Developing the desire to learn within children, giving them opportunities, responsibility and trust in a stimulating and caring learning environment
- Listening to pupils, valuing their views
- High aspirations, expectations and achievement
- Keeping pupil progress under constant review, ensuring that they progress as fast as possible and achieve standards as high as possible, outperforming similar schools and many with fewer challenges.
- Building bridges with parents, families and communities, and working in partnership with other professionals

- Outstanding leadership and management, standards of teaching and learning and overall effectiveness
- An understanding that the barriers to learning have to be tackled in order to make progression in learning possible. These barriers will be reduced and removed, emotional and psychological hurdles overcome, thus creating the right conditions for learning
- A very positive 'can do' culture where praise and encouragement prevail and self-esteem is high
- A constant focus on maintaining and improving standards of attainment, emphasising the systematic development of basic literacy and numeracy skills
- An exciting and extremely well-adapted curriculum, so that children learn quickly
- Outstanding standards of behaviour, with pupils supporting each other and rules and expectations are consistently applied.

Admissions

All E-ACT Academies and Free Schools are founded on the principle of inclusivity. They provide the highest quality of educational experience and the widest opportunities for ALL, irrespective of ability, gender, faith or race. The E-ACT Free School in the LB of Redbridge will follow the Local Authority's admissions and oversubscription criteria for Primary Schools

Pupil Progress: Early Years and Key Stage 1

Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. It is crucial to their future success that children's earliest experiences help to build a secure foundation for learning throughout their school years and beyond. Standards will be set for the learning, development and care that children should experience in the E-ACT Primary School, in order to ensure that every child makes the required progress and that no child is left behind.

During these initial years of primary education there will be an emphasis on:

- an insistence on high-quality teaching and learning and continuous self-evaluation
- an absolute commitment to children's progress by all staff, with a constant emphasis on tracking each individual child's progress, which is shared regularly with parents

- relentless use of positive reinforcement and language to reward all children's efforts
- phonics teaching and basic maths skills are crucial in Reception, Year 1 & 2
- teaching children how to become learners and how to develop self-confidence and believe in themselves
- setting targets for the curriculum for each class and groups within a class, as well as for every child, which are reviewed every six weeks
- providing an exciting and relevant curriculum which makes full use of every space in and out of the school building. Displays of children's work will celebrate their achievements and also stimulate further learning
- giving children as rich and wide opportunities as possible, for example: a range of visits out of school and input from visitors, including theatre and film groups; lunchtime and after-school clubs such as a gardening club
- rewarding children who demonstrate positive attitudes to work
- involving parents with a parent partnership coordinator, home visits, workshops on positive parenting, mathematics and literacy, a parents' notice board in every classroom

The commitment to children's learning needs will be addressed at the earliest opportunity, using additional teaching resources, including staff. It is essential that basic skills are taught well and acquired by all children during the Early Years Foundation Stage (EYFS), so that all children achieve at least in line with similar pupils nationally. Assessment in EYFS will be on an ongoing basis and will inform fortnightly planning. This will have a significant impact on children's learning overall through the early years. The target is for every child to achieve at least Level 2a in the National Curriculum tests at the end of Key Stage 1, unless there are particular special needs, and for many to reach Level 3 at the end of the key stage. Links between EYFS and Key Stage 1, so the transition phase can be effectively developed.

The curriculum during the Foundation and Key Stage 1 years will contain the following features:

- a strong and explicit focus on play, sociability and enjoyment
- ready access to resources so pupils can choose and take responsibility
- curriculum planning which is closely related to pupils' interests, so that it motivates them
- explicit encouragement of cooperation between children, promoted by skilled questioning by and support from staff

- plenty of space, including 'messy' and 'clean' rooms as well as large, accessible, and well-structured outdoor areas
- well-focused speaking and listening activities
- wide use of ICT, preparing for a future unknown

These approaches will be strongly augmented by role play and drama, which will be used across the curriculum throughout the school. This will enable pupils to think more widely and consider each other.

Pupil Progress: Key Stage 2

Effective and efficient planning and preparation will ensure a consistent, orderly and planned transition and continuity throughout Key Stage 2. Progression will be well-resourced, closely monitored and evaluated for effectiveness, in order to offset any potential dip in progress. A high value will be placed on understanding about every individual child's performance, aptitudes, strengths and learning needs. The single most effective thing that the school will do is to track the progress of its pupils regularly, vigorously and individually.

Learning and achieving will be the core purpose, and everything about the school will express this both explicitly and implicitly. Displays will support learning; time will be efficiently used; learning routines will be consistent; subtle messages in the learning environment will remind children to give their best and to aim high; no opportunity will be lost to ensure teaching time and resources are held to account. There will be a focus on learning and achieving within an all-pervading climate of busy application.

In the E-ACT Free Primary School the main features which will ensure continuing success at Key Stage 2 are as follows:

- An ethos in which learning is openly admired and celebrated
- School leaders with an unswerving focus on leading learning, teaching and achievement
- An absolute and sustained focus on improving standards
- Embedded values of order, thoroughness, persistence and consistency
- Pupil tracking which is rigorous, regular, individualised and well-maintained
- Well-established planning for curriculum progression to ensure continuity between year groups, with a skills based learning curriculum which develops skills for life and confident, successful learners.

- A strong emphasis on using summative assessment at the end of the school year to inform planning for the following year.
- The whole school will take responsibility for the standards that pupils achieve in Year 6. This will be done by the plotting of the necessary trajectory to get children to make sustained progress from the end of Key Stage 1 to the end of Key Stage 2, underpinned by planned interventions and the necessary curriculum planning to ensure the cohort is kept on course.
- The target is for every child to achieve at least Level 4a in the National Curriculum tests at the end of Key Stage 2, unless there are particular special needs, and for many to reach Level 5 at the end of the key stage.

Teaching and Learning.

E-ACT believes that the quality of teaching and learning is an essential factor in enabling students to achieve the best possible progress and outcomes. Effective teaching and learning are critical in raising standards and narrowing the attainment gaps that exist between different groups of students. The outstanding and highly effective standards of teaching and learning will be based on a well-understood and owned teaching and learning policy which is consistently applied across all groups. Staff will demonstrate an instinctive understanding of the criteria for effective teaching and learning, including the learning environment, attitudes to learning and the skills, competencies and dispositions that need to be developed in children.

The characteristics of outstanding teaching and learning in the E-ACT Free School will include:

- stimulating and enthusiastic teaching which interests, excites and motivates pupils and accelerates their learning
- high expectations of what pupils can do
- consistency in the quality of teaching across the school
- development of good learning habits, with many opportunities for pupils to find things out for themselves
- highly structured approaches to reading, writing and mathematics, with some ability grouping
- well-planned lessons which provide for the differing needs of pupils
- stimulating classroom environment
- frequent praise and a valued reward system
- well-trained and deployed teaching assistants

- a close check on learning during lessons, with effective marking and assessment.

Lessons will be planned collaboratively and time will be assigned to this. This is an important way to ensure consistency and equality of opportunity across classes and groups.

There will be the same collaborative approach to reviewing the outcomes of lessons and to marking. Marking and Assessing Pupils Progress (APP) will be done together on a regular basis to ensure that there is a consistency of approach across the Free School and also enables informal moderation by the deputy head. This will very quickly bring new staff to the expected standard and also raises teachers' expectations, as it enables staff to see the quality of pupils' work across the Free School.

Discussion and debate will be encouraged amongst the staff. This will result in new approaches, the wider use of creative resources and the teaching of lessons which stimulate, stretch and raise standards of achievement.

The academy's staff will be encouraged to work with local primary schools in discussing Foundation Stage Profile agreement trialing. Practitioners can discuss and agree the assessment of a sample of pupils work. Awareness of the latest guidance in relation to the Early Years Foundation Stage and the Profile can also be discussed and developed.

Curriculum

The curriculum encompasses all that goes on in the school. It will contain breadth and balance, continuity and coherence, and relevance and entitlement. It is through the curriculum that the school will be able to foster the confidence of pupils, enrich their experience, raise their attainment and celebrate their success. A fundamental principle for the E-ACT Free Primary School is the achievement of high standards of attainment, based upon an interesting, stimulating, well-taught curriculum through which the school interprets statutory requirements

The features of the outstanding curriculum provision in the E-ACT Free School will include:

- placing a strong emphasis on, and making exemplary provision for, the basic skills
- strengthening English, mathematics and science through applications in other subjects and areas
- writing for different audiences and purposes
- developing language by encouraging pupils to communicate their understanding and evaluate their learning

- a focus on skills based curriculum which allows pupils to develop independence in learning skills.
- a vibrant and exciting range of visits and stimulating inputs
- planning which tailors activities to individual pupils including the gifted and talented
- well-managed homework carefully communicated to pupils and parents.

Pupils will be split by ability in the core subjects. Other subjects will be covered through themes, and time will be invested in the creative curriculum. The school will use the National Primary Strategy's 'Social and Emotional Aspects of Learning' (SEAL) programme for developing and encouraging children's self-esteem.

The E-ACT Free Primary School will be a confident organisation that weighs up curriculum initiatives and local and national programmes before deciding whether they are right for the school, not being afraid to dispense with them if they are not.

Assessing and tracking progress

A further feature of the E-ACT Free Primary School will be rigour of assessment. This will start in the Early Years Foundation Stage classes where the continual observation and assessment of individual children are key activities. Time will be provided for detailed observation of individuals or groups. With older children, assessment is an integral part of teaching and learning.

At Key Stage 2, the school will make use of formal tests to supplement and benchmark teacher assessments, and these particularly will be in reading, writing and mathematics - each term - in parallel with teacher assessments. This will allow progress to be tracked through Key Stage 2 and challenging targets to be set. Testing will provide rigour and accountability. The belief is that if pupils learn well, they will achieve their potential in the tests, without the need for teaching to the test. Assessment data and benchmarked targets are used across the academy to promote high expectations, as well as to inform the next steps in learning.

Teachers will be well-skilled in being able to assign a National Curriculum level to pupils' work accurately and to ensure that they understand what is needed to move pupils to the next level. Meetings will be held to review progress, set targets and decide how each child is going to be helped to meet or exceed her or his targets. Where necessary, individual pupils will receive additional support or the curriculum modified for them. Sharing progress with pupils will be an important component, so pupils are aware of what level they are on and what they need to do to get to the next level.

Special Educational Needs

Specific focus will be available for pupils with Special Educational Needs and children with learning difficulties. Extra support will be sought to support the classroom teacher, so pupils do not feel excluded and the pupils will be provided with an Individual Education Plan. The key indicators of best SEN practice in the E-ACT Primary School will be:

- The school SEN policy will be aligned to the Code of Practice and will be fully implemented throughout the school
- Appropriate, flexible structures and procedures will be established in order to meet the needs of all the children
- The use of effective assessment and diagnostic procedures at the earliest possible stage to enable the identification those children in need of appropriate and well-matched support
- The involvement of parents: keeping them well-informed about their child's progress; seeking their involvement in defining and supporting specific targets for their child; regular reviews of the children's progress;
- An appropriate balance between out-of-class and in-class support by the SEN teacher, where out-of-class support will be well-targeted, timetabled and supportive, with minimum disruption to the children's learning in other areas of the curriculum;
- All learning will be appropriately differentiated in order to ensure that children of all abilities make the best possible progress
- The deployment of learning mentors to provide direct support for learning and enable pupils to overcome emotional issues
- The use of specialists (eg family liaison and parental partnership workers, trained counsellors) who can build trusting bridges between school and family and support children who may be at risk.

Leadership

Outstanding leadership, and the principle of developing leadership at all levels, will be a core value of the E-ACT Free Primary School. The appointed Headteacher will display considerable vision, courage, conviction and determination, and an underlying 'moral purpose' – a fundamental set of values centred on putting children first and faith in what children can achieve and teachers can do.

These qualities, and the aspiration to be judged outstanding, will be mirrored in the senior leadership team and the governing body. The key indicators of

outstanding leadership in the E-ACT Free Primary School will be:

- the leadership team and governors have a consistent vision and are fully committed to setting a clear direction for the success of the school
- understanding of staff roles and effective teamwork
- the governors rigorously evaluate the work of the school, support and challenge the senior leadership team and hold them to account
- the leadership team carefully analyses school data and trends, and as a result identify priorities and implement the appropriate strategies for school improvement to ensure the highest possible standards of attainment
- stakeholder groups are kept fully informed and involved in the development of the school.
- ensuring that the school achieves the highest possible standards in all areas of the school's work
- reflective, self-critical, creative and strategic leadership
- placing a high priority in appointing quality staff, developing their skills and deploying them to best effect

Attracting and appointing effective staff

Staff are viewed as the school's most important resource because the quality of teaching has such a critical impact on the culture of learning and standards of achievement. Staff will enjoy their work and feel highly motivated. There will be large number of experienced and qualified support staff who will also contribute greatly to the life of the school, bringing an added dimension and an equally wide variety of skills and talents. In addition, there will be a team of well-qualified, experienced teachers who provide cover for absence in order to offset the need for supply staff.

The process of attracting and appointing effective staff will be rigorous. Staff will be selected explicitly on the basis that they are lively people with ideas, who are willing to exercise autonomy and contribute ideas within a structure. The belief is that the E-ACT Free Primary School's reputation and the school's success will be a powerful in the appointment of staff of outstanding quality.

Behaviour

The process of managing behaviour will be rigorous and thorough. Care, consideration for others and consistent behaviour will be evident throughout the school: voices will not be raised; politeness will prevail; systems and procedures will be well embedded; and learning will be pervasive. Discipline will be instilled from the start.

The school will develop clear and well-established rules in collaboration with the children. These will be displayed very prominently, along with motivational messages, on professionally-produced boards around the school. They will be well explained to parents and demonstrated effectively by staff. There will be a clear system of rewards and sanctions, with the rewards being much more important than the sanctions. There will be a strong focus on spiritual and moral development and the promotion of a clear and positive school ethos.

The pupils' commitment to the school and their enthusiasm for learning will be the product of the school's positive ethos and engaging curriculum. The focus on the whole curriculum and the whole child will be what brings success and motivation in the basic skills.

E-ACT recognises the importance of a coherent strategy for behaviour and very strong continuity between classes. One priority will be to provide routine and structures to lessons and to the way things are presented. Assemblies, which are calming in their effect, will also make an important contribution.

Parents and community

Following the strong demand shown through the parental survey, E-ACT will maintain this interest and enthusiasm for a new school by forming a community group who will meet regularly. This community group will support the prompt development of the Free School and feed into the vision.

E-ACT recognises that parents are the child's first educator and understands the dominant educational influence parents can have on their children. The E-ACT school and its leadership will strive to make this as positive as possible. From the community group, a parental partnership coordinator will be appointed in order to facilitate close links between staff and parents. Staff will be warm, friendly and welcoming to parents. In classrooms there will be notice boards giving information about 'What we are learning today and how you can help at home.' A measure of success will be high attendance rates at events the school holds for parents.

Celebration events will be important in the E-ACT Free Primary School recognising children's achievements inside and outside school. For example, a Friday afternoon celebration assembly that parents will be invited to and a variety of awards and achievements will be recognised and celebrated.

On the back of the community group behind the Free School, when open courses will be provided for parents to develop their skills and make the Free School a welcome environment for all.

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

E-ACT is committed to delivering excellence in education for all, in academies across England. E-ACT is a leading academy sponsor and social enterprise, specialising in the development of world class academies and schools in the UK. Currently sponsoring eleven open academies, the eight that were open last year increased by an average of 8.1% A*-C GCSE inc Eng & Maths.

Our mission is straightforward. It is to become the leading education provider developing and nurturing highly successful academies and schools.

We will ensure that the life chances of every single student are enhanced helping each individual to raise their aspirations and achievement, so that they become successful citizens who contribute fully and effectively to the Academy and to the social and economic well-being of the wider community.

E-ACT is developing centres of excellence through innovative approaches to teaching and learning, to ensure that all students:

- achieve their personal and academic potential
- provide the highest quality of educational experience and widest opportunities for all, irrespective of ability, gender, faith or race
- invest in the community to improve opportunities for everyone

We pledge to deliver:

- High attainment and achievement
- Improved social mobility and inclusion
- Strong student employability

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.

E-ACT's capacity to add value

E-ACT works tirelessly to ensure that each of its Academies and Free Schools is judged as Outstanding. There is an absolute commitment to adding a level of active challenge, support and direction to all our Academies and their communities, beyond what they may have experienced previously. Specifically, this will include:

- A Head Office function where expert advice and support will be provided, tailored to the needs of the Academy and Free School. This will include advice on procurement, legal, finance and HR issues
- The benefit of the many and varied partnerships which have been brokered by E-ACT nationally, which will provide expert guidance, governors, mentors, work experience opportunities, etc.

- A research-based challenge and support system, led by such as the internationally respected [REDACTED], to underpin our three key areas of: raising attainment, social mobility and cohesion, and employability
- Continuing support for Principal/Headteacher and SLT professional development at: two E-ACT Conferences each year in November and May; half-termly meetings of Heads and Principals; and our links with SSAT, and partnerships with high-performing schools nationally
- A network of formal and informal links across E-ACT Academies and Free Schools to ensure the identification, celebration and exchange of best practice
- The Education Team will provide experienced and high-quality support, fulfilling an essential quality assurance function. There is, and E-ACT will maintain, an outstanding ratio of educational support per Academy and Free School, with a published schedule of monitoring and focussed challenge visits throughout the year.
- The E-ACT Academies and Free Schools will always be at the heart of the community and an asset to the community. Their facilities and resources will be available for use by the community after school hours and throughout weekends and school holidays
- E-ACT's Head of Fundraising and Sponsorship will work with the Academies and Free Schools to provide additional income to facilitate such as residential activities, sport coaching, music tuition and subsidies for deprived students
- Our strong partnerships with local and national high-performing schools will supplement the capacity of our Education Team in providing current, "on-the-ground" access to expertise in teaching and learning, behaviour and inclusion.

Do you have plans to work with a 3rd 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).

Not at present, but we are extremely open and flexible to work with an organisation that will add value to the Free School proposal.

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.

E-ACT is led by [REDACTED], Director General and [REDACTED], [REDACTED].

To support the establishment, the follow roles will deliver the Free School:

Project Director, Project Manager (supported by an Assistant Project Manager) and an Education Advisor.

This will be combined with all the resources at Head Office that will be available to the team. When the Free School is close to opening the management will transfer to the Principal Designate and governing body.

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.

E-ACT has worked with the Local Authority, which has developed a wealth of information.

To determine support for this particular proposal, E-ACT commissioned Ipsos MORI to conduct a field survey of parents of 2-11 year olds living within a 1.5 mile radius of the location of the proposed Free School. A quota sample of 303 parents were interviewed face-to-face in respondents' homes between 22nd and 31st October 2010. The full survey data tables and questionnaire used for the survey are attached, along with technical information about the survey.

Respondents were provided with information about the proposed E-ACT school and were asked a series of questions designed by Ipsos MORI exploring views of the proposals. The survey results indicate that 61% of parents, say they are certain to (11%), likely to (31%) or fairly likely to (19%) send their child(ren) to the proposed an E-ACT Free School, as it was described to them. (See table 14). In the households where the respondent said certain/very/fairly likely there were 326 children aged 2-11 years (326 out of 523 children in all the households interviewed).

The survey data was analysed by the ethnic group of the parent, and this breakdown appears to indicate a favourable response for E-ACT's offer amongst parents of Asian ethnic origin. Of 171 Asian respondents interviewed , 67% were certain (14%), likely (36%) or fairly likely (17%) to consider sending their children to the proposed an E-ACT Free School. (See table 14) Parents who said they would be certain or likely to send their child to the school were asked their reasons for this. The most common things spontaneously mentioned were the emphasis on high standards and quality of teaching and specialist help as well as the emphasis on parental involvement.

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

The Free School will provide 420 places, from Reception and Year 1-6 pupils. This will provide a Free School with 2 Forms of Entry for pupils, with 60 pupils in each year.

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.

In discussion with the local authority E-ACT has identified three sites within the borough that are all in the locality of the demand and can house a primary school.

A Local Authority trawl has identified a number of sites that could be suitable for a new E-ACT Free School. These sites are in areas of high demand with the ten nearest schools to each site all having waiting lists in each year group (as demonstrated in the attached Excel spreadsheet).

Of the three sites: 1. built as a Victorian school, is currently used as a community centre, kept in good condition (new windows and boiler) and the Free School will share the facility, until they can be fully moved; 2. Another community centre in a 1970s steel frame building, that can be remodelled cheaply, with a small outside space; and 3. a vacant showroom with 953sq meters of space that is central to the demand. This option will be more expensive, but certainly has the space required. A preference will be settled upon during the Business Case and Plan Stage.

PfS have visited all sites and will be concluding shortly on their findings.

E-ACT would prefer to lease the site from the authority, as transition will be smoother and rental agreements easier to come to, but E-ACT is flexible to deliver the best options for parents.

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



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.