

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 (Please specify if you are the nominated representative of an organisation that wishes to set up a Free School)

██████████

Name of your organisation

ATL (Yorkshire) Ltd

Address (of organisation or individual)

██████████, ██████████, Bradford, ██████████

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)
Company Limited by Guarantee - Not for Profit

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: Company Address: Details of Directors and Secretary: <input type="checkbox"/> No, our organisation is not yet incorporated Approximate date by which it will be incorporated:

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 Bradford
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)
Bradford Council view all free schools very negatively, and think the policy has not been thought through and will damage educationally opportunities for young people. Hence our discussions were not very positive.

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, the Secretary of State 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. The Secretary of State would generally expect to 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>	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.

Our primary two reasons for wanting to set up a Free school are:

1. We believe schools in the inner city areas of Bradford are failing our children
2. In primary schools there are clear capacity issues from next year with a shortfall in children places.

Free schools are a breath of fresh air for Bradford, our children have been let down for far too long. Free Schools will raise aspirations of our children and provide real opportunities to raise standards and bring about a revolution in our communities that have for too long educationally underachieved.

Bradford results reflected nationally have consistently been poor; we see yet another school in Bradford going into special Measures - Thornbury Primary, as well as Feversham Primary which is also in Bradford 3 and is still in special measures; these are within half a mile of one another.

In 2009 76 out of the 152 primary schools were below the national average for key stage 4, the national average is 72 %. That's half the schools in Bradford failing our children.

There is also a serious issue of a lack of children places:

In Bradford East Primary schools current capacity (excluding Nursery numbers) is 3302.

A further 139 places will be required in September 2010 rising to 435 by 2013.

In Bradford South Primary schools current capacity (excluding Nursery numbers) is 2626 and while no further places are required in this area in 2010 there will be a requirement for 83 places in 2011 rising to 460 required by 2013.

In secondary Schools the picture is a lot worse 27 out of 39 secondary schools are below the national averages of 50.7 - 5 GCSE with maths and english.

We believe, we can through Rainbow free schools transform the lives of young people by offering life chances and achieve excellent academic results.

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

To establish an exceptional Free Rainbow Primary School which will raise standards of achievement for all students across the whole curriculum by offering all our students an excellent education.

Mission

Our Mission is to provide all of our students with the academic and character skills they need to achieve excellent results, to succeed in a competitive world and to serve as the next generation of leaders for our communities.

We aspire to foster excellence in all areas of learning, with a primary specialism in English, Maths and Science; and a secondary specialism in community and social cohesion.

Our vision

Once we have established a track record for success with our first Rainbow School; our vision is to form internationally renowned Rainbow Schools across the country within disadvantaged and underachieving communities where all students fulfil their potential and achieve excellent standards, and serve as the next generation of leaders for our communities.

The school will be inclusive to all and provide a high quality, broad and balanced curriculum, which is appropriate for students of all abilities, irrespective of their ethnicity, social background or faith.

Cohesion

We passionately believe that our school will contribute to community cohesion, raising standards of achievement, instilling cultural tolerance, improving inclusiveness and respect between different groups of people, living and working together in harmony across all communities within a culturally rich and plural society.

Commitment

We are committed to overcoming all of these obstacles and to fulfilling our mission by: 1) spending more time in English Language and Mathematics, 2) enforcing strong discipline policies, 3) implementing an advanced, rigorous curriculum aligned to the National Curriculum Frameworks, 4) following the multitude of proven best practices implemented by primary schools, 5) and by effective remedial interventions for student learning

We fully expect, and are geared to enrol many students who come from difficult family situations, discipline problems, little or no motivation to succeed academically and may be several years behind grade level. We welcome this challenge with open arms. There are no shortcuts and there are no excuses. We are committed to overcoming all of these obstacles and to fulfilling our mission by: 1) spending more time in English Language and Mathematics, 2) enforcing strong discipline policies, 3) implementing an advanced, rigorous curriculum aligned to the National Curriculum Frameworks, and by 4)

following the multitude of proven best practices implemented by primary schools

The Rainbow Schools will offer no secret formula or “magic bullets.” Schools excel not because of complex educational theories, but because of a straightforward approach that is summarised in the Rainbow Five Pillars:

- 1) Raising Standards,
- 2) Extended Learning Time,
- 3) Emphasis on Achievement,
- 4) Dynamic Leadership and
- 5) Partnership and Commitment.

At the heart of Rainbow Schools will be its dynamic teachers who do the right things: high expectations, rigorous standards, accountability and results orientated. Supported by a dedicated, committed and quality of senior leadership with a “can do attitude”.

The Rainbow Five Pillars will be the common thread in all Rainbow Schools and will be clearly evident to all visitors that step foot in our school. We intend to fully implement the Rainbow programme to its finest details. For example, in keeping with the Rainbow mantra of “No shortcuts and no excuses”, all of our teachers will be available to students and parents via phone 5 days per week so that students and parents can get assistance on homework assignments, report expected tardiness, etc. Students will attend school from 8:30 a.m. to 4:00 p.m. during the week. Through hard work and high expectations, we seek to transform our often-apatetic children into productive young adults that live by the Rainbow Credo.

Admission Policy

Rainbow Board will agree an Admissions Policy, following the DfE Codes of Practice (including the guidance on appeals against refusal to admit), that will be founded on impartiality, regard for the law and principles of natural justice. The School will accept pupils of all levels of ability. Places will be allocated to reflect a comprehensive intake in accordance with the DfE ‘fair banding’ policy. This will ensure that the intake reflects, as far as possible, the range of ability of the pupils who apply to attend the school.

The Admissions Policy will then be published in the school brochure. The Rainbow Schools Trust will work closely with the Bradford LEA's overall coordinated admissions policy from September 2011 to establish a more detailed list of criteria for selection which helps to increase parental choice and improve the diversity of provision in the district.

The Rainbow School policy will be integrated into the pattern of primary schools serving the local community. As our Rainbow School is committed to being an inclusive school it will accept pupils of all levels of ability. Children with special educational needs and/or disabilities will receive equal consideration with other applicants.

Special Educational Needs

Rainbow school will provide an inclusive, broad and balanced curriculum for all students, including those with special educational needs. The National Curriculum is our starting point for planning that meets with specific needs of

individuals and groups of children. When planning, teachers set differentiated learning challenges and respond to children's diverse learning needs.

There may be a minority of children with particular learning and assessment requirements that could create barriers to learning and progress. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers will take account of these requirements and make provision, where necessary, to support individuals or groups of students and thus enable them to participate effectively in curriculum and assessment activities. We will work with a diverse range of partners and agencies in supporting students with special educational needs.

Students may have special education needs either throughout, or at any time during their school career. Our policy will ensure that curriculum planning and assessment for children with special educational needs takes account of the learning needs of the child throughout that period.

All students are equally valued, regardless of whether they have special educational needs. They will be included into every aspect of school life, sharing meal times, recreation times, school clubs and visits. Rainbow School will strive to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos;
- Focused and balanced curriculum for all children;
- Systems for early identification of barriers to learning and participation;
- High expectations and measured targets for all.

Educational Programme Implementation

Students will be grouped into rooms of 20-25 students each and remain together for all classes in the school day, and supported in smaller set mixed ability groups. Classroom gathers at the very beginning of the day to start "Do now activities and to review the previous night's homework".

Since we expect to enrol students of varying levels of academic ability, we will facilitate teaching at all levels of learning. Many students are kinaesthetic and tactile learners whose needs are not met through traditional teaching methods. To directly address the needs of this population of students, teachers will implement the following techniques: call and response, whole body hands on learning and role playing, Outside of classroom, teachers will also employ strategies to enhance student learning, including team teaching, peer tutoring, and horizontal and vertical planning.

Curriculum

Although we will be following national curriculum syllabus; our emphasis will clearly be for all students to receive over two hours of teaching in reading, writing and speaking the English language and in numeracy on a daily basis – this is much more teaching than most students receive in mainstream schools. This extra time will be critical to those students who start school one if not two years behind national averages.

The curriculum will be designed specifically for students that are in need of

remediation. Students that enter below grade level will benefit from the extra teaching time devoted to mastery of basic fundamental skills such as multiplication, vocabulary and sentence construction. The scheduled tutoring lesson will provide additional time to support the mastery of these skills. This includes personalisation, 1:1 support; working in small groups' etc. Those students who are gifted and talented will be supported to further enhance their skills through the classroom environment and tutoring.

Four Elements

There are four elements that will be vital in our success. These four elements: High Quality Teaching, an Emphasis on Character Development, a Focus on Results and More Time on Task; make up the cornerstones of our educational philosophy. These four elements support the school's mission of creating an environment where the students will develop the academic, intellectual and character skills necessary to maximize their potential in school, college and the world beyond.

High-Quality Teaching.

Teaching is the core activity of all schools: public, private, primary, secondary and post secondary. Although there are several important factors that contribute to student achievement, research has demonstrated that the quality of teaching in the classroom has twice the impact on student achievement as school-wide policies regarding curriculum, assessment, staff collegiality, and community involvement. Our experience indicates that high quality teaching consists of two components: What is taught and how it is taught.

What is taught. The content of the educational programme at Rainbow schools will be driven by the three learning goals included in the school's mission: academic, intellectual and character skills.

a. Academic Skills

- Calculate accurately.
- Read fluently.
- Write effectively.
- Comprehend fundamental knowledge.

Research has proven: the development of intellectual skills is possible only after a solid base of fundamental academic skills and knowledge is attained. This focus on fundamentals is especially important in Bradford where results suggest that students have poor mastery of these fundamentals academic skills and knowledge.

Curriculum Framework benchmarks.

Students who are not developing these necessary skills will be provided with the appropriate level of individualized tutoring sessions and extra remediation during extended classes.

b. Intellectual Habits

- Think critically.
- Apply Academic Skills to solve complex problems.
- Analyze, synthesize and evaluate information.
- Perform high-level conceptual tasks.

How it is Taught.

At Rainbow School we believe that high quality teaching is a result of proper planning, varied teaching techniques, and methods that are relevant to students. Our approach to high quality teaching is threefold:

a. Quality Teaching is Meticulously Planned.

Teachers at Rainbow School will be required to plan lessons over the summer in the school's curriculum development and professional development through weeklong workshops. All lessons must be planned at least 24 hours in advance and follow a common lesson plan format. This format includes the following components: the lesson's aim, a review activity, motivation/purpose for the lesson, key vocabulary/rules/facts/ideas that the students must learn, questions that the teacher does not want to forget to ask, two to three teacher-guided activities, two independent activities, criteria for lesson evaluation and assigned homework.

b. Quality Teaching is Varied Teaching.

Students process material in a variety of learning styles. All lesson plans will incorporate auditory, visual and kinesthetic activities in order to meet the individual needs of all students. A lesson on the form and function of the organs of the human circulatory system would include a song on the circulatory parts and their functions (auditory), a diagram of the circulatory system in which students would label the various parts (visual), and a game that would require the students to put together a 3-D model of the circulatory system (kinesthetic).

c. Quality Teaching is Relevant to Students.

Teachers will take into consideration the interests and cultural backgrounds of our students in an effort to make all teaching R.I.P.E.: Relevant, Inclusive, Purposeful and Exciting. For example, since there is a large population of Pakistan heritage students in the schools catchment area, we anticipate enrolling a significant number of Pakistani students. We will incorporate Pakistani short stories into our English language curriculum, and include a study on the ancient Indian civilization in our World History class. At the end of the year 6, each student will produce a family history book requiring research into his or her family culture.

2. Character Development.

High quality teaching is not possible if student behavior is not of an equally high quality as well. An orderly classroom is a prerequisite for an effective lesson. A large factor in Rainbow's academic success will be absolute clarity of expectations and the implementation of a consistent and fair Student Management System that reinforces positive student behavior; as well as a Parent, Child and teacher school charter to re-enforce these values.

a) Character Skills.

According to Dr. Howard Gardner, defining and creating an effective character development programme depends on "clarity and common vision." Our school will create this clarity and common vision by basing our character skills development programme on seven core virtues.

Character Skills – The Seven Virtues of Rainbow School

- Tenacity – Never giving up.
- Excellence – Always putting forth your best effort.
- Adventurous Spirit – Willingness to push oneself beyond comfort.
- Teamwork – Acting in the best interest of others and yourself.
- Respect – Treating others as they would like to be treated.
- Self-Reliance – Developing the inner strength to act by oneself when needed.
- Creative expression – Nurturing the creation of original ideas and works.

These seven virtues will be supported through the Student Management Systems such as Vouchers and an array of evidence based teaching methods. The school wide culture supports and reinforces these virtues. Common slogans will be posted and reinforced throughout the school and the classrooms such as: "There are No Shortcuts," "Work Hard, Be Nice," "Team Beats Individual," "Take the Extra Step" and "All of Us Will Learn." In addition, there will be a clear and common set of behavior norms such as looking a person in the eye when speaking or listening, "SLANTing" in class at all times (Sit up straight, Listen, Ask and Answer questions, Nod your head if you understand, and Track the person speaking), positive body language and uniforms. In addition, classroom time will be set aside to teach the seven virtues, focusing on virtues such as teamwork using cooperative learning activities and strategies from resources like Spencer Kagan's "Cooperative Learning" guide.

b. Rigorous and Fair Student Management Systems.

Rainbow School will implement several school-wide and classroom management systems, the most pervasive of which is a system called "Vouchers.". Vouchers are a weekly point system used to measure students' social and academic skills. Based upon daily teacher comments on their vouchers, students are awarded 0-5 "Rainbow Pounds" in the following 10 areas, seven of which are aligned with the seven virtues of the school: Attendance, Homework, Slanting, Tenacity, Excellence, Adventurous Spirit, Creativity, Respect, Teamwork, Self-Reliance. The Rainbow Pounds (£) earned in each category are tallied on Fridays, and brought home to be signed by the parents/guardians and returned back to school on Monday. Rainbow pounds are not real money. The term "pound" is used to remind the students that the points are valuable. While students can earn up to £50 each week, a minimum of £35 on their paycheck tells a parent that the student is meeting the minimum behavioral standards required by the school. A student's yearly pay cheque average will also be used to determine if s/he earns the end of the year trip to London etc. Those students who earn below £30 on their vouchers in any given week will report to Vouchers Center during their lunch lesson and for one hour after school to receive extra tutoring and homework assistance.

3. Focus on Results.

In order to assess attainment of the school's mission, it is essential that we commit to a focus on results. We believe strongly in assessing student performance with portfolios, tests and other objective measures that increase from year to year and do not invite excuses based on the demographics of the

students in Bradford. It is this achievement that enables students to compete at the nation's best Primary and Independent schools. We will have an effective and robust MIS data capable of dovetailing curriculum and assessment information to track and monitor student progress.

Assessments

Teachers will employ a variety of internal assessment tools in order to ensure that the students are developing the academic, intellectual, and character skills that are necessary for success in school, college, and the competitive world beyond. These additional assessment tools will allow our teachers and administrators to critique the school's teaching programme, and to quickly adjust teaching practices, including the establishment of new goals and expectations to better serve the student population. Some of the performance evaluation and assessment instruments to be used include, but are not limited to:

- Weekly tests and quizzes in all classes;
- Portfolios;
- Student notebooks in each subject;
- Daily subject area monitoring;
- Unit tests;
- End-of-course exams
- Projects;
- Homework;
- Parent surveys; and
- Class attendance

4. More Time on Task.

Given the school's numerous learning goals and the fact that many students will arrive behind grade level, we will implement a longer school day and year. The Rainbow model will adopt longer hours on task which are invaluable to helping students make academic gains at accelerated levels. Since students learn at different speeds, the extra time allows staff to do remediation for those students that need to "catch up," and to accelerate those students that are advancing at a faster pace. More time can be wasted but more time on task, means that all students are learning and engaged at all times. The aim is to maximize each minute the staff has with the students each day. Each of these minutes is a "teachable moment" and must be used to its full potential.

We firmly believe that the achievement gap can and must be closed. Our school will relentlessly focus on developing the academic and character skills necessary for every student to succeed in school and life, regardless of ethnic or socio-economic background.

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

ATL vision of Connecting Enterprise and Diversity; is to deliver services to a diverse, innovative and dynamic business, community, jobs, educational and learning sector. ATL aims to promote accessible, quality and inclusive services; with a specific focus on the Black and Minority Ethnic (BAME) communities.

Diversity 'linked with enterprise, innovation and the community'
Diversity is a source of opportunity, whether in enterprise, innovation or the community. As part of our connecting Diversity agenda, we aspire to help disadvantaged communities grasp the opportunities offered by developments in the area, and play a distinctive and positive role in the regeneration of their communities. Our core aims are to increase the participation in enterprise, education, jobs and training, to raise the level of skills, initiate and support communities and to improve and enhance community cohesion.

An Established Provider

We are fully integrated into delivering quality managed programmes and services; and have delivered the Business and Organisational Awareness strand of 290 workshops, one to one support seminars and motivational events targeting BAME and women with a specific focus on diverse communities.

ATL is an established provider of Business, Community, Jobs, Education and Learning Support to a diverse range of clients, with a key focus on BAME / Women and local communities. Working with over 1,000 organisations every year, ATL has developed extensive knowledge, experience and understanding of the issues facing diverse communities and economy in the region. We have been involved in delivering mainstream business support since 2000.

ATL has delivered Awareness, Access and specialist support programmes for BLY, Education, Training, learning and Mentoring programme, A Diversification and Mentoring programme around International Trade, Retail Link - A national programme for Retailers, GCSE and Booster Class Programmes, Schools - Business as a Career Option, Local and sub-regional Community and Social Enterprise Support including the first Social Enterprise Incubators in Bradford, Exploring Enterprise specifically focussing women in enterprise, Procurement Gateway for REGEN 2000, LSC Capacity Building for Community groups and the Yorkshire Forward Diversity in Enterprise delivering intensive business advice. We have produced four toolkits, a number of key research reports and contributed to several regional and national research reports.

ATL has successfully delivered numerous large conferences and conventions specifically targeting BAME / Women businesses and Social enterprises. We have hosted a number of Royal and Ministerial visits.

Our public funders are very diverse in there mix which includes:
- Pheonix Funds

- Business Link Yorkshire
- European Regional Development Fund
- Learning and Skills Council
- Regional Development Agency - Yorkshire Forward
- Bradford Council
- Bradford LEGI -Kickstart Programme
- Leeds LEGI - Sharing Success
- Leeds City Colleges
- Thomas Danby College
- Bradford PACT
- NHS West Yorkshire
- A4E and Working Links via JobCentre Plus / Department for Works & Pensions

As well as a whole host of sponsors from HSBC, PWC, Yorkshire Water etc.

Once we have established a track record for success with our first Rainbow School; our vision is to form internationally renowned Rainbow Schools across the country within disadvantaged and underachieving communities where all students fulfil their potential and achieve excellent standards, and serve as the next generation of leaders for our communities.

Governance Structure

ATL (Yorkshire) Ltd will establish Rainbow Schools as a single charitable legal entity to which all of the Rainbow Schools will belong. Its aim is to operate as a group of collaborating Schools for young people to achieve excellent results, to succeed in a competitive world and to serve as the next generation of leaders for our communities. Our strategic aim is nothing short of transformation of educational opportunities for young people.

The governance of the Rainbow Schools reflects the new approach ATL have taken to leadership & management. A board of 11 trustees oversee the Trust. The trustees represent the sponsors ATL (Yorkshire) Ltd. In addition the Schools are represented on the Trust by the chairs of the School Council representative.

Although the main Trust will carry the legal responsibilities of Governors for all of the Schools, each School will have a local School Council. This structure allows the Trust to provide central strategic direction whilst maintaining localness.

Whilst the Rainbow School Trust will provide strategic direction, the key operational management of the Trust will be carried out and led by the ATL Director of Operations and Development and his team. They will report directly to the Trust through the ATL Chief Executive Officer. The Director of Operations and Development will manage the Trust on a day by day basis on behalf of the Trust.

The ATL Central Office will support the work of the Trust and lead in the set up, support, management and monitoring of the Rainbow Schools. This will be a small central office comprising the CEO, Director of Operations and Development, administrative support, Finance and HR officers, ICT and

infrastructure Officer support.

Outline Core Purpose of the Rainbow Schools Trust

- To provide strategic direction for the Rainbow Schools including the addition of further new School
- To provide strategic vision and support for School Improvement across the Rainbow Schools
- To monitor the effectiveness of the Rainbow Schools support programme and to assure that the School are satisfied with the support and that they are getting value for money
- To receive reports from the School Principal on the effectiveness of their provision for the students in their care
- To ensure that the vision or enabling the School to be autonomous organisations is maintained
- To direct support through the CEO when a case for need is made
- To ensure financial accountability to the DfE and within the School is secure

At the School level, each school has its own School Council. Each Council has 13 members, 7 appointed by the Trust and 6 who represent the School community. The councillor roles are:

5 Councillors appointed by the sponsors, one of whom is the chair PLUS

- o The School Principal who is appointed by the Trust
- o A Student Advocate who represents the interests of the students who is appointed by the Trust from the staff at the School

6 Councillors who represent the School community:

- o The Principal
- o A member of the Teaching or Support Staff
- o 3 Parents
- o A Local representative e.g business / community

The roles of the School Council and the responsibilities of each School Councillor are available on request.

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.

ATL Staff:

ATL with 18 staff members and 27 associates; with a delivery team with over 80 years experience of delivering projects, workshops and support in Yorkshire and Humber for BAME, disability, young people, 50+ and Women groups. Supporting over 9000 individuals and delivering over 500 one to one support, events and workshops through flagship programmes. Most of our delivery team have educational, learning and business backgrounds as well as a clear track record with experience of success. The delivery team will always be customer-focussed offering customers' quality assured services.

Teachers and Supporters:

We have a team 27 qualified teacher volunteers helping to develop on the vision and curriculum of Rainbow schools. We also have 1 headteacher and 2 deputy heads on our advisory group helping to scope curricula strategy, systems, processes , culture and discipline.

██████████ - ██████████

██████████, ██████████ and ██████████

We have a legal experts through ██████████ who have worked on large contracts within the educational establishment and a chartered accountant to help on financial viability and issues of probity.

We hope to be sub contracting work with 3rd Party organisations, E-ACT and People First to help enhance the school offering and embed schools systems and processes; once there is clarity from the DfS.

██████████ has already committed himself to supporting our application and playing an advisory role in the schools development as well as helping to nominate members onto the Rainbow Schools Trust.

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).

Yes, we do plan to work with a third party organisation. we have shortlisted from a group of 8, to two. They are:

1. People Group

2. E-ACT

We have held very positive discussions with [REDACTED] in our Bradford offices, and he is very enthusiastic in supporting our Rainbow Schools proposal.

We have discussed with both partners arrangements to help in staff development and support, development of robust school systems and process; curriculum strategies, comprehensive MIS data systems etc.

Our next phase would be to seek guidance from DfS on sub contracting arrangements and then to finalise formal sub contracting delivery arrangements with clear KPI's, to help support in the educational component of our services.

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]
[REDACTED] have been instrumental in bringing to life Rainbow Schools ([REDACTED], [REDACTED] and [REDACTED]); and have held numerous roles in education, skills, employment and regeneration.

In the next stage of the application process we will be formulating the Rainbow Schools Trust as well as recruiting Members to the Trust, with the priority being on expertise in education, finance, law and business. We already have an endorsement from [REDACTED] - [REDACTED]; as well as [REDACTED] agreeing to help to recruit key members to the board.

[REDACTED] and [REDACTED] of ATL, will be designated the roles for the operational management of the Rainbow Schools Trust, they will also sit as executive members on the Trust; and [REDACTED] will be designated the role of Chair of the Trust.

Teachers and Supporters:

We have a team of 27 qualified teacher volunteers helping to develop on the vision and curriculum of Rainbow schools. We also have 1 headteacher and 2 deputy heads on our advisory group helping to scope curricula strategy, systems, processes, culture and discipline.

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.

There are serious capacity issues in Bradford East Primary schools current capacity (excluding Nursery numbers) is 3302. A further 139 places will be required in September 2010 rising to 435 by 2013.

In Bradford South Primary schools current capacity (excluding Nursery numbers) is 2626 and while no further places are required in this area in 2010 there will be a requirement for 83 places in 2011 rising to 460 required by 2013.

We have also carried out a series of extensive consultations, with parents, teachers, local groups, community centres, faith groups, local networks, etc, which have all been extremely positive with a resounding YES for a Rainbow Free School.

We have a petition with over of over 364 names of young people with over 236 parents in support of a Rainbow Free School. This is only the initial expression of interest, we believe we have just began this journey and when we openly publicise this via media outlets we will be inundated with requests for places.

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

Our proposed capacity would be 525 children with a maximum of 25 children per class with a three form entry.

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

The age range is primary School with a three form entry per year as follows:

	2011	2012	2013	2014
Reception	50	75	75	75
Year 1	50	75	75	75
Year 2	50	75	75	75
Year 3	0	50	75	75
Year 4	0	50	75	75
Year 5	0	50	75	75
Year 6	0	0	75	75

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

September 2011

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.

We have explored several sites, however there are several contingent factors which we need guidance on:

1. Will there be capital funding?
2. How much capital funding there will be?
3. Will there be student uplift? How much this will be?

All these considerations need to be taken into account before we can finalise a site, hence we look to DfE guidance; hence have explored several options including freehold and lease from office blocks, to a old primary school site, to a factory building. Please note details below:

Option 1

Proposed Address: [REDACTED] [REDACTED] Bradford [REDACTED]
Space / Size: 30,600 sq ft
Lease Price / Year: £2.9m Free hold or £9 per sq ft
Renovation Costs: £400,000 approx
Duration for Completion: 4 months
Property Surveyor: [REDACTED], [REDACTED] Bradford [REDACTED]
Refurbishment Designers: [REDACTED], [REDACTED]

Option 2

Proposed Address: [REDACTED], [REDACTED], Bradford [REDACTED]
Space / Size: 16,364 sq ft Lease
Price / Year: £1.2m Free hold
Renovation Costs: £1.2 million approx
Duration for Completion: 6 months
Property Surveyor: [REDACTED], [REDACTED] Bradford [REDACTED]
Refurbishment Designers: [REDACTED], [REDACTED]

Option 3

Proposed Address: [REDACTED] [REDACTED]
Space / Size: 80,890 sq ft
Lease Price / Year: £1.5m Free hold or £2.50 per sq ft
Renovation Costs: £1.5 million approx
Duration for Completion: 10 months
Property Surveyor: [REDACTED] [REDACTED] [REDACTED] [REDACTED]
Bradford [REDACTED]
Refurbishment Designers: [REDACTED], [REDACTED]

Option 4

Proposed Address: [REDACTED] [REDACTED] Bradford [REDACTED]
Space / Size: 61,818 sq ft
Lease Price / Year: £4.00 per sq ft
Renovation Costs: £1.8 million approx
Duration for Completion: 10 months
Property Surveyor: [REDACTED] [REDACTED] Bradford [REDACTED]
Refurbishment Designers: [REDACTED], [REDACTED]

Option 5

There is also the option of taking over two failing schools within the vicinity:

- a) Thornbury Primary, [REDACTED], Bradford [REDACTED]
- b) Feversham Primary, [REDACTED] Bradford [REDACTED]

both are under special measures and both vastly underperforming with parents expressing their despair at the school results their children are achieving and feel incredibly let down.

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

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.