

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)

[REDACTED]

Name of your organisation

Gill Federation of Schools

Address (of organisation or individual)

[REDACTED], Chorley, Lancashire

Email Contact

[REDACTED]

Telephone Number

[REDACTED]

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

No

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

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

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

<input checked="" type="checkbox"/> Yes, our organisation is incorporated Company Registration Number: 7409136 Company Address: [REDACTED], Chorley, Lancashire [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:

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 Lancashire County 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)
Meetings are being planned in November 2010

SUITABILITY OF PROVIDER

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

Do any of the following apply to the organisation (or any consortium member), or to (any of) its director(s)/partners/proprietor(s) or individual applicants (select Y/N):	
Is in a state of bankruptcy, insolvency, compulsory winding up, receivership, composition with creditors (including any Individual Voluntary Arrangement), or subject to an Administration Order or any legal proceedings concerning their solvency?	No
Has been convicted of a criminal offence?	No
Is involved in any illegal activities?	No
Has not fulfilled obligations related to payment of taxes?	No
Is guilty of serious misrepresentation in supplying information?	No
Is not in possession of relevant licences or membership of an appropriate organisation where required by law?	No
Is barred from certain work with children as a result of being:	
[a] included in the list of those barred from Regulated Activity with children, kept by the Independent Safeguarding Authority? Or	No
[b] included in the list kept under section 1 of the Protection of Children Act 1999(4) (list of those considered by the Secretary of State as unsuitable to work with children)? Or	No
[c] subject to a direction of the Secretary of State under section 142 of the Education Act 2002 (5) (or any other disqualification, prohibition or restriction which takes effect as if contained in such a direction)? Or	No

<p>[d] disqualified from working with children under sections 28, 29 or 29A of the Criminal Justice and Court Services Act 2000(6)?</p> <p>For further information on [a], [b], [c] and [d], please contact the CRB 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
<p>If the answer to any of these questions is "Yes" please give details below:</p>	

EDUCATIONAL AIMS AND OBJECTIVES

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

1. Chorley does not have sixth form provision. The six secondary schools are 11-16. There has been parental demand for sixth form provision for many years. Runshaw College is a large tertiary college with 7,400 students and is located in Leyland, about 10 miles away. Some parents have found the transport cost prohibitive. The current reduced transport cost of £390 per year bus fare is the result of public and church pressure on the college. The large learning environment inhibits vulnerable young people from accessing further education. The Free School will provide a smaller nurturing environment for vulnerable young people local to the community in Chorley.

2. Chorley has limited facilities for young people. The Free School will be the hub of the community providing education opportunities for vulnerable 14-19 year olds who would otherwise not continue education with limited skills for employment. The Chorley NEET for March 2010 being 11.6 (Lancashire County 7.3%). One third who are NEET come from vulnerable groups including young mothers, looked after children, care leavers, young people known to YOT

3. There is a significant attainment gap between SEN and non SEN students and FSM and non FSM students and other vulnerable groups who leave KS4 with limited reading, writing, Maths and ICT skills and who may drop off education. % 5A*-C in En & Ma (FSM-29%, statemented-28.9%, SA+-24%) The Academy will provide for these learners at KS4 with work related and apprenticeship pathways together with GCSE English, Maths and ICT. The Academy will also provide for career skills through a curriculum of leadership and management, finance and careers using its business and employer partnerships. These learners will succeed at KS4 in the Academy and then continue into further education and career pathways at KS5.

4. The proportion of young people intending to go to University is lower than NA. The Career and Sixth Form Academy will raise the aspirations of the community.

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 Free School will reflect both the Charter School concept adopted in USA and the career academies programme. Through a small, nurturing environment of high expectations and aspirations and through a highly disciplined but creative learning environment all learners will leave at 19 either going to higher education, gain employment or be established proprietors with skills relevant to their career choices.

Vision

Transforming lives of 14-19 year old young people through creative partnerships of secondary schools, colleges, businesses and parents/carers

The Career and Sixth Form Academy will be the heart of the Chorley community. Its aims will be to:-

IMPROVE LIFE CHANCES OF YOUNG PEOPLE by providing for:-

*Those at risk of not achieving level 2 qualifications including English and Maths in the local secondary schools at KS4 and reduce the attainment gap between SEN and non SEN learners and FSM and non FSM learners and other vulnerable groups. The academy will provide bespoke learning and career pathways from 14-19 including work related learning and apprenticeships. These learners will achieve level 2 qualifications with at least a grade C in English, Maths and ICT including an excellence in reading, writing, numeracy and other life skills necessary to go to further education or start employment. Through partnerships with local businesses and employers these learners will engage in their career pathways through local businesses with the support of the Free School.

*Reduce NEET percentage especially those who are vulnerable and who would not engage in further education if there is no local sixth form provision. Proportion of 16-19 yrs with learning difficulties and disabilities in NEET was worse than NA. These second group of learners include those who have finished their GCSEs in the local secondary schools and are ready for post-16 education. For these learners the Free School will provide unique sixth form learning experiences through the academic or vocational route which will enable them to compete for the top universities or gain relevant employment.

The aims of the Free School will be met through the following principles of:-

- Creative and personalised curriculum
- Outstanding learning environment
- Excellence in learning and teaching
- Transformational Leadership and Management
- Innovative partnerships with schools, businesses and parents/carers
- Strong learner voice and leadership
- Effective self evaluation and quality assurance ethos

Creative and personalised curriculum

The curriculum for each learner will be personalised to enable careers and aspirations to be met.

Each learner (14-19) will be entitled to:

- Level 2 and level 3 curriculum of English, Maths, ICT to equip learners with reading, writing, numeracy and ICT skills
- RE for the delivery of the global citizenship and community cohesion agenda
- PE for embedding healthy lifestyles for 14-19 year olds
- Leadership and management, finance and careers curriculum
- Performing Arts of music, drama and singing

KS4

In addition to the above compulsory part of the curriculum, KS4 learners will be engaged in work related learning opportunities and apprenticeships. KS4 learners will also achieve level 2 BTEC qualifications and work related qualifications eg NVQs. Learners will move on to KS5 curriculum by stage rather than by age.

KS5

Learners will follow a compulsory curriculum outlined above but personalised to meet individual needs. Learners will also follow one or a combination of the following routes:

- The academic pathway leading to places for higher education in universities. Various academic subjects will be offered at AS and A2 levels including Biology, Chemistry, Physics, Maths, English, ICT, Psychology, History, French, Business Studies, Drama, Music
- The work related and apprenticeship pathway leading to employment, or the establishment of local businesses. The KS5 curriculum will also provide continuity for KS4 learners.

Outstanding learning environment

- Extended all day schooling – from 7.30 to 9 pm to access library, ICT and other resources for learners. The community programme will enable the community including parents/carers to engage in learning activities aimed at raising aspirations, skills and knowledge. The Acaemy will be the heart of learning experiences for the community in Chorley
- Staff commitment to extended schooling ethos will offer to learners extended learning opportunities which will enrich the school curriculum. Small class sizes will ensure that learners are supported effectively in their learning in English, Maths and ICT. The special needs department will proactively identify learners for enhanced support through AEPs and in-class support. High standards of behaviour will ensure that all learners receive their learning entitlement without disruption
- Extended week schooling: Monday- Saturday including half terms, Easter and two- week summer. Some learners will extend their learning with businesses over holiday periods
- SEAL will be delivered for learners, staff and parents/carers as part of

the programme of raising emotional intelligence of the school community

- A virtual learning environment including home school portal and staff, learner & parent/carer emails will ensure that effective communication engages all members of the community quickly and effectively
 - Independent learning skills will be built through a continuous learning provision which would be timetabled and monitored through the one to one mentoring
 - The Performing Arts Specialism will create a culture of music, drama and singing which will develop talent and engage the community. The Academy will be the heart of Performing Arts in Chorley.
 - Innovative learning opportunities created through partnerships with businesses and employers will include
 - o One to one mentoring by business professionals
 - o Learning through work places, regular business and employment seminars and workshops personalised for various career aspirations
- The Business and Enterprise specialism will provide unique opportunities for learners to develop essential business skills. The curriculum will be bespoke for each learner in order to meet the learner's career and aspirations.
- A 21st century ICT provision will be integrated into all aspects of learning to enable
 - o Learners to carry on learning away from school eg home school portal
 - o Parents/carers to monitor their children's progress
 - o Efficient data tracking of progress
 - o Effective communication

Excellence in learning and teaching

- Through a proactive programme of employing only the best teachers with extensive experience of teaching level 3 qualifications the Academy will maintain excellence in learning and teaching
- The delivery of good and outstanding learning will be an expectation of all teachers, teachers falling short of this standard will follow rigorous support plans with firm targets for immediate improvement
- Small class sizes at all levels will ensure that learning and teaching is personalised
- Weekly one to one mentoring with targets reviewed regularly will enable all learners to be supported and nurtured
- All staff will be expected to engage in a personalised CPD programme to improve pedagogy and sustain excellence
- The Academy's targets and objectives will be translated into Performance Management targets of all staff which will ensure that CPD is closely linked to meeting the Academy's targets and Improvement Plans

Transformational Leadership and Management

The capacity of the academy will be built and sustained through the following systems;

- Outstanding and successful leaders of businesses will form the school governance. The structure of the governance will be reviewed regularly so that it meets the growing needs of the learners and the community, and that

all learners are engaged in suitable career pathways which improve their life chances

- Commitment of all teachers to work across whole school issues through distributed leadership model will enable the Academy to establish and sustain high standards of discipline, expectations and aspirations. School leaders will be highly skilled through a rigorous and structured CPD programme linked to performance management aimed at meeting the targets set in the Academy Improvement Plans
- Commitment to raising the leadership and management skills of the community will make the Academy the heart of learning and enterprise activities whilst developing financial and resource capacity
- Strong leadership and management roles of learners will ensure that learners take active roles in the Academy, become part of decision making and develop skills important for success in life beyond the Academy
- The Academy will apply for Performing Arts and Business and Enterprise Specialisms. The Performing Arts Specialism will help to engage all learners and improve their self confidence and self esteem. The Business and Enterprise Specialism will be a powerful tool for embedding the vision of the career pathways. Both the Specialisms would enhance the Academy's financial capacity to offer 21st century learning experiences and engagement with the community.
- Partnerships with other secondary schools and tertiary colleges will be an important part of capacity building to share resources, skills and knowledge

Innovative partnerships with parents/carers, schools, businesses

Partnerships with parents/carers

Parents/carers will be authentic partners in the Academy at many different levels. Through formal agreements all parents/carers will agree to engage in a minimum number of hours of activities in the Academy in addition to supporting the learning of their children through the mentoring programme.

- Parent/carer commitment of 14-16 year olds- to attend a minimum number of parent workshops such as RE studies, community cohesion, global citizenship, careers, healthy lifestyles, managing teenagers, ICT and home school portal skills
- Weekly meetings of parents/carers with mentor and learner will be made compulsory for those learners moving in at KS4 from other schools
- Participation in the parent/carer working party
- Participation of parents/carers in the life and soul of the Free School
- Engagement with the home school portal to track children's progress and to improve home school communication

Partnerships with secondary schools and tertiary colleges

Partnerships with secondary schools at KS4 and multiagencies will ensure that vulnerable learners and those at risk are quickly identified, and suitable alternative pathways implemented in the Academy.

Partnerships with secondary schools and tertiary colleges will ensure that a relevant KS5 curriculum is provided for KS4 learners. Tertiary college partnerships will bring in additional capacity for delivering the KS5 curriculum.

Strong learner voice and leadership skills

- Learners will have a powerful impact on decision making
- Through the leadership and management curriculum, learners will take up increasing leadership and management roles in the Free School over the years

Self Evaluation and quality assurance ethos

- All strategies and actions will have effective self evaluation processes to enable evaluation of impact and best value for money
- Quality assurance systems will ensure that standards of delivery are monitored, reviewed and evaluated and timely remedial action is taken to achieve the desired outcomes
- Community voice will be regularly explored to assess the impact of strategies to raise standards and aspirations and to determine further developments.

Admissions Policy will be inclusive in accordance with DfE guidelines

SEN policy: The Free school is committed to an equal opportunity policy ensuring that all groups of learners have a curriculum entitlement. The Free school is committed to removing barriers to education for all groups of learners. It is committed to identifying barriers to learning, and implementing individual learning plans (IEPs) to enable learners with learning difficulties and disabilities have equal access to education and be successful.

The Free School will work closely with the local community, secondary schools and local businesses to enrol vulnerable learners who will benefit from work related and apprenticeship programmes at KS4. The work of the Free School will be high profiled through a structured marketing programme with local papers which will help to communicate information to parents in the community. Open evening opportunities will be provided to the local community to visit the Free School. The Free School will also work closely with multi agencies such as social workers, youth offending teams, education welfare officers to identify and enrol vulnerable young people who will benefit from its programmes.

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

In addition to the aims highlighted in the previous section other aims will be to:-

RAISE THE ASPIRATIONS OF THE COMMUNITY and improve standards of living for the most vulnerable in Chorley. Increase number of young people entering further education and Universities. The proportion of young people intending to go to University in Chorley is below NA

ENGAGE THE COMMUNITY IN EDUCATION and raise the profile of the importance of education. The proportion of the working group qualified to NVQ level 4 is estimated to be below NA in Chorley.

INTEGRATE BUSINESSES WITH EDUCATION through the Business and enterprise Specialism so that learners are equipped for life beyond the academy and the employers are able to recruit learners who have the necessary skills for employment in various industries and enterprises. In 2009, 4,230 active enterprises existed in Chorley which is also the home of a number of important and well established local employers.

INCREASE THE NUMBER OF LOCAL BUSINESSES by empowering learners to becoming effective entrepreneurs

BRING ABOUT GREATER COMMUNITY COHESION through the delivery of global citizenship programme which will foster respect and individual responsibilities. Indirect impact of continuing to engage all groups of young people in education will include reducing anti-social behaviour, alcohol and substance abuse and other social ills which arise because of lack of engagement activities for young people. 52.9% of adults in Chorley think that activities for teenagers need improving and 41.1% of teenagers in Chorley think that hanging around their streets of their areas are much of a problem. The rates of drug and alcohol abuse amongst young people in Chorley are worse than NA. Alcohol specific hospital admissions are also higher than NA

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.

Some of the elements of the capacity of the Academy is set out in the transformational leadership and management agenda.

Leading and successful local employers, and entrepreneurs will be invited to form the governance of the Free School who will provide the capacity for the Academy's vision in terms of expertise and experience. The Free School will

have access to at least 4000 active enterprises locally. These enterprises will provide the capacity for work related and apprenticeship programmes at KS4 and KS5. The Academy will be led by [REDACTED]. I have had extensive leadership and management experience both in business and education. My knowledge and experience both in business and education will be invaluable in creating an effective environment with businesses and employers to drive the Academy's vision of career driven learning pathways. I have the capability of working with businesses and negotiating with them as evidenced in my past record of working in industry and business. A copy of my career history is provided with this application.

The Free School will apply immediately for Performing Arts and Business and Enterprise Specialisms which will provide additional financial and resource capacity. The ethos and values of Performing Arts and Business and Enterprise Specialisms will strongly underpin the Academy's vision and will give additionality to the Academy's capacity. The Dual Specialisms will be closely integrated into the Academy's improvement plans and will be used to raise learners' self esteem and confidence. The Specialisms will also help to foster community cohesion, national and global citizenship through its agenda of working with the community and raise standards in attainment across the curriculum in the Academy.

The leadership and management of the Academy will be based on the distributed model and will be solutions oriented. The capacity of the leadership and management team will be built through a rigorous induction process led by entrepreneurs and successful employers and delivered in residential settings and sustained by a programme of coaching and mentoring. High expectations and standards will be valued by all staff. In addition through a sustained programme of CPD integrated into performance management leadership and management skills will be embedded quickly and effectively thus building sustained capacity in leadership and management of the Academy.

Through a comprehensive curriculum of leadership, management, finance and business studies, learners will be suitably challenged and supported in leading and managing aspects of the Academy which would constitute part of the Academy's vision in the longer term. This would include entrepreneurial activities which will provide learners with real life business experiences.

In addition structured and planned short and long term partnerships with local secondary schools and with tertiary colleges will also be used extensively to provide capacity in terms of resources and expertise.

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).

One of the ways the Free school is going to build capacity is by working in

partnership in the following ways:

1. Informal partnership arrangements with local secondary schools and multi-agencies to identify vulnerable young people who are at risk of not achieving level 2 qualifications in English, Maths and ICT and who continue to be disaffected inspite of extensive support and subsequently to provide alternative career pathways in the Academy into post -16
2. Informal and formal arrangements with businesses, employers, entrepreneurs and public sector services so as to deliver a substantial provision of relevant career pathways through work related and apprenticeship programmes integrated into a compulsory curriculum.
3. Selected local business leaders, entrepreneurs and employers will form the governance through formal agreements
4. Formal Partnerships arrangements with tertiary colleges and businesses/employers to provide resources and expertise in some aspects of range of KS5 options if required depending on the breadth of the curriculum needed to meet the needs of post 16- learners. The courses will be a combination of academic and vocational qualifications and apprenticeships.

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 key individuals will be:

1. [REDACTED]
2. A governing body/ Trust comprising of successful employers, entrepreneurs, business leaders, tertiary colleges

Those who have agreed to be governors include the following:

1. [REDACTED] - distinguished accountant who will be part of the finance and personnel committee
2. [REDACTED] - excellent teacher with extensive experience in performing arts. [REDACTED] will lead on performing arts and will be the staff governor.
3. [REDACTED] who will be the parent governor. [REDACTED]
4. [REDACTED], [REDACTED] in Chorley, will be part of the curriculum committee which will offer work related and apprenticeship opportunities
5. [REDACTED] with experience of post 16 curriculum and a mother of young children
6. [REDACTED], [REDACTED]

Some of the governors named above will be invited to be trustees once confirmation of proposal is received. The trustees and the governors will be key in the start up plans, and monitoring of its efficient implementation..

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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.

A two day public consultation, posters in a local fish & chip shop & hairdresser, and door to door canvassing has resulted in at least 300 signatures from local people in Chorley who express the need for a sixth form provision in Chorley. An article on the proposal has been published in the Chorley Guardian on 4th August which would now draw greater publicity.

A sample of a cohort of Y.10 learners in a local secondary school indicated that a high percentage of young people in Chorley would favour a sixth form provision. The figures represent an underestimation of the demand as students were given no marketing pitch except being told if there was a provision in Chorley would they be interested. In this research, 175 returns were received which represented one Y.10 cohort in the school. 3% of the respondents did not plan for further education. Of those who wanted to go for further education, 63% indicated that they were interested in a sixth provision in Chorley (106 yes and 63 no). The survey is in its early stage as students have not been given any information on the details of provision. With proper systems for an open evening when more information will be available; it is expected that the numbers will be higher for the provision in Chorley. These numbers do not include those students who will be joining the Academy between 14-16 and continuing their post-16 education.

The 14-16 numbers are based on informal discussions with senior leaders, Headteachers and personal experience about schools which indicate that a significant percentage of vulnerable students do not leave at 16 with English, Maths and ICT qualifications. In addition, these students often do not opt for further education. The Academy's proposal will fill the gap in the area as the PRU is currently working with 60 young people but this does not meet the demands of the local schools. The Academy offers an alternative route from permanent exclusion and lack of continuity into post-16. Recent Ofsted

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

Sept 2011

The total number of students in the first year will be as follows:-

Year 9- 50 students

Year 10- 50 students

Year 12- 100 students

TOTAL 200 students

Sept 2012

The numbers in the second and subsequent years will be as follows:-

Year 9- 50 students

Year 10- 50 students

Year 11- 50 students

Year 12- 100 students

Year 13- 100 students

TOTAL 350 students

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

Initial age range 14-19

Then with further consultation on the needs of students in the local area and with planned capacity building, it is intended that the free school will provide 11-19 schooling and then all through schooling for vulnerable students.

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

Sept 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.

Three possibilities

1. [REDACTED], [REDACTED], Chorley, [REDACTED]

Local discussions has indicated that this building used to be a grammar school then later a teacher training college at some point. I understand that currently the building is used by the [REDACTED] including [REDACTED]

A part of the building now also houses the [REDACTED]. I understand that the building is not utilised to its full capacity. There is additional office space and rooms connected to this building that used to house the information centre for young people but this space is now being used for [REDACTED]. I believe that the Chorley Council Services can be rationalised to free this useful space for the Academy as the building is already designed for a school. Some of these services are Lancashire services which could be transferred to other permises. The issue needs further discussion with the Council which would be carried out once the proposal is at least initially accepted at the first stage.

2. Primary school

I understand from some local school leaders that a primary school is to be closed in Chorley. I do not yet have details of the school but once the proposal is approved then I would explore opportunities along this line of query.

3. [REDACTED]

The property comprises three retail units fronting [REDACTED] with a large green area of 0.75 acres in the rear

Ground Floor	96.2 sq.m	72.6 sq.m	341 sq.m
First Floor	44.7 sq.m	18.4 sq.m	81.6 sq.m
Second Floor	44.7 sq.m	44.7 sq.m	
Basement			183.7 sq.m

Refurbishment will cost an estimated [REDACTED] pounds and rental will cost [REDACTED] per year. The properties can be bought for approx [REDACTED]. I have seen the retail units and I have had discussions with [REDACTED] of [REDACTED]

[REDACTED] Tel No [REDACTED] [REDACTED]

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.