

**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**

Discovery New School

**Address** (of organisation or individual)

██████████, ██████████, ██████████, Crawley. West Sussex. ██████████

**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)  
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"/> <b>Yes, our organisation is incorporated</b>  Company Registration Number: 07308972  Company Address: [REDACTED], Crawley, West Sussex. [REDACTED]  Details of Directors and Secretary: [REDACTED], [REDACTED]
<input type="checkbox"/> <b>No, our organisation is not yet incorporated</b>  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.

Ages 4 - 11 in 7 classes with 15 children in each year group .  Reception and Year 1 Class1 (15 pupils) Class 2 (15 pupils) Year 2 and Year 3      Class 3 (15 pupils) Class 4 (15 pupils) Year 4 and Year 5      Class 5 (15pupils) Class 6 (15 pupils) Year 6                      Class 7 (15 pupils)  Total pupils 105 pupils.
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**When do you hope the Free School will start operating** (for your first set of pupils)?

September 2011
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**In which Local Authority area will the school be based?** If you are near to a LA boundary, please include name of neighbouring LA(s)

Local Authority West Sussex

Neighbouring LAs Surrey, Kent, East Sussex

**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)

Henry Smith, meetings with Leader West Sussex County Council (now left to be MP for Crawley)

██████████, Education Projects is liaison for WSCC

Henry Smith (MP) has pledged full support and has been active in our campaign for a new school, meeting with us on several occasions and lobbying on our behalf. Henry Smith continues to be in regular contact.

WSCC officials listed above have provided some information on buildings and demographics and pupil forecasts. However they have stated that the: "County Council has no current policy position in relation to Free Schools... and there is no capital funding". They have provided information from within the education department with regards to forecast pupil numbers but no further access to their grid for learning.

**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 met with ██████████ in January 2010, attended the conference in March 2010 expressing our support to Mr Gove personally at this conference. We have been in frequent communication with NSN, including social media and email/telephone communication most recently with ██████████ who has helped to focus on our application. We are booked to attend NSN again on 24<sup>th</sup> July 2010.

We were contacted and met with Partnerships for Schools as part of their review of schools hoping to establish in the next 12 months.

A draft of this document has been reviewed by NSN and we have incorporated additional evidence suggested.

**SUITABILITY OF PROVIDER**

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

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

<p>[d] disqualified from working with children under sections 28, 29 or 29A of the Criminal Justice and Court Services Act 2000(6)?</p> <p>For further information on [a], [b], [c] and [d], please contact the CRB <a href="http://www.crb.homeoffice.gov.uk">www.crb.homeoffice.gov.uk</a>.</p>	<p>No</p>
<p>Is disqualified from registration under Part 10A of the Children Act 1989(7) for child minding or providing day care?</p>	<p>No</p>
<p>Is disqualified from registration under Part 3 of the Childcare Act 2006(8)?</p>	<p>No</p>
<p>Is a member, or has been a member in the past, of a proscribed organisation?</p>	<p>No</p>
<p>If the answer to any of these questions is “Yes” please give details below:</p>	

**EDUCATIONAL RATIONALE, AIMS AND OBJECTIVES**

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

We have 83 children on our waiting list representing over 180% of our proposed initial intake.

There are currently no Montessori primary schools in the area but there is demand, see comments below:

"I was so happy to learn about this new school from the County Mall Crawley stall today.. I believe that children need to be more motivated and their interests need to be more noticed..I think the Montessori approach can make this happen." [REDACTED], parent of two boys.

"..we were struck by several aspects of DNS, the Montessori approach, openness to parental involvement, a smaller school/class".... [REDACTED], parent of three boys, Crawley.  
(Contact details are available subject to data protection and confidentiality conditions)

Crawley has one of the lowest graduate, GCSE and skill levels in the region. It also has the highest number of children with English as an additional language in the area. We hope to raise the level of aspiration and this starts in primary where children's expectation and work ethic are formed. Currently 30% of the children registered with us come from an ethnic minority background.

We will have a Christian ethos in the Anglican tradition however our admissions will be open to all irrespective of faith and our curriculum will teach respect and tolerance for all religions or none.

The proposed management team ran a Montessori Primary School in Crawley for five years. We had great success and support from parents however we could not reach all the children that we wanted to due to funding.

**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.

#### About the school

We believe in education on a human scale. The school will be a 0.5FE Montessori primary school. The new freedoms on pay and conditions will enable us to have class sizes of approximately 15 pupils.

#### Teaching method

We will be teaching a Montessori curriculum using Montessori equipment, lesson plans and classroom organisations.

#### Admissions

We will conform to the admissions code, and we aim to ensure that children from deprived areas are not disadvantaged. We will determine an inner and an outer catchment area.

When managing places in the case of oversubscription we will use an allocation priority as follows:

1. Children with a statement that name DNS, and looked after children
2. Children that live within our outer catchment area who have sibling(s) that will be at DNS when they start school.
3. Children that live within our inner catchment area who have sibling(s) that will be at DNS when they start school.
4. Children that live in our inner catchment area up to one third of intake
5. Children that live in our outer catchment area.
6. Any other children.

In the case of oversubscription within each category places will be assigned by random allocation to ensure fairness.

Guidelines will determine residence within the catchment areas and the definition of siblings.

#### Aims of the Curriculum

Children have the right to come to school where they are understood, discover the excitement of learning and achieve.

We believe that this is possible with small class sizes, teachers free to teach, parent participation, and a Montessori approach. Every child should have an equal right to quality education; and all aspects of the curriculum should be accessible to every child, regardless of sex, race, religion or ability. We recognise each child as an individual and that every child has the right to be respected as such. Every child has the right to intelligent help, hands on experience, time to make his/her own discoveries and the right to develop at his/her own pace.

#### Aims for the pupils

In delivering a curriculum which is broad, balanced, relevant and purposeful, the full range of which is available equally to all students, it is intended that children should be supported in developing the following key skills:

- High levels of self-esteem, self-belief and self-motivation.
- Confidence in working both independently and in collaboration with others.
- Curiosity, creative problem solving and reasoning skills.
- Essential literacy and numeracy skills.
- The ability to acquire, build on and apply a broad range of knowledge and skills.
- Recognition of the importance of being healthy and staying healthy.
- An understanding and appreciation of the diversity of our world and its people.
- An awareness on the impact that we have on the world at a personal, social, community and global level.
- An awareness of rights and responsibilities.
- A lifelong love of learning.
- To behave confidently and appropriately for the situation

#### Pupil discipline

From the beginning pupils will be taught self respect and empathy for others. We will support teachers who set high expectations and we recognise that boredom, excess energy, fatigue, poor nutrition, frustrations and lack of clarity of activities can lead to poor behaviour. We look beyond behaviour to the causes whilst still expecting the highest standards. We will encourage good behaviour through:

#### Structure

There will be a structure appropriate to the age of the pupils with limits and freedoms clearly defined. These are based on consideration of others.

#### Imitation

The teacher is the example, good behaviour should be taught and modelled by all staff.

#### Direct Teaching.

Part of the curriculum is teaching good behaviour and manners. "grace and courtesy lessons". We believe that both pupils and the school will reap the rewards from time taken in explicitly teaching good behaviour.

#### Social relations

Teaching skills in school that enable children to grow into adulthood confidently for example: posture, shaking hands, being a good host.

#### Work

Through meaningful and satisfying work children are occupied in challenging endeavours and time is spent in a positive way.

#### Independence

The teacher never does anything for the pupils which they can do for themselves. This fosters independence which enhances their self-concept and capabilities. The teacher helps the pupil if they need his/her guidance.

#### Correction is specific



If a pupil runs in the classroom they are told to go back and walk. They are told what to do, not what not to do.

#### Tracking performance children

The main purpose of assessment and record keeping is to be able to support children's developmental progress through carefully targeted delivery of the curriculum. We achieve this in different ways in different areas of the school:

#### Reception and Year One pupils

- Targets are set for each child at the beginning of each term and are added to and amended as the term progresses.
- Observations are carried out on a daily basis and are recorded. This provides on-going assessment of the tasks and activities that individual children are working on.
- At least one in depth observation is carried out for each child during each half term.
- Termly progress reports are completed for each child reporting their development in the Montessori Curriculum, as well as their National Curriculum levels or Early Learning Goals.
- If required by statute we will complete foundation stage profiles for children at the end of the foundation stage. Otherwise we will report children's progress using Montessori assessment grids.
- The reception children's Key Workers (usually the class teacher as only 7/8 reception pupils in each class) are available at the beginning of each term for parent conferences to discuss individual children's targets and/or progress reports.

#### Year 2 to 6

- Targets in all the key areas are set for each child at the beginning of each term and are added to and amended as the term progresses.
- Observations are carried out on a daily basis and are recorded. This provides on-going assessment of the tasks and activities that individual children are working on.
- Children assess their own progress through the use of rubrics which may be completed individually, with the teacher/assistant, or as a class.
- At least one in depth observation is carried out for each child during each half term.
- Each year reports are completed for each child that cover progress in the key areas of language, maths, and science, as well as general progress in all other subjects and cross curricula areas. National Curriculum levels will also be reported and explained to parents.
- The class teacher is available termly for parent conferences to discuss the progress of individual children.

Children are involved in their own assessment throughout the school as many of the activities contain a built in 'control of error' which allows the child to self correct and/or assess their own progress.

#### Tracking performance teachers

We will create a learning environment where lead teachers support the planning and delivery of junior teaching and support staff. Individual

performance reviews will occur annually but through sharing best practice, team teaching, INSET days and CPD all teachers and support staff will continually improve their skills. It is our policy to use probationary periods for new staff to ensure that they meet the highest standards and are aligned to our expectations.

#### Special Needs

We believe that small class sizes will be particularly beneficial for children with special needs. The Montessori curriculum and planning ensure individually tailored learning. However we do believe that identification and targeted support is important for children with special needs.

We will have an Inclusion Manager who will:

- Support teachers in identifying and planning for children with specific needs
- Support teachers in planning for children with EAL
- Make arrangements for first language assessments where appropriate
- Train teachers in culturally inclusive strategies
- Monitor children from deprived areas
- Monitor progress across the school for children with special needs,
- Co-ordinate specialist support (e.g. speech and language therapists, educational psychologists, doctors).
- Deliver one to one and group intervention work using Montessori and other tools to boost children's outcomes.
- Run INSET training on specific strategies where appropriate (e.g. Picture Exchange Communication, Makatons, TEACCH).
- Meet with parents and professionals.

#### Deprivation

DNS will outreach to children from less advantaged backgrounds and areas of deprivation through community groups, communication and cooperation with other agencies. Practically, this may involve contacting Gingerbread, Church groups, Sure Start etc. Once in the school we will monitor this group of the school community and if necessary target additional resources.

#### Targets for performance

Above all we consider detailed observations the most accurate measure of children's progress (value added). We will quantitatively (as well as qualitatively) measure children's progress in the Montessori Curriculum using assessment grids informed by observations (similar to APP). We aim to have children observed by both the class teacher, support staff and senior management throughout their school career. We anticipate using external moderators to sample children's work ensuring standards are met.

We will also use National Curriculum levels to inform parents and measure progress. When children enter the school, and updated in year two we will set a national curriculum level target, which is ambitious but achievable for each child. The senior management of the school will use these, alongside our Montessori value added data, to set and monitor targets for the school.

We will continue to track our pupils through secondary school because we

believe our success as a school is strongly based on how well we prepare children for later success, not just one test or measure. We want to instil very high aspirations, which can best be measured after school leaving age.

#### Outline of curriculum

We will organise the school into mixed age classes of approximately 15 pupils per class. There will be two classes for each paired age group ( 2 x R & year 1, 2 x year 2 & 3, 2 x year 4 & 5) and a separate year six class. Every class will follow a broad and balanced spiral curriculum.

The Montessori Curriculum will be mapped to the National Curriculum ensuring children cover all the National Curriculum for KS1 and KS2 by the end of year 6. We aim to ensure that children can move from DNS to other schools successfully.

We aim to achieve an aggregate score of 250 in KS2 National Tests, which would exceed the current England and Crawley averages.

Children will be taught to respect all religions and none within a broadly Anglican tradition. They will learn about other religions as part of the curriculum.

Throughout the curriculum we will ensure children's spoken English and pronunciation is of a high standard in order to assist correct written language.

Subjects by year group (link to National Curriculum subjects where named differently)

#### Reception and Year One:

Through the Montessori Curriculum by the end of reception children should have met the early learning goals from the EYFS, and then move on to the beginning of KS1 in a smooth transition in Year 1. This also means that children in Year 1 who have not yet met the early learning goals will be offered more support, and children in reception who have already met the early learning goals can move onto KS1 early.

Maths, Language Arts (English), Botany (Science), Zoology (Science), Science Experiments, Practical Life (PSHE), Sensorial development (PE, PSHE), Art & Music, Geography, History, Development of Movement (PE), Informal French (MFL).

#### Year 2 and Year 3. A smooth transition between KS1 and KS2.

Maths I and II, Language Arts I and II (English), Botany (Science), Zoology (Science), Chemistry (Science), Science Experiments, Health, Nutrition (PSHE) and Physical Education, Advanced Practical Life (PSHE), Art & Music, Elements of Geography I and II, History, Cosmic Education and Peace (RE, PSHE), Formal French (MFL).

The five great lessons are stories to teach children about the world and are used from year two upwards. They provide a context for detailed Science and Maths learning. These are The History of the Universe (the big bang), Life comes to earth (evolution), Man comes to earth (evolution), Story of

Language and The Story of Number.

Year 4 and Year 5. (KS2)

Maths I and II, Language Arts I and II, Botany (Science), Zoology (Science), Chemistry (Science), Science Experiments, Health (PSHE including Sex education), Nutrition and Physical Education, Advanced Practical Life (PSHE), Art & Music, Elements of Geography I and II, History, Cosmic Education and Peace (RE, PSHE), Formal French (MFL), Latin Minimus.

Year 6 (KS2 and preparation for transition to KS3).

Maths I and II, Language Arts I and II (English), Botany (Science), Zoology (Science), Chemistry (Science), Science Experiments, Health, Nutrition (PSHE) and Physical Education, Advanced Practical Life (PSHE), Art & Music, Elements of Geography I and II, History, Cosmic Education and Peace (RE, PSHE), Independent Project Work (Cross Curricular), Preparing for transition, Formal French (MFL), Latin (Minimus Secundus).

(Curriculum adapted from Hethersett Montessori, North American Montessori Teaching Centre, Derby Montessori, and advice from Kent and Sussex Montessori).

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

Discovery New School has been established to establish and operate schools and to deliver and enhance education using Montessori and other educational methods.

Through Montessori education, our aim is to enhance the development and education of children and young people, of and under statutory school age, by offering appropriate play, education and activities. This development will include the promotion, support and enabling of health and wellbeing (intellectual, physical and emotional), social cohesion, equality, inclusion and diversity.

Where necessary to train teachers, teaching assistants, parents and others in methods of learning and education and to develop methods, software and processes to enhance and assist in the provision of education.

**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.**

The management team of Discovery New School have previously run a Montessori Primary School for five years. [REDACTED] was [REDACTED]

"My son was turned around from being very despondent to a happy boy at school and without your help in his earlier years, I totally believe he would not be achieving now.

Thank you again for all of your help over the years, and very best of luck with the new school."

[REDACTED], Crawley parent whose son attended [REDACTED].

The founding committee (consisting of the proposed management team and proposed trustees) are all graduates, have considerable experience between them and have strong personal ties to the area.

[REDACTED] – proposed head teacher

[REDACTED]

[REDACTED] - Proposed Inclusion Manager

[REDACTED]

[REDACTED] – Proposed Business and Projects Manager

[REDACTED]

██████████ – Proposed Trustee

██████████

██████████ – Proposed Trustee

██████████

██████████ – Proposed Trustee

██████████

To date Discovery New School is receiving legal advice from ██████████ (trainee solicitor) and ██████████ (Bar Professional Training Course) on a pro bono basis.

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

We no plans for any formal relationship although we may use consultancy from organisations as appropriate. Since we have project management and teaching skills and experience we anticipate that the management team will leave employment and devote time during 2010 and 2011 to devote further time to this project as required.

**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.

We anticipate that at the appropriate time the proposed independent trustees will form the charity to oversee the management team

**Proposed Employed Management Team**

██████████ (Projects, Facilities and Business Manager)  
██████████ (Head Teacher, Curriculum, Staffing)  
██████████ (Inclusion Manager) (Name protected for confidentiality, available on request)

**Proposed Trustees**

██████████ (██████████, Future Trustee)  
██████████ (Future Trustee)  
██████████ (██████████, Future Trustee)

Interviews by Trustees are planned and they will take up references of proposed management team at appropriate time. Trustees will measure proposed employee experience against person specifications now being prepared.

**Availability**

██████████ owns ██████████ and is available immediately and full time to devote to DNS.

██████████ works in a ██████████ on a short notice the head teacher is aware of DNS and understands that when required ██████████ will leave to concentrate on the new school.

██████████ provides ██████████.

██████████ and ██████████ work part time, ██████████ works full time. All will make sufficient time for DNS trustee work.

### **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.

In July 2010 we collected names and contact details/petition for a potential waiting list over a three day period in central Crawley:

186 people registered interest in our school.

Of this sample 131 were local, 121 had children themselves, and 37 were from ethnic minorities.

In detail, after removing children of the wrong age or locality we had:

Reception - 27 children representing 180% of our intake requirements (of 15)

Year 1 - 16 representing 107% of our intake requirements (of 15)

Year 2 - 16 representing 200% of our intake requirements (of 8)

Year 3 - 11 representing 157% of our intake requirements (of 7).

Of the above approximately 30% were from ethnic minorities. Crawley has a number of areas where social deprivation exists. These were represented proportionally in our sample based on post codes.

Parents have already started to offer their expertise. E.g. "It is great to hear people are thinking about alternatives [Montessori]. Please do not hesitate to contact me if I can provide any help or assistance". [REDACTED], Crawley parent.

Significant further housing growth is planned in Crawley and West Sussex demographic information show a potential underprovision of places in a number of local schools.

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

Capacity: - 105 Children target (max limit 119)

Classes: - 7 classes with 15 children in each

The trustees would give the head teacher discretionary the option to expand classes to 17 children in exceptional circumstances (e.g looked after children).

We intend to build the school from a minimum of 3 classes with a start size of up to 45 children.

We calculate that this number of pupils in small classes will be possible based on NSN estimates of per pupil funding provided we use experienced Montessori teachers and common Montessori levels of pay and conditions.

We expect to have to be imaginative in our use of the building (e.g renting out



facilities where possible) and resources so as to be able to prioritise teacher ratios over other demands.

**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 continue to discuss with West Sussex County Council the use of a former Primary School now vacant having been used most recently as a teaching professional centre (██████████, ██████████, Crawley, ██████████). This was viewed by Partnership for Schools as part of their recent review. However WSCC current plans are to demolish and build housing, although planning permission for development is due to go to committee in August. Therefore we have identified a further building immediately available for both lease and sale.

We have identified a further building (offices) currently available for lease or sale, ██████████, ██████████, Crawley ██████████ (7772sqft in total). This has also been viewed several times and we have studied detailed floor plans, security, refurbishment requirements, and planned classrooms and facilities in outline. The agent is recommending our proposal but is awaiting our funding position before being able to take the property off the market. This property has 337 sqm available now, sufficient for our initial needs and a further 385sqm available in 2013 at the latest (now under lease to the NSPCC). This would entirely meet our needs and is cost effective at £9.50 sqft .

**Further information**

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

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

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

**Next Steps**

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

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