

**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**

██████████ (lead contact) and ██████████ (nominated representative)

**Name of your organisation**

The Looking Glass Theatre Ltd

(School to be called - Looking Glass Academy of Performance Arts)

**Address** (of organisation or individual)

Leith House,  
██████████,  
Northampton,  
Northamptonshire  
██████████

**Email Contact**

██████████

N.B. There will be a new email address if we progress to Stage 3

**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)

1. "The Looking Glass Theatre Ltd" - Business, although run as a not-for-profit organisation as both directors, previous full-time teachers / Senior Management Team / Head of Department in Independent Education. The company runs a Saturday Theatre School (8-18), Educational Workshops, Theatre in Education, "Trinity & Guildhall" of London graded classes in "Acting & Speaking"/ "Musical Theatre", professional touring productions to rural venues / areas of arts deprivation.
2. We are currently in the process of setting up an unincorporated association, with the following aims and objectives:
  - To provide opportunities for young people under the age of 25 who are members or associates of "The Looking Glass Theatre" to enjoy and participate in theatre and the arts through the provision of activities, equipment and resources.
  - To promote and provide educational opportunity and achievement in theatre, the arts and academic attainment.
  - To provide opportunities to participate in theatre and the arts through the disbursement of grants and bursaries where the beneficiaries personal finances would otherwise not permit.

**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.

**Yes, our organisation is incorporated**

Company Registration Number:

4558863

Company Address:

Looking Glass Theatre, [REDACTED], [REDACTED],  
Northampton, [REDACTED]

Details of Directors and Secretary:

Directors – [REDACTED] and [REDACTED]  
Secretary – [REDACTED]

**No, our organisation is not yet incorporated**

Approximate date by which it will be incorporated:

N.B. We, if successful in progressing to Stage 3, propose to set up a Limited Company called "The Looking Glass Academy Of Performance Arts Ltd"; this will become the Trust.

**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:

Northampton 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)

A meeting was held in September at John Dryden House County Council Offices with the [REDACTED] and the [REDACTED] from Northampton County Council. It was a positive meeting and we are to keep in touch as things develop.

A spokesperson for Northamptonshire County Council, issued on Friday 17<sup>th</sup> September, 2010, said:

"We have an open mind to any changes that can help bring about improvements to the educational opportunities and outcomes for young people in Northamptonshire. This is evidenced in the partnerships we've already formed with academy sponsors. We're happy to advise, and assist where possible, any development that can improve education in the county'."

On Monday 20<sup>th</sup> September, 2010, we were emailed by the Placement Planning Manager at Northampton County Council, who has provided us with:

- 1) The Northampton section of a draft Strategic Plan which is currently out for consultation (attached with Proposal Form)
- 2) Northampton schools roll and capacity data
- 3) A table of recent births in Northampton town

This data is analysed below in "Evidence of Demand".

**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?	<i>No</i>
Has been convicted of a criminal offence?	<i>No</i>
Is involved in any illegal activities?	<i>No</i>
Has not fulfilled obligations related to payment of taxes?	<i>No</i>
Is guilty of serious misrepresentation in supplying information?	<i>No</i>
Is not in possession of relevant licences or membership of an appropriate organisation where required by law?	<i>No</i>
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	<i>No</i>
[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	<i>No</i>
[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	<i>No</i>

<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>	<i>No</i>
<p>Is disqualified from registration under Part 10A of the Children Act 1989(7) for child minding or providing day care?</p>	<i>No</i>
<p>Is disqualified from registration under Part 3 of the Childcare Act 2006(8)?</p>	<i>No</i>
<p>Is a member, or has been a member in the past, of a proscribed organisation?</p>	<i>No</i>
<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.**

We are both teachers with over fifteen years experience in a variety of learning environments from pre-school to BTEC. For the last nine years we have worked in the Independent sector. We are both Co-Directors of "Looking Glass Theatre" which predominately works with children of all ages, abilities and background. We strongly believe in performance arts and are passionate teachers; therefore, the ideal merging of these two areas would be very beneficial. Drama schools can be very selective by nature and can be very expensive; we suggest this disadvantages many children from being able to partake in both performance training, and working in the performance arts industry. We strongly believe this social division needs addressing.

We believe strongly that a small specialist "all-through" state funded school for children is needed, not only for the important continuity between primary and secondary, but of an individual ethos: "I see, I hear, I do and therefore I understand". To offer an alternative pathway for all children. A school which is based upon the principles of fostering imagination and individuality through a freedom of teaching methods and styles built around individualised learning.

We believe, from communications with parents and teachers over the past fifteen years, that there is a need for smaller specialised schools in a continually growing town like Northampton. These schools need to offer a broad curriculum to stimulate student's' minds, and flexible teaching to extend independent learning opportunities; it is important that practical subjects are taught alongside academic. We have worked in Theatre-in Education in over 200 schools since 1998, and the pattern remains consistent: little or no professional provision for drama or specialised teaching in all areas of theatre. We believe a performance arts based academic school will enrich a child's educational experience and produce students with individual flair, self-discipline and creativity. This will enhance the up-coming work-force and patterns of life-long learning in a multitude of settings.

Parents and teachers are concerned that schools are put under pressure to concentrate on subjects needed for SATS or league tables, at the detriment of young minds and their own individual developments.

Below are a small selection of supportive comments from our local research:

"...we are extremely interested...we like the ideas and ethos behind this proposed school, encouraging the children to fulfil their maximum potential, in a caring and family-orientated school"

"...this school will support children with mixed abilities, also special needs support, my son has ADHD/Dyspraxia and I have seen him thrive through Looking Glass Theatre...secondary schools have far too many children...children may struggle in areas such as social skills, mixing, learning new subjects. I feel this area would truly benefit from such a school'."

'...all children need the freedom to learn and find a way of learning that brings out their skills'

'Family ethos of small schools is invaluable; this school will provide a fantastic mix of academics, drama, theatre skills, as well as instilling good values of society'

**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.

"Looking Glass Performance Arts Academy" will provide a school of theatrical arts (theatre and film) and academic study.

The Academy will aim to provide an arts-based education with individual flair and creativity in both its management and teaching approach. The school will provide a balance in its curriculum; there will be formal teaching for the core subjects, alongside more flexible teaching practices for creative learning. At all times there will be a stress on family values: an ethical and moral unit where all members value the institution.

Drama and the arts teaching – an insight:

- Drama, theatre and story-telling are current and profound learning tools: at the heart of all communication
- Dramatic story-telling techniques enrich visioning activities and build teams
- Story-telling is a powerful management tool: it has the ability to empower people to take initiatives
- Team-work can reduce conflict and solve problems
- Drama training enhance relationships and improve teamwork; it will enhance empathy, listening skills, and learning review
- Theatre has the power to move hearts and influence pupil opinion
- Religious movements gave birth to theatrical events, and great art blossomed to carry its message
- Drama provides collaborative learning environments
- Listening is more complex than we think and drama training enhances awareness, enabling better analytical skills
- Exploring physical expression beyond aggression and fighting to reduce bullying
- Theatre has a cultural, social and political context
- Drama can challenge negative assumptions and stereotypes
- Drama promotes equality
- Performance studies is a learning community that can challenge subject matter

- Drama trains the ability to cope with criticism and learn from it
- Drama is self-disciplined
- Drama is about communication
- Drama promotes good time-management and organisational skills
- Drama asks for courtesy, fairness, and good manners; they are the standard of conduct
- Muriel Spark said: "To me, education is a leading out of what is already there in the pupil's soul". This perceptive idea will be nurtured in a supportive, yet demanding environment through the Looking Glass Performance Arts Academy.

(Adapted from 'Training using Drama; Koppett; Kogan Page Ltd – a text we have used to support our teaching for many years, which succinctly conveys the power of drama training, and underpins aspects of our teaching beliefs).

"The Looking Glass Academy of Performance Arts" will understand the responsibility to promote access to theatre and arts to a high quality for all children. It further understands the equal responsibility for a broad, high quality academic curriculum. It is further vital, that teachers have freedom to teach from a natural ability, and have a timetable that will allow engaging teaching of subjects.

The curriculum will be flexible, and taught subjects given the time to be explored in a variety of ways: always striving to create individual thinkers and learners. In a smaller learning environment individual strengths will be more easily identified. It is vital that children are happy in their learning environment, and such a specialist school will enable children to thrive in an enjoyable setting.

As part of the whole school ethos and day to day routine the students will have the opportunity of becoming prefects, being elected for the school council, being members of debating societies and belonging to distinct houses; this will enhance healthy competition, team work, a sense of belonging, and an important understanding of tradition. A culture of awards will be nurtured throughout the school; this we believe will help maintain discipline and foster mutual respect between students and their school. To instil respect will be at the heart of the school's culture and be sought and promoted at all times; it would be expected all students and staff share in this responsibility.

A daily assembly will be a vital component to each school day as it provides a community experience which has roots in ancient civilisations. It will be a place to share experiences, to hold debates and watch presentations. A place where achievements can be celebrated not only just to pupils but to parents and the wider communities. This formal and traditional gathering will be at the heart of school life. It will be held at the end of each school day to celebrate and discuss the day's activities and achievements.

It our desire that students leaving the school will be: independent; cooperative; responsible and creative. Students will have a lifelong interest and ability in learning; they will be versatile individuals, with competency in



several areas and quick memories. It is our firm belief that as many pathways as possible will be available from higher education to moving straight into a working industry.

**Teaching and Learning:**

"Looking Glass Academy of Performance Arts" will provide an all-round education incorporating the teaching of National Curriculum subjects combined with a broader curriculum on a carousel system. This academic study will be nurtured alongside performance arts training; we propose this would involve stage-craft, dance, acting, voice work, stage-management, prop making, set design, script-writing, film techniques, green screen work, film editing, lighting and sound design for theatre and film.

The school would be non-denominational and co-educational; it will have a mixed-ability intake with small class sizes. Early-developers would be stretched, late-developers would be nurtured and encouraged, thereby enhancing their performance, which would particularly flourish during the course of theatrical activities covering technical work on sound and lighting, the mechanics of back-stage involvement, artistic expression, scenic work, language development through, for example, Shakespeare, Dickens and contemporary playwrights, dance and movement, orchestral work and stage-management, in combination with historical, artistic, literary and technical research, as a springboard to implementing the school's general learning strategy of 'I see, I hear, I do, and therefore I understand'.

Our aim is to create a small, friendly, community school where children of all backgrounds and abilities feel comfortable and happy, and therefore enhancing their motivation to learn.

We intend to use the National Curriculum to provide a solid foundation for learning, as we believe the key subject areas are important, both in terms of national standards and a balanced education; however the school will be able to modify teaching units to provide a broader approach to subject matter. There will be an integration of other subjects through a carousel system for example, politics and debate, ethics, sociology, the classics, and philosophy.

The vital element at "Looking Glass Academy of Performance Arts" will be in the approach to teaching. Teachers will be given the flexibility to explore an area in detail, and to inspire students to actively learn. All teachers will promote a positive learning environment, and their teaching rooms will reflect this. Children will be taught how to behave in their learning environment, rather than be naturally expected to. It is vital that teachers model these standards, for example, in our experience if an expectation of a piece of work is not modelled before hand, then a teacher should not expect the pupil to understand how to produce the required standard of work. Students should be nurtured in a classroom of self-reflective learning, supported by self-reflective teachers. Drama training teaches confidence, communication, being positively self-critical and collaboration skills.

Teaching and learning should be a positive experience, and at this school all members of staff would follow a strict code of practice. For example, to

consistently self-evaluate; to look to the teaching style rather than blaming the child; to always seek high standards and demonstrate them yourself; to understand the learning environment, particularly the classroom, is the most vital component to successful learning; to know pupils well, by name and key information; to speak in standard English; to expect all written work to follow school expectations, and understand that setting the example is the best approach.

### **Curriculum**

The curriculum will be divided into two distinct areas: the academic curriculum and the performance arts curriculum.

#### **The Academic Curriculum**

We believe that it is vital that the children are motivated and inspired through a diverse, challenging but flexible curriculum. The core and broad subjects will be the nucleus of the timetable and will appear consistently, however there will be a rotation, through a carousel system, of other extension subjects.

Proposed style of academic curriculum:

<b>Core Subjects</b>	<b>Broad Subjects</b>	<b>Extension Subjects</b>
English Language	Humanities	Philosophy
English Literature	ICT	Sociology
Mathematics	French	Politics and Debate
Science	Art	Classical Studies
	RE	

#### **Performance Arts Curriculum**

This curriculum will be at the heart of the school.

The school will work on several productions of different styles and genres through the academic year; it will always produce one Shakespeare performance each year. It will have a strong link with an active professional touring theatre company that will be able to offer both work experience and enhance the performance arts curriculum. The school will be enhanced by community outreach, and both evenings and Saturday classes will provide further specialisation. There will be regular professional guest practitioners and theatre companies visiting school, and we hope to link with local theatres, arts organisations and radio-stations to further enhance work-experience opportunities.

Proposed style of performance arts curriculum:

<b>Performance Skills</b>	<b>Technical Skills</b>	<b>Extension Skills*</b>
Acting for Theatre / Film	Stage Craft	Sport Club
Dance	Set Design / Model making	Film Club
Music / Singing	Sound Editing	Presenting on the school's Radio Station

	Lighting Design	Trips to the theatre
	Stage Management	Trips to museums
	Wardrobe	School residential trips
	Creative Media - Video production etc	Arts Award
		Stage Craft with an option to take a GCSE in Design and Technology
		Cookery

\* Proposed style of extra curriculum activities:

### Proposed subjects taught in each year group

#### Years 1 to 6

Literacy Skills (C)	<p>It is important to keep the curriculum as broad as possible in these earlier year groups, to provide the foundation of a solid education.</p> <p>Key: C = Core B = Broad PS = Performance Skills GTS = Basics of all technical skills are taught before particular strands are chosen</p>
Literature (C)	
Numeracy (C)	
Science (C)	
ICT (B)	
Humanities (B)	
French (B)	
Art (B)	
RE (B)	
Drama (PS)	
Dance (PS)	
Music / Singing (PS)	
Basic Technical Skills (GTS)	

#### Years 7 & 8

English Language (C)	<p>It is important to keep the curriculum as broad as possible in these earlier year groups, to provide the foundation of a solid education which will then have a narrower focus depending on the individual needs of the student.</p> <p>Key: C = Core B = Broad PS = Performance Skills GTS = Basics of all technical skills are taught before particular strands are chosen</p>
English Literature (C)	
Mathematics (C)	
Science (C)	
ICT (B)	
Humanities (B)	
French (B)	
Art (B)	
RE (B)	
Acting for Theatre / Film (PS)	
Dance (PS)	
Music / Singing (PS)	
General Technical Skills (GTS)	
Extension Skills are available to all year Groups	

**Years 9, 10 and 11**

English Language (C)	<p>In these year groups students will begin to focus and specialise their studies. The Performance curriculum will become focussed on working in the professional industry and the academic subjects will closely follow examination pathways.</p> <p>Key: C = Core B = Broad PS = Performance Skills GTS = Basics of all technical skills are taught before particular strands are chosen</p>
English Literature (C)	
Mathematics (C)	
Science (C)	
ICT (B)	
Humanities (B)	
French (B)	
Art (B)	
RE (B)	
Acting for Theatre / Film (PS)	
Dance (PS)	
Music / Singing (PS)	
General Technical Skills (GTS)	

**Years 12 and 13**

BTEC	<p>Post GCSE year groups will specifically focus on performance arts and media industries only.</p> <p>These qualifications will build university entry levels and we aim to have a bursary scheme set up for those wishing to access independent theatre training courses.</p>
Diplomas	
A Levels	

Extra-Curriculum Activities – will involve partnerships with the wider communities, for example the after-school sports club will link with football, tennis, rugby and athletics groups.

**Intended Qualification Overview**

<b>Academic Qualifications</b>	<b>Work-Related Qualifications*</b>
GCSEs	BTEC
IGCSEs	City and Guilds
AS/A2 Levels	Diplomas

\* For example, the Media industry relevant vocational skills are: film and television writers; directors; producers; editors; broadcast journalists; media designers and critical theorists.

Proposed style of timetable for a KS3 pupil in an established school -  
subject to extensive review in Business Case:

School opens at 8.15am - informal registration will occur with dance teacher  
at 8.30am. Formal registration will be held with form tutors between 9.00 and  
9.10am

AM	MONDAY A	TUESDAY B	WEDNESDAY C	THURSDAY D	FRIDAY	SATURDAY
8.30-8.50	Physical Warm-up	Physical Warm-up	Physical Warm-up	Physical Warm-up	Physical Warm-up	
9.10	Registration	Registration	Registration	Registration	Registration	
9.15-10.00	Mathematics	Mathematics	Mathematics	Mathematics	Dance	
10.00-10.30	Maths Extension	Religious Education	French (Or AEN study)	Maths Extension	Vocal Work	Theatre School
Break	Break	Break	Break	Break	Break	Theatre School
10.45-12.00	English Language	English Language	English Literature	English Literature	Drama - Theatre	Theatre School
Lunch	Lunch/School Radio	Lunch/School Radio	Lunch/School Radio	Lunch/School Radio	Lunch/School Radio	Theatre School
PM	MONDAY E	TUESDAY F	WEDNESDAY G	THURSDAY H		
1.00-2.00	Science	Science	Science	Music	Drama - Film/TV/Radio	Theatre School
2.00-3.00	Science	History	Geography	Carousel Class	Stagecraft	Theatre School
Break	Break	Break	Break	Break	Break	
3.15-4.00	ICT	Art	Media	French (Or AEN study)	Arts Management	
Assembly till 4.15pm	Assembly	Assembly	Assembly	Assembly	Assembly	
4.30-5.30	Stagecraft	Acting	Vocal/Singing	Film Studies	Stagecraft	
5.30-6.00	Homework Club	Homework Club	Homework Club	Homework Club	Homework Club	
6.00 - 9.00	Community Use	Community Use	Community Use	Community Use	Community Use	Community Use

The morning and afternoon sessions are split into boxes, from A through to H - these boxes can be altered for cross-curricular or specific exploratory work. For example, block D (i.e. Thursday 9.15-12pm can be altered for a research project or whole school project,

which is designed to promote independent learning and thinking).

AEN - Additional Educational Needs

Notes to proposed KS3 pupil timetable:

- Parents / Carers can choose to collect their children after assembly (4.15pm), or 5.30pm, or 6pm - depending on their needs.
- 6.00pm - evening the school will be available for community use - for arts groups; amateur dramatic societies, Trinity and Guildhall qualification work etc.
- Homework Club is a supervised study session, for children whose parents/carers work late, and may need additional provision.
- Children who struggle with literacy and numeracy skills (levels will be below the national expected standard), may not take French and therefore will have additional support during this time.
- The Saturday Theatre School is for children who are not enrolled as LG Academy pupils, but from the wider community of Northamptonshire.
- A variety of clubs will run at lunchtimes - all staff and pupils will have lunch together for 20 minutes, followed by 40 minutes free- time/club activities. Some children may be called for 15 minutes support time, during this period if necessary. The school radio will operate for 30 minutes during lunch.
- ICT will be embedded in most curriculum subjects, until year 9, when it has more focused curriculum place.
- PHSE, Citizenship and Sex Education will be built into the teaching of both core and foundation subjects.
- Carousel class - a variety of subjects will be learnt in this period, for example philosophy, art history and politics.
- At certain times of the year there will be full productions - so the timetable will change to reflect rehearsals/dress and technical time etc.
- The primary curriculum, we propose, would consist of academic subjects in the morning blocks and creative/arts study in the afternoon.
- The KS4/Post 16 timetable would also be structured differently, with more focused options and specific arts qualifications, for example Trinity and Guildhall Examinations; BTEC courses.

## **Learning and Discipline**

Learning and progress will be continually assessed. At the end of each unit of work all children will be tracked, using a system such as Classroom Monitor and all teachers will be expected to follow an APP approach (Assessing Pupils Progress), so that immediately any concerns can be identified. It is vital children feel a part of this process, and in turn become active learners; the APP approach provides this link between a student and their learning. All staff will have assessment time during the school week, and this will be monitored and tracked by the curriculum manager, who will liaise and provide the communication with senior management and parents / carers.

SEN students will be monitored by their personal tutors after being assessed by an external qualified professional, and be required to have individual laptops, as with all students of the school, however they will have individualised software depending on their needs. We have links with BAFTA nominees GAMELAB who are developing educational software, specialising in the production of material for people with learning difficulties. It is vital that SEN children are nurtured within their peer groups, to maintain self-confidence, and to avoid the label of 'being different', or less valuable than other children. They must be involved in all school activities. Keeping confidence is an important aspect of personal well-being and this must be respected by all staff working with SEN students. The overall SEN policy will be fostered on inclusion, and SEN children will be nurtured in all school activities, as these will provide the best learning opportunities, alongside every other student at the school. Barriers of 'difference' must be challenged at all times.

The school intends to be a member of the BDA (British Dyslexia Association) to access full-support and avoid inappropriate teaching. Dyslexia is not a special education need, it is a learning difference, and teaching should be class focussed and not seen as something removed; it is vital to work alongside a specialist support group such as the BDA. It is vital teachers are trained correctly, and the school becomes 'dyslexia friendly'. At the same time, membership with NAGC (National Association for Gifted Children) will be considered very important, in providing outreach and networking opportunities for students and staff. With the ultimate aim of becoming a gold rated school, which excels in working with parents / carers. 'The Looking Glass Academy of Performance Arts' will strive to embrace 'difference' in all areas.

In assessing children it is proposed that the school links with CEM, the Centre for Evaluation and Monitoring. This will enable all children in year 9 to be assessed at an early stage in reading, Mathematics and Science. The testing approach is adapted for the individual student, making the procedure more enjoyable. For the school, this will importantly highlight any concerns for GCSE study and enable the school to work on improving standards in plenty of time; this will up-dated for all students on entry into year 10 and therefore all staff will have an up-dated base-line from which to set targets and monitor assessment. All pupils, including SEN will take part. As this will be a mixed-ability non-selected school, all children will achieve at varying rates and to va-



rying standards; it is vital that the school tracks a student's base-line and sets appropriate targets, and takes great care to monitor progress. Students, who are not academic, will be nurtured in their vocational studies to enable them to confidently join a professional industry. All children will be given equal opportunities to fulfill their individual potentials; this is a vital component and responsibility of educational practice and will be adhered to by all staff of the school.

An overview of discipline structure on a day-to day basis:

Performance Arts are highly disciplined by nature and all children attending the school will be expected to follow a strict code of behaviour. All students will follow a dress code at all times, they will be required to attend all classes on time and with the required equipment. The highly disciplined approach to studies will be incorporated into a family-orientated environment, where all students will be nurtured and supported. The element of character building will be integral in the life of the school; school life needs to be unified: staff and children should help develop and run the school. Pupils need an awareness of the time and effort put into the running of schools, and staff should set the standards for their behaviour and involvement on a daily basis. Example is the best teacher, and in a small school environment, teachers are able to get to know each child personally; this is a vital requirement. Teachers should speak Standard English, and in turn ask it of their students. A strong marking policy will be in place, which is written clearly and will serve to move learning forward: this must be consistent throughout the entire school: consistency is the key to success, and it will be required by all staff. It is proposed that children will open doors for staff and each other; they will place chairs under their desks when a lesson ends. The presentation of all written work must be of a high standard, the school will insist all books are neat and tidy, and this will be consistently monitored. Both teachers and pupils will have a shared responsibility to keep teaching rooms clean and tidy: it will not simply be a matter for the cleaners. We firmly believe a strong code of discipline during school will enable students to have a strong self-discipline through life and in their careers. Teachers and pupils are closely related in the learning process: the capacity for learning should never be underestimated. Performance arts training supplies this discipline, at will be at the heart of the school and pupil's learning. In this environment, we believe, that children will be happy and fulfilled and there will be an atmosphere of mutual respect between pupils and their teachers.

The school will provide community outreach through its evening and weekend Performance Art's school; this will provide access to theatre and technical studies for enrichment or through a more formal 'Trinity and Guildhall' of London examination route.

Our aim of the school is to produce well-rounded individuals; students who are prepared for further education or with the skills for a career in the performance arts, media or film industry. In a time of Educational Renaissance, children must be taught one can translate Latin and craft a wooden box, and understand both are vital and respected skills.



### **Proposed Admissions Policy (Overview)**

With regards to the admissions numbers, we propose, at present, to initially start with points of entry for years 7 as shown below.

2011	Year 7	18 children or two Form entry = 36 children (depending on model used)
	Year 8	18 children
2012	Year's 7, 8 & 9	
2013	Year's 1, 7, 8, 9 & 10	
2014	Year's 1,2, 7, 8, 9, 10 & 11	
2015	Year's 1,2, 3, 7, 8, 9, 10, 11 & Lower Sixth	
2016	Year's 1, 2, 3, 4, 7, 8, 9, 10, 11, Lower Sixth & Upper Sixth	
2017	Year's 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, Lower Sixth & Upper Sixth	
2018	Year's 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, Lower Sixth & Upper Sixth	

It is proposed that points of entry therefore in 2012 will be for Years 7 and 8 (up to 18 children in each form). In 2013 entry point for Year 1 (14 children) is proposed together with the addition of Lower Sixth (18 children) in 2015.

Proposed Admissions – in brief (subject to consultation and any amendment) :

- We will admit pupils of SEN who name the school

Draft oversubscription for proposed school:

- LAC
- Siblings of existing pupils
- We propose to give 'priority to up to 10 per cent of children of total intake who can demonstrate an aptitude in the relevant subject', in this case performance arts
- Distance from school (as tie break)
- Random allocation (as tie break)

N.B. We would suggest a working relationship with the Admissions Manager at Northampton County Council on reviewing and developing this initial policy for the Adjudicator (although detailed advice will have a cost implication).

The Future:

If we were to be consistently oversubscribed, part of our School Development Plan and vision would be to explore the possibility of opening a sister school in Northamptonshire.

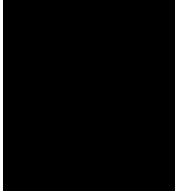

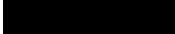
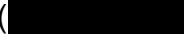
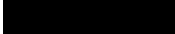
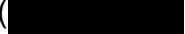
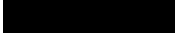
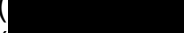


**What are your organisation's core areas of work / aims? Max 500 words.**

Our organisation's core area of work is to set up a 'Free School' proposed to be called 'The Looking Glass Academy of Performance Arts'. We are a group consisting of teachers, senior management leaders, business management specialists, a solicitor, a commercial manager and an accountant. The group is closely linked with 'Looking Glass Theatre Company'.

We will, if successful in reaching Stage 3, propose to create a limited company called 'The Looking Glass Academy of Performance Arts Ltd' which will convert to a trust as part of the process.

We aim for wide collaboration and outreach with both the local and wider community of Northamptonshire.

**Strong arts links, to date, who have an interest in the proposed school and have had a current working relationship with Looking Glass Theatre, for several years:**

-  ()
-  ()
-  ()
-  ()
-  ()
- Stage Right Productions

**Aim to develop links with other organisations including:**

- MFY (Music for Youth)
- NAYT (National Association of Youth Theatres)

**Outreach examples:**

- Primary Schools would be able to book the theatre space for their end of year productions, or book onto a variety of arts workshops throughout the year.

e.g. Local / regional / national theatre actor could be employed for a period to run workshops so other Primary Schools can have the benefits of specialist practitioners in a professionally equipped theatre space.

- Local amateur dramatic companies would be able to rent the space in the evenings (6-9pm community use slot). There has already been interest from The Masque Theatre (established 1932). The charity has strong links with the community and in general has a programme of six productions a year including a Youth Theatre production, as well as an out-door summer show, usually Shakespeare using the local museum services. The company also has links with schools and other educational institutions.

- We will also be contacting the local theatres in Northamptonshire to see how we can possibly forge links.
- To teach the RSC's Bronze Arts Award (national qualification) through The Shakespeare Challenge (part of Trinity Guildhall of whom Looking Glass Theatre are already a registered centre - 43795)

**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.

██████████ and ██████████ aim to apply to work at the school; both having had many years experience both in professional working theatre and in education. A breakdown of key skills are bulleted below:

██████████ ██████████

██████████

██████████ ██████████

██████████

Looking Glass Theatre Company are proposing to provide extensive support; their key skills are listed below:

### **Looking Glass**

- Access to professional resources from Looking Glass Theatre: lighting, sound, costumes, props, puppets, staging, sets, back-cloths
- Professional theatre employees
- Theatre In Education work in over 200 schools since 1998
- Young Business of the Year winners for Northampton (Shell Live Wire)
- Active Rural Touring Theatre company
- Theatre School Patron – ██████████ (West End Actor)

Organisational support has been pledged with an informal partnership with:

- Informal partnership with Ofsted outstanding John. H. Newman School <http://www.johnhenrynewman.herts.sch.uk/> – access to policies, curriculum planners, the senior management team and general day to day advice.

Potential Governors for proposed Free School:

- [REDACTED] [REDACTED] will support with financial expertise and accountancy
- [REDACTED] [REDACTED] will support with management consultancy, previous board of management experience, active Charity fund-raiser. [REDACTED]
- [REDACTED] Nursery Nurse with SEN specialist – provide day to day practical SEN support, and an active fund-raiser.
- [REDACTED] [REDACTED] will bring legal (current solicitor) and teaching knowledge.
- [REDACTED] [REDACTED], a current primary school supply teacher who is very interested in teaching at the school.

Examples of other external support so far:

- Further support has been pledged by an Educationalist who [REDACTED]

- [REDACTED] – very interested in becoming an after-school play-worker; [REDACTED]
- Other important resources:

- Informal partnership connection with GameLab of London <http://www.gamelablondon.com/> – specialising in interaction design, educational software development (in particular for SEN) and film production (four BAFTA nominations in 2009).
- Strong links with current working actors, writers and designers for inspirational guest workshops.

**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).

Yes, as listed below:

1. Informal partnership with John Henry Newman School <http://www.johnhenrynewman.herts.sch.uk/> – access to policies, curriculum planners, Senior management team.  
(Ofsted Outstanding 2006/2007) Contact: [REDACTED] ([REDACTED])
2. Connection with GameLab of London <http://www.gamelablondon.com/> – specialising in interaction design, educational software development (in particular for SEN) and film production (Four times BAFTA nominations).
3. Looking Glass Theatre Limited

**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.

Key individuals:

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

Five potential trustees so far (all willing to commit not just to the application stage, but as the potential trustees if the school were to open:

- [REDACTED] • [REDACTED] • [REDACTED]

- [REDACTED]
- [REDACTED]

(All above are currently undergoing skills analysis)

Further direct ongoing support from:

- An Educationalist with a [REDACTED]
- [REDACTED] [REDACTED]
- Informal partnership with John Henry Newman School <http://www.johnhenrynewman.herts.sch.uk/> – access to policies, curriculum planners, Senior management team.  
(Ofsted Outstanding 2006/2007) Contact: [REDACTED] ([REDACTED])
- Connection with GameLab of London <http://www.gamelablondon.com/> – specialising in interaction design, educational software development (in particular for SEN) and film production (Four times BAFTA nominees).

**Interested in joining the campaign or assisting the school in any capacity:**

Example Quotes

- Parent from on-line questionnaire (no name but has provided us with address and email) “I am a qualified PRINCE2 project manager with 16 years experience in theatre and performance arts. I have a CIM certificate in marketing and work as a planning officer at Northants County Council for adult social care services.”

- [REDACTED]  
"Interested in working for / in this school. I am a [REDACTED]".
- [REDACTED]  
"I would be able to do some volunteering.....I am [REDACTED]"
- [REDACTED]  
"Yes. I am a [REDACTED]".
- [REDACTED]  
"Yes. [REDACTED]"

**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.

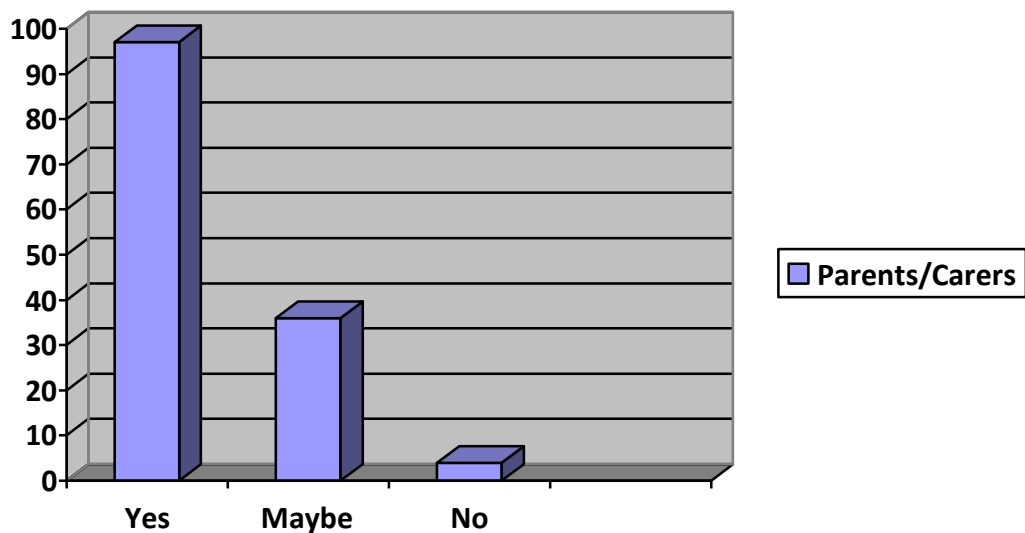
Our official campaign launch date was on the 18<sup>th</sup> of September (start of our Theatre School's new term), when we put forward our intentions to current parents / carers, press and media.

Following the advice of the New School's Network, we started an initial consultation to a small selection of current parents / guardians of Theatre School. As well as collecting questionnaires, we have also had press coverage in both the Northampton 'Chronicle & Echo' and 'Herald and Post' to ascertain interest. The proposal has also been mentioned on 'Heart FM' news, Radio Northampton and in 'The Stage' newspaper. The data so far:

Questionnaire results (107 hard copies & 36 online questionnaire = 137)

- 1. Would you be interested in sending your child to our new local performance arts/academic school?** (data based on those who filled in box)

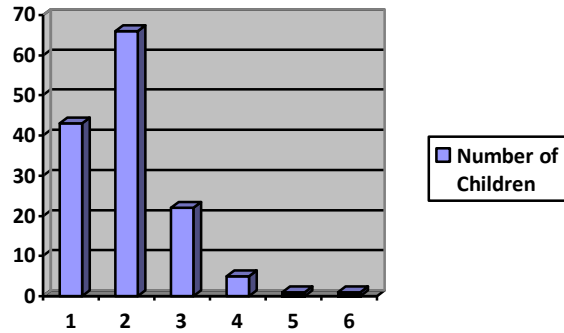
	<b>Total out of 137</b>
<input type="radio"/> Yes, Definitely!	97
<input type="radio"/> Maybe, I would need more information	36
<input type="radio"/> No, I'm satisfied with our local education provision	4





**2. How many children do you have?** (data based on those who filled in box)

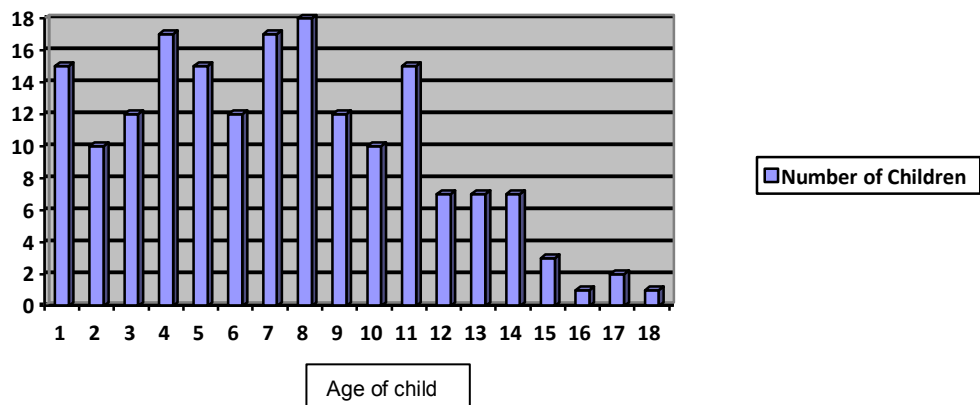
Number of children per household	Total
1	43
2	66
3	22
4	5
5	1
6	1

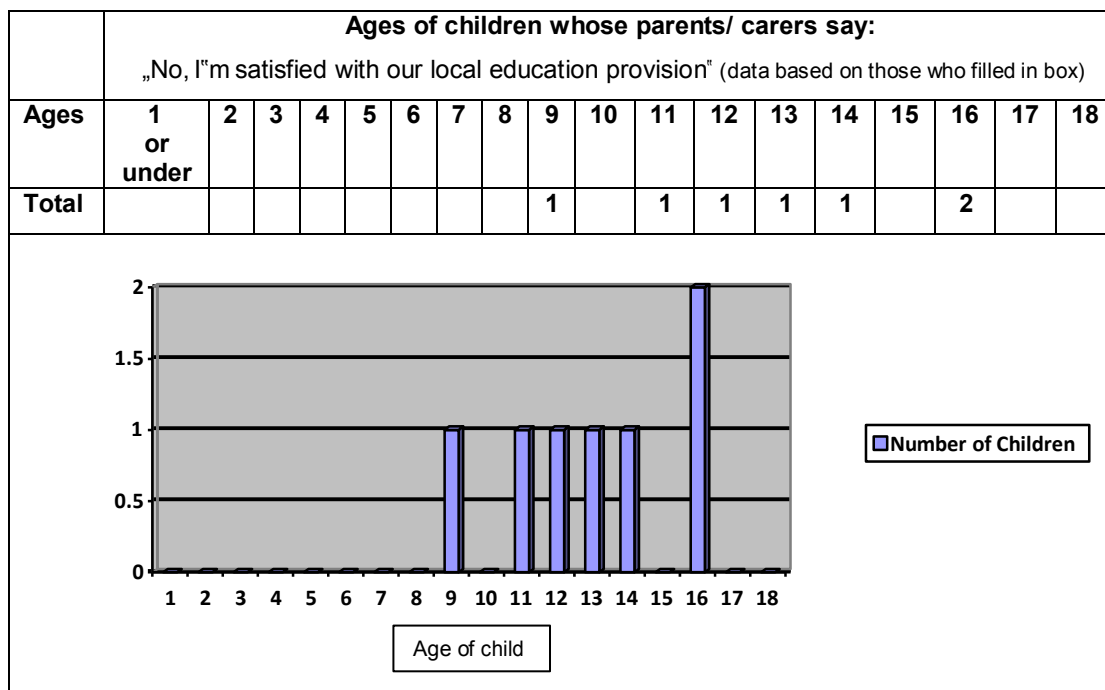
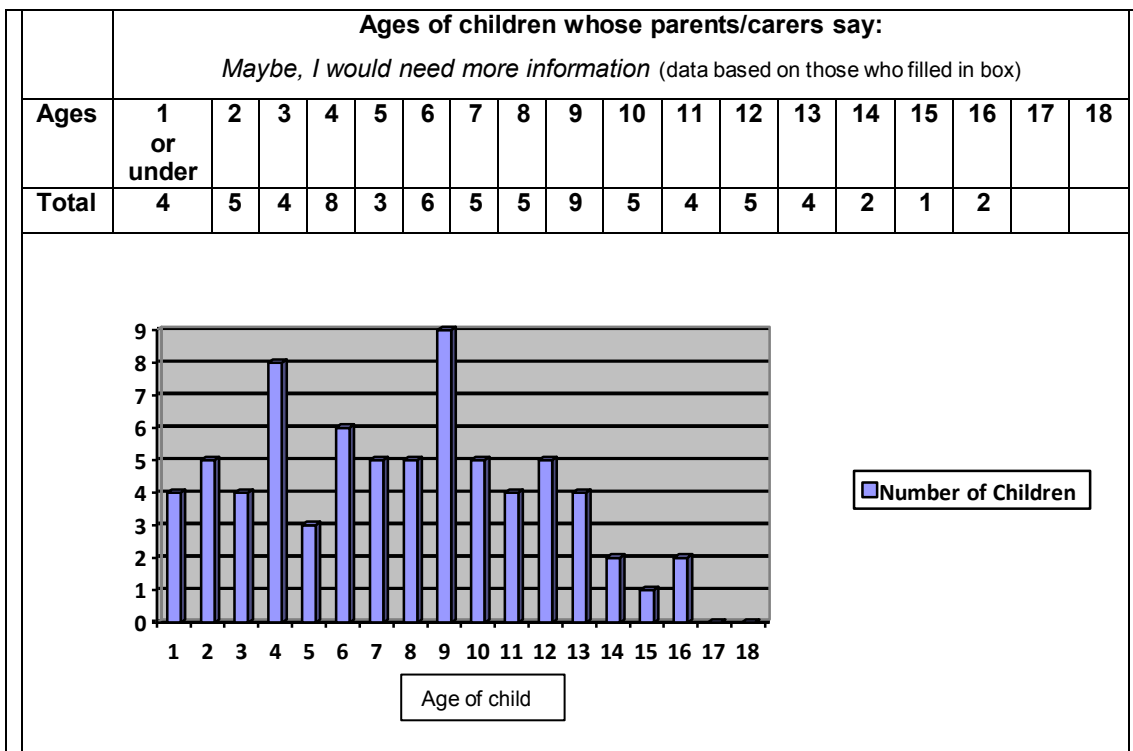


Total =268 children

**3. What are their ages?**

Ages of children whose parents/ carers say: <i>Yes, Definitely!</i> (data based on those who filled in box)																		
Ages	1 or under	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Total	15	10	12	17	15	12	17	18	12	10	15	7	7	7	3	1	2	1



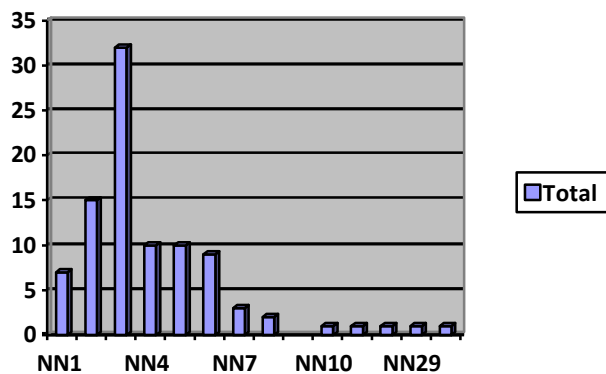


4. **What is your postcode?** (data based on those who filled in box)  
(Postcodes are helpful to map out potential school areas based on need and community interest)

Yes, definitely interested

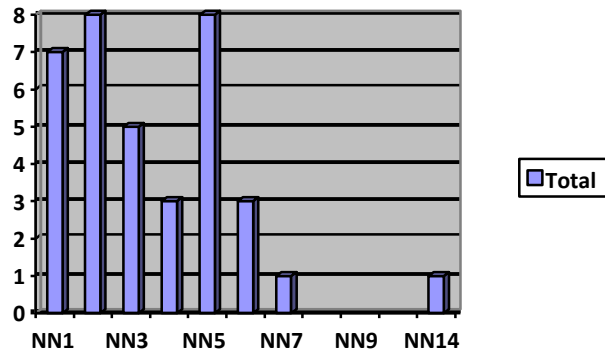
Postcode	NN1	NN2	NN3	NN4	NN5	NN6	NN7	NN8	NN9	NN10	NN12	NN18	NN29	OX11
<b>Total families living in area</b>	7	15	32	10	10	9	3	2		1	1	1	1	1

Age of child

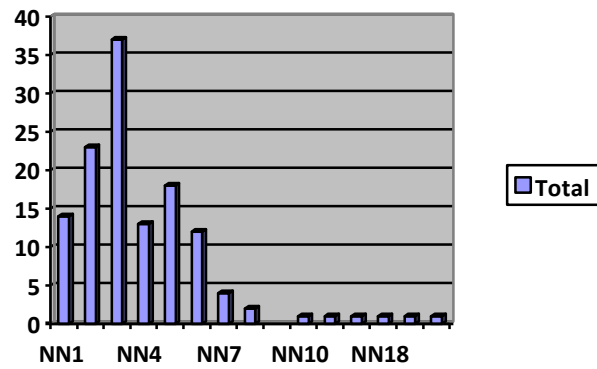


Maybe, I would need more information

Postcode	NN1	NN2	NN3	NN4	NN5	NN6	NN7	NN8	NN9	NN10	NN14
<b>Total families living in area</b>	7	8	5	3	8	3	1				1

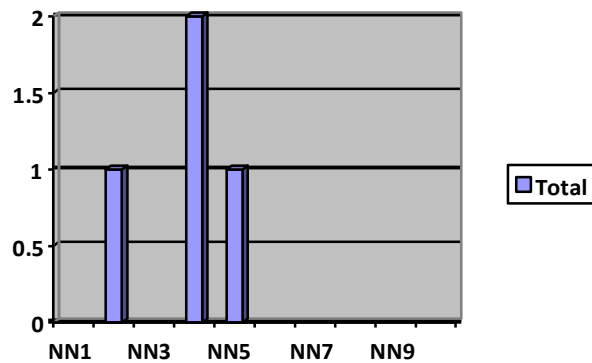


Collective results from both 'yes' and 'maybe'



No, I'm satisfied with our local education provision

Postcode	NN1	NN2	NN3	NN4	NN5	NN6	NN7	NN8	NN9	NN10
<b>Total families living in area</b>		1		2	1					



**5. Would you like to be updated on our progress?** (data based on those who filled in box)

(Please include your email address and any contact information that you would like so that we can keep you updated on our progress!)

	<b>Positive</b>
<b>Total</b>	<b>123</b>

**6. Additional Comments?**

(Essentially, tell us why your family/community needs a school)

(data based on those who filled in box)

**Examples of quotes we have received – more available on request:**

'A big lack in choice, particularly a specialist arts school. Very excited about the prospect of one becoming available locally'.

'...could benefit boys in particular with its ethos of learning through experience...I feel many boys are short-changed by our current system of state education'.

'Education and social development are important in a school'.

'I need a school that will challenge our children'.

'I require...old fashioned standards of education and control... I need my child to be a well-rounded individual'.

'It would be great, as educational choice is limited'.

'My daughter is looking for a secondary school that specialises in Drama'.

'A school such as the one proposed could benefit boys in particular with its ethos of learning through experiencing. Girls and boys learn (generally) in different ways and I feel many boys are short-changed by our current system of state education in that they end up as the majority of late developers'.

'There are local secondary (schools) with a good reputation for performing arts but their admissions criteria do not give priority to pupils with an aptitude in this area and competition for places is fierce – little more than a lottery in some cases'.

'Family ethos...a small school is invaluable. Supportive environment for my child's Aspergers... this school will provide a fantastic mix of academics, drama, theatre skills as well as installing good values of society'.

'Could not afford private schools...no other choices...would be great for the community'.

'Local secondary schools are quite poor...good to have small class sizes'.

'We are interested in the theatre side of the school as our children currently attend dance classes etc. Also a small, family orientated school would mean more one to one teaching'.

'We think that the choice of schools in our area is very limited...special interests and different learning styles aren't served very well. We have chosen to home educate our children, but would be very interested in a free, or affordable, institution which offered flexible opportunities to learn...'

'A school with small class sizes so the children can develop, with greater opportunity, to their full potential'.

'The good schools in town are oversubscribed; a new school giving a good all round education is sorely needed. One that helped children gain self confidence through the arts would be particularly welcome'.

'I like the idea of having a school that supports that arts, not just through the curriculum, but as a way of life and gives children the creativity that they need in their education. I think it is a brilliant way of focussing on community and social cohesion as well as helping those children that are not academically talented shine through'.

'Provision of a preferential pupil / teacher ratio school with an accent towards the performing arts would be an immense benefit to local schooling'.

'It would be lovely to have the opportunity to send my children to a school that offers more than just the standard curriculum, allowing them to explore their creative abilities, working closely with others, within a family atmosphere; therefore gaining in confidence and having an enjoyable start to their school days'.

'Something based on the performing arts would be fantastic to encourage the natural ability of my middle child, particularly in the Northampton area'.

'Theatre is something that is not exclusive to one group - all can benefit from it from those with learning and physical disabilities to children of all ages. I believe it would be excellent'.

'We believe a drama academy would also develop the confidence, speaking, communication and presentation skills which a normal school lacks.'

'I feel performing arts are essential to a child's development, it builds confidence, imagination, sense of achievement and is a great energy outlet

too, Performing Arts made my childhood and youth a wonderful and fulfilling time’.

‘Not enough local good secondary schools, schools too large and narrow curriculum’.

‘I feel a small, all inclusive school will nurture and best provide a complete academic and confidence building education. In the proposed environment a child’s strengths and weaknesses can be truly identified, all aspects of personal and educational development can be promoted through the media of stage and theatre capturing enthusiasm and inspiration from the children themselves.

‘I worry about sending my own son to a large, impersonal school and entrusting his school education to such a stretched resource. We need more "small" schools with realistic class sizes to ensure the best learning environment.’

‘Northampton regularly features in the bottom of any league table measures regarding school attainment. I welcome any new school which can give hope to some of the children unfortunate enough to live in the town centre.’

‘A new small free school would be brilliant as all the senior schools in the area are very big’.

**Other examples of comments received are listed under:**

**‘EDUCATIONAL AIMS AND OBJECTIVES’**

**7. Would you be interested in joining the campaign or assisting the school in any capacity?**

(Please describe any potential ideas) (data based on those who filled in box)

Many people have said that they will join the campaign or assist the school in any capacity.

Examples of their thoughts:

“Yes! Lobbying. Local advertising. Local leaflet distribution”.

“I would assist in any way I could, that would be beneficial to you”.

“Yes, experienced in school building and maintenance”

“Yes - I have many years of education marketing experience for which I would gladly give to assist you should this come to fruition. Wouldn't mind

knowing a bit more info though such as age boundaries, funding, likelihood etc...”

Other examples of comments received are listed under:

‘Please name the key individuals / trustees involved in setting up the Free School’

**Supporting data information for new school in Northampton, provided by the Placement Planning Manager at Northampton County Council**

1. Increasing birth rate in Northampton Town

Year of Birth	Births
2001/02	2359
2002/03	2436
2003/04	2446
2004/05	2629
2005/06	2800
2006/07	2851
2007/08	3051
2008/09	3091

2. (a) Maintained neighbouring secondary schools admissions showing potential oversubscription at Duston CE in 2015.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	
2	<b>NORTHAMPTON</b>															
3		<b>Jan-10</b>										<b>Jan-15</b>				
4	<b>Secondary</b>	<b>Capacity</b>	<b>A N</b>	<b>11-15</b>	<b>16+</b>	<b>Total</b>	<b>Surplus</b>	<b>Deficit</b>	<b>Capacity</b>	<b>11-15</b>	<b>16+</b>	<b>Total</b>	<b>Surplus</b>	<b>Deficit</b>		
5	Abbeyfield S*	1533	270	1007	159	1166	-367	-23.9%	1533	1171	153	1324	-209	-13.6%		
6	Duston S*	1394	270	585	188	1173	-221	-15.9%	1394	1204	217	1421	-27	-1.9%		
7	Kingsthorpe C	1448	240	1174	163	1337	-111	-7.7%	1448	1115	163	1278	-170	-11.7%		
8	Northampton Academy*	1416	240	1177	167	1344	-72	-5.1%	1416	1167	154	1321	-85	-6.7%		
9	NSG	1638	210	1093	437	1530	-108	-6.6%	1638	1098	422	1520	-118	-7.2%		
10	NSG	1801	270	1359	360	1719	82	4.6%	1801	1355	370	1725	-76	-4.2%		
11	Thomas Becket Catholic	1156	180	670	148	1018	-138	-11.9%	1156	886	159	1045	-111	-9.6%		
12	Unity CE*	1416	240	1026	90	1116	-300	-21.2%	1416	860	89	949	-467	-33.0%		
13	Weston Favell S	1522	270	1155	136	1291	-231	-15.2%	1522	1284	148	1432	-90	-5.9%		
14	<b>TOTAL</b>	<b>13324</b>		<b>9846</b>	<b>1848</b>	<b>11694</b>	<b>-1630</b>	<b>-12.2%</b>	<b>13324</b>	<b>10140</b>	<b>1870</b>	<b>12010</b>	<b>-1309</b>	<b>-9.8%</b>		
15																
16	Note: *The admission number at Abbeyfields and Duston Schools changes to 240 from September 2010															
17	* Capacities are an estimate as the school has to be re-measured following major building work															
18																
19																

(b) Maintained neighbouring primary schools admissions showing potential oversubscription at many schools by 2015, the largest being at Abington Vale, All Saints, Castle, Ecton Brook and Spring Lane (Spring Boroughs).



	Jan-10					Jan-15				
	Net		Pupils	Surplus	Deficit	Capacity	Pupils	Surplus	Deficit	
22	Capacity	A N	4-10	-	+	Net	4-11	-	+	
24	Abington Vale P	210	30	203	-7	-3.3%	210	266	56	26.7%
25	All Saints CE P	380	60	377	-3	-0.8%	380	418	38	10.0%
26	Barry P	420	60	416	-4	-1.0%	420	426	6	1.4%
27	Blackthorn P	420	60	306	-114	-27.1%	420	255	-165	-39.3%
28	Boothville P	420	60	409	-11	-2.6%	420	418	-2	-0.5%
29	Briar Hill P	315	45	236	-79	-25.1%	315	304	-11	-3.5%
30	Bridgewater P	420	60	416	-4	-1.0%	420	427	7	1.7%
31	Castle P <sup>a</sup>	315	45	321	6	1.9%	315	418	103	32.7%
32	Cedar Road P	420	60	410	-10	-2.4%	420	417	-3	-0.7%
33	Chiltern P	210	30	203	-7	-3.3%	210	214	4	1.9%
34	Delapre P	420	60	402	-18	-4.3%	420	419	-1	-0.2%
35	Duston Eldean P	420	60	336	-84	-20.0%	420	392	-28	-6.7%
36	Earl Spencer P	210	30	189	-21	-10.0%	210	184	-26	-12.4%
37	East Hunsbury P	420	60	436	16	3.8%	420	421	1	0.2%
38	Eastfield P	210	30	188	-22	-10.5%	210	208	-2	-1.0%
39	Ecton Brook P <sup>a</sup>	477	45	493	16	3.4%	477	525	48	10.1%
40	Good Shepherd Catholic P	419	60	334	-85	-20.3%	419	395	-24	-5.7%
41	Green Oaks P	210	30	233	23	11.0%	210	226	16	7.6%

	A	B	C	D	E	F	G	H	I	J	K
45	Primary	Capacity	A N	4-10	-	+	Net	4-11	-	+	
46	Headlands P	420	60	402	-18	-4.3%	420	415	-5	-1.2%	
47	Hopping Hill P <sup>a</sup>	419	30	304	-115	-27.4%	419	387	-32	-7.6%	
48	Hunsbury Park P <sup>a</sup>	378	60	219	-159	-42.1%	378	319	-59	-15.6%	
49	Kings Heath P	315	45	246	-69	-21.9%	315	305	-10	-3.2%	
50	Kingsley P	210	30	198	-12	-5.7%	210	212	2	1.0%	
51	Kingsthorpe Grove P	420	60	424	4	1.0%	420	420	0	0.0%	
52	Kingsthorpe Village P	210	30	194	-16	-7.6%	210	198	-12	-5.7%	
53	Lings P	210	30	200	-10	-4.8%	210	213	3	1.4%	
54	Lumbertubs P	209	30	196	-13	-6.2%	209	197	-12	-5.7%	
55	Lyncrest P	210	30	197	-13	-6.2%	210	210	0	0.0%	
56	Millray P	420	60	288	-132	-31.4%	420	394	-26	-6.2%	
57	Parklands P	419	60	411	-8	-1.9%	419	419	0	0.0%	
58	Queen Eleanor P	210	30	172	-38	-18.1%	210	207	-3	-1.4%	
59	Rectory Farm P	210	30	192	-18	-8.6%	210	210	0	0.0%	
60	Simon de Senlis P	420	60	371	-49	-11.7%	420	401	-19	-4.5%	
61	Spring Lane P <sup>a</sup>	210	30	197	-13	-6.2%	210	270	60	28.6%	
62	St Andrew's CEP	210	30	199	-11	-5.2%	210	204	-6	-2.9%	
63	St Gregory's Catholic P	420	60	391	-29	-6.9%	420	429	9	2.1%	
64	St James CE P	420	60	379	-41	-9.8%	420	416	-4	-1.0%	
65	St Luke's CEP	420	60	246	-174	-41.4%	420	417	-3	-0.7%	
66	St Mary's Catholic P	206	30	162	-44	-21.4%	206	168	-38	-18.4%	
67	Standens Barn P	315	45	268	-47	-14.9%	315	289	-26	-8.3%	
68	Stimpson Avenue P	420	60	415	-5	-1.2%	420	432	12	2.9%	
69	Sunnyside P	315	30	182	-133	-42.2%	315	187	-128	-40.6%	
70	The Abbey	315	45	216	-99	-31.4%	315	285	-30	-9.5%	
71	The Arbours P	390	60	300	-90	-23.1%	390	358	-32	-8.2%	
72	Thorplands P	210	30	196	-24	-11.4%	210	214	4	1.9%	
73	Vernon Terrace P	210	30	193	-17	-8.1%	210	199	-11	-5.2%	
74	Weston Favell CE P	315	45	298	-17	-5.4%	315	314	-1	-0.3%	
75	Whitehills P	420	60	393	-27	-6.4%	420	390	-30	-7.1%	
76	Woodvale P	420	60	359	-61	-14.5%	420	417	-3	-0.7%	
77	<b>TOTAL</b>	<b>16212</b>	<b>2265</b>	<b>14306</b>	<b>-1906</b>	<b>-11.8%</b>	<b>16212</b>	<b>15829</b>	<b>-383</b>	<b>-2.4%</b>	

- 79 Notes: The admission number of Castle P changes to 60 from September 2010  
80 The admission number of Ecton Brook P changes to 75 from September 2010  
81 The admission number of Hopping Hill P changes to 60 from September 2010  
82 The admission number of Hunsbury Park P changes to 30 from September 2011  
83 The admission number of Spring Lane P changes to 60 from September 2011  
84

3. We have attached the Northampton section of the NCC draft Strategic Plan which is currently out for consultation. The document clearly shows rapid development and subsequent population growth within the town calling for imminent new primary provision, particularly at the following sites:

Pineham Barns, Princess Marina, Ransome Road, St. Crispin's, Timken, Upton and the Town Centre

Secondary Provison - The NCC projects 'that by 2021, pupil numbers are likely to be around 400 per year group in excess of current capacity'.

4. Neighbouring Secondary Schools GCSE and A' Level results for 2009 .

School	Type	Number of KS4 pupils at start of school year	% pupils achieving 5 A*-C including English and Maths	Average GCSE/ GNVQ point score per student	KS4 progress In English	KS4 progress In Maths	KS2-KS4 value added measure	Number of eligible students aged 16-18	Average A-level, AS and level 3 key skills student score
Abbeyfield	CY COMP MIXED	220	30	345	53	47	998.5	43	677.4
Kingsthorpe	CY COMP MIXED	222	37	376.6	56	51	1000.2	58	765.5
Northampton Academy	AC COMP MIXED	229	40	353.5	57	53	993.3	55	753.9
Northampton for Boys	FD COMP BOYS	222	86	454.2	90	95	1022.6	189	966.7
Northampton for Girls	FD COMP GIRLS	270	82	446.6	89	72	1003.2	142	753.1
The Duston	FD COMP MIXED	295	35	310.9	78	41	981	45	568
Thomas Becket Catholic	VA COMP MIXED	181	35	354.4	73	50	991.9	56	617.7
Unity	VA COMP MIXED	227	28	306.4	57	34	969.2	16	526.9
Weston Favell	CY COMP MIXED	249	30	273.3	53	42	963.2	38	630

Above information from:

<http://www.guardian.co.uk/education/table/2010/jan/13/northamptonshire-2009-gcse-a-level-league-tables>

We propose that smaller specialist schools will help enhance opportunities in both teaching and learning.

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

Approximately 200 (this will depend on model used)

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

Model 1

Key Stage	Year Group	Age on 1 <sup>st</sup> September	Pupil Numbers
1	Year 1	5	14
1	Year 2	6	14
2	Year 3	7	14
2	Year 4	8	14
2	Year 5	9	14
2	Year 6	10	14
Primary Total = 84			
3	Year 7	11	18
3	Year 8	12	18
3	Year 9	13	18
4	Year 10	14	18
4	Year 11	15	18
5	Lower Sixth	16	18
5	Upper Sixth	17	18
Secondary Total = 126			<b>Total: 210</b>

Model 2			
Key Stage	Year Group	Age on 1 <sup>st</sup> September	Pupil Numbers
1	Year 1	5	14
1	Year 2	6	14
2	Year 3	7	14
2	Year 4	8	14
2	Year 5	9	14
2	Year 6	10	14
Primary Total = 84			
3	Year 7	11	18 x 2 = 36 (2 Form entry)
3	Year 8	12	18 x 2 = 36
3	Year 9	13	18 x 2 = 36
4	Year 10	14	18 x 2 = 36
4	Year 11	15	18 x 2 = 36
5	Lower Sixth	16	18 x 2 = 36
5	Upper Sixth	17	18 x 2 = 36
Secondary Total = 252			<b>Total: 336</b>

**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.

So far we are exploring all options of buying, renting and refurbishing existing potential sites, to widen choice, and have targeted the following:

1. Existing school buildings in Northampton, which are sitting empty due to expansion when schooling changed to a two tier system several years ago. We have discussed the possibility of obtaining potential buildings with both Strategic Planning Manager and the Programme Manager from Northampton County Council.

They are contacting Property and Asset Management for potential site visits. This team also manages surplus equipment and they are forwarding appropriate contacts details.

The potential school sites so far:

1. St. James C.E. Lower School – [REDACTED], Northampton

Status - closed – NCC will be showing us round in the next two weeks together with any other available closed schools.

2. Existing sites for sale

[REDACTED] (Already outline planning permission for residential development)

3. Greenfields School – [REDACTED], [REDACTED], Northampton

[REDACTED] (N.B. Flat Roofs)

4. We have also explored closed offices, warehouses and churches. The most promising venue to suit our needs initially for the proposed first/second year of the proposed school's life is at Castle Hill URC (in the Spring Boroughs of Northampton). This could be a potential long term Primary School site.



██████████

**Potential venue, so far, for first proposed phase of ‘Looking Glass Academy of Performance Arts’**

Castle Hill URC is situated in ██████████ in the area of the ██████████ (Town Centre). It is an area that has been identified “as an area that requires improvement” (Central Area Action Plan).

██████████

The church congregation meets only on a Sunday and Wednesday morning, where only approximately 18 people attend. The main hall at the back was originally used as a dance school for a number of years. We have had an initial positive meeting with various members of the church committee about the possibility of their rooms being rented.

Ground Plan

[Redacted]

<Redacted>

### **Castle Hill URC summary:**

Initially on first visual inspection, we noticed the following:

- Kitchen might need modernising to bring it up to the required regulations for catering because ideally we would like to provide children with hot dinners particularly as the Spring Boroughs is an area of deprivation.
- Outside space is not secure.

### **Strengths and weaknesses of possible venues so far:**

1. St. James C.E. Lower School – [Redacted] ([Redacted]), Northampton

Strengths – Two buildings, outside space, secure, not used any more.

Weaknesses – No off road parking and have not seen inside yet.

Cost – To be discussed with NCC

2. Raeburn School ([Redacted] – [Redacted])

Strengths - Large outside space, secure, parking, not used anymore and for sale.

Weaknesses – Already got outline planning for residential development and have not seen inside yet.

3. Great Billing School ([Redacted])

Strengths - Outside space, secure, staff parking, not used anymore and for sale.

Weaknesses – Already got outline planning for residential development and have not seen inside yet.

4. Greenfields School ([Redacted]) – [Redacted], [Redacted], Northampton

Strengths - Outside space, secure, staff parking, and not used anymore.

Weaknesses – Flat roofs (1960s/70s build) and have not seen inside yet.



5. Castle Hill URC ([REDACTED]) – [REDACTED] ([REDACTED]),  
Northampton

Strengths – Various rooms, large dance/drama space, rental possibility and have already viewed inside.

Weaknesses – Outside space not secure, no off road parking, kitchen needs updating, showers need installing, not suitable for full capacity of 200 but ideal for small numbers - upstairs hall is licensed for 100.

New properties viewing shortly:  
[REDACTED]

**Resources in general:**

With regards to equipment, furniture etc, we have the contact details of various sources including the Property and Asset Management team from Northampton County Council.



### **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.