

Section 1: Applicant details

As Companies Limited by Guarantee, certain details will be publicly available on the Companies House website. However, personal information will be treated in accordance with the Data Protection Act 1998.

We realise that not all of this section will be relevant or appropriate to existing Academy sponsors.

Details of Company Limited by Guarantee
Name: Seckford Foundation Beccles Free School Trust
Company address: [REDACTED] Woodbridge Suffolk [REDACTED]
Company registration number: 7650611
Main contact
Name: [REDACTED]
Address: The Seckford Foundation, [REDACTED], [REDACTED], Woodbridge, Suffolk. [REDACTED]
Email address: [REDACTED]
Telephone number: [REDACTED]
Members and Directors
Please confirm the total number of (a) Company Directors: Three and (b) any other members of the Governing Body: Three appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Name: [REDACTED] (Chair of Governing Body) Position: Governor and Member
Name: [REDACTED] Position: Governor
Name: [REDACTED] Position: Governor
Name: [REDACTED] Position: Member
Name: The Seckford Foundation Position: Member
Name: [REDACTED] Position: Member
Name: Position:
Name: Position:
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? Yes

If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:

The Seckford Foundation (charity number 1110964) will be a member of the company together with its Chairman and Chairman of its Finance and Audit Committee. Two members of senior staff are Governors. It is envisaged that the Foundation will supply, where appropriate, support services. In addition it will through the Governors provide expertise in both academic and non academic areas.

If your organisation is an existing independent school, please provide your six digit unique reference number:

Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful the Company will operate a Free School in accordance with the requirements outlined above and the requirements of the Independent Schools Standards* and the Funding Agreement with the Secretary of State.

Signed:

Print Name: [REDACTED]

Date: 31 MAY 2011

Each Member and Director of the Company should also complete and return the personal information and declarations from Section 9 (which is in a separate downloadable form).

* The requirements of the Independent Schools Standards are not applicable for 16-19 Free Schools.

Section 2: Outline of the school

Proposed school name:	The Beccles Free School							
Age range:	11-16							
Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time. If your application includes nursery provision, please add additional rows as appropriate.		2012	2013	2014	2015	2016	2017	2018
	Reception							
	Year 1							
	Year 2							
	Year 3							
	Year 4							
	Year 5							
	Year 6							
	Year 7	108	108	108	108	108	108	108
	Year 8	108	108	108	108	108	108	108
	Year 9	108	108	108	108	108	108	108
	Year 10		108	108	108	108	108	108
	Year 11			108	108	108	108	108
	Year 12							
Year 13								
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	Not applicable							
Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).	No							
Is this an application for a single-sex school? If so, please tick the relevant box.	Y / N . If Y, please tick one of the following boxes <input type="checkbox"/> Boys <input type="checkbox"/> Girls							
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	Suffolk							

Being designated as a school with a religious character will allow you to admit

pupils or recruit some teaching staff on the basis of religious belief. The Funding Agreement requires you to teach Religious Education according to the tenets of your faith. You do not need to apply for religious designation as part of the application process, but this will be necessary if your application is approved. The Religious Character of Schools (Designation Procedure) (Independent Schools) (England) Regulations 2003 (as amended), available here <http://www.legislation.gov.uk/uksi/2003/2314/introduction/made>, sets out the procedure for Independent Schools and Academies to be designated as schools with a religious character. As Free Schools will legally be Academies they will need to follow the same process.

Section 3: Educational vision

Vision

Beccles Free School will be one of the best schools in Suffolk with a reputation for high academic outcomes and pastoral care, with an ethos that inspires students to achieve, whatever their background. It will challenge a culture of low expectations and low achievement in the area.

This is a rare and wonderful opportunity to create a school that will serve children in the community better than anything that has gone before, and in a different way: a way that has strong support from parents and the community.

Rationale

The socio-economic data shows income distribution to be significantly lower than that of the rest of Suffolk, East of England and England as a whole. Only 18% of the adult population work in a managerial or professional capacity compared with 24% in the East of England with just 4% more working in semi-skilled, unskilled or not working. Adults with a level 4/5 qualification (a degree or equivalent) stands at 14% compared to 18% in the East of England and 20% in England, see Appendix 1.

The Performance Tables for schools in North Suffolk demonstrate why there is a low uptake into higher education and consequently a low paid demographic. Academic performance in North Suffolk is amongst the worst in the country. The 2010 Performance Tables show that all of the schools in North Suffolk achieved academic outcomes in two key measures: 5 GCSEs, including Maths and English, and the English Baccalaureate. These fall below the national average with the exception of the oversubscribed Bungay High School. See Appendix 2.

During the consultation process parents within the Beccles and surrounding area and coastal areas of North Suffolk consistently demanded a choice for their children's education.

East Anglia's ten year economic growth rate is higher than any other part of the UK. EEDA's report on skill shortages highlights shortcomings in writing and numeracy as well as shortages in Scientific, Technology, Engineering and Maths (STEM) skills¹. The proposed Free School will give students an outstanding foundation for entry into the best sixth forms and quality training and to redress the long term under achievement in education.

Beccles Free School will be an 11 – 16 school.

The demand within the community is for a senior school with a focus on academic standards. There are already good primary schools in the town.

¹ East of England Innovation Insights (March 2009) - Insight East and East of England Implementation Plan (Dec 2008) EED

At sixth form level there is a wide diversity of choice, perhaps at one of the larger high schools in Suffolk, or at one of the specialist sixth form colleges in the area. Others may begin work or apprenticeship training or choose to pursue a vocational course locally. The proposed Free School will provide a firm educational foundation for both, ensuring that each pupil can move on with strong educational foundations.

Location

Beccles is a traditional market town ten miles from Lowestoft. Growth of Beccles and the linked area of Worlingham resulted in a population increase of 10.8% to 13,690 in the six years to 2007. This is now estimated to be around 13,900 and projected to continue to grow but at a slower pace.

Despite this growth there is still only one secondary school in Beccles. The two schools that achieve good academic outcomes (Bungay High and Hobart High School) are both oversubscribed and up to half an hour away by bus. Parents effectively have no choice for the education of their children.

Beccles town is situated on the river Waveney and is part of the Broads. Tourism, and through this, the retail sector are significant employment areas. The public sector is the major employer through local government and the NHS however the town still retains its traditional links with printing whilst the local industrial estate has a diverse range of light industry.

The population profile is characterised by lower qualification and lower income than in the East of England. Details are contained in Appendix 1.

The East Anglia Array: the energy renewables project, estimated to be worth around £24bn, is being developed off the East Coast. So despite being geographically well positioned to benefit from the economic growth prospects, the local education system is not developing local children to be ready for these opportunities.

Academic outcomes for local schools in the North Suffolk area fall behind national averages. Sir John Leman High School (the secondary school in Beccles) achieves English Baccalaureate results of 6% at pass rate compared with a national average figure of 15%. Under SOR pupil numbers at Sir John Leman High School are set to increase by 20% to 1,650.

Pedagogy

By focusing on a core academic curriculum, the proposed Free School will provide all students with the skills, attitudes and qualifications needed for the next stage of their education.

By implementing a high profile for pastoral care for all students and an effective tutoring system, there will be support for individual students throughout their time at the school. A strong emphasis on high quality pastoral care will provide the bedrock for students' confidence together with

the attitudes to underpin effective teaching and learning. This is just one area in which the exceptional record of Woodbridge School can influence and benefit Beccles Free School ².

The Free School curriculum has been designed to maximise the opportunities of the extended school day, allowing increased support and extension, as well as extra-curricular activities that engage all children.

Identify what will make the school distinctive in its vision and ethos

Beccles Free School will be a truly local school which will welcome students of all ability who will be given an equal chance to follow a sound academic curriculum, underpinned by high quality pastoral care.

The well proven educational expertise brought to Beccles Free School by the backing of the Seckford Foundation will provide a unique opportunity to combine what is best from the independent and maintained systems.

This is a perfect chance to deliver educational choice to parents and children who currently have no choice if they want higher academic standards. Consultations with parents highlighted that they want a school distinct in vision and ethos from their only realistic option, citing anxieties, the heavy bias towards vocational education and consistently low performance.

By focusing the curriculum on core subjects as encouraged by the English Baccalaureate (EBacc)³, a clear goal for all students is provided and is one that can be easily understood and supported by parents.

Aligns with the aims of the Free Schools programme

Beccles Free School has the potential to raise standards, not only of education in the town, but throughout the local pyramid of schools, both by the quality of its students' achievement and the competition provided to other schools. The educational experience of the Seckford Foundation will ensure that the Beccles Free School will be of high quality.

The school will give parents throughout North Suffolk a choice as to where to send their children at the age of 11. There is widespread unhappiness about the existing options.

Using a redundant school building (July 2012) will provide a value-for-money solution when compared to a green-field site. The Seckford Foundation is committed to driving system-wide change by creating a flagship model in which an educational charity/independent school creates Free Schools. This

² See ISI Inspection report for Woodbridge School at [REDACTED]

³ A certificate that will be awarded to any student who gains at least a c grade in GCSE or IGCSE in English, Mathematics, science, a modern or ancient foreign language and a humanity

will provide self-evident economies of scale as well as exploitation and free-flow of intellectual capital.

Schools independent of local authority control can exist and thrive only by using practices, systems and structures that will drive self-improvement.

Capturing the expertise and experience of those with a proven track record in governance and senior leadership will ensure a high quality education for all, together with a sustainable school.

Section 4: Educational plan

Admissions

Beccles Free School will open in September 2012 for Years 7, 8 and 9 and will accept up to a maximum of 108 students per year group.

Applications from parents for their children to attend the new school will be in line with the Suffolk County Council Local Authority Co-ordinated Admissions Procedure. Parents will be required to submit their application to the Local Authority in the normal way by the last Friday in October for admission in September of the following year.

Should the school be oversubscribed, priority will be given to children in public care (Looked After Children). Priority will then be given to children who are ordinarily in the catchment area in the following order of priority:

- a. Preferred as being the most suitable to meet a child's medical needs
- b. Children who are brothers or sisters of, or live as a family at the same address as students who are already at the school or have already been offered a place and will still be there at the time of admission
- c. Children who live nearest to the school (see Appendix 3)

The full details for this Suffolk County Council Admissions Policy for Maintained Schools are available from the County Council website at www.suffolk.gov.uk/EducationAndLearning

For 2012/13, the school's first year of operation, priority will be given to children who are already attending Beccles Middle School. This change to the normal procedure will minimise the unnecessary disruption to children's education. Parents will still be required to submit applications for their children in the normal way as outlined above.

From September 2013 the school will accept students from Years 7 to 10 and from September 2014 will cover Years 7 to 11 covering the full Key Stages 3 and 4 up to GCSE.

Curriculum and organisation of learning

The Free School aims to develop successful learners, who enjoy their work, make good progress whilst gaining confidence in their abilities and skills. The school will develop informed beliefs in its students and provide a moral framework to help all students distinguish right from wrong. Through the curriculum and the ethos of the school, students will be increasingly aware of, and respectful of, others' traditions and cultures. All students will learn in a safe environment which promotes healthy and fulfilling lives and helps them to become responsible citizens who will make a positive contribution to society.

The school will offer a good range of academic subjects to ensure that all students, irrespective of gender or ability, will have the opportunity to establish firm academic foundations.

Key Stage 3: Years 7 to 9

Particular features:

- enhanced curriculum time for English and mathematics in Year 7
- two modern languages in Years 8 and 9 for all students (except those with particular learning difficulties)
- increasing curriculum time allocated to the sciences
- history and geography to have increased emphasis in Years 8 and 9
- religious studies / ethics lessons to encourage discussion skills and values
- range of creative, aesthetic, physical, expressive subjects
- each school day to have an enrichment period for all
- the curriculum designed to provide a solid foundation for success in the English Baccalaureate certificate (EBacc)
- innovative and quality PHSE and citizenship provision
- effective deployment of teaching and learning assistants

The stimulating curriculum at Key Stage 3 will place particular emphasis on the subjects which lead to success in the English Baccalaureate certificate, particularly English, mathematics and sciences. To ensure the best possible start to study at this level, English (which will also include drama) and mathematics in Year 7 will be allocated nearly half of curriculum time; thus allowing all students to make progress and gain confidence in these core subjects, as well as giving them the skills to access successfully the rest of the curriculum. English language skills and literature will be for all students and the banding arrangements in Years 7 to 9 will allow effective deployment of learning assistants.

All students will study French as their first modern language, and in Year 8 all will begin Spanish. Students whose language work in Year 7 shows very little progress, or who have special or particular educational needs or disabilities which hinder linguistic progress, will be offered intervention literacy support instead of a second modern language, as this will secure their English skills and ensure the best possible outcome at Key Stage 4.

Study of the humanities is essential for students to understand their own, and other communities, both past and present. These subjects also help students to develop the ability to analyse and evaluate, and during the process, allow them to learn through listening to others, respect their views and develop arguments supported by evidence. These key skills will be particularly developed through the study of history, geography and religious studies/ethics. All three subjects will be compulsory until the end of Key Stage 3, with more time devoted to history and geography in Years 8 and 9 to prepare for success in the EBacc. The wealth of local sites of regional or

national historic and geographical importance will allow learning to be developed “in the field”. It is envisaged that sites such as Dunwich (coastal erosion) and Sutton Hoo (King Rædwald’s burial ship) will enliven the teaching of these key EBacc humanities.

Students will be offered opportunities through other curriculum subjects to develop technological, creative, expressive, aesthetic and physical experiences and skills. These areas will all help to build rounded and confident students, allow different ways of learning and provide balance in the curriculum. Design will incorporate the teaching of Information and communication technology (ICT) in Year 7. Design will offer three strands of the subject (resistant materials, textiles and food technology) and will be a discrete subject in Years 8 and 9. The ICT study programme will ensure that all students have the skills to use ICT for their other studies and in particular the use of the school’s managed learning environment (learning platform). Students whose skills after the first year are not deemed sufficiently secure, will be offered further ICT lessons in Years 8 and 9, within the enrichment periods.

To ensure the best possible chance of success at GCSE, subjects in Year 9, particularly English and mathematics will embark on GCSE level work so that students will comfortably achieve a GCSE grade to show as much added value as possible. It is equally important that all students be well prepared for study beyond GCSE level and inspire to continue learning for better employment prospects and their future lives.

Given the ambitious aims of the school to develop responsible future citizens, high quality personal, health and social education will be vital. This will be provided by professionals (for example in the areas of health, community policing, cyber safety) who will deliver half-day sessions, off timetable, to all year groups once a term. These sessions will be followed by discussion with tutors in form time. These links with professionals working in the community will bring many other benefits to the students and the school as a whole. To give the required emphasis and direction, this programme will be the responsibility of one of the deputy heads.

Key Stage 4: Years 10 and 11

Particular features:

- enhanced allocation of time for English, mathematics, sciences and Modern Foreign Language 1
- majority of students guided to study GCSEs eligible for the EBacc
- majority of students able to be entered for at least 9 GCSE subjects
- EBacc subjects plus literature and two optional subjects
- religious studies/ethics, citizenship, careers guidance and PHSE for all students
- Functional Skills will be included within English and mathematics for foundation students
- students with proven aptitude may opt for two modern languages

- additional optional subjects will be available in the enrichment periods, allowing for 10 or 11 GCSEs
- form period for careers guidance, controversial issues and thinking skills
- innovative PHSE and citizenship provision
- effective deployment of teaching and learning assistants

All students, except those with Individual Education Plans, will be expected to choose the following core subjects:

- English language and literature (two GCSEs)
- mathematics
- science and additional science (two GCSEs)
- French or Spanish
- history or geography

English will continue to be a key subject, with all students prepared for both language and literature GCSEs. The scheme of work will build on the GCSE work already started in Year 9. For those who are unlikely to achieve at least grade C at GCSE, Functional Skills will be taught. The time allocation for English is generous and will enable the majority of students to reach at least grade C level, while many will do much better. In those classes with students who have real difficulty with English, learning support assistants will be deployed.

Mathematics, which will benefit from a generous allocation of time throughout Key Stage 3 and Key Stage 4, will aim to give all students the chance of as high a grade as possible with the majority reaching at least grade C. Functional Skills will also be offered to those less able, together with support from learning support assistants.

Sciences (physics, chemistry, biology) will be taught as a dual award GCSE within the main curriculum. Students who are particularly interested in taking their scientific knowledge further will be able to take one or two sciences as an individual GCSE. These will be offered in period 6, the 'enrichment period' and this will not only offer an extra GCSE, but encourage the choosing of science subjects in further study beyond GCSE.

Students (except those on Individual Education Plans) must choose a GCSE modern language subject. This may be either French or Spanish. Those who wish may opt for a second language and although this will be in the general option blocks, an extra lesson will be included, particularly for enhanced speaking work, in one of the enrichment periods. The teaching of French and Spanish will be enhanced with opportunities to participate in the two established exchange programmes (to Clermont-Ferrand and Pamplona) run by Woodbridge School, which is part of the Seckford Foundation.

Students must select either history or geography (or both) to ensure the maximum success rate in the EBacc and therefore gain access to good quality courses beyond GCSE and the widest possible opportunities.

In addition, most students will choose an additional two optional subjects from the following:

- religious studies / philosophy and ethics
- a second modern language
- art
- drama
- music
- design and technology: resistant materials
- design and technology: textiles
- design and technology: food technology

These subjects will greatly enhance a student's experience and range of skills.

The 'enrichment period' (period 6 each day) will allow for the provision of several other GCSE subjects which may not attract as many students but will be important for those who do choose them. These will include:

- physical education (as a GCSE)
- information and communication technology (ICT)
- separate science GCSEs
- Latin

It is envisaged that some of these subjects, for example Latin, may be staffed in a variety of ways. Part-time staff may be brought in from Woodbridge School, part of the Seckford Foundation, or through distance learning via the schools' learning platforms.

In Years 10 and 11, the form period will be used by tutors to introduce careers guidance, study skills and strands of the citizenship programme so that all students are as well prepared as possible for their next step in education and training.

Beccles Free School Staffing Projection

Appendix 4 shows full details of staffing requirements for each subject in each of the first eight years of operation.

Free School Curriculum Model

Subjects and Number of Periods per Week in each year

Subjects	Y7	Y8	Y9	Y10/Y11 GCSE
English and Drama (TLR1)	6	5	4	4
Mathematics (TLR 1)	6	5	4	4
Sciences (TLR 1)	3	3	4	5
French (MFL TLR 2)	2	1	2	3 (MFL 1)
Spanish	0	1	1	3 (MFL1)
History (Humanities TLR 2)	1	2	2	2 (History or Geography)
Geography	1	2	2	2 (History or Geography)
Religious Studies/Ethics	1	1	1	2 optional
Art (Creative TLR 2)	1	1	1	2 optional
Music	1	1	1	2 optional
Design and Technology	1	1	1	2 optional
Information and Communication Technology				2 optional
Physical Education / Dance	1	1	1	1
Games (Physical TLR 2)	1	1	1	1
Form Period				1
KS3 : MFL1 and/or MFL2 may be replaced by intervention English for a small proportion of the cohort.				
KS3 : ICT in Year 8 and Year 9 will be compulsory only for students whose skills levels require it.				
KS4 : Students must choose one language and may choose two.				
KS4 : Students must choose one of History and Geography and may choose both.				
KS4 : depending on uptake, ICT may be taught as an option in the enrichment period, session 6. If enough students choose it, ICT will be offered in the option blocks.				

Free School Curriculum Percentage Time Allocations of Subjects

Percentage time allocation per subject

Subject	Y7	Y8	Y9	Y10/11
English / Drama (KS3)	24	20	16	16
Mathematics	24	20	16	16
Science	12	12	16	20
French	8	4	8	12 (if MFL1)
Spanish/extra English		4	4	12 (if MFL1)
History	4	8	8	8
Geography	4	8	8	8
Art	4	4	4	8
Music	4	4	4	8
Drama (KS4)				8
Design and Technology / ICT	4	4	4	8
P.E / Dance / Games	8	8	8	8
Religious Studies/ Ethics	4	4	4	8
Form period / Religious Studies/Ethics				4
KS4: MFL1/MFL2. Students must choose either French or Spanish to GCSE. If they wish to choose both, the second language will be in the options block with an extra speaking lesson in the enrichment period, session 6.				

The school day

The Free School will run each day from Monday to Friday. The school will attempt to keep in line with the local education authority term dates, conferring with other schools in the local pyramid to avoid complicated issues during holiday periods for parents/carers with children at different schools. Thus, the school year will run from September until July, with three terms further divided into six half-terms.

The school days will be arranged as follows:

Time	Activity
0800-0830	<i>breakfast club</i>
0830-0840	<i>registration</i>
0840-0945	session 1
0945-1045	session 2
1045-1105	<i>break</i>
1105-1210	session 3
1210-1310	session 4
1310-1420	<i>lunch / clubs</i>
1420-1430	<i>registration</i>
1430-1530	session 5
1535-1635	session 6 (enrichment)
1635-1735	<i>session 7 (initially two days per week)</i>

Each session is timetabled for 60 or 65 minutes, which will allow timetable flexibility and ensure that it is attractive to part time staff.

The curriculum will operate on a one-week timetable, five days per week. The curriculum is designed to fit within five lessons per day and therefore 25 lessons per week. Each day has a compulsory sixth lesson which will be used in a variety of ways to support and extend learning beyond what can be achieved in the 25 timetabled periods.

Session 6 (enrichment period) will be used to offer:

- form / tutor periods
- year-group assemblies
- extra ICT support at KS3 and KS4
- ICT GCSE

- additional language practical sessions for GCSE
- separate sciences at GCSE
- minority subjects such as Latin

Session 7 although voluntary will be designed to be diverse and to appeal to all students and thus become an intrinsic part of the school providing opportunities for achieving excellence in sporting and artistic activities. This will initially be used for extra-curricular activities such as:

- sports practices
- music ensembles
- school newspaper
- drama
- sports leadership
- art club
- young engineers club

The budget will allow for this session to take place on two evenings per week, as it involves additional school bus costs and employing additional coaching staff (eg Suffolk Community Sports Coaches), for example. By the time the school is fully operational in 2014 it is our aspiration, with voluntary and business input, to further develop this Session 7 and inspire all to achieve their full potential; academic, artistic, musical and sporting.

Parent surveys conducted by the local pyramid schools' Extended Schools Officer suggest that this would be a very popular innovation, and that extended school provision is greatly needed to help working parents/carers or those accessing training/adult education.

Organisation of students

Academic structure

Eventually there will be four classes in each year group, each of 27, giving a total of 108 students.

In order to have some ability grouping and a targeted deployment of the 11 full-time equivalent teaching and learning assistants, there will be two broad ability bands in Years 7 to 9. This will allow some timetable flexibility but will not be applied across all subjects so that as little segregation of students according to ability takes place. These bands will be created according to performance data from the feeder primary schools, performance in national SATs tests and the baseline tests taken at the start of Key Stage 3.

The model for Key Stage 3 could look like this:

	Y7	Y8	Y9	2 ability bands	whole year ability
band X	2 classes	2 classes	2 classes	in upper and lower bands for e.g. English Mathematics Science French History Geography (the EBacc suite of subjects)	several single period subjects e.g. Music Art PE Design will be grouped across the year and timetabled together
band Y	2 classes	2 classes	2 classes		

The above model will allow grouping flexibility such as set 1 and set 2 (ability groups) in the upper band, but with two parallel classes in the lower band. Groupings will be decided on ability and the social mix of each individual year group, to ensure the best combination of students in each class and to produce the best possible learning environment. This model will also allow mathematics to be set within the band, for example from Year 8. In the initial years, flexibility will be essential and setting will depend on staff availability.

At Key Stage 4, the model will be as follows:

block 1	block 2	block 3	block 3
English MFL1 History / Geography	Mathematics Sciences	four optional subjects e.g. Art Drama Religious Studies	four optional subjects e.g. French History Geography Design

Approaches to setting in a small school, according to ability in Years 10 and 11, will require innovative approaches and flexibility.

Given that there will eventually be four English teachers, some setting of English may be possible in Years 10 and 11. If not, English could be grouped with MFL1 and a PE period to allow a smaller number of staff to cover the English classes.

There will just be enough mathematics teachers to teach four sets simultaneously and, if more flexibility is needed, mathematics and sciences will be taught in the same groups in each of Years 10 and 11. This will give nine lessons per week in to which to fit the four mathematics lessons for each class.

If MFL1 is not grouped with English, it could be put in the same teaching block as history and geography, the remaining EBacc compulsory subjects.

The remaining optional subjects will be spread across two blocks of time, four subjects per block, and will therefore allow for little setting on ability. If setting is required, two sets of one subject would be put in the same block to be taught at the same time.

Academic staff structure

To give the required emphasis to students' academic progress and the crucial importance of maximising their chances of success at GCSE, teaching and learning responsibilities will be structured and remunerated as follows:

- Deputy Head (Academic): 50% contact time, line manager of those with teaching and learning responsibilities
- Teaching and Learning Responsibilities 1, (TLR1) 80% contact time: these will be offered to the four leaders in:
 - English
 - mathematics
 - sciences
 - special educational needs
- Teaching and Learning Responsibilities 2, (TLR2) 80% contact time: these will be offered to the four leaders in:
 - modern languages
 - humanities (history, geography, religious studies/ethics)
 - physical curriculum (physical education, dance, games)
 - creative curriculum (art, drama, music, ICT and design and technology)

The importance attributed to the role of the Special Educational Needs Co-ordinator (SENCO) is clear, as the role is remunerated on a par with the three larger EBacc subjects with the same percentage of contact time. The SENCO, who will have Qualified Teacher Status and be appropriately qualified in special educational needs, will manage a team of:

- 2 higher level teaching assistants
- 6 learning assistants (with additional qualifications)
- 3 learning assistants (or more, depending on the number of students with statements)

This team will be central to ensuring the academic success of the school and the happiness and confidence of the student body.

Pastoral structure

The Free School believes that for students to succeed academically, they have to feel supported, secure and respected as individuals. To ensure that the Free School becomes a confident, constructive and happy place, students will receive excellent pastoral care in a small school setting which will enable the staff to get to know each of their students as individuals. The school will look to develop a partnership with the families of all its students and have clear, open channels of communication which will facilitate the sharing of information vital to students' well-being. Parents will be informed at the start of each academic year of the teacher's names and contact details who have direct responsibility for their child's pastoral care whilst at school. Attention will be given to school/home communication via the students' homework diary as well as electronically.

The School will be committed to promoting the safety and well-being of its students and will follow the Suffolk Safeguarding Children Board guidelines. It will work closely with other bodies such as Social Care, Suffolk County Council and Suffolk Constabulary. If anyone within the school has reasons for concern about the well-being of one their students, school policy will require them to share these with the designated safeguarding member of staff.

Year 7 can be a difficult transition for students and to ensure that Year 7 students receive optimum care, a specialist Head of Year 7 will be appointed to liaise with local feeder primary schools and parents, and plan transition activities. A good positive start to secondary education, setting the highest expectations for all students will help create a supportive and productive environment. There will be four tutor groups, each with a tutor who will become specialised in this transition year group. Careful induction of students, introduction of tutors to parents and clear communication between home and school will be ensured so that all students are supported.

Year 8 and Year 9 will have a pastoral head called the Head of Lower School. On the advice of the Head of Year 7, students will be divided in to eight tutor groups, each with a mix of students from Year 8 and Year 9. The benefits of these mixed groups (replicated in Years 10 and 11) will allow interchange between the years thus encouraging the older year to realise their role as mentors. This will also help break down year-group segregation whilst helping the student body to cohere. The inertia often in evidence in Year 8 can lead to a dip in student enthusiasm and performance as the novelty of secondary school wears off. Being in a group with older students who have already embarked on some GCSE work and are thinking about GCSE options

will help Year 8 see their own work and development in more of a long-term context. Tutors will become specialised in these lower school forms.

On moving in to Year 10, students will share tutor groups with Year 11 students. There will be eight tutor groups, each with a specialist Year 10 and 11 tutor, all under the leadership of the Head of Upper School. The holder of this post will have key responsibilities for helping Years 10 and 11 develop an awareness of the world of education and training opportunities available post-16 and the world of work beyond that. As both Year 10 and Year 11 students will be involved in the same level of examinations and controlled assessments, there will be academic benefits in the tutor groups being mixed years. Year 10 will become aware, through drip-feeding, of the choices to be made about the next stage of their education and the final examinations in Year 11.

It is vital for the success of the Free School that students feel part of the school as a whole and not just of a year group. Mixed tutor groups and a mixture of class groupings in each year, not all dependent on academic ability will help promote whole-school cohesion.

Pastoral Staff Structure

High quality pastoral care and guidance will be essential in ensuring the success of the Free School. It will help students chart their way through the sometimes troubled waters of secondary education and help them become responsible and independent young people. Good, constructive relationships will be at the heart of this, as will the relationship between school and home. Key in establishing and maintaining these positive relationships will be the pastoral staff.

The pastoral structure will be as follows:

- Deputy Head (Pastoral): 50% contact time, line manager of those with pastoral responsibilities, notably:
 - Head of Year 7, 80% contact time: line manager of four Year 7 tutors. Particular responsibility for marketing, liaison with primary schools, induction of new cohort of students each year.
 - Head of Lower School, 80% contact time: line manager for eight tutors, each with mixed Year 8 and Year 9 form groups. Particular responsibility for guidance through the GCSE options process.
 - Head of Upper School, 80% contact time: line manager for eight tutors, each with mixed Year 10 and Year 11 form groups. Particular responsibility for careers, further education and training guidance.
 - Full time pastoral assistant when the school is at capacity has been included in the Learning Assistants' Budget.

Given the importance of high quality pastoral care to the success of the Free School, it is essential that nearly all teaching staff who are appointed have the skills to become tutors as part of their role.

Disabled access and Special Educational Needs

Children have special educational needs (SEN) if they require special provision in order to achieve levels commensurate with their ability. This includes children with significantly greater difficulty in learning than others and those who have a disability that prevents or hinders them from making use of educational facilities.

Buildings at the proposed Free School site have already been adapted to meet the requirements of the Equality Act 2010 and consideration will be given to any other additional changes to accommodate individual requirements in line with the Act.

The Free School policy with regards to Special Educational needs will be based on the Special Needs and Disability Act of 2001, recommendations of the SEN Code of Practice and the County Policy Statement on SEN. The agreed policy will involve the link adviser, special needs support staff and the educational psychologist together with any other external agency deemed necessary. The school will appoint a responsible person for coordinating the day-to-day provision: the SENCO. Early identification of needs will be sought, for example through close liaison with feeder primary schools, and the SEN register will be kept up to date. The school will employ a range of learning support staff, classroom assistants, learning mentors and higher level teaching assistants to work alongside teachers to enable students to fulfil their potential.

The School will work on the premise that all students will have maximum access to the full curriculum. There will be no expectation of withdrawal or exclusion, unless this is deemed in the best interests of the student and/or the school.

Each subject policy document will contain information about differentiation and meeting the needs of more able students. Where possible, the School will provide support for students with learning difficulties so they are taught in the mainstream. In Key Stage 3 many subjects will be taught in banded groups to allow the optimum use of teaching assistants and to ensure that lessons are tailored to the needs of individual students wherever possible. There may be movement of individuals across teaching groups to ensure needs are continually being met. Parents and carers will be informed and involved at every stage. In Key Stage 4, where possible, students will be grouped by ability.

All staff will be involved in continual and informative student assessment using a variety of strategies. They will also keep accurate records of student progress which will, if necessary, inform school intervention at School Action or School Action Plus level. The monitoring system used by Woodbridge

School is held as a beacon of excellence in the independent sector. It evaluates pupil progress in each subject at six weekly intervals, and is key to driving up academic standards. All Free School staff will also be aware that it is their responsibility to remove barriers to learning, to set suitable learning challenges and to plan to meet the diverse needs of all students. Continual communication will take place between all relevant staff to ensure that all are aware of the varied and developing needs of the students. ICT will be used to support students with SEN whenever of benefit. The wide range of extra-curricular and extended opportunities planned will also encourage students to develop talents outside the traditional timetable. A personalised learning programme may also be used to complete early certification if appropriate.

Beccles Free School staff will seek to create an atmosphere of encouragement, acceptance, respect for achievement and sensitivity to individual needs. Modification to subjects will be based on an awareness of each individual student's needs and his or her potential, and will ensure that access to the curriculum will be as free and unfettered as possible.

The partnership with parents will play a key role in enabling young students with SEN to achieve their potential. The school will recognise that parents hold key information, knowledge and experience which will contribute to the shared view of a student's needs and the best ways of supporting them. All parents of students with SEN will be treated as partners and given support so they can play an active and valued role in their children's education.

Young people with SEN often have a unique knowledge of their own needs and views about what sort of intervention they require to help them make the most of their education. In line with the SEN Code of Practice, they will be encouraged to participate in all the decision making processes and to contribute to the assessment of their needs and regular reviews of their progress.

Gifted and talented students will be identified across all aspects of the curriculum. Provision for them will be planned in all subjects to enrich and extend their learning experience. Encouraging higher level thinking skills will be built in to all schemes of work and the opportunity to study extra subjects at Key Stage 4 (e.g. Latin, separate sciences) will also benefit the more able and ambitious. The gifted and talented education lead teacher will liaise with pastoral and subject leaders and be responsible for ensuring the identification, monitoring and evaluation of the gifted and talented students' progress.

The policy will include processes for identification and monitoring of students with SEN. This, coupled with an identification of physical and staff resources required to offer the additional support to facilitate SEN students accessing the curriculum.

Local Education Advisory staff will work with the school to help address SEN needs. The school will work with the local family of schools to extend the range and increase the quality of SEN provision in the district. It will also work

closely with local businesses and employers to raise aspirations and confidence levels for all the students.

Student development and achievement

In formulating the curriculum the school is mindful that this part of the East of England has under achieved compared to the national average. If the Free School is to redress this situation the partnerships involving parents, children and the Free School are vital in raising academic aspirations.

It is the Free School's belief that academic standards are lifted by high quality teaching. But this must be supported by an ethos that recognises and values each individual through an emphasis on excellent pastoral care. Each, not just every, child matters.

Progress will be monitored with each student being measured in line with Contextual Added Value based on their KS2 results. Data and information on students will be gathered from the primary schools and a plan of action will be determined as a starting point. Further use of a sophisticated system from the independent school partner (part of The Seckford Foundation) that in its sector has been held as a beacon of excellence.

Beccles Free School has been conceived and organised in the belief that high quality pastoral care will allow individual students to achieve success. Hence the success of the 'whole school' will be the cumulative effect of the success of 'individual students'. Each pupil will have his or her ability benchmarked on entry using the Centre for Evaluation and Monitoring (CEM), University of Durham methods employed by the partner independent school. At each grade session a value added calculation is made which broadly gives greater weight to core subjects.

1. The benchmark for the whole school will be that at least 75% of students show greater progress than would normally be expected. As that target is achieved it will be adjusted.
2. The curriculum of the Free School will unashamedly focus on subjects that contribute to the EBacc. The whole school target will be that for the first GCSE taking (2015) 50% of students will qualify for this award.
3. The third measure will be a 90% take up of extra-curricular, reinforcement or gifted and talented provision of the school. This will be monitored by tutors and assessed by the Deputy Head (pastoral).
4. Termly there will hopefully be a decrease in the number of students on action plan or action plan plus.
5. Success for the whole school will be that 90% of its students move on to their first choice for sixth form or training.

Behaviour and attendance

The Free School will provide a safe and caring environment which promotes mutual tolerance and respect, which values each individual and where any form of bullying is unacceptable.

Clear rules setting out standards of behaviour will be issued to every student when they start and included in their weekly planner to constantly reinforce the standards of behaviour required. Beccles Free School will raise self esteem by ensuring that the academic, sporting and artistic achievements of all students, of whatever ability, are recognised and celebrated. This positive ethos will establish an enjoyable learning environment together with a feeling of belonging. Positive performance will be reinforced through a reward system.

The link between absenteeism and poor academic performance is proven. Regular attendance will be a core value and clear targets will be set and monitored. Instances of concern will be investigated and discussed with parents and carers with an involvement of the Education Welfare Officer as required.

Community Engagement

Engagement with the local community will be a two-way process. Enrichment opportunities will be developed to enable students to engage with local commerce and industry such as the Centre for Environment, Fisheries, Agriculture and Science (CEFAS), the John Innes Centre, UEA and the Sainsbury Centre, Sizewell, Suffolk Water, the Ecotech Centre at Swaffham, Lotus Cars, local museums, the Suffolk Wildlife Trust, and Suffolk College. The broadening horizons programme will include exchange visits and opportunities for work experience.

The School facilities will be used to provide a range of self development and sporting programmes. Activities will include working with clubs and community groups to cement the Beccles Free School as an integral part of the wider community.

Courses will be organised outside of term time and will seek to complement the programmes provided by Sir John Leman High School at the Beccles Sports Centre.

Using the experience of the Seckford Foundation, Free School facilities will be used to provide community learning programmes, in particular for those who are disadvantaged or marginalised. This would include using a food technology room to deliver healthy eating programmes and the sports grounds to provide activities for diverting young people away from anti-social behaviour. Support for other initiatives such as lifelong learning and university

of the third age could also benefit from school facility use. Computer courses for older people delivered from the school ICT suites may also be considered.

It is believed that by using connections with local charities, children's centres, youth worker providers and adult and community services together with the school itself a rich and diverse learning programme can be created and well attended.

Non Pay Costs

Many non payroll costs have been calculated on pupil numbers. This includes educational materials, peripatetic staff, exam expenses and administration supplies. These are included in Section 8 Initial Costs and Financial Viability.

Section 5: Evidence of demand and marketing

Evidence of parental demand

Extensive research has been carried out into the profile of the catchment area population. This provided a clear age profile of the 11 to 15 year old population, which helped to determine the catchment area. The catchment area has been set to provide a maximum travel time to the proposed school of 25 minutes. Within the catchment there is a need to attract 15% of eligible children. This means ensuring the school is fully subscribed is realistic and will not destabilise other secondary schools in the area.

Forward data projections for the population to 2020 have been carried out to demonstrate that the demand for this school is sustainable over time.

The initial part of the campaign involved engaging with and listening to the views of parents. Over the first three months to March 2011 more than 500 expressions of interest were received, together with offers of help in preparing this proposal.

The formal Parental Support form was circulated only on 23 March 2011 at the first of two public meetings and was designed to provide parents with an outline of this proposal. Therefore the parental commitments given are based on a clear understanding of what can be offered.

	CAPACITY	2012 %	2013 %
Year 7	108	81	68
Year 8	108	79	81
Year 9	108	66	79
Year 10	108		66

In just nine weeks a 70% commitment was registered for the Years 7, 8 and 9 at start up in September 2012 and an aggregate of 68% for the first two years, have been achieved.

There have been 216 expressions of interest for places beyond the first two years of operation. This data has been collected in line with the admissions policy. Details of demand by year group are contained in Appendix 4.

During the campaign Head teachers of the primary and middle schools in the Beccles area would not permit information to be made available to their parents. The Parental Support Surveys have consistently expressed concerns over the current and projected size of the main secondary school in the area, the Sir John Leman High School. A surprisingly high number of forms indicate that parents have other children at this school but would prefer the smaller scale of the Free School being proposed. The other theme in the responses is the strong demand for choice which is not realistic at the moment, particularly for financially disadvantaged families who could not afford the termly transport fees.

The success will be in ensuring that in October 2011 parents select Beccles Free School as their first choice. The belief that this will happen is based on three factors:

- there will be 93% of eligible students at the Beccles Middle School, a school that is highly regarded by parents. Changing students to a different school will require a clear decision. Many parents will opt for continuity for their children helping to ensure the Free School's full capacity is achieved
- the momentum of the campaign and positive benefits that parents can see for their children and the future of education in the Beccles area
- the consistent dissatisfaction with the existing provision.

The Parental Support Surveys have consistently expressed concerns over the current and projected size of the the main secondary school in the area, the Sir John Leman High School. A surprisingly high number of forms indicate that parents have other children at this school but would prefer the smaller scale of the Free School being proposed. The other theme in the responses is the strong demand for choice which is not realistic at the moment particularly for financially disadvantaged families who could not afford the termly transport fees.

In addition, this bid offers an immediate short-term benefit that responds to concerns raised by parents, particularly from Worlingham. Without this new Free School the Sir John Leman High School will increase its students by over 20% to 1,650 students. These figures were confirmed by [REDACTED] at a public meeting on 21 March 2011.

The Schools Organisation Review presented evidence to parents which indicated each educational move results in a dip in achievement. Should the Sir John Leman High School increase in size the existing site would not be large enough therefore students would be accommodated on a split site. For around 420 students this would result in three changes of school over a four year period. It is further proposed that students will be taught on a site that continues to be run down to closure. Under these conditions it will be inevitable that over 700 children caught up in this area of the reorganisation will have their education affected. The Beccles Free School would eliminate compromises in the education of this large group of children: all would transfer to the school of their choice and remain there until the end of Key Stage 4.

During the consultation, parents made it very clear that most importantly they want a choice of school with an academic curriculum within the Beccles area.

In addition to the appeal of the curriculum, the following points will be emphasised (many of which are intended to appeal in particular to disadvantaged families):

- **Proximity.** Currently the choice for a local senior school is limited to one – Sir John Leman High School. Providing more choice for those of limited financial means will enhance the choices open to all families. High transport costs to Bungay and the Hobart School in Loddon puts high schools in these towns out of reach for many in the community. Students from Beccles are unlikely to qualify for subsidised or free transport to schools outside their local pyramid.

Many children will be able to walk or bicycle to Beccles Free School, as they currently do to Beccles Middle School. Free transport will be provided for children from the surrounding villages.

- **Affordable uniform.** The school uniform will be designed to ensure that compulsory items are reasonably priced. The list of compulsory items will be as brief as possible, and will not require students to have costly sports uniform, for example hockey boots and/or a rugby shirt, even if they play for a school team.

Additionally, a second-hand uniform shop will be run selling only quality, nearly new items. In addition, the Seckford Foundation grant making programme and other charities will help parents fund school uniform and possibly provide a spread payments scheme.

- **Equipment loan.** Taking part in the Suffolk-wide musical instrument loan schemes will ensure that no student is excluded from achieving their musical potential. Additionally, when students require specialist equipment for sports or music to develop a talent, The Seckford Foundation Grant Programme will consider applications from those excluded on economic grounds. The Foundation has a proven track record of providing such help to students from other maintained schools.
- **School trip support.** No student will be excluded from taking part in educational school trips and visits due to an inability to pay.

Extensive research has been undertaken into the demographic make up of the community. Appendix 1 demonstrates that 34% of the school age population is from “hard pressed” or “moderate means” backgrounds. The areas of Beccles (North and South), Halesworth and Kessingland are all around 40% within these bandings.

Consultation and equality of opportunity

The decision to investigate the option of a new Free School for Beccles arose from an Extraordinary Governors’ Meeting on 4 November 2010. This in turn created a growing frustration concerning the lack of dialogue about the implementation of SOR and the uncertainty around the continuity of education during the transition period for the local children. The quality of secondary school provision and lack of parental choice led to this campaign beginning in

ernest. A particular area of concern was anecdotal evidence that students with SEN were not progressing as expected. There was a strong feeling that the lack of committed pastoral care was disproportionately affecting more disadvantaged families.

An open meeting took place on 30 November 2010 and a campaign to collect expressions of interest was started. This resulted in around 500 expressions of support for this project and the launch of a Facebook page.

The process of marketing has been largely through word of mouth, public meetings and canvassing in Beccles town. There have been very tight restrictions imposed on canvassing at local schools which hampered the opportunity to inform parents. As a result strong social networks are now established which have created a momentum that will continue into the summer. This will also establish a strong parental network at Beccles Free School going forward.

A local Government lawyer has advised on the procedure for statutory consultations should the application be approved.

The public meetings, press releases and door-to-door campaigns have addressed the requirement to consult interested parties.

There has been and will continue to be regular public meetings where individuals will be kept informed of progress and able to raise feedback.

The Facebook page and email contact will remain in place. These communication channels inform people about the plans, provide a listening forum and enable comment on the thoughts that people have on the development of a Free School.

The Academies Act 2010 states that the consultation must be 'on the question of whether the arrangements should be entered into'. In all consultation undertaken the public's view has been sought on whether a Free School should be created. The answer has been a resounding 'yes'. It is therefore believed this requirement of the Act has been met.

If the application is approved, the intention is to hold at least two further public forum meetings in Beccles, giving local people further chances to raise issues and ask questions before the arrangement is entered into. It is anticipated there will be further guidance notes issued separately by the Secretary of State and in anticipation of this guidance it is proposed to follow reasonable procedures for public consultation.

Through the Seckford Foundation, access will be gained to professional legal advice, and it is intended that legal guidance will be sought once the application is approved about all the statutory requirements.

Marketing strategy

Beccles Free School will provide a first class education for 11-16 year olds whose parents want the choice of a school with a more traditional curriculum and higher GCSE outcomes (than offered by current providers).

Beccles Free School will break the mould of average or mediocre educational attainment in the Beccles area and prepare students with the skills to take advantage of the predicated economic growth in East Anglia.

A school with 540 students, an extended day (increasing finishing times from 2.55 pm and 3.25 pm to 4.35 pm or 5.35 pm) and a tutor system which ensures each student is known and valued as an individual, will give each student every opportunity to reach his or her full potential; academic, artistic and sporting.

Beccles Free School will benefit from being part of The Seckford Foundation which has a proven record of providing high quality independent education.

The detailed marketing strategy is attached at Appendix 5.

Section 6: Organisational capacity and capability

Capacity and capability to set up a school

Our capacity and capability is underpinned by the involvement of The Seckford Foundation in this application. The Foundation was created in 1587 and has been educating young people since that date through the provision of Woodbridge School. Woodbridge School is judged by ISI (Independent School Inspectorate) to be exceptional in many areas, including the strength of its community links (www.isi.org.net)⁴. It has extensive experience in running an excellent school with a parallel ethos and vision to the Free School, and has the capability and capacity in its senior staff and Governors to set up a new school. The Director of the Foundation and the Headmaster of Woodbridge School will be Governors of the new Free School. Through them the experience and expertise required to set up a new school can be accessed. Profiles of the Seckford Foundation officers, staff and advisors together with the application team are detailed in Appendix 7. All have agreed to make themselves available to lead and direct the creation of a new school. The Foundation if necessary will commit resources to the project to ensure it is successful.

As a long established local charity and employer serving Woodbridge and its surrounding communities, the Seckford Foundation has experienced management and administrative resources that make it well placed to provide central services to the Free School. As at 31 August 2010, the Foundation employed a total of 329 staff across a range of roles including teachers, care staff and administrative and support staff. The organisation has the finance, human resources, leadership and management expertise to support this scale of operation.

The Seckford Foundation has retained advisors who give expert legal advice covering all practice areas required by a school (██████████). It also has financial and audit advice available to help with direct and indirect tax matters, audit and governance arrangements (██████████).

Capacity and capability to run a school

The Foundation's experience of running a school for more than 400 years is evidence that we have access to the professional support we need to run a Free School. The Foundation's governance structure enables access to a number of additional individuals with specialist expertise required for running a school. These include lawyers, marketers, financiers and educationalists working at a high level for national companies but with a proven commitment to the local initiatives.

The Foundation's finance team includes ██████████. Whilst a successful application would necessitate greater staffing capacity this would be at the

⁴ See ISI Inspection report for Woodbridge School at ██████████

junior level. It is planned that as many services will be shared with the Foundation to avoid the expensive duplication of expertise.

Each year the Foundation is audited by [REDACTED] in accordance with international auditing standards. Its activities result in £12m+ of expenditure which is controlled by financial controls in line with best practice. These including authority levels, management accounts, procurement rules and other practices to ensure financial probity. The Foundation has always had an unqualified audit report. This demonstrates that there is and will be the appropriate financial expertise to oversee the financial management of the new school. [REDACTED] would be happy to comment on the financial management ability of the Foundation if required. Where required [REDACTED] will be used to help with auditing financial control systems.

The Foundation's HR team is experienced in the policies and procedures required to run a compliant school. It has two qualified human resources personnel who are well versed in the recruitment and retention of staff. The recruitment of the Head Teacher would start as soon as the application is successful. It is unlikely, due to notice periods commonly of one term (as detailed in the Burgundy Book), that we will have the Head Teacher in place for two terms in advance of opening the Free School. The Headmaster of Woodbridge School will provide all the necessary guidance until the Head Teacher takes up the appointment. We hope that at the earliest opportunity the new appointee will be able to help influence the set up and plans for the school for which in the future he or she would be accountable.

The recruitment plan for staff is detailed at Appendix 8. In all cases a job description and person specification detailing the competencies required for the role will be created. The grade of the role for the purposes of allocating pay and benefits to the role will be considered. In the case of all staff an appropriate amount of time will be allowed for induction training and team building exercises. Staff will be recruited on the understanding that they will need to be employed at least a month before the first term. The leadership team will be employed to enable them to start (funds allowing) at least six weeks in advance of term starting.

[REDACTED]

The leadership team of the Free School initially and as it develops will be the Head Teacher and two deputies, one with responsibility for academic matters and one with responsibility for pastoral matters. Heads of year seven and Lower School (years eight and nine) will be appointed from the start, and then the Head of Upper School (years 10 and 11) as students move into those year groups. SENCO would be appointed from the school's inception as would subject leads (TLRs). The teaching staff would build with pupil numbers and will be supported by education support staff whose numbers would also grow with the school as set out in the financial template in Section 8.

The company will have a number of members who will be able to appoint the Governors who will be the company directors and eventually charity trustees.

As such they will be fully accountable for the running of the school. They will ensure that the best educational outcomes are achieved for all those who are educated by the new school. The Head Teacher will have day to day operational control of the school, be accountable for the safe and efficient running of the school together with the achievements of its students both individually and collectively directly to the Governors.

A company limited by guarantee has been established. The incorporation certificate is attached at Appendix 8. The Memorandum and Articles of Association which are based on the precedent document provided are attached at Appendix 9.

Section 7: Premises

Possible site options

A short list of site options was prepared based on meeting the objectives of geographical proximity to pupil catchment area and value for money.

A new build option was considered but after some analysis it was concluded that this was not a viable option for two reasons. Firstly, because the available land is positioned on the outskirts of Beccles and this would require the majority of students to travel to school by car or bus. Secondly, it was decided that if there was an existing premises which met requirements it would provide the optimum value for money.

As part of the Schools Organisation Review for Suffolk, four Middle Schools in the Beccles area will be closed. Each of these was considered in turn as a potential option. Gisleham and Halesworth Middle Schools were ruled out on the basis that they were outside the main catchment area. Worlingham Middle School has already been allocated to provide the local primary school with an improved site. The fourth proposed closure is Beccles Middle School. The school is situated in the town centre which is ideally placed for the proposed catchment area. The current suitability and condition of the site meets the educational vision of the Beccles Free School.

Address of the proposed site

██████████
Beccles
Suffolk
██████████

Current freeholder of the site

The current freeholder of the site is Suffolk County Council. It is understood that it does not have a long term plan for the site but under the SOR programme the site has been provisionally allocated to the Senior School in Beccles, the Sir John Leman High School, for Years 7 and 8 for a two year period 2012-2014.

This school requires temporary accommodation for a short term increase in its numbers estimated to be up to circa 300 students reducing back to current operating levels by 2014. Our requirement for the buildings would be permanent.

Our proposal avoids 420 students moving schools three times in three or four years as a consequence of SOR. For example, students commencing Year 7 in September 2011 at Worlingham Middle School will transfer to Year 8 in 2012 to the Beccles Middle School site and then to the Sir John Leman main

site for Year 9 in September 2013. Current years 5 and 6 are similarly affected.

Our view, based on the the strong and positive support from parents is that a high proportion of the existing 308 students eligible to stay at the existing site would transfer to The Beccles Free School.

The first year roll numbers for the Free School are 324 students increasing to 432 in 2013/4. These figures will reduce the Sir John Lemman High School student numbers enabling it to accommodate all students within its main site.

It is recognised that where any new school is set up, the Planned Admission Number (PAN) will need to be adjusted for other schools accordingly. Within our statutory requirements in Section 5 we have identified the importance of resolving this prior to parents choosing a school for their children in October 2011.

Given the positive benefits to students of avoiding up to three changes of school in three years and offering a solution to the Sir John Lemman High School operating on a split site, coupled with the cost and control issues that this presents we believe that the three parties involved will be able to resolve the interim issues and agree a solution which benefits children caught up in SOR. The range of solutions include a shared site at the Beccles Middle School for the academic year 2012/13 with separate general classrooms and a sharing arrangement for specialist areas such as science laboratories, DT and art areas. Another solution is the possible use of temporary accommodation either at the current Beccles Middle School site or at the Sir John Lemman site. This solution would be based on the extent of any overflow but on balance provides a solution which offers parents choice and a resolution to the proposed short term SOR problem.

Given that the numbers are unlikely to be significant the Sir John Lemman High School might find it more expedient for children in the short term to be in temporary accommodation on its own main site.

Details of your preferred site

The Beccles Middle School site is a 14 acre site. The premises has a gross internal area of 4,158 square metres and was designed as a Secondary School in 1939 and continued to operate as such until 1974. Since that date it has functioned as a Middle School and currently has a pupil roll of 416.

The gross area of the existing accommodation meets the initial requirements of the Free School proposal and verbal assurance to this effect was given by the Partnership For Schools representative [REDACTED], during her site visit on 6 May 2011.

The condition and suitability of the existing buildings are broadly fit for purpose but refurbishment and an element of new build will be required to provide the facilities that will be required for the long term operation of the

school. Higher pupil numbers, together with teaching the higher year GCSE year groups, will necessitate a number of changes and whilst the gross floor area meets requirements, reconfiguration will be required to provide the internal classroom areas necessary to deliver the curriculum. The site has the advantage of having available space to add to the existing buildings (or to provide facilities in temporary accommodation for the short term).

To date the site has been maintained under a contract with Suffolk County Council. A review of the latest dilapidations report shows that the buildings are in a reasonable state of repair. There is a need to upgrade the aged and obsolete lighting and heating systems and further improvements will also be required to replace single glazed windows.

It should be noted that due to the School Organisation Review there has been limited funding available this year to carry out standard, annual remedial works.

Capital investment

Capital investment projects would include the provision of teaching facilities and those necessary to make the building suitable for increased pupil numbers and for an older age range. Projects could be phased over a two year period as the school grows to capacity and covers the full five year groups.

Based on an initial assessment and using the Seckford Foundation's experience in both curriculum delivery and estate management, the capital investment proposals are summarised below.

Teaching Facilities

Facility	Requirement	Current provision	Increase required
Science	4 laboratories	2	2
Science preparation room	1 (large enough for 4 labs to use)	1	Extension required to current facility or addition of a second smaller space
<p>Note: There is a requirement for four science laboratories to meet the delivery of triple Science for GCSE. This will require the building of two new labs coupled with refurbishment of the existing two labs and the preparation area. The current site location of the science labs is such that an extension could be built adjacent to these making an enlarged Science department</p>			
Design and Technology	1 large workshop	1 medium workshop	Extension and upgrading required
Food Technology	1	1	Improve and refurbish required. Could be achieved through adapting the current school kitchen space
Art	2 art rooms	1 + kiln room	Adapt kiln room and IT area
<p>Note: Further art space required. Proposal to provide this in the redundant kiln room and in an existing IT area that will be no longer required within curriculum plans.</p>			
ICT	1 fixed room 3 classrooms with IT provision in integrated desks	1 (new)	Equipment and furniture for 3 existing classrooms
<p>Note: Equipping existing classrooms with integrated IT desks will enable them to function as multipurpose teaching areas. This will reduce dedicated IT space from 3 rooms to 1 and maximise the efficient use of classroom space.</p>			
Music practice room(s)	4	3	One additional space required.
Music classroom	2	1	Reuse existing dining area
Library	1	1	No change

Building projects

Room	Requirement	Current provision	Increase required
Dining Room/kitchen	1	1 small kitchen and dining room of insufficient size to provide a cafeteria service and to serve/seat pupil numbers	New dining room and kitchen. (keep buildings and reassign to music, DandT-see above)
Note: If the requirement to build a new dining room and kitchen is perceived not to be initial value for money then there is an option to adapt the timetable and operate a shift system for lunches thereby accommodating the growing pupil numbers.			
Changing rooms	2	2 (assuming 50/50 gender split). Not large enough to enable whole year Games to take place	Extension to current facilities to allow for whole year Games.
Multipurpose Hall	1 to accommodate senior school Games	1 hall, too small for whole school assembly or senior school Games.	New multi purpose hall or source local provision
Note: The existing main hall is insufficient to accommodate a full school assembly. It is used for gymnastics but is not appropriate for indoor ball or racket sports. However, there are facilities in the town at Beccles Common half a mile away, for cricket, rugby, tennis, golf and cross country, which could supplement the facilities at the new school and provide an economically viable solution.			
Classrooms/ Teaching spaces	25	17 27 current indoor teaching spaces	No new classrooms required. The addition of 2 science labs will bring the total to 29.
Cloakrooms/toilets	13 for each gender plus wash hand basins.	14 female toilets 18 male combined toilets and urinals	New sanitary ware will be needed to be age appropriate. Additional female toilets for staff will be needed.
Grounds	Coach access provision required and turning circle.	Car park and two hard surface play areas. Large playing fields.	Reconfiguration of front car park and playgrounds would

	<p>Bike racks</p> <p>Additional sporting facilities.</p>		<p>accommodate coach drop off/collection. Pitches/hard surfaces adapted and equipped for football, rugby, netball, hockey, baseball/rounders. Provision of athletics track and field facilities.</p>
<p>Grounds will need to be adapted to provide the range of sporting facilities which has been identified as necessary to provide a wide range of opportunities attractive to all students. In addition, some changes will be required to provide a safe drop off zone for cars and coaches.</p>			