

Free Schools - Proposal Form

The Proposal Form asks you for details on the educational aims and objectives, parental demand and premises of the proposed Free School. It also asks questions about the suitability of the provider(s) involved. All new Free Schools will be opened with the same legal status as Academies, in a binding agreement with the Secretary of State.

Please note, all information provided in this form will be published on the Department for Education website.

INITIAL DETAILS

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

██████████, nominated representative

Name of your organisation

St. Luke's School Ltd.

Address (of organisation or individual)

██████████, Hampstead, London, ██████████

Email Contact ██████████

Telephone Number

██████████

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

No

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

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

Company limited by guarantee, set up by a Church of England Church to make this application

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

<input checked="" type="checkbox"/> Yes, our organisation is incorporated
Company Registration Number: 7316140
Company Address: [REDACTED], London, [REDACTED] Details of [REDACTED]
Directors and Secretary: [REDACTED] and [REDACTED] ([REDACTED])
<input type="checkbox"/> No, our organisation is not yet incorporated
Approximate date by which it will be incorporated:

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

Local Authority Camden
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)

Our application is supported by [REDACTED], [REDACTED] in which the church is located, and the Conservative Group on Camden Council.

We made contact on 15 July with [REDACTED], [REDACTED], [REDACTED], [REDACTED], and [REDACTED], [REDACTED]. We told them of our aspiration to set up a Free School. We hope we can form a constructive partnership with them but to date we have not received a reply.

SUITABILITY OF PROVIDER

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

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

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

EDUCATIONAL AIMS AND OBJECTIVES

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

We can provide a school that Camden needs and parents want.

Camden has insufficient primary school places. This year, 1,678 applied for 1,598 places. Locally (i.e. in the four wards within one mile walking distance of St. Luke's), 31 children remained unplaced in May 2010. The DoE has identified the provision of new primary school places in Camden as a priority.

Church of England (CoE) schools are consistently more oversubscribed than others. In 2009 at local schools there were 4.5 applicants per community school place and 5.2 applicants per CoE place.

"There is a real lack of places at church schools." [REDACTED], parent

Our school will be sustainable and viable in the long-term because local parents support and share our vision for a Christian-ethos school that is embedded in the community.

"St. Luke's is a friendly and welcoming church with good community links and support for local families. With these links already so well established and their positive reputation for serving the local community, it would be great to be able to extend their support and resources to education." [REDACTED], parent

"I've been coming since my boy was a baby and I think they would do a wonderful job as a school." [REDACTED], parent

"This development would be hugely desirable for local families." [REDACTED]

A new school gives an opportunity to strengthen the sense of community that already exists here and to extend our well-respected work with children and families.

"Strong community within church should transfer into school community." [REDACTED], parent

The London Diocesan Board for Schools (LDBS) supports our application.

In consultation with Camden, the LDBS and parents we will develop an inclusive, fair admissions policy that meets the Admissions Code, promotes community cohesion and encourages sustainable, healthy travel to school.

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.

A community ethos

Our school will strengthen the thriving community that already exists in and around the church and be an asset to the local area. We foresee a strong natural synergy between community and school that will help address our broken society.

The residential housing closest to the church is a mix of private housing, a council estate and a housing association development. Our church community is ethnically mixed. This social and ethnic diversity will make for an energetic school environment and the school will operate in a cohesive way where all can thrive.

Being a part of the community will enrich children's learning

We will take a holistic approach to children's lives and promote learning in the broadest sense as a natural extension of the well established community activities that already take place in our buildings. We will prepare children for responsible community living and engaged citizenship through positive engagement with and contribution to the wider community.

Our proximity to a range of community groups will allow children to learn the value of community action. Active engagement will help pupils to develop mature relationships based on mutual respect, appreciation and a caring attitude to others. For example:

- midweek after-school groups already operate in our building, some run by the church, some by other community groups. We are confident that we could offer a varied extra-curricular programme for children and whole families;
- there is well established contact between the church and several overseas communities. Developing these connections would be a good starting point for exploring issues of global citizenship;
- the church runs a group (Evergreens) providing support and company for retired people. School and Evergreens will both benefit from regular shared involvement e.g. singing;
- we hope to work with the 'Friends of Fortune Green' to make a positive contribution to our local open space, as well as using it for some outdoor activities;
- the church community includes children and families from varied ethnic and social backgrounds and some with marked special needs e.g. autism. Families often comment that they feel included and encouraged to play an

active part in the community, and we would expect this ethos to transfer to the school.

Children from deprived backgrounds

Our community ethos will provide a bedrock for all children, whatever their ability, background or additional learning needs, to develop a sense of responsibility, co-operation and emotional maturity. Personal characteristics like these enable children to learn to make good choices and to fulfil their potential.

A strong understanding of the local environment and community will augment learning across the curriculum. An emphasis on the practical value of learning will especially benefit children who join the school with early experiences of fragmented family or community life or from deprived settings. Empowering these children to develop an attitude of curiosity and engagement will be particularly beneficial in the creation of a strong learning environment.

Support from the community will enrich learning

The St. Luke's community is keen to develop and extend services already offered and to partner the school in supporting school families. Its existing facilities are popular, respected and open to all i.e. not just church members. It hopes to maintain its current services and, as appropriate, develop new work to support school families. For example:

- there are age-appropriate activity groups for children from birth through to secondary school age;
- many volunteers have already offered voluntary involvement, from reading 1-1 with a child with special educational needs (SEN) to running a book group that challenges the most able, or making use of specific skills to run enhancement activities from music and craft to business and finance skills;
- we have a good relationship with the Kings College London (KCL) halls of residence opposite the church. Students regularly help in a voluntary capacity with our youth groups. We anticipate developing this link to involve undergraduates in a mutually beneficial capacity in the school;
- the church supports parents and families through drop-in and support groups. It has also organised its own courses, and promoted courses running elsewhere, aimed at strengthening marriages and developing parenting skills. These could be developed to support school families.

In the context of these strong relationships and with the aim of providing a holistic education, we will partner closely with parents. For example:

- organising curriculum evenings;
- inviting parents to be regularly involved in school life;
- in the case of children with SEN or speaking English as an additional language, recognising and helping to address issues at a family as well as a school level.

Child Protection

As a church that already runs a full children's programme, we take seriously the child protection implications raised by close community links. The safety of our children must always be paramount. We carefully abide by or exceed relevant guidelines on this matter. We give, and will continue to give, Child Protection training to all our volunteers.

Curriculum

We will use the National Curriculum as a broad, balanced foundation to enable children to develop key skills. As a small school we will know our children well so a responsive curriculum and individualised learning programmes are realistic aspirations. We will emphasise a variety of teaching methods to suit a range of learning styles.

"I would like an individualised curriculum." [REDACTED], parent

We will always emphasise cross-curricular links for children of all ages and encourage creative connections between subject lessons and community experiences. We consider that this is an effective method for making learning opportunities meaningful and relevant to children. Whole school topic days or weeks will provide opportunities for enhancement, engagement, strengthening the school community, and fun.

"I would like a broader and deeper curriculum, especially in subjects I feel are neglected by the national curriculum – history and geography." [REDACTED], parent

For example, for a study of the Tudor period historical study might be augmented with:

- provision of a range of historical novels set in the period (English);
- study, act out or watch a Shakespeare play (English);
- visits to the Globe Theatre, Tower of London or Hampton Court Palace;
- hold a period theme day organised by the students (PSHE & SEAL);
- make a period costume, cook a Tudor dish or learn tapestry skills (DT);
- listen to or play music from the period (music, assembly);
- teach some Tudor games (e.g. dice games) and have them available to choose at play times (PSHE, SEAL & maths);
- map Tudor explorers (geography);
- the reformation (RE)
- use a simulation activity to explore inter-continental travel and trade or to create a Tudor market place (maths);
- puzzles with mazes (maths);
- time-line and ordering activities (maths)
- medicine in Tudor times (science)

In studying a less economically developed area in geography we might, for example:

- run a whole school week focused on an African country, where every student will learn something of the: history, weather, literature, currency, geography, famous people, community contacts, dress, economy, food, environmental issues, national sports and language of that country;
- the church has good links with Senegal, a predominantly Muslim country in West Africa, and we would be keen to utilise this contact to make a connection with Senegalese children.

We will offer a programme of enrichment activities to engender a purposeful curiosity and joy for learning, for example:

- teaching a modern foreign language to every child;
- total immersion sessions in children's home languages;
- regularly dipping into the 'real world' with changing focus areas such as architecture, fractals or astronomy, aiming to create a sense of awe and wonder at society and the natural world, and to inspire and motivate students as they glimpse the potential uses of mathematics and other subjects.

"We would be keen on modern languages teaching at an early age."
[REDACTED], parent

"We would value a curriculum which would stimulate a variety of students and definitely an exposure to art, music and foreign language." [REDACTED], parents

In addition to regular provision of music, drama and art and design lessons, we will ensure breadth and depth in our arts provision by having a changing termly focus. For example:

- putting on a play or musical that involves every child;
- running a series of dance workshops;
- using an artist-in-residence to involve each child in creating a sculpture.

We will set high aspirations for attainment and expect our students to exceed government targets.

ICT

We will prioritise investment in current ICT equipment to enhance the learning environment e.g. tablet PCs. We will also invest in packages that enable children to access school work and programmes from home or libraries/homework clubs, opening up creative homework possibilities and home/school cross-over.

PE

Like most urban schools we would not have access to extensive playing fields! We have a small gymnasium currently used by a private school and hope to maintain something similar as our site is developed. We plan to use nearby public spaces (e.g. Fortune Green, Hampstead Heath) as other local

schools do, as well as the swimming and leisure facilities at nearby Swiss Cottage Leisure Centre.

Assessment

We will use regular informal formative assessments and some formal summative assessments (including Y2 and Y6 SATs) to track and accurately assess individuals' progress: crucial for successful individualised learning programmes. Effective assessments allow future learning opportunities to be carefully constructed around the needs, progress and learning styles of pupils.

SEN

We expect to fully include children with SEN in our school. Our community and Christian ethos will provide a strong expectation that all school community members have a valuable contribution to make, whatever their abilities or disabilities.

Carefully trained staff and an individualised approach to children's learning will allow the early identification of children's SEN. Where issues and difficulties arise we will look for whole class or school solutions as well as working with the individual child. For example:

- if an autistic child was struggling with the routine during a particular part of the school day, we would work with that child on an individual strategy e.g. a series of cue cards. We would also review the way the routine for that part of the day is communicated to see if things could be made clearer for everyone.

We anticipate routinely supporting individuals with reading difficulties by, for example:

- paired reading schemes;
- training and utilising our wide network of helpers and volunteers;
- offering a targeted small group or individual response to children requiring longer term input;
- reviewing the way a particular aspect of reading is taught, or the type of reading books on offer, with a view to whole-school developments.

"[I'd like the school to prioritise] getting basic reading and writing skills thoroughly learnt and giving extra assistance at an early stage to those who struggle." [REDACTED], parent.

Children as life-long learners

Helping children to develop self-awareness and self-control and to grow into emotionally and socially mature children will be a priority. Children flourish academically as they grow in their capacity to learn and their hunger for learning. A school-wide awareness of children as learners will enable all to make good progress, including those from disadvantaged backgrounds or with SEN. We will do this by, for example:

- teaching group-work and co-operation skills;
- using circle time and buddy systems;
- training older children in peer mediation and conflict resolution techniques;
- being aware of children's different learning styles and individual skills and talents.

"I want a school where children are kind and care for each other." [REDACTED], parent

The learning environment

We will establish a stimulating, supportive learning environment that is both flexible and well ordered. As a small school we will teach to mixed-age classes. We will embrace the opportunity to plan a fluid and flexible curriculum, implemented in a structured day with clear routines, operating to stimulate the most and least able students alike.

To establish the school, our buildings will need to be refurbished. This gives a unique opportunity for a flexible design to allow regular key stage and whole school activities and incorporate planning for SEN at the design stage. We hope to create a learning environment accessible to children with mobility or visual difficulties, eg:

- ramp access
- hand-height rails and trails
- anti-glare lighting

We anticipate an early years environment that is explicit and clear to all learners whatever their particular needs and in which visual, auditory and kinaesthetic prompts and methods of communication are routinely used.

The outdoor classroom

We have access to an outdoor space where we will create a stimulating learning environment for children to learn to take sensible risks and, by creating a free flow between the indoor and outdoor classrooms, reinforce and develop their social and intellectual learning. The space already includes chickens and a vegetable patch and we will use these to enhance learning opportunities across the curriculum, whether science, geography or being healthy and safe.

A Christian Ethos

The most popular schools in our area, with the highest number of applicants per place, have a Christian ethos. Parents who may not themselves be practising Christians nevertheless appreciate being able to send their children to a school where Christian values are an explicit focus.

Our Christian ethos will permeate school life. Christian principles will inform

our policies as we create a considerate, kind, serving community in which every member is valued, respected and nurtured as a unique individual.

The LDBS is supporting our application. We are discussing a formal link to allow us to innovate and respond directly to the needs of our community and students whilst benefitting from its experience and expertise in setting up and running excellent schools.

We will establish our ethos in a number of ways including:

- using cross curricular opportunities as well as common worship times to create an environment of enquiry, curiosity and a sense of awe and wonder at the world;
- emphasising the uniqueness and value of each individual;
- helping learners to reflect on and be secure in their identity and place in the world;
- embedding and promoting Christian values such as compassion, forgiveness and love in our policies and action on equal opportunities, discipline, bullying, etc.;
- three of the staff team at St. Luke's are trained teachers. Some have taken assemblies and taught RE lessons in other local schools and they are keen to do the same in our school;
- promoting the well-being and health of our staff and pupils alike.

This ethos will enable us to provide a rich environment that supports all: teachers, parents, children and the wider community. This context will enable us to help children develop lifestyles that are physically, emotionally, mentally and spiritually healthy and to develop skills, knowledge and values that will serve them well for their whole lives.

Discipline

We will expect students to work hard and to behave appropriately, in keeping with our wider aims and ethos. We will maintain high standards of behaviour by, for example:

- building a strong sense of community, accountability, identity and belonging within the school to promote positive behaviour, responsibility and self-discipline;
- using our close relationship with the wider community to foster those same feelings of belonging and value;
- making careful links between cause and consequence in everything including behaviour;
- providing a daily communication tool for parents and teachers;
- having a simple, clear policy that is implemented by everyone in the school community;
- adopting a consistent approach with stable boundaries and a measured, stepped response to infringements;
- ensuring all members of the school community feel valued, listened to and safe;
- operating a whole school system of positive reinforcement to

encourage appropriate behaviour.

We will partner in Fair Access Protocol arrangements for hard to place students.

Admissions

In consultation with Camden, the LDBS and parents we will develop an inclusive, fair admissions policy that meets the Admissions Code, promotes community cohesion and encourages sustainable, healthy travel to school.

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

St. Luke's Church has long been passionate about education, community engagement and supporting parents and families. The desire to develop this work to include a school has been articulated by church leaders and parents for more than a decade.

In 2007 when Camden Council was consulting about a possible new secondary school academy in Swiss Cottage, a group led by [REDACTED] lobbied for that school to be sponsored by the CoE: Camden is almost unique among London boroughs in not offering a single Christian-ethos secondary school. Inundated by supportive residents and parents, ultimately the group presented a petition of 1,892 signatures to Camden Council.

This experience aroused in the church community a renewed interest in, and passion for, high-quality Christian-ethos education, and a resolve to keep developing the work of the church among local children and families.

"There is a lack of primary school places and we have the space, experience and enthusiasm to do this [REDACTED], church member

We are delighted at the prospect of providing a school that Camden needs and parents want, and delighted that our proposal has drawn warm support from our ward councillor and local parents.

"I like the community of St. Luke's and trust them to provide a good education." [REDACTED]

Parents perceive a huge need. This is borne out by statistics showing that schools are highly oversubscribed and there are simply not enough spaces.

"Competition for spaces in local church primary schools is fierce." [REDACTED], parent

The aim of our school is to meet local demand for high-quality Christian-ethos education and help meet the shortfall in local primary school places.

We will provide a well-balanced education based on the National Curriculum, enriched by additional learning opportunities and taught in a creative and inspiring way that enables every child to thrive academically, mentally, physically and spiritually.

Pupil progress will be assured through individualised learning programmes and continuous, informal assessment that informs planning and interventions. We will aspire to high educational standards and teach a modern foreign language to all students.

We hope to remodel our buildings to create a flexible, fluid environment specifically designed to accommodate and fully include children with a range of additional learning needs.

We will create a strong Christian ethos that permeates our policies and our school day, from the way adults and children treat one another to our times of common worship.

"A school with a Christian ethos is what I would look for in finding a school for my family." [REDACTED], parent

Community links will be at the heart of the school. We will model good citizenship and a strong sense of community with the aim of engaging children with local community issues and seeing them actively participate.

"There is a big need for a new school in the area and St. Luke's makes a great effort to help build a strong community already." [REDACTED], parent

"St. Luke's already has an excellent community with great activities for children. A school adjoined would be a definite benefit [REDACTED], parent

Well-qualified volunteers from the church provide the driving force for this proposal. Our team is strengthened by numerous others from the wider community. Many are local parents, others are simply local residents who feel passionately about the importance of local school places and want to give their time for this cause.

"Having met many of those involved in the proposal I am convinced that the team will be able to set up a school with a strong ethos and high standards of teaching that serve our local community well." [REDACTED], church member and parent

Based on feedback and expected demand, we anticipate rapid growth for the school.

"The Christian schools which already exist within Camden are oversubscribed and new places would easily be filled." [REDACTED], parent

We want to work with Camden to help meet the desperate need for school places. If our school grows rapidly as we anticipate, we will ultimately require bigger premises. Additionally, on the basis of a clear statistical case and proven parental demand for Christian-ethos secondary school places, and of the expected success of the primary school, we would look to open a secondary school along similar lines.

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.

We are well placed to be able to deliver this vision. We are delighted to be receiving valuable offers of help almost daily. The following have volunteered

to assist in developing various aspects of the school. They have all been selected for experience and wisdom in the area for which they have volunteered.

██████████, nominated representative, will oversee this project from inception to the completion of premises works and opening of the school. She is a trained teacher and educational psychologist with managerial/ supervisory voluntary sector experience.

The church has a forward thinking, skilled and efficient church council (PCC) who voted unanimously in favour of the proposal. They want to support the trustees in establishing a school with strong community links, and will ensure that the church-based families work runs to complement school activities once the school is operational. They have nominated a steering committee to assist with decision making through the set-up process:

██████████ (teacher)
██████████ (accountant)
██████████ (property solicitor)
██████████ (civil servant)

Drawing up and reviewing the business plan:

██████████ (business analyst)
██████████ (accountant)
██████████ (accountant)
██████████ (accountant)
██████████ (operations and infrastructure consultant)
██████████ (banker and accountant)
██████████ (commercial analysis and planning)

This group anticipates a period of intense planning by email, phone and regular meetings, as appropriate for their individual expertise, while the business plan is drawn up. After it has been signed, some of the group will continue to offer regular advice and support as required for governance and contractual decision making pre-opening. Eventually many of these functions will be taken over by the trustees and/or school governors, some of whom may be drawn from this group.

Curriculum Development:

██████████ (maths teacher, educational psychologist)
██████████ (SEN teacher)
██████████ (secondary school geography teacher, church youth worker)

██████████ (primary school teacher)
██████████ (primary school teacher, church youth worker)
██████████ (primary school teacher)
██████████ (primary school teacher, nursery school manager)
██████████ (retired early years teacher)

This group anticipates a period of intense planning by email, phone and regular meetings until the school opens. The group will continue to advise as appropriate and represent community and parental views as the curriculum continues to develop over seven years and beyond. Once school staff are appointed they will take the lead on this.

██████████ is a barrister who specialises in employment law. She has offered pro bono advice as needed throughout the set-up period.

Premises development:

██████████, structural engineer, member of the church premises committee

██████████, member of the church premises committee

LDBS

The LDBS has already provided useful advice regarding the buildings, and in the planning and pre-opening phases, will continue to provide input as to what is possible and desirable. We will need professional input from an architect to assist with long-term design plans. The church premises committee will oversee applications for the necessary permissions for this long-term work and their involvement will be over several years.

Administrative assistance:

██████████ (administrator/accounts assistant)

██████████ (office manager/book keeping)

Both have volunteered help with the administration accompanying this application (e.g. keeping parents informed) and to set up administrative systems for the school prior to the appointment of an administrator.

PR, fundraising and marketing support:

██████████ (marketing)

██████████ (PR)

██████████ (charity fundraiser)

All have offered to advise and help practically as and when needed before and after the school opens.

IT systems:

██████████ (IT/technology)

██████████ (IT)

Both have offered to advise and help practically as and when needed.

Potential governors. Some have experience as school governors:

██████████ (teacher and educational psychologist)

██████████ (business analyst)

██████████ (vicar)

██████████ (parent)

██████████ (former teacher, curate)

██████████ (teacher)

██████████ (solicitor)

██████████ (dentist, parent)

██████████ (operations and infrastructure consultant)

██████████ (commercial analysis and planning)

██████████ (policy experience including school food and environmental performance)

Once the school is operational it will benefit from ongoing community involvement. Many have already offered to help out e.g. reading with children, after school activities, trips, ongoing curriculum development and business

management.

We have a good relationship with the LDBS. We are exploring the possibility of a formal link to benefit from its experience of running 150 schools in London and establishing a number of successful academies.

We expect that the involvement and engagement of a wide range of locals will ensure a strong community focus from the outset.

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

A private nursery school currently operates in part of the halls that would be used for the school. For the first two operational years there will be space for the nursery school to continue to operate in its current form. The nursery is supportive of our application and keen to work closely with us to develop a future working relationship, although we are unsure as yet what this will look like. We understand that nursery provision is not included in the free school policy. We anticipate deciding in two-three years time whether/ how the nursery can continue to work with us in the long-term.

A local private girls' school uses a part of our halls as a gymnasium for its students. We have a good relationship with the school and our vicar serves as a governor there. We hope to partner with them to enable them to continue to make use of our facilities, potentially with a reciprocal arrangement for our being able to make use of some of their facilities.

We anticipate being able to offer after-school activities to our nearest LA school as well as to the local private school, hoping that this too could be a reciprocal arrangement.

Our application is supported by the LDBS. We are discussing with them the possibility of a formal link to benefit from their expertise in setting up and running excellent schools.

We are also considering using [REDACTED] [REDACTED] as education adviser. He specialises in project management and advises on the setting up of new schools after previously spending 10 years as [REDACTED] at the LDBS.

Please name the key individuals / trustees involved in setting up the Free School (if available). Please also indicate whether trustees have been chosen and their roles confirmed. Please provide details of employment of these individuals and any conflicts of interest you believe might arise.

The following people are all willing to be trustees. We believe they will form a balanced trustee group with a range of relevant and useful skills. We do not think that there are any conflicts of interest. All are willing to invest significant time during an intense pre-opening period, as well as monthly meetings with follow-up work between meetings once the school is open. The trustees will be best placed to make strategic and visionary decisions if they have some experience of the day-to-day running of the school and, once open, we will encourage regular visits to the school. We will ask trustees to commit to a minimum term of three years with reappointments staggered to give consistency from year to year.

■■■■■■■■■■, ■■■■■■■■■■, teacher and educational psychologist. She is currently on a career break to bring up children who are now in full-time school, leaving her with enough time to act as nominated representative on this project.

■■■■■■■■■■, ■■■■■■■■■■. She is an experienced office manager and local parent. She will do the planning-related administration, set up administration systems for the school and act as secretary to the trustees. She has sufficient time to commit fully to this role.

■■■■■■■■■■, she is a local parent and keen to help practically. She will help draw together a network of local parents.

■■■■■■■■■■, ■■■■■■■■■■. He will make sure that the church community fully supports the school, and oversee issues arising from church and school sharing a building.

■■■■■■■■■■, ■■■■■■■■■■, ■■■■■■■■■■. He has agreed to oversee the writing of the business plan and advise as necessary. He is a local parent.

■■■■■■■■■■. His employer actively supports employee engagement in the local community and he has agreed to help with all aspects of planning and to advise as necessary.

EVIDENCE OF DEMAND

What evidence of local parental demand do you have? For example, a petition or a declaration from interested parents or pupil number projections for the area. Max 200 words.

There is a dramatic shortage of local primary school places i.e. within a walking distance of one mile from St. Luke's Church. In the four council wards in walking distance, there were 54 unplaced reception children in 2009 and 31 in 2010. In 2009 Camden council was forced to open an emergency 60 place reception class in a church hall and persuade another school to take a 'bulge' class. This is not a long-term solution, especially as GLA place planning shows that Camden is short of 60 primary places a year in this part of the borough and the population is projected to keep increasing.

Local schools are heavily oversubscribed (average 4.7 applicants per place). Someone living in NW3 7 would not get a place at any of the three nearest schools that admit by geography because of small catchment areas.

Local Christian-ethos schools are more popular than other schools (average 5.2 applicants per CoE place, 4.5 applicants per other LA school place).

There is huge local goodwill for Christian-ethos education. As part of the discussions in 2007 about a new secondary school academy in Swiss Cottage, a petition of 1,892 signatures was gathered over a two month period in support of a CoE sponsored school.

In just 10 days of gathering questionnaire evidence for local support, 121 people filled out questionnaires indicating that they definitely support the idea of St. Luke's setting up a new school. Of these, parents of 50 pre-school children said that they will definitely apply for school places at our school, with a further 24 who might apply.

Knowing that there is significant support for the school as well as a desperate shortage of CoE school places, both felt by parents and statistically, we will visit all the local nursery schools in September 2010 to tell parents about our proposal.

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

Option 1:

We plan to admit 15 students per year, giving a total school capacity of 105 after seven years. We think that the space available to us in our halls is sufficient for this number of pupils.

i.e., eventually:

Reception class, 15 students

Year 1/2, 30 students

Year 3/4, 30 students

Year 5/6, 30 students

Option 2:

We fully expect that the school will quickly be heavily oversubscribed. If money is available for more extensive premises works, there may be scope for developing or extending on the church site. In this case, we would eventually cater for 210 students (30 in each year group).

Option 3:

Additionally, we are actively seeking other, larger, sites nearby that would enable us to cater for 210 students (30 in each year group). The KCL halls of residence opposite the church are due for redevelopment including some housing and indications are that there may be space for a school on that site.

Although our plans are for a primary school, we are also mindful that there is also a desperate shortage of secondary school places and, as the 2007 campaign showed, a good deal of support for a Christian-ethos secondary school that does not exist in Camden at present. Therefore, if suitable premises could be identified and future funding allowed, we would be interested in the possibility of expanding the school into an all-through school catering to 16 or 18.

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

Reception-Y6 (age 4-11)

If, in future years, the school is able to expand onto a larger site, we would be interested in the possibility of catering for students up to the age of 16 or 18.

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

September 2011

The site will need some work to make it suitable for the first group of students. An initial phase of premises work would be coupled with a larger reordering, or a move to a different site, after two years.

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.

Option 1 [REDACTED], London, [REDACTED]

The church has a large hall, currently divided into three sections, which we believe could accommodate a school of 105 students. It already has a kitchen and toilets although both would need upgrading.

The church is enthusiastic in its willingness to allow the halls to be developed for use as a school.

The church currently rents part of this hall space to a private nursery school and part to a private school for use as a gymnasium. We hope to work in parallel with the nursery school for several years at least, and potentially accommodate gym space for the private school too.

The church is located in a residential area comprising a mix of private houses, a housing association development and a council estate. We anticipate drawing local pupils who would walk to school.

The hall could be used with some modifications for two years, after which more significant conversion works would be needed.

To summarise, we have a suitable site on the church premises that could be used for a school.

Option 2: If the school becomes oversubscribed, and if additional funding is available, there may be the potential to extend on site 1 to accommodate a school of 210 students (30 in each year group).

Option 3: If in the next two years funding becomes available and suitable premises can be found nearby, we would be keen to explore that as a permanent solution. We are actively seeking alternative sites. The [REDACTED], immediately opposite [REDACTED], is due for redevelopment. There may be room on that site for a new school. We are hoping to discuss this possibility with Camden Council and the developers, [REDACTED]. The school could open in the [REDACTED] (as per option 1) in 2011 pending redevelopment of the [REDACTED] site.

Further information

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

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

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

Next Steps

Please email completed Proposal Form to



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