

Free Schools - Proposal Form

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

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

INITIAL DETAILS

Name

[REDACTED]: SABRES Leader

Name of your organisation

SABRES Educational Trust

Address (of organisation or individual)

[REDACTED]
Brandon
Suffolk

Email Contact

[REDACTED]

Telephone Number

[REDACTED]

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

No

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

Not applicable

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

A Community Group comprising parents, parent-teachers, grandparents and community-spirited people. SABRES was founded on 12th February 2009 in reaction to closure of Breckland Middle School on [REDACTED], Brandon, Suffolk, [REDACTED].

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 type="checkbox"/>	Yes, our organisation is incorporated.
	Company Registration Number: 7432586.
	Company Address: [REDACTED], Brandon, Suffolk, [REDACTED].
	Details of Directors and Secretary: Refer to Capacity and Capability p15.
<input type="checkbox"/>	No, our organisation is not yet incorporated:
	Approximate date by which it will be incorporated:

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

Our school will initially serve pupils from 11-16 and include the majority of pupils in Years 5, 6 and 7 currently attending Breckland Middle School. In addition, we expect pupils drawn from the local area including the villages of Weeting, Elveden, Santon Downham, Hockwold and Lakenheath. Please see the Evidence of Demand section. We have future plans for a 6th Form of 180 pupils (and capacity on the current site for new buildings) but will consider this once a Free School is given approval and is established, and based on the wishes of our community at the time.

We expect the school to reach its initial target of 270 pupils in September 2012, but expect this to grow to 500 pupils by September 2014. Currently, the physical limit of pupils that can be educated is 500. During 2013, we will make a decision on whether to expand further sideways in the 11-16 age range or organically to add 6th Form provision at a later date.

Planned Pupil Numbers for entry September 2012

Year Group	Number of Forms	Number of Pupils in each Form	Total
7	3	30	90
8	3	30	90
9	3	30	90

By September 2014 we expect Pupil Numbers as follows

Year Group	Number of Forms	Number of Pupils in each Form	Total
7	4	25	100
8	4	25	100
9	4	25	100
10	4	25	100
11	4	25	100

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

We expect the school to open in September 2012 with the majority of the current pupils retained from the current Middle School.

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: Suffolk

Neighbouring LAs: Norfolk

Is your Local Authority aware of your intention to set up a Free School?

Yes – both Suffolk and Norfolk are aware.

(If Y please give details of your discussions with them so far)

Meetings have been held with the following people:

██████████ - ██████████, Suffolk County Council

██████████ - ██████████, Suffolk County Council

██████████ - ██████████

12/3/10 Meeting with ██████████ and ██████████ where it was recommended by ██████████ that the best way forward to Save Breckland School would be to make an application to run a parent-led Free School. It was indicated that both ██████████ and ██████████ would support our application for a Free School in Brandon at the Breckland Middle School site.

21/6/10 Meeting with ██████████ in which he spoke to us about the transference of ownership to trustees who would pay a 'peppercorn rent' and the possibility of working across borders with Norfolk.

21/7/10 Further dialogue has occurred when our representatives spoke with ██████████ and ██████████ at the public meeting held by Stour Valley Educational Trust at Clare in Suffolk. Again ██████████ and ██████████ endorsed our application for a Free School in Brandon.

8/11/10 Email dialogue with ██████████, our Norfolk LA contact, sets out that their position on Free Schools is essentially neutral.

Have you discussed your proposal form with the New Schools Network?

Yes

(If Y please give details of your discussions with them so far)

7/6/10 Meeting with [REDACTED] from the New Schools Network during which he advised on our case. Additionally we have sought feedback on numerous iterations of our Stage 2 submissions and NSN have given their blessing for this version to be submitted for consideration by the Department for Education.

10/11/10 Feedback received about this form from [REDACTED], via our new contact at the NSN, [REDACTED].

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
[d] disqualified from working with children under sections 28, 29 or 29A of the Criminal Justice and Court Services Act 2000(6)?	No
For further information on [a], [b], [c] and [d], please contact the CRB www.crb.homeoffice.gov.uk .	

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

If the answer to any of these questions is “Yes” please give details below:

Not Applicable

EDUCATIONAL RATIONALE, AIMS AND OBJECTIVES

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

SABRES is a community group formed by parents, parent-teachers, grandparents and community-spirited individuals in reaction to the closure in July 2012 of Breckland Middle School. We hope to continue educating local children on this fantastic site and also to offer the wider community continued use of the facilities.

Breckland, built in 1963 and opened in September 1964 as an 11-16 school, is situated in 12 acres of ideal grounds and the buildings are in excellent condition. It became a Middle School in 1970 and, in the current run-down to closure, specialist facilities for Science, DT, PE and Music are sufficient for a return to an 11-16 but would require capital funding to ensure high quality provision in the change of status.

Resulting from Suffolk County Council's transition to a two-tier education system the closure of Breckland Middle School means students face severely limited choices of secondary education locally and will have to travel further than any other pupils in the county to reach their catchment school.

The Free Schools movement would allow SABRES to deliver 11-16 education locally and to offer the wider community continued use of all facilities.

See Appendix I for quotations from local parents, supportive local businesses and other stakeholders.

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.

Our core aim is to provide high quality secondary education for 11-16 year olds initially, giving non-selective inclusive admissions preference to students living within the town and surrounding areas. We believe it is vital to have a secondary school in Brandon - thus obviating the 11 mile bus journey to Mildenhall College of Technology, or 11.5 miles on public transport to Methwold High School in Norfolk, and allowing all-important community support to ensure attendance, pride, extensive parental involvement and vocational support – and for the community to continue using site facilities as a focus of town life.

Our main objectives:

- Focusing on Core subjects to ensure all students leave with a minimum of 5 academic GCSEs, grade A*-C, including English and Maths.
- Ensuring all students leave with functional skills for a successful transition to adulthood and fulfilling employment, and producing reflective, resourceful, resilient students with high self-esteem and aspirations.
- Every child receiving an individual education plan together with parents, teachers and possibly outside agencies, ensuring all pupils achieve their potential, make sustained progress and are monitored closely. Assessment and target-setting will be meaningful to children and parents. We would include an electronic method of pushing the relevant data regularly to tutors to help them support each child's individual progress so that they do not fall behind or underperform and enable the more able to be stretched and challenged.
- Providing extensive SEN where required - see Appendix II.
- Offering aspects of school life which other local schools often do not:
 - Flexible timetabling allocating time in the Library or quiet area, to encourage students to take responsibility for their own education: for example, choosing to work in the Library or using a quiet area to read.
 - Timetabled reading periods for all pupils, inspired by teachers.
 - Daily exercise for all pupils and staff.

- Excellent quality food for all students, to provide necessary 'fuel' for meaningful learning.
- A full-time nurse, librarian and ICT technician.
- Regular team building activities using local amenities.

- Using ICT as a subject and cross-curricular tool. The site currently has an ICT room and a Library with 30 work stations in each. We would aim to increase the quality of ICT in each teacher's room to give ease of access in all lessons. We would also want an ICT technician, permanently based on-site, to enhance staff and students' use of equipment. We would want an IP connection with extensive wireless network and all appropriate firewalling aspects to safeguard the school. We would aim to e-register pupils and communicate e-behaviour to parents and teachers easily.

- Applying ICT effectively for SEN students: eg, using ICT tools such as Talking Pens, teaching how to have phone conversations, taking photographs or using mobile phones.

- Building on the legacy of Breckland Middle School's successes:
 - Extensive extra-curricular provision before, during and after school, accessible to all because students live locally - OFSTED 2008 described the 42 clubs on offer as 'outstanding'.
 - Being a Healthy School.
 - Using Assessment for Learning strategies piloted at Breckland Middle School, such as ensuring all pupils reflect upon whether they have achieved their Learning Objectives in every lesson.
 - Using Building Learning Power which pupils who would form Years 7/8/9 are already working with at Breckland.

- Adopting a fair Admissions Policy: see Appendix III.

The SABRES Educational Trust knows that:

- Parents in our community like the idea of a comparatively small high school - they feel children are often lost in a larger school and want them to be known and valued by all staff, including the Principal.

- Pastoral care is a high priority for parents - a small high school can offer this.

- Parents feel their older children often become disaffected and left out when they travel 11 miles to Mildenhall College of Technology; there is little opportunity for Brandon students to become involved there with extra-curricular activities and be taken home afterwards.

- We would aim to stamp out truancy by creating a school students feel proud of, want to attend and have an affinity with.

Evidence of Parental Demand:

The Trust knows without any doubt - from four public meetings, a rally, a demonstration and canvassing over the last two years - that the majority of Brandon people want a school on the current Breckland site and so our core aim is to provide high quality education and the excellent facilities available to the public.

We live in a town recognised as socially deprived, requiring regeneration. Turning Point, representing NHS Suffolk, Suffolk County Council and the Department of Health, state that

'the statistics show that two of the Brandon super output areas feature in the top 20% most deprived areas in the country for skills, education, training and barriers to housing and services'.

The potential absence of secondary education in Brandon concerns the community because it feels that families could relocate closer to a high school or not be attracted to the area in the first place. If new houses are inhabited by families despite a lack of secondary education, the need for a high school would be even greater.

We hope that pupils educated at our Free School would be in an excellent position to help with the town's regeneration. We have used several strategies to engage the whole community and make sure that people from all backgrounds are aware of our campaign and how they can be involved:

1. Articles and adverts in local papers: the Bury Free Press, Thetford & Brandon and the Eastern Daily Press have printed 2 articles each since 11/10/10 and we have been writing in the Brandon Life which is distributed free to every house in Brandon every other week.
2. SABRES hosted a public meeting on 19/10/10.
3. Website: [REDACTED].
4. SABRES Facebook and Twitter accounts which regularly update our followers.
5. Cake stalls on the Market Hill to advertise our public meetings.
6. A week of standing outside Tesco in Brandon for signatures and interest forms.
7. Visiting door-to-door in Brandon with Portuguese and Polish translations available.
8. Sending information home via the local schools.
9. Posters in shop windows, petitions within the shops and banners on agreed private property.

Once we have entered people's details onto our database we then contact them via email or phone.

Evidence of Need:

Parents want a high quality high school for their children in Brandon. The other local options are a long way to travel:

Methwold High School, Norfolk, is 11.5 miles from Brandon and their GCSE results are:

5+ A*-C 60%

5+ A*-C 49% (including English & Maths)

5 A*-G 97%

Parents often choose to send their children to Methwold, or even Bury St Edmunds which is 20 miles away, because of the traditionally poor reputation of Mildenhall College of Technology. However, this school has made a rapid turn-around under a new Headteacher: they recently received 'good' from OFSTED and their GCSE results are:

5A*-C 93%

5A*-G 98%

We want to ensure that our students achieve equally excellent results but without having to travel 22 miles each day to get it, remaining within a small school setting which will provide quality pastoral care plus accessible and extensive extra-curricular activities.

The Curriculum:

We are confident that our relatively small high school would be able to offer full curriculum provision. We know that the school site can accommodate all Key Stage 3 subjects because Breckland Middle School already does. We would aim to form partnerships with other local schools - some already work together - to widen our range of GCSE options. We would look at forming working relationships with local businesses and would be very interested in using ICT for video conferencing, thereby moving local education forwards. We expect the curriculum to look like this:

Key Stage	Core Subjects	Foundation Subjects	Vocational Options	GAMA Options	Extra-curricular
3	English Maths ICT MFL	Science Art BV PE Citizenship Drama Dance DT Food and Textiles Music Humanities PSHE	NA	Early GCSEs Additional MFL	Extensive Sport, Music, Dance and &Drama Homework club Gardening Club Duke of Edinburgh Awards Bistro
4	English Maths ICT 1 MFL 1 Humanity	As above	AQA Unit Awards Apprenticeships Work Experience College Release	iGCSEs	As above

School Culture and Ethos:

We are looking to create a school with forward-thinking yet traditional values. For example, we want simple things, like politeness, to be second-nature to our students; we want the whole school community to have team spirit, loyalty, pride, equality and respect for property. We want our students to have respect for themselves and others – a multi-cultural, diverse and all-inclusive community.

Our Free School will improve student learning because we will provide a high quality learning environment with an all-inclusive culture and ethos. There will be a warmth to our community's school which is not duplicated locally and is already alive at Breckland Middle School.

In addition, we want a body of staff that has high standards and professional integrity, who are prepared to work alongside students, parents and the community and who convey their enjoyment in their own working lives. We want a happy school with everyone maintaining a good work/life balance, providing role models and mentors for our students.

We also want high standards of behaviour. Pastoral intervention focuses on students' individual personal problems, but a clear non-discriminatory behaviour policy with definitive criteria provides stability for all students, a feeling of safety where they know their boundaries. Interpersonal relations between staff and students remain intact because of the clear structure for all. Sanctions are well-known and all staff subscribe to their usage.

Working with an Education Provider:

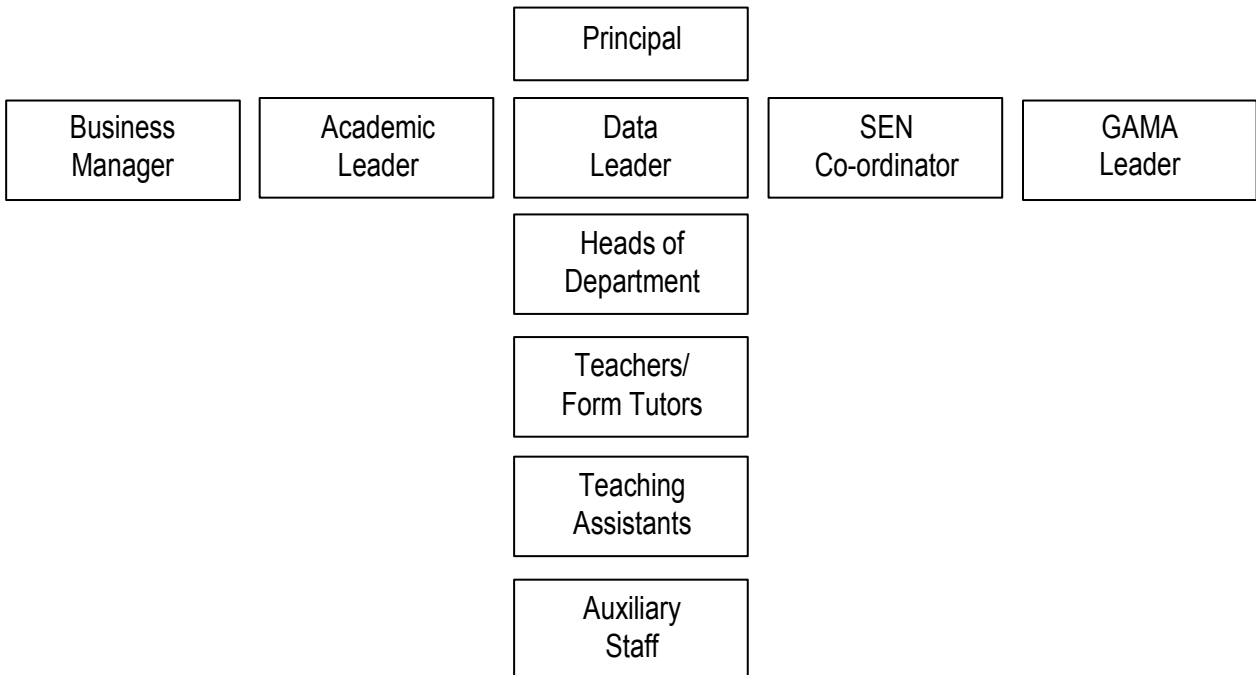
We recognise that we will need to work in conjunction with an Education Provider but we are only interested in those who share our vision of a non-selective, inclusive and small community school striving for high academic standards, vocational success, strong behaviour principles and who are in accord with our ethos, values and educational philosophy, knowing what our current cohort of Brandon students are typically like. See Appendix IV detailing the points we would discuss with our Education Provider.

We are looking for an Education Provider who is efficient, organised and accessible. Such a Provider will work alongside our Trustees and the wider community, and have student and staff well-being at their core. They will welcome unions, honour national staff pay and conditions (or better them) and monitor all aspects of school life regularly, using their professional expertise. They will not throw out the National Curriculum but will appoint people who know how to use it with flair, initiative and innovation, knowing which parts will really aid students' learning.

Leadership and Management

We know that our school needs strong leadership and management. The Provider will need to be visionary, aspirational and inspiring to students, staff and parents. Above all they must have the students' educational, personal and social well-being at heart in order for our children to fulfil their goals and achieve their potential. They must embrace the diverse cultural and social backgrounds within our community. They must be willing to lead by example, listen to stakeholders and motivate others. We believe that separating the academic side from the business side will allow each to concentrate on their own post effectively.

We propose the following as a possible formula for staffing structure:



Policies and Procedures:

We are aware that in our Stage 3 Business Case application we will need to submit detailed policies regarding, for example, admissions, behaviour, curriculum and complaints procedures. However, we are submitting our form without appending these because, although we have clear ideas of what we want, we feel we must discuss this with the Education Provider we choose.

Plans for the Future: see the Premises section on p20 for our plans for refurbishment, future extension and building.

Since the prospect of the closure of Breckland Middle School became a reality in 2008, the SABRES team has worked towards our vision: to establish a Free School providing a high quality learning environment with an all-inclusive ethos at the very heart of the supportive community of our town. The SABRES team has already proved that we are consistent, organised, passionate and whole-heartedly supported by the local community. We have the drive to overcome any difficulties faced and we are committed to finding solutions to ensure that our town gets what it so richly deserves: excellent educational provision for our community's children, keeping education for Brandon in Brandon.

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

SABRES was founded by a group of parents, parent-teachers, grandparents and people with our community at their heart. Our aim is to set up a Free School for the reasons set out earlier in the form.

SABRES Educational Trust has been incorporated as a company limited by guarantee and will at the appropriate time apply to the Charity Commission for charitable status. The sole purpose of the Trust is to establish a Free School in order to retain secondary education in Brandon and consequently provide better life chances for children in Brandon and the surrounding community.

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 would partner with an existing Education Provider and we are currently researching our options as detailed in the 3rd Party section of this form. However, our own Trustee group can call on a range of skills to successfully deliver a new school for the community in Brandon and surrounding areas. All the people below are volunteering between six and ten days per month of their time free of charge and seek no commercial gain from the proposed school.

██████████ ██████████

- ██████████

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In addition, we have two teachers (also prospective parents) who have a combined 34 years of experience in education and for whom teaching is a vocation. Our legal advice has been given by ██████████, ██████████, ██████████, London, ██████████.

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).

SABRES intends to work with an Education Provider. Whilst no decisions have been finalised, we have actively engaged with a number of organisations to explore the range of options open to the proposed school. To date, we have entered into discussions with the following organisations:

IES:

2/6/10 Representatives met with CEOs of the company in London.
11/8/10 They then visited our site for a tour and a further meeting.
12/9/10 Representatives from SABRES have visited several IES schools in Sweden and are continuing this dialogue.
25/10/10 Meeting with UK Manager, [REDACTED], and [REDACTED], [REDACTED] regarding pedagogy.

Place Group Ltd:

Place Group has provided client-side advisory services to assist the Trust in formulating and refining this submission and assessing the options that are open to the proposer Group. They have also made introductions to education providers who have an ethos that matches that of the Trust.

Hanover Partnership for Schools and Academies:

9/11/10 SABRES met with [REDACTED] [REDACTED] and [REDACTED] [REDACTED]

We are currently minded to contract out the education provision and 'back office' functions of the school to specialist providers who can evidence complete alignment to our vision for the school. Any such contracts will be overseen by the Trustees, who will monitor performance against a strict set of Key Performance Indicators. To ensure that adequate alternative provision can be secured, a termination period of one academic year will be written into contracts, based on a 'failure to meet standards' as outlined in the contract.

In the following planned meetings, we seek to discover their ethos, views on pedagogy and the essence of who they are.

Cambridge Education Ltd:

24/11/10 Meeting arranged with [REDACTED] - [REDACTED]

E-ACT:

1/12/10 Meeting arranged with [REDACTED] - [REDACTED]
and with [REDACTED] - [REDACTED]

SABRES Educational Trust has not chosen an Education Provider as yet but we are in unanimous agreement that the IES is an organisation entirely in accord with our own vision of ethos, education and community involvement. Other Education Providers would need to present to us with equal professionalism, dedication, dynamism and positivity. IES has been consistently approachable, fair, honest and straight-talking; they have a proven excellent track record in Sweden which we have seen with our own eyes. They epitomise the forward-thinking, reflective, inspirational, aspirational and motivational combination we are looking for.

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.

This submission is being made by the Trustees of SABRES Educational Trust. The information regarding our initial four Directors is in the Capacity and Capability section.

Additional key individuals involved in the setting up of the Free School are:

██████████ ██████████

- Founder member of SABRES - she has two children (aged 9 and 6) and is unhappy with the choice of secondary schools in the area for them and the community.

██████████ ██████████

- Founder member of SABRES – she is passionate about having more choice of secondary education - she has two children (aged 14 and 11).

██████████ ██████████

██████████ and ██████████ would step down once the decision regarding our Free School is made to avoid conflict of interests. They would not be Trustees. ██████████ is currently ██████████ and would not become a Trustee until her role as a ██████████ ceases.

In addition to the Directors, the following people have been identified as potential Trustees for the proposed school, subject to approval and an open selection process:

██████████ ██████████

██████████ ██████████

We do not see any potential conflicts of interest. Should any arise during this process, these will be reported to the Trustee group for review.

EVIDENCE OF DEMAND

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

In 2009, community support was demonstrated with over 2,100 signatories to a petition to save the existing Breckland Middle School.

Refocusing to pursue Free School status, we held a public meeting on 19/10/10 attended by over 240 people. Community support and parental expressions of interest are detailed below and the forms for parents can be found in Appendix V:

Community Support specifically for the Free School

Location	Total number
Brandon and Villages	1411

These signatures were collected either on 1/8/10 at a town summer event, or since 23/9/10.

Parental Expressions of Interest

	Before School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Total number of children so far	104	53	50	61	73	53	80	62	66

These forms have only been available since 15/10/10 so are a good indicator of positive public support to date.

Marketing, branding and public meetings in Brandon and surrounding villages, once we are working in conjunction with an Education Provider, will ensure that our planned student numbers are reached. However, we believe that the speed with which we reached our current figures is an indicator of large parental support. Parents do not want their children travelling 11 miles to get to Mildenhall College of Technology, their only catchment option, or 11.5 miles on public transport to Methwold High School in Norfolk.

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

We expect the school to open in September 2012 with the majority of the students staying on from the current Middle School. In addition, our evidence of demand at this time suggests that some 60 pupils from the three closest primary schools will join, together with a small number from surrounding villages.

We anticipate opening with 270 pupils in September 2012 and expect to reach full capacity of 500 pupils by September 2014. Please refer to the tables in the Planned Pupil Numbers section of this form.

The school has a current physical capacity of 500 pupils. Any decisions to increase capacity or provision in the school will be taken in full consultation with the community.

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.

It is proposed to locate the school on the existing site of Breckland Middle School, which is located in [REDACTED], Brandon, [REDACTED].

Provisional Capital Costs:

1. Tables, Chairs and Cupboards

Currently Suffolk County Council are running the site as a middle school and are likely to offer local schools equipment from the site when the School Organisation Review team close Breckland Middle. We would make an offer for the remaining equipment but, on the basis that it may be either too worn or not of a suitable quality, we would want to budget an allowance per child in the school for chairs, tables and cupboards. This is likely to be at the level of £200 per child in the new Free School although this figure would be reviewed and revised as further information is available. With 500 pupils in the school this represents an investment of £100,000. If enough equipment is left from the current school the figure of £100,000 would be reduced.

2. ICT equipment

Capital funding for a newly installed ICT solution, including workstations throughout the school with servers and associated network connectivity, will be required. With 500 pupils within the school, and setting a capital investment of £150-£250 per pupil, this equates to a cost of between £ 75,000 and £125,000.

3. Redecoration of Main Site Building

We wish to improve the facilities within the planned school site. A budget of £25,000 will be required.

4. Improvements to Existing Practical Block

The current practical block is a set of 4 separate classrooms with 2 Science Labs, 1 Art Room and 1 DT workshop - we wish to prepare for possible repairs and refurbishing and would bid for a £60,000 capital investment to carry out this work.

5. Our own school transport

Our school is in a very rural area in Suffolk and public transport is difficult to use - we hope to purchase a minimum of two 17 seater mini-buses to cater for students travelling from our surrounding villages, after-school clubs and educational trips. For this we would apply for £50,000 capital funding to purchase the initial 2 mini buses.

Potential Capital Requirement = approximately £385,000.

We do not expect there to be a capital cost for the school site and buildings as we expect to obtain the site and buildings on a 125 year lease from Suffolk County Council in the same way as the Stour Valley Educational Trust are currently negotiating.

6. We also intend to bid in the future for funding for:

- **Covering the outdoor swimming pool currently on site**
This would be of massive benefit to our students and also the community for whom the nearest pool is 8 miles away in Thetford or 11 miles to Mildenhall.
- **Extending Expressive Arts and PE provision**
In order for Music, Drama and PE to be taught effectively at GCSE level and beyond, new builds would be needed: a Music and Drama block with practice rooms, a recording studio and small performance venue would be our ideal. A larger gym would also be a fantastic addition to the site. These facilities would be used by our students and our community too.
- **A Potential Sixth Form Centre**
Once we are up and running we would look at the possibility of building a Sixth Form centre for 2014 when our first intake would reach 16 years of age.

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, 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.

**APPENDIX I:
Quotations in support of SABRES proposal for a Free School:**

██████████ of ██████████: 'This year we started our own catering business in Brandon and the surrounding villages and we are looking to expand. We'd really like to support a Brandon-based 11-16 school and provide opportunities for work experience, perhaps leading to employment. A high school is precisely what this town needs!'

██████████ of ██████████, ██████████, Brandon: 'A Free School right here in our town would give fantastic opportunities for the up-and-coming age group and I would be very interested in partnering with the school to provide vocational and work experience; I know a lot of Brandon-based construction companies who agree with me.'

██████████ of ██████████: 'Keeping the Breckland site open is essential for the whole community. When I am teaching in the Music Room in the evenings I am always struck by how many people use the facilities. I've spoken to members of the many community groups who hire parts of the building as I do and we are really hoping Breckland becomes a Free School because we've tried other venues and there's nowhere else with a stage, for example, or room to house the numbers of people who attend our groups.'

██████████ (grandparent of current pupils): 'We have 5 grandchildren and all of them have loved attending Breckland. Everyone we know is desperate to keep the school open because it is essential for Brandon's children to feel they are cared for within our own town and, in turn, they will have pride in the place they feel they belong to.'

██████████ of ██████████ in Brandon: 'We have had the pleasure of undertaking work, via Suffolk County Council, on the Breckland Middle School site over the last 20 years. However, we are aware that other local companies have not been able to tender for work on the site as it has been provided by SCC itself. We are looking forward to the Free School choosing the best quality people from within our own community to maintain the site. It will have massive benefits for our town which needs regenerating and for the school.'

**APPENDIX II:
Providing extensive SEN where required:**

- Providing alternative vocational qualifications, such as AQA Unit Awards, and meaningful work experience and apprenticeships with local businesses in consultation with families and students.
- Working alongside outside agencies to ensure that all needs are catered for:

Special Educational Need	Outside Agency
Dyslexia and Dyscalculia	Wickhambrook Centre for SLD
ADHD and EBD	Behaviour Support Centre
Autism	Autism Anglia
Speech and Language	Speech and Language Therapy
Physical Disabilities	Physiotherapists attached to the child
Mental Health problems	Outreach
Reading Age below average	Lexia Learning
Social issues	Social Workers attached to the child

- Publicising the site's lift and wheelchair access.
- Screening for Dyslexia and Dyscalculia shortly after a student's admission and the visually or hearing impaired receiving the necessary support.
- Giving SEN pupils as many integration opportunities as possible in practical subjects such as Music, PE, Art, Drama and DT when their learning can be extended so much by having role models to emulate. Maths, English and subjects with large written workloads would be taught in small classes.
- Providing opportunities for withdrawal sessions from mainstream subjects to give students focused, intensive work on curriculum areas they find difficult – particularly English and Maths.
- Appointing an outstanding SENCO, with experience in both 'mainstream' education and SEN at specialist schools. The SENCO would write innovative, useful schemes specifically for our students which could be supported by AQA Unit Awards to give them vocational-based learning. The SENCO would either provide high quality training for staff about our students or arrange for outside agency courses. Adult classes on Parenting, Literacy and Numeracy could be offered after school.

- Setting up a learning mentor scheme for children with behavioural difficulties, eg adults working with students one-to-one to promote social interaction and anger management, and mentors running social skills groups and a 'chill-out' room.
- Offering physiotherapy and special sports, such as archery, basketball or Gym Trail for children with physical disabilities – outside funding could be sought. A sensory garden could produce organic food for the kitchen or community.
- Making sure our EAL students have equal opportunities, support and full curriculum access. We would look at ESOL teachers, family learning, submersion and mentor support – there are several Portuguese and Polish individuals taking Teaching Assistant qualifications locally at present.
- Extending and accelerating Gifted and More Able students by encouraging them to take, eg, iGCSEs or to sit exams before 16. Staffing and budgeting levels might delay this until student numbers allowed.

**APPENDIX III:
Proposed Admissions Policy for SABRES Educational Trust**

We want to be responsible for making a clear and strong admissions policy, using the Schools Admissions Code to reflect the community's wishes. Until the school is oversubscribed, all students applying will be admitted. Oversubscription criteria would be:

1. Siblings of existing pupils
2. Residence in a catchment or priority area:

Zone A = 75% (PRIORITY)

Zone B = 15%

Zone C = 10%

██████████ Tie-breaking criteria would be that children's names would go into a hat (metaphorically) and the first ones drawn out by someone unconnected with the school or the children concerned would be admitted. Please note:

- We will not select by ability.
- We will not interview applicants.
- We will not seek payment for admission.
- We can refuse to admit pupils who have been permanently excluded twice, but will otherwise not take behaviour into account when admitting pupils.

**Appendix IV:
Aspects to discuss with our Education Provider**

- A possible specialism with associated ethos attached to it. Dependent on staff appointed, pupils of Brandon and surrounding areas already excel at PE, Music, History, Drama, Art, DT and Food/Textile Technology.
- Teaching styles: a mixture of traditional and less rigid methods of teaching would provide our students with the best possible range of learning opportunities and this would mean that they would find the learning style which suits them best – the style chosen would be natural, depending on the subject teacher’s own personal preference. The teacher would be chosen by the Principal who would be looking for excellence in that person.
- Setting and streaming: we are aware that different Education Providers have different approaches but we would most likely consider setting Core subjects whilst the Foundation subjects are taught as mixed-ability groups.
- Class sizes:

Date of entry	Number of classes	Form size	Teaching Groups
September 2012	3-form entry	No bigger than 30	No bigger than 28
September 2014	4-form entry	No bigger than 25	No bigger than 25

This is entirely consistent with our small school ethos.

- One aspect parents are very interested in, from our Public Meeting on 19/10/10, is the school day starting earlier because it would allow access to extra-curricular activities during the afternoon. Our initial thoughts about the structure of a school day are to stagger breaks, lunches and lesson times to aid cross-over. One year group could follow the times set out in the table below whilst another begins the day with Mentoring/Homework and another with Tutorial/Assembly.

Time of Day	Structure
08:00	Lesson 1
08:55	Change over
09:00	Lesson 2
09:55	BREAK
10:15	Lesson 3
11:10	Change over
11:15	Lesson 4
12:10	LUNCH
13:10	Lesson 5
14:05	Tutorial/Assembly
14:30	Mentoring/Homework
15:00	End of Day & Beginning of Clubs

- We would consider a fortnightly rotation of timetables if deemed necessary for curriculum coverage and summer holiday 'catch-up' programmes as well. However, school terms must mirror those of other local schools due to parents' childcare issues, their weekly and daily routines and for the sake of community cohesion.
- We will incorporate successful strategies that other expert advisers suggest, including the staff currently working with our planned Years 7, 8 and 9 cohort for 2012. For example, one thing we know would work very well is routine contact with parents to highlight success and areas for improvement and that vertical grouping in registration groups has worked extremely well in other local high schools.
- We feel that whoever we select as our Education Provider must be able to be part of the decision-making process regarding the naming of the school. The expectation of the SABRES group is that the word 'Breckland' will form part of the school's name in order to maintain identity.
- The school's dress code: we are thinking about all available options, including modernising part of the uniform, making it a sought-after item and one which helps all parties feel part of a team.
- Cost effective resourcing aimed at getting the best possible education for our students.
- The learning environment which we would wish to be modernised, preferably by local businesses and volunteers.
- Rewards and prizes: we want to reward all students for their successes and not allow 'middle-of-the-road' children to slip through the net. We want to offer worthwhile prizes, possibly accessing existing local facilities such as High Lodge, Brandon Country Park, Centerparcs in Elveden, Thetford Forest and the RSPB in Lakenheath. We could extend this to include links with local businesses who could be encouraged to sponsor awards.

**Appendix V:
INFORMATION REQUEST FORM**

NEW INFORMATION REQUEST

**TO FAMILIES FROM BRANDON AND SURROUNDING AREAS
FROM THE SABRES EDUCATIONAL TRUST**

**This is particularly important if you have children
aged 12 and under by the 31st August 2011.**

At time of writing, the law does not enable Suffolk Council to release the names and details of the pupils and parents affected by the closure of Breckland Middle School. In order to ensure that you receive regular, timely and important communications we ask all parents and carers who are interested in the proposed new school to complete the form overleaf, even if you are already on our database.

You have no legal obligation to provide this information and we are not in a position to guarantee any specific responses in return. You are simply registering your level of interest in the proposed school and consenting to receive relevant information about our proposed 11-16 Free School on the current Breckland Middle School site. In time, once admission application details have been finalised, we will communicate detailed information on how to apply formally to the new school.

Please note that filling in this information, leading to the option to apply for admission to our new school, does not prevent you from applying to your current Local Catchment School also. We cannot give an accurate timeframe until our plans are approved, but will keep you informed as to the progress of our application under the Government's Free Schools policy.

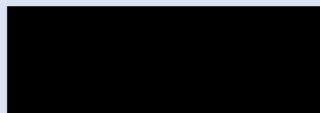
Please be assured that all information received will be kept in the strictest confidence and only seen and processed by the Sabres Educational Trust and the Department for Education. In addition, please note that we ask one parent or carer to sign this form as being accurate and correct. This is not for legal reasons; it is simply to ensure the accuracy of information received.

You may email this information to us in a format to suit you, as long as all the details requested are included in the email. Please send this to: [REDACTED]

Contacting the Sabres Educational Trust:

We prefer to be contacted by email, and will endeavour to respond within 48 hours.
Our general email address is: [REDACTED]
In future, updated information will be posted at: www.sabreseducationaltrust.com.

Should you have any urgent or sensitive queries, please call one of the following:



Postal Address: Sabres Educational Trust, [REDACTED] Brandon, Suffolk, [REDACTED]

**SABRES EDUCATIONAL TRUST
INFORMATION REQUEST FORM**

Parent or Carer Name _____
 Address _____
 _____ Postcode _____
 Home Tel _____ Email _____
 Preferred contact method:- Telephone Email address

Would you be interested in sending your child to the proposed new school in Brandon?

YES, definitely interested **NO**, I'm happy with the proposed provision outside Brandon

<p>1st Child Name _____ Primary Residential Address _____ _____ Postcode _____ _____ Date of birth _____ Age on 1st September 2010 _____ School on 1st September 2010 _____ Year group on 1st September 2010 _____</p>	<p>3rd Child Name _____ Primary Residential Address _____ _____ Postcode _____ _____ Date of birth _____ Age on 1st September 2010 _____ School on 1st September 2010 _____ Year group on 1st September 2010 _____</p>
<p>2nd Child Name _____ Primary Residential Address _____ _____ Postcode _____ _____ Date of birth _____ Age on 1st September 2010 _____ School on 1st September 2010 _____ Year group on 1st September 2010 _____</p>	<p>4th Child Name _____ Primary Residential Address _____ _____ Postcode _____ _____ Date of birth _____ Age on 1st September 2010 _____ School on 1st September 2010 _____ Year group on 1st September 2010 _____</p>

**I declare that all the information provided is accurate and true,
and includes all children in my care under the age of 12 years on 1st September 2010.**

Signed _____ Name _____