

Free Schools in 2013

East Sussex Free School

Eastbourne

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: **mainstream.fsapplications2013@education.gsi.gov.uk**

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

It is essential that the hard copies are identical to the version you email.

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

Personal data is collected on this form in order to consider an application to set up a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: [REDACTED]		
3.	Email address: info@eastsussexfreeschool.org.uk		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input type="checkbox"/> Parent/community group <input checked="" type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input checked="" type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input checked="" type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other		
6.	If Other, please provide more details:		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8.	If Yes, please provide more details: N/A		
9.	<table border="0"> <tr> <td style="vertical-align: top;">In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:		
Details of company limited by guarantee			
11.	Company name: East Sussex Free School		
12.	Company address: [REDACTED]		

	[REDACTED]	
13.	Company registration number: 7952740	
14.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details: N/A	
Company members The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.		
16.	Please confirm the total number of company members: 3	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: [REDACTED]	
	2. Name: [REDACTED]	
	3. Name: [REDACTED]	
	4. Name:	

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name: [REDACTED]

2. Name: [REDACTED]

3. Name: [REDACTED]

4. Name: [REDACTED]

19. [REDACTED]

Related organisations

20. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.

Yes
 No

21. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- the role that it is envisaged they will play in relation to the Free School.

School Business Services - 06443524
School Business Services will make available expertise and resource in School Finance, ICT and Management Information Systems.

Place Group Ltd - 439705
Place Group will make available the education, school improvement and

	project management resource to the school and offer advice on school efficiency and procurement.	
22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc). N/A	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	N/A
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	N/A
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: N/A	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: N/A	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

The East Sussex School Company has been set up specifically to establish East Sussex Free School. Primarily a teacher-led group, other partners in the venture have extensive interests in education – School Business Services as a provider of financial and ICT advice to schools in the state sector and Place Group as a market leading education consultancy, project management and school services company.

Place Group – 439705
School Business Services - 06443524

Please tick to confirm that you have included all the items in the checklist.



Declaration to be signed by a company member on behalf of the company

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: ~~Chair of company~~ / Member of company (please delete as appropriate).

Print name: [REDACTED]

Date: 21/2/12

NB This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.

Section B: Outline of the school

1.	Proposed school name:	East Sussex Free School
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input checked="" type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2019
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

9.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
10.	Postcode of the preferred site of the proposed school:	[REDACTED]
11.	Local authority area in which the proposed school would be situated:	East Sussex County Council
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	N/A
13.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>N/A</p>	

Section C: Education vision

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

East Sussex Free School (ESFS) 4-19 Eastbourne

Rationale

- In East Sussex there is an immediate shortage of Primary places, growing numbers of pupils up to age 14 (Eastbourne), and an imminent shortage of all Secondary places in the area, together indicating high levels of basic need
- DfE emergency basic need funding for East Sussex in 2011 was over £6m
- East Sussex's 'Core Strategy Infrastructure Delivery Requirements' shows a projected shortfall of 150 Primary school places for 2013 with a continuing increase in demand requiring 1050 additional places by 2026. In Eastbourne alone there will be shortfall of 5 cohorts in primary provision.
- The same LA Core Strategy source shows a projected imminent increase in demand for Secondary provision with a shortfall of 300 places by 2018
- Locally, in Eastbourne the age profile has been dropping since 2001 ('East Sussex in Figures' website) and as a result the Borough Council ('Joint Youth Strategy for Eastbourne 2011-2015') notes that numbers of young people aged up to 14 years will rise in this period, which includes our opening year
- In applications to Secondary schools, while East Sussex saw a rise last year in the proportion of pupils offered a place at their first-choice school, 6% of Y7 pupils started at a school not of their choosing and the area is not performing at the level of the best where only 2% of pupils fail to secure their first choice
- According to data from the Specialist Schools and Academies Trust (as was), there were only two Secondary schools in East Sussex with a first specialism in Science: Peacehaven Community School and St Richards Catholic College in Bexhill on Sea, and nothing similar in Eastbourne
- There are some good secondary schools in East Sussex but overall the LA performs at the level of the national average with only 58% of pupils achieving 5 or more GCSEs at Grade C or above (2011 League Tables) while Eastbourne Academy scored the lowest GCSE results in East and West Sussex for pupils obtaining 5 or more A*-C grades including English and Mathematics

- Many sixth-forms have been removed from secondary schools in East Sussex and at present only 8 remain (Crowborough, Hailsham, Hastings, Heathfield, St Leonards on Sea, Lewes, Uckfield, Wadhurst) as shown on the LA website
- Sixth-form provision will support the planned raising of the participation age
- Eastbourne has the second highest level of unemployment of any borough or district in East Sussex and parts of Devonshire, Langney and Hampden Park wards often rank amongst the most deprived areas in England (e.g. Indices of Multiple Deprivation 2007). As such our provision will be a much-needed boost
- Support from parents and carers for our planned provision is high and from this, and the level of basic need, we confidently expect to be over-subscribed
- Provision that goes the extra mile will allow pupils to aim high and succeed
- Our Proposer Group is ideally placed to plan for and open East Sussex Free School in 2013

Aims and Mission

East Sussex Free School, a 4-19 all-through school with 1192 pupils including a sixth-form of 200, will be a welcoming, safe and stimulating learning environment, fostering links between school, home and the wider community. In partnership with stakeholders we will optimise educational opportunities and outcomes for children of all abilities and backgrounds, enabling every pupil to achieve their potential, gain confidence, experience success and build independence through high quality educational experiences. This will be achieved through a personalised approach with each pupil, smaller class sizes, and learning experiences which benefit from outstanding teaching and tailored ICT provision. East Sussex Free School will meet best practice standards in all-through education, embodying the following features:

- We will provide stability and progression
- We will offer pupils high quality teaching and effective pastoral care
- We will use continuity of contact to understand and meet each pupil's needs
- We will build children's self-esteem and safeguard their well-being
- We will teach core skills well, encouraging pupils to become lifelong learners
- We will ensure pupils make sound progress, maximising achievement
- We will offer responsibility and rewards and demand high standards of all
- We will provide an environment which is stimulating, welcoming and safe
- We will listen to pupils' views, and show that we are listening

- We will build bridges with parents, carers, families and the wider community
- We will work in partnership with other schools, agencies and HE
- We will communicate effectively with parents and carers including online
- We will constantly evaluate and improve the education provision we offer
- We will achieve and maintain Ofsted 'Outstanding' status

The East Sussex Free School proposal is well-suited to meet the challenges of providing cost-effective pupil places, initially in Reception (56) and Year 7 (120), in an area of the country with current and growing basic need, while improving choice and diversity for parents carers and pupils, and raising standards to improve the life chances of children and young people. The school will also provide a boost to the local economy. These are the cornerstones of the free school movement and we support each of them wholeheartedly.

Our position as Proposer group is ideally suited to meeting these challenges as our numbers combine those living and working in the area and in possession of detailed local knowledge, with colleagues who have experience and expertise in establishing new schools, running schools, and successfully supporting the opening of free schools at national level. Section F details the capability and capacity of our team. The East Sussex Free School curriculum model set out in detail in Section D provides opportunities for pupils of all abilities and backgrounds to succeed, is well suited to the profile of our intake, and when implemented will represent a new set of opportunities for pupils of all ages 4 - 19. By offering all-through provision we will develop a detailed knowledge of each pupil as they work and learn in smaller group sizes, achieving their full potential. Our curriculum model delivered in this way to an inclusive intake is what the area needs, and currently lacks. We set out below how our model will operate.

Deprivation

After Hastings, Eastbourne is the most deprived area in East Sussex. As outlined above, parts of Devonshire, Langney and Hampden Park wards often rank amongst the most deprived areas in England. The most deprived ward is Devonshire, which is in the top decile in East Sussex, with a score of 34.27 compared to the county average of 18.78. Hampden Park, Langney and Upperton wards are all in the top quartile (most deprived 75–100%) for the county. In addition, Langney and Hampden Park have the highest percentage of 5–14 year-olds of the total Eastbourne population, at 17.6% and 14.2%, respectively.

Key findings for East Sussex

- ▶ Problems of multiple deprivation appear to have increased in all parts of East Sussex since 2004.
- ▶ Nearly 80% of the super output areas (SOAs) in East Sussex have a worse ranking for multiple deprivation in 2007 than they did in 2004.
- ▶ In East Sussex, 15 SOAs out of a total of 327 are within the 10% most deprived SOAs in England. This represents nearly 5% of the county's SOAs and is two more than in 2004. Fourteen of these 15 most deprived SOAs are in Hastings; the other one is in Eastbourne.
- ▶ Nearly 67,000 of the county's residents are 'income deprived' while just under 25,000 experience 'employment deprivation'.

From: Deprivation in East Sussex, Indices of Deprivation 2007

Of all the counties in England, East Sussex experienced the greatest fall in its ranking 2004 – 2007. Since then, in comparison with other similar areas, Eastbourne experienced a significant increase in deprivation to 2010.

Large increases in relative deprivation for coastal areas

- 54 of the most deprived 100 small areas (Lower Super Output Areas or LSOAs) are in coastal LAs, including the most deprived LSOA in England, in Jaywick in Essex
- Blackpool moved from 12th most deprived LA on IMD 2007, to 6th on IMD 2010
- Hastings (from 31 to 19)
- Thanet (from 65 to 49)
- Torbay (71 to 61)
- Brighton and Hove (79 to 66)
- East Lindsey (88 to 73)
- Portsmouth (93 to 76)
- Eastbourne (104 to 84)
- Scarborough (97 to 85)
- Tendring (103 to 86)
- West Somerset (103 to 90)
- Weymouth and Portland (127 to 94)
- Shepway (123 to 97)

From: OCSI, Indices of Deprivation 2010

“Numerous studies have shown that the relationship between deprivation and education is crucial for understanding the significant impact deprivation has on later outcomes in adulthood. Deprivation can leave young people with fewer qualifications and skills, which in turn can affect their future employment and earnings, health and social well-being.” This GTC(E) comment underlines why we are passionate about bringing inclusive, high quality education provision to Eastbourne.

Success

Our aims are high: the indicators of success for East Sussex Free School include not simply remaining above DfE Floor Targets at all times, but encompass a wide range of individual and whole-school targets covering academic and non-academic aspects that will demand the very best from our staff and lead to high levels of achievement for our pupils.

We aim to achieve the best pupil outcomes in East Sussex at the end of Key Stage 2, and at age 16 in terms of 5 or more GCSEs at Grades A*-C including English and Maths. Currently the LA average for 5+ A*-C is 58% and while this will change by the time our pupils sit GCSEs, we will exceed the LA average by at least a 2% margin. By recruiting well-qualified teachers and developing excellent working relationships with Higher Education, our Sixth Form will help pupils to achieve a place at the university of their choice or move on to employment. Our targets for pupils include 100% meeting their minimum target grades, zero exclusions and zero NEETs. Further details on our ambitious targets are located in Section D.

In terms of personal development we will cultivate responsibility, good conduct and pupil leadership, while embodying spiritual, moral, social and cultural learning experiences alongside personal learning and thinking skills (PLTS) support to develop educated, confident young people willing and capable of making a positive contribution to society. East Sussex Free School will be the school that all parents and carers in the area want their children to attend.

Vision and Ethos

The East Sussex Free School will provide high quality 4-19 education and a focus on Science with Technology. It will provide state school students with the type of educational experience only currently available in the independent sector. Key elements of the vision, ethos and allied curriculum model are as follows:

Small class sizes – East Sussex Free School will endeavour to provide class sizes as small as we can afford, 20 (Secondary, 6fe) and 28 (Primary, 2fe), n.o.r. 1192 when full.

Excellent conduct – Behaviour is vital to teaching and learning. The school leadership will swiftly deal with poor behaviour, removing poorly behaving pupils from classrooms. Once removed from the classroom, the leadership team, including the Head of Year, will deal with incidents, including a meeting with parents. This system is outlined in the relevant section in this application.

A 6th Form – Many 6th Forms have been removed from schools in the County. The integration of a 6th Form into the proposal for the East Sussex Free School serves three purposes. The first is to address the concerns of many parents that the tuition their children receive at some FE colleges does not provide the personal guidance that comes with a school 6th Form. The

second purpose is the recruitment of excellent teachers. A 6th Form acts as a powerful asset in attracting the best teachers. The third is the effect that 6th Form students have on inspiring pupils lower down the school.

Broad, balanced, traditional curriculum – From the Foundation Stage and the Reception Class to Year 13, the East Sussex Free School will offer a curriculum suitable for our intake that meets the needs of all pupils and leads to high standards of academic and personal achievement. This will at times entail more traditional methods of curriculum delivery in some subjects for some pupils according to the professional judgement of the Principal and teachers. It will also include the acclaimed 'optimal instruction' approach to teaching reading (Solity, 2009) starting with phonics, and continue with literacy lessons that embody tuition in grammar. We will aim for depth of learning in a calm atmosphere which will allow sustained concentration in an environment that will allow staff to explore the subjects in depth with pupils. The subjects on offer will meet the requirements of the English Baccalaureate. We will teach RE and Philosophy and offer a focus on Science with cutting edge Design Technology. The school will seek to deliver Science and Technology to the full 4 – 19 age range at a much higher standard than the state sector in East Sussex currently offers. Our SENCO will support pupils to ensure those with specific learning needs participate fully, learn and succeed.

A longer school day which incorporates enrichment activities – This is one of the key features of East Sussex Free School. The longer day will consist of a 6 hours teaching a day (6 periods), a lunch period, and supervised prep at the end of the core school day. The longer school day will allow a depth of teaching in the curriculum, rather than a broader offer of subjects. This is an embodiment of the vision and ethos the school. The love of and respect for learning in our vision will be achieved by developing a deeper understanding of the subject matter. A longer teaching day gives teachers the chance to explore their subject in depth. Prep time at the end of the day will give pupils and students time to concentrate on homework or independent study, when at home it may be more difficult to find time and space for this.

Maximising attendance – East Sussex Free School will insist that attendance must be their preferred choice for pupils. Enrichment activities will include sporting opportunities, clubs and societies, support for hobbies and organised groups such as a cadet force. While the provision is to be primarily extra-curricular, time can and will be used to provide extra lessons as part of the targeted support for students who are at risk of falling behind in their studies.

A competitive environment, both in academic and sporting endeavours – Competition is important in preparing pupils for life after school. The ethos of East Sussex Free School will create ambitious and hard-working pupils. The concept of sporting competition has two aspects: the first measure will be success, where those who have a natural talent in sport will compete and succeed. The second measure of success will be effort and participation. The school will acknowledge the effort pupils apply to sport, while tracking participation rates. Academic competition will be recognised through awards and exceptional performance will be recognised in whole-school assemblies.

Encouraging parental involvement – Parents and carers of pupils will be encouraged to engage with the school in a number of ways. The school will make every effort to be open to parents, and will encourage them to use the school, integrating it into their routines. Building a close relationship with parents will facilitate the second aspect of the involvement namely supporting the school in the education of their children. The parents of our pupils will be consulted and informed about their achievements, and a secure area of the school website will be available to them.

High standards of conduct – Our behaviour policy will involve parents about any significant behavioural issues as soon as they arise. This early intervention will ensure a swift resolution to any issue before it develops further.

Genuinely supportive pastoral care – Pupils and students will receive pastoral care from their tutors, teachers and Heads of Year. Dealing with each one separately:

The Form Tutor - tutors will have at least 45 minutes of contact time per day with their tutees through the prep time at the end of the day. The school will allow tutors to form trusting professional relationships with their tutees through the time spent with each other, mentoring advice, encouragement and academic support for pupils

Teachers – Teachers in the East Sussex Free School will encourage and support pupils at every opportunity. This will be vital as the expectations of pupil achievement will be high.

Pastoral care – The East Sussex Free School will have clarity of vision with regards to the expectations of the students, both academically and behaviourally. There will be three mechanisms for providing pastoral care: through the staff, through the curriculum and through the supportive ethos of the school. East Sussex Free School will prepare all pupils for the opportunities, responsibilities and experiences of adult life.

Continuity of contact available in an all-through school - This means that staff will have the time to develop a detailed knowledge and understanding of pupils. The behaviour management, attendance and SEN policies (these draft policies are at Appendices A, B and C) of the school will support teachers and tutors in working for the best interests of pupils.

Enabling pupils to access the best universities and employment opportunities – The aim of the school is to create pupils who will continue academic study into A-levels (or equivalent qualifications), and ultimately point them towards higher education. Our approach to curriculum delivery including PLTS will develop and support “life-long learners” capable of independent study. We will liaise with the best universities in the country and support pupils in their applications via UCAS.

Location

There were several sites we were looking at. The preferred option is in Eastbourne, the Dental Estimates Board, Compton Place Road, BN20 8BJ. Further information can be found in Section H and Appendices I and J.

How East Sussex Free School is distinctive in its vision and ethos

East Sussex Free School will emerge and excel from the roots of a distinctive vision and ethos that will set it apart from other local state schools. In crystallising this vision, we wish to emphasise that the listing of key attributes does not exclude other features that will arise naturally from the experience, expertise and wisdom of our Principal Designate, whom we aim to recruit as soon as possible in order for them to assimilate, and also (crucially) contribute to, our vision for East Sussex Free School.

Summary of Distinctive Features

- Smaller class sizes with 28 pupils per class (Primary) and 20 (Secondary)
- Seamless all-through provision promoting continuity and progression
- Welcoming, safe, secure and stimulating learning environment
- Emphasis on pupil leadership and high standards of conduct
- Broad and balanced traditional curriculum with a focus on Science with Technology
- Reading will be taught through the acclaimed 'optimal instruction' approach
- A 6th Form to raise the bar throughout the school and attract the best teachers
- Personalised learning to develop each pupil's strengths
- Expert support provision for pupils at risk of falling behind
- Wide range of enrichment activities including sporting and cultural events
- State of the art ICT provision helping the school to meet the needs of all learners
- Online real-time information access to parents and carers
- Parent-friendly approach to the school day and year
- Confident, outward facing collaborative culture where competition & co-operation co-exist to produce well-educated young people ready to face the challenges ahead.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception		56	56	56	56	56	56	56
Year 1			56	56	56	56	56	56
Year 2				56	56	56	56	56
Year 3					56	56	56	56
Year 4						56	56	56
Year 5							56	56
Year 6								56
Year 7		120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120
Year 9				120	120	120	120	120
Year 10					120	120	120	120
Year 11						120	120	120
Year 12							100	100
Year 13								100
Totals		176	352	528	704	880	1036	1192

Section D: Education plan – part 2

Please refer to pages 16-20 of the ‘How to Apply’ guidance for what should be included in this section.

East Sussex Free School (ESFS) 4-19 Eastbourne

The School Vision, Ethos and the Curriculum Model

East Sussex Free School will provide students with high quality education provision by fostering a love of learning, respect for learning and thereby equipping them with the skills needed to maximise progress in learning. The school will instil a sense of pride in its pupils; in their own achievements and their community.

The vision we have includes critically that:

“... all pupils can be confident, hard-working, ambitious and successful, regardless of their background.”

This is what underpins our curriculum offer. All pupils, given the time, opportunity and inclination, can experience personal academic success. The curriculum we have proposed allows the pupils of the school the time to explore and gain confidence in their core subjects. It is the time given to the core subjects that defines that the curriculum; allowing depth with breadth. With the additional time spent on the core subjects, a pupil can be more confident about their abilities. This confidence will be harnessed to encourage the pupils to work harder at their subjects, forming a virtuous circle of increased engagement and work.

The expected needs of the pupils

The area of East Sussex that we will cover has many areas of deprivation within it. This was covered in more detail in Section C. The Proposers have utilised the advice of the teachers who all teach locally. Their experience has found that pupils have greatly varied levels of literacy and numeracy. There is therefore a need to correctly diagnose pupils’ stage of development at all points of their education, and to target delivery of appropriate remediation where relevant. This information forms part of the rationale behind the subject time allocations. There is also an enrichment component to core subject delivery that will be expanded on later in this section.

Reception Class

Pupils will be expected to start in Reception and follow the normal school day, but the Reception teacher and allocated Teaching Assistant will be mindful of the social needs of pupils starting school for the first time and flexibility will be built in by means of communication and agreement with parents and carers.

Early learning goals will be used to establish expectations for children to reach by the end of the EYFS. While teachers will be empowered to make decisions on curriculum delivery on the basis of formative assessment and professional judgement, this will be the basis for planning and provide secure foundations for pupils' learning. Planning and delivery will cover each of the six areas of learning and development (subject to the Dame Clare Tickell review implications).

Reception class indicative timetable:

Day/ Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Numbers	2D shapes	Numbers	3D shapes	Coins
2	Phonics	Alphabet letters	Listening: story	Phonics	Phonics
3	Nature	Measuring	RE	Eastbourne	Buildings
4	Ordering	Keyboards	Mouse skills	PSHE	Spain
5	Our school	Pushing	Floor robots	Weather	Senses
6	Movement	Spinning	Picture books	Temperature	Drawing

Personal Social and Emotional Development

Pupils will be provided with experiences and support which will help them to develop a positive sense of themselves and of others in developing social skills and emotional literacy. As pupils mature physically, and emotionally, our focus on pupil leadership will support and inspire the development of character in an appropriate manner.

Communication, Language and Literacy

Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write will be developed and extended including through opportunities and encouragement to use their skills in a range of situations and for a range of purposes. We will place due emphasis on parent and carer engagement by providing the home with an appreciation of our approach to developing literacy skills.

Problem Solving, Reasoning and Numeracy

Pupils will be supported in developing their understanding of these areas in a wide range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. They will be provided with opportunities to practise and extend their skills in these areas and to gain confidence and competence in their use. We recognise that Mathematics and Numeracy can sometimes seem daunting and will make our approach learner-friendly, memorable and therefore highly effective.

Knowledge and Understanding of the World

Pupils will develop the knowledge, skills and understanding needed to make sense of the world around them, including via our curriculum specialism in Science with Technology. Due to the all-through school the primary phase pupils will have the opportunity to use the purpose built science laboratories, technology rooms, and the teaching skills of those departments, to further their understanding. This learning will be supported via opportunities for pupils to understand and use technology, study organisms, people and objects in their natural environments and in real-life situations, and to undertake practical experiments and investigations including working with a range of materials.

Physical Development

Pupils' physical development will be encouraged through the provision of opportunities for active and interactive learning including play. Pupils will learn about the world around them, benefiting from the Science with Technology specialism in terms of cross-curricular context and themes, supporting connections between new information and what they already know. Healthy choices in relation to lifestyle and food will be supported by The East Sussex Free School.

Creative Development

Pupils' creativity will be nurtured via the provision of support for their curiosity, exploration and play, including opportunities to share their thoughts, ideas and feelings through a variety of artistic, musical, movement, role-play and discussion activities, also via whole-school productions.

Reading and Literacy

Research evidence reveals no single pedagogical process which suits every child at every stage of reading development. While there is a general agreement that children can be taught to read successfully through phonics, there is nothing in the literature to suggest that this technique represents a process which can produce best results in isolation. Current best practice strongly indicates a mixed menu that is known as 'the theory of optimal instruction' (Solity 2009) which brings together two previously polarised approaches: the extended teaching of phonics through real books. East Sussex Free School will therefore adopt an approach to the teaching of reading and literacy development that combines the tried and tested phonics method with the use of real books, under the decision making of the teaching professionals working closely with each child's personalised learning menu.

This blended approach involves teaching emerging readers an optimal number of core phonic and sight vocabulary skills that are then applied to a wide range of books beyond a reading scheme. Meeting the needs of reluctant readers is key to ensuring success for all, and if these pupils are required to learn too many phonic skills they may unintentionally be held back from attaining the status of a 'free reader'. As a result, for these pupils reading remains a chore with resulting loss of motivation, enjoyment and achievement.

The goal of the reading programme at East Sussex Free School will be to engage children in reading for pleasure. Through the optimal approach described, they will gain confidence quickly through phonics based methods and then become engrossed in stories and good quality literature so that they become passionate readers who read for their own enjoyment as well as to access information of all kinds. Through this approach our pupils' imaginations and interest in reading will be stimulated and they will have a strong motivation to gain the necessary skills to attain proficient reading levels.

Classroom environments will be rich in good quality children's literature. Children will be immersed in books and stories, and teachers will model a passion for all kinds of books and reading to the children so that while ICT will be an important teaching and learning tool, pupils will not lose sight of the printed word or be over-reliant on pixels. Where ICT can be used to accelerate learning or support pupils at risk of falling behind, teachers will take the required steps in modifying the learning experiences of those pupils to ensure progress is maximised.

Careful attention will be paid to ensuring that each classroom is supplied with the best children's literature as well as books selected from the best reading programmes. Books will be provided at all appropriate reading levels to ensure that there is an appropriate challenge for all pupils.

This overall approach will be prevalent in Reception but the principles will be carried through to Key Stage 1. In Key Stage 2, dedicated Literacy lesson will ensure an appropriate focus on the teaching of spelling, punctuation and grammar as well as creative writing, poetry and reading for pleasure.

Numeracy

Our numeracy programme will be both sensitive to the needs of each child and robust in structure, delivered in a cross-curricular manner through Reception and Key Stage 1. It will have a strong emphasis on interactivity and group exercises, use of extensive resources, and will follow a consistent pattern. In consultation with our Principal Designate, a programme with proven success will be selected and adapted to our particular needs.

Mathematics and the acquisition of numeracy skills can be a daunting area of the curriculum for pupils, yet numeracy skills are essential. In order to offset this potential barrier to learning, innovative and interesting lessons will be planned, including number games, teaching numeracy in ways which children will remember. When numeracy is interesting, students are more likely to enjoy, understand and succeed. This also requires the subject matter to be useful rather than just a series of abstract concepts. Consequently a 'numeracy in action' approach will be used to develop essential skills in a way which students find enjoyable and compelling.

In Key Stage 2 there will be a dedicated numeracy lesson to ensure pupils have the knowledge, understanding and skills needed to progress to Key Stage 3, and to improve confidence in number work in everyday life, including (at an appropriate level) financial literacy.

Primary Phase

Our all-through philosophy and approach will make the transition from EYFS to Key Stage 1 as smooth as possible and build on the excellent foundation laid in the early years, providing a solid platform for children to make progress in school and develop as lifelong learners, based on excellent teaching.

As pupils progress through Key Stage 1 a thematic approach to curriculum delivery will remain evident, supplemented by subject specific teaching based on a timetabled approach to lessons in Key Stage 2. Year 1 pupils will take the reading test and Y6 pupils will sit end of Key Stage 2 national tests.

Our approximate allocation of time in the Primary phase is shown below, demonstrating breadth and balance together with our focus on core areas of learning (including Literacy, Numeracy and Science) with a developing emphasis on the sciences which will go beyond time aspects, as a cross-curricular vehicle used by teachers to convey knowledge, understanding and skills in other subject areas.

In Reception and Key Stage 1, one teacher will remain with the class using a thematic model of curriculum delivery. Approximate Key Stage 2 subject time allocations are detailed below. Cross-curricular skills such as SMSC / PLTS will be planned in by teachers.

English and Literacy	20%
Mathematics and Numeracy	20%
Science	20%
Humanities	10%
Technology & ICT	10%
Arts	5%
PE	5%
Modern Foreign Language (MFL)	5%
RE	5%

KS2 time allocations (approximate; the timetable below includes PSHE)

Primary Phase Subjects

We will place an appropriate level of emphasis on core learning as seen in our indicative timetables. These summaries cover other subject areas and illustrate how the approach to curriculum delivery is in keeping with our vision including the focus on Science with Technology.

Science

Our science curriculum will encourage children to develop knowledge and understanding of important scientific ideas, processes and skills and relate these to everyday experiences, covering aspects of Biology, Chemistry and Physics at a level appropriate to pupils' stage of development. They will learn about ways of thinking and of finding out about and communicating ideas and

explore values and attitudes through Science as well as carrying out investigations. As part of the expression of our curriculum emphasis on Science, pupils will receive an enhanced menu on this subject, including virtual astronomy observing using remote site instrumentation available online, so pupils can appreciate the beauty and mystery of the universe as well as its scientific aspects.

Geography

Children will study the geography of the local area in East Sussex at an appropriate level, also of England and places overseas through a number of topics including Rainforests (Years 5 and 6) and The Seaside (Year 1).

History

Pupils will have lessons on the history of their school and the local area, as well as themes in keeping with the National Curriculum programmes for Key Stages 1 and 2 which we will supplement with fascinating elements of the history of science and technology in keeping with our curriculum focus.

ICT

We will provide pupils with keyboard and mouse skills so they can make full use of computers for a range of curriculum applications including literacy and numeracy where Reception level software will support core skills development. ICT will also be a cross-curricular theme built into the schemes of work of other subjects. There will be an opportunity for pupils to build up their own e-portfolios and we will teach e-safety right from the start to safeguard well-being when pupils are online. Our ICT solution will include fast broadband internet access with a tuneable filter.

Technology

This is a fascinating area for young children and we will exploit this interest by ensuring that pupils have opportunities not only to link the subject area with everyday life, which is richer by the day in technology of all kinds, but also to develop an appropriate level of understanding, for example by linking the characteristics of materials to their common uses. Together with ICT, this subject area forms part of our curriculum focus and will exploit transferable skills development in aspects such as problem solving.

MFL

Pupils will study Spain and the lifestyle of Spanish people and particularly children. In KS2 the language will be taught and we will set up virtual links with a school in Spain.

PE

As an all-through school we will ensure a smooth progression in PE throughout the school, blending focus in Early Years and KS1/2 on movement and fine motor skills, hand-eye coordination and suitable game skills. There will be a keen focus on health and safety while allowing children to enjoy this subject to the full.

Arts

Pupils have opportunities to develop their creativity, skills and self-expression through for example music making and painting. ICT packages will also be used to introduce pupils to a key aspect of digital literacy.

Key Stage 1 and 2 Indicative Timetable including Personal, Social and Health Education

Day/ Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Maths	Maths	Maths	Maths	Maths
2	English	English	English	English	English
3	Science	Numeracy	RE	Humanities	Humanities
4	Numeracy	Technology/ICT	Technology/ICT	PSHE	MFL
5	Humanities	Science	Technology/ICT	Science	Science
6	PE	Science	Literacy	Science	Arts

In this all-through school the Proposers are acutely aware of the need to prepare pupils for the next (i.e. secondary) stage of their education and will do so, benefitting from the progression and continuity advantages of a 4-19 approach.

Year 7

At the start of each year the school intends to perform a set of standard tests to monitor the progress of the pupils. For Year 7 there will be 3 tests in during the academic year. It is important to note that these tests will be run when the pupil is already enrolled in the school. They are not a selection method of any form, but a benchmark test.

Year 7 will take their tests in English, Maths and Science either in the first week at the school or before the school year begins (during the summer holidays). The latter option is preferred to allow the timetables to be drawn up ready for first day of school. The tests will indicate which set a pupil will be in. Those with scores in the higher and lower ranges will be given either a modified curriculum to stretch those with higher range of scores or more time for those with lower scores to develop their knowledge and skills in the subject. No pupil will be left to regress or remain static in their attainment. The school will try to ensure that the class sizes of those requiring support to catch up are as small as can be made. This will have an impact on the class sizes of the other classes. We aim to have no more than 24 in a class.

The third test at the end of the academic year will be a summative test to designate groups for the next year, and provide an end of year level.

Year 8

As pupils start Year 8 there will be a different timetable. Referring to the vision and ethos of the school, we want to *'foster a love of learning'*. It is proposed that the school allows pupils who have performed well in the core subject areas to explore other subjects that the school can offer. To simply offer more of the same may not serve to engage pupils in their learning. Some of the time devoted to Maths or English could be used to foster an interest in another or related subject. This would have to be done within the timetable to allow the school to allocate the time and expertise.

Drama, additional languages as well as other academic subjects could be offered, delivered in a way that suits the pupil's developmental stage and learning needs. There are other options such as producing a pupil driven magazine, utilising photography, digital image processing, literacy and Business Studies. These will be explored by the staff of the school, in consultation with the pupils towards the end of Year 7. It could be decided the pupils would study something related to a subject they excel in. The aspiration of giving the pupils something relevant, different and challenging is what lies at the heart of the East Sussex Free School ethos and vision.

There is also the option for a pupil to be directed to use their hour in additional study in another core subject. For example a pupil with high attainment in Maths could use an hour of Maths to study improve their English if it was required.

Those who still require the full time allocation will continue to receive the standard Year 8 timetable, with additional intervention in the enrichment programme (stretch and support) if deemed necessary.

Overleaf shows two possible timetabled solutions. The first is a Year 7 timetable. The second is a draft Year 8 solution, with assumptions on student performance, school capacity and subject demand having being made. Here, ICT has been replaced with Computer Science (programming).

Year 7 draft timetable		Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
Monday	Period 1	Maths	Science	English	Music	Maths	English
	Period 2	English	Maths	Science	Maths	English	Music
	Period 3	Science	English	Maths	English	Lang	Maths
	Period 4	Science	Music	Lang	History	Geography	ICT
	Period 5	DT	Sports	Sports	Sports	Science	History
	Period 6	DT	Sports	Sports	Sports	Science	Lang
Tuesday	Period 1	Maths	English	Music	Maths	Science	English
	Period 2	Science	Geography	English	English	Maths	Maths
	Period 3	Music	Science	History	DT	Lang	Art
	Period 4	Geography	Science	Lang	DT	Music	History
	Period 5	Lang	Sports	DT	Sports	Sports	Science
	Period 6	ICT	Sports	DT	Sports	Sports	Science
Wednesday	Period 1	History	English	English	Maths	Maths	Electronics
	Period 2	Science	Maths	Maths	English	English	Lang
	Period 3	Maths	DT	Science	Lang	Geography	English
	Period 4	Geography	DT	Science	Art	RE/Phil	RE/Phil
	Period 5	Electronics	Lang	Electronics	Science	DT	Geography
	Period 6	RE/Phil	ICT	Lang	RE/Phil	DT	Science
Thursday	Period 1	Lang	Electronics	English	Maths	English	Maths
	Period 2	English	History	Maths	Science	Maths	English
	Period 3	Maths	English	Art	Geography	Science	DT
	Period 4	History	Lang	Geography	Electronics	ICT	DT
	Period 5	Sports	Science	Sports	Lang	Electronics	Sports
	Period 6	Sports	Geography	Sports	History	Art	Sports
Friday	Period 1	English	Maths	Maths	English	History	Lang
	Period 2	English	Maths	History	Lang	English	Maths
	Period 3	Art	History	Science	ICT	Lang	Geography
	Period 4	Lang	Art	ICT	Geography	History	Science
	Period 5	Sports	Lang	Geography	Science	Sports	Sports
	Period 6	Sports	RE/Phil	RE/Phil	Science	Sports	Sports

Year 8 draft timetable		Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
Monday	Period 1	Extra Study	Science	English	Music	Maths	English
	Period 2	Extra Study	Maths	Science	Maths	English	Music
	Period 3	Science	English	Maths	English	Lang	Maths
	Period 4	Science	Music	Lang	History	Geography	Elec/CompSci
	Period 5	DT	Sports	Sports	Sports	Science	History
	Period 6	DT	Sports	Sports	Sports	Science	Lang
Tuesday	Period 1	Maths	English	Music	Maths	Science	English
	Period 2	Science	Geography	English	English	Maths	Maths
	Period 3	Music	Science	History	DT	Lang	Art
	Period 4	Geography	Science	Lang	DT	Music	History
	Period 5	Lang	Sports	DT	Sports	Sports	Science
	Period 6	Elec/CompSci	Sports	DT	Sports	Sports	Science
Wednesday	Period 1	History	English	English	Maths	Maths	Elec/CompSci
	Period 2	Science	Maths	Maths	English	English	Lang
	Period 3	Maths	DT	Science	Lang	Geography	English
	Period 4	Geography	DT	Science	Art	RE/Phil	RE/Phil
	Period 5	Elec/CompSci	Lang	Elec/CompSci	Science	DT	Geography
	Period 6	RE/Phil	Elec/CompSci	Lang	RE/Phil	DT	Science
Thursday	Period 1	Lang	Elec/CompSci	English	Maths	English	Maths
	Period 2	English	History	Maths	Science	Maths	English
	Period 3	Maths	English	Art	Geography	Science	DT
	Period 4	History	Lang	Geography	Elec/CompSci	Elec/CompSci	DT
	Period 5	Sports	Science	Sports	Lang	Elec/CompSci	Sports
	Period 6	Sports	Geography	Sports	History	Art	Sports
Friday	Period 1	English	Maths	Maths	English	History	Lang
	Period 2	English	Maths	History	Lang	English	Maths
	Period 3	Art	History	Science	Elec/CompSci	Lang	Geography
	Period 4	Lang	Art	Elec/CompSci	Geography	History	Science
	Period 5	Sports	Lang	Geography	Science	Sports	Sports
	Period 6	Sports	RE/Phil	RE/Phil	Science	Sports	Sports

More information on this can be found below in the 'Secondary Curriculum in detail' section.

Enrichment

The school will have an enrichment programme. It will have to be funded through up front parental donations. It is currently planned that the programme will allow a variety of sporting, educational recreation, further study activities. We are looking into sponsorship as well as outside clubs making use of the facilities with our pupils being able to attend the sessions. The rates charged will have to be competitive, and it is proposed that the bursary be offered to those families who cannot afford to contribute.

We plan to have the activities fully in place before the end of the first full term of opening, with many of the providers being in place before the opening of the school. The school intends to canvass all those parents who are successful in their applications with the activities on offer to assess demand.

The other way this time can be used is if it is allocated for further study if a pupil is falling well below the expected attainment, or if they wish to apply more time to that subject. This will have to be done in consultation with the parents or carers of the pupils concerned, but it will form part of the contact the parents agree to when their child attends the school.

Preparation time

After the end of the 6 lessons each day, pupils in Key Stages 3, 4 and 5 will have between 45 minutes and 1 hour to work under supervised conditions on the following: any homework (see below), meet for 1:1 review with a teacher, or attend any intervention required. This period provides the break between the core school day and the enrichment activities the school intends to offer. This is an important part of the school's teaching flexibility. To ease the demands on the home life of pupils the school wishes homework to be done in school during this monitored preparation time. This would allow pupils to ask questions of their peers, to work collaboratively and seek guidance from staff where necessary.

Homework

East Sussex Free School will broadly follow existing guidelines for the amount of time expected to be devoted to homework as shown below. In the sixth-form, assignments may be irregular depending on the courses being followed and the work will inevitably be more demanding but we would expect 3 hours per day in total for independent study.

R	Encouragement and guidance for parents and carers to discuss school work with children in a supportive atmosphere. No set time.
Y1 & Y2	Reading, spelling, other literacy work, and number work. 1 hour per week.
Y3 & Y4	Literacy and numeracy together with occasional assignments in other subject areas and themes. 1.5 hours per week.
Y5 & Y6	Continued emphasis on literacy and numeracy, but also ranging widely over the curriculum in terms of context and scope, with some elements of independent learning including research. 0.5 hours per day would be appropriate.
Y7, Y8 & Y9	Homework across Key Stage 3 subjects consisting of a range of activity types. 1.5 hours per day would be typical.
Y10 & Y11	Wide range of homework activities including independent learning and research assignments. 2 hours per day is expected.
Y12 & Y13	Variable, the wide range of assignment types at Key Stage 4 will be maintained and a minimum of 3 hours per day can be expected.

ICT

Information and Communication Technology (ICT) skills are important as they allow pupils to participate in the rapidly changing world in which further and higher education and training, work, and leisure activities are constantly being transformed. East Sussex Free School will offer discrete lessons in ICT coupled with a cross-curricular approach.

To meet this challenge ICT will be a fundamental part of education at East Sussex Free School, mindful of the need to establish and maintain e-safety for pupils. We will ensure that appropriate use of technology supports teaching and learning, with a particular focus on supporting our specialism in Science with Technology. Pupils with Special Educational Needs will be supported to access the curriculum in ways which will exploit the benefits of ICT, while effective communication with parents will also be supported by online reporting.

East Sussex Free School will work closely with Partnerships for Schools (PfS) concerning the procurement process for capital elements of ICT expenditure. We will develop an ICT provision including MIS that fully meets the needs of pupils, teachers, management and administration, parents and carers, and wider community partners. Our approach will ensure that overall provision is able to accommodate increases in pupil numbers over time, offers value for money, and, in addition to being financially sustainable, has the scalability to cope with the inevitable growth in demand from streamed media and rapid developments in ICT generally. We will also ensure that there is sufficient capacity for secure home access to relevant areas of the anticipated Learning Platform and Virtual Learning Environment (VLE) so that parents and carers are able to visit the school's website.

A key EYFS goal relating to ICT is that teachers must ensure their pupils find out about, and identify the uses of, everyday technology, and that they use ICT to support their learning. ICT will therefore be seen as a key tool to support development of every pupil's learning potential throughout all six areas of learning within the Foundation stage, as set out above.

Applying the professional judgement of school leaders and teachers, provision will consist of discrete and cross-curricular delivery, with specific approaches selected according to the needs, aptitudes and interests of pupils. Whenever and wherever relevant, pupils will be encouraged to use an appropriate personal device in their learning activities.

Pupils will have fast and filtered access to the internet via a broadband connection, and a high quality virtual learning environment (VLE) within the school's learning platform will support curriculum delivery in lessons and outside school. Pupils will establish their own e-learning space and e-portfolio when they are ready to do so. Web 2.0 technologies will be exploited to the full, including safe and secure social networking, blogs and wikis.

In this way pupils will be guided on appropriate, safe use of ICT at KS1 and beyond, which will extend into their life outside school. The school will make e-safety a priority and include anti-cyber bullying strategies in our approach. As a result, our pupils will be equipped to use current and emerging technologies safely, creatively and positively to enhance their learning and improve future life chances.

The involvement of Cisco systems in support of our bid provides the East Sussex Free School to have access to, in the words of Cisco:

“...advice on the use of technology to enhance teaching and learning, as well as technology curriculum provision through the Cisco Networking Academy...”

(from “Letter of support for the East Sussex Free School proposal”, see Appendix F)

Secondary Curriculum in detail

Year 7 timetable

To ensure that the school provides a broad and balanced curriculum the Proposer group has drawn up this provisional timetable. Below is the subject time allocation breakdown for a Year 7 student starting in 2013.

Subject	Time allocation per week (Sessions)
Maths	4
Science	4
English	4
Design Technology	2
Languages	3
Music	1
Sports	4
History	2
Geography	2
RE/Philosophy	1
ICT (also cross-curricular)	1
Art	1
Electronics	1

A full draft of this timetable can be seen on page 32.

The timetable seeks to fulfil the school’s vision and ethos. The school will seek to devote time and support to those who need it, and a rigorous curriculum with opportunities for challenging studies for those who are very able. We also want a curriculum which has pace, depth but not pressure. Pupils must be able to enjoy their learning, which requires the delivery to factor in time to explore avenues of enquiry. We have chosen to emphasise depth over breadth.

Following the entry assessment, all pupils will receive an hour extra per week of English, Maths and Science. This is to allow those who require more time and teaching to reach the level required to fully participate in the learning that occurs elsewhere. An understanding of our own language, Mathematics and Science is essential to a pupil understanding the rest of the curriculum. It is essential that no pupil is lacking in confidence in the core subjects. The core subjects are the basis on which a pupil's individual success and confidence is built.

Languages have been given a high allocation of lessons. This allows the school to initially offer a core and additional language, with a 2/1 lesson split. East Sussex Free School will explore delivery of a range of languages. Options could include French, German, Spanish or Latin. In Year 7 and Year 8 more commercial languages such as Japanese, Chinese and Hindi could be covered. Forging links with the large number of language schools in the Eastbourne area will facilitate this. These are aspirational modern foreign language learning goals which we will pursue with enthusiasm.

Science and Technology is vitally important to the economy of the United Kingdom. The school has set itself the goal of being the premier Science with Technology centre of curriculum excellence. To reflect this aspiration, the 4 hours of science, 1 hour of discrete ICT with additional delivery using a cross-curricular approach, 1 hour of Electronics and 2 hours of Technology takes over 25% of the tuition in the Year 7 taught week. It is expected that the different departments will co-operate to plan schemes of work and the delivery of lesson sequences to allow pupils to carry elements of their learning from one subject area to another and so avoid unnecessary duplication while reinforcing key themes.

Humanities will be taught discretely at Key Stage 3. History and Geography will receive 2 hours a week. The school would like the rich local history and geography to be woven into the curriculum. This would enable local field trips to relevant areas to aid the learning. It is important for engagement, and the school ethos relating to pride in the community. Our pupils will be aware of the richness of their local area. We will attempt to get pupils into local archaeological digs and tie in physical and human geography with activities like the Duke of Edinburgh award.

The delivery of RE and a part of the PSHEE curriculum. We will also run Philosophy, as it fits alongside Religious Education and allows a forum for debate and discussion. Within this the PSHEE aspect, such as Citizenship, Sex Education, and other topics can be discussed within a defined lesson. The timetable has been designed with 2 groups on at the same time. It is an aspiration to have inter-class debates and discussions. This will not only motivate pupils through competition, but also foster skills outlined in the vision and ethos; confidence, pride in their own achievements, hard work and other commendable attributes. History could cover the various organs of the state and their evolution. Biology would cover the more scientific aspects of human sexual reproduction which may not be covered in RE/Philosophy. Barclays, Cisco and other companies have extended the offers of coming in to support

economic education and financial skills.

Drama is not included as a discrete subject in the curriculum in the draft timetable. It will be integrated into the English curriculum. Drama will be used to provide the practical experience of English.

Sport plays a vital role in the character of the school. The school will actively seek funding, sponsorship and links with local clubs. We intended to offer a range of competitive sports. We have allocated 4 hours a week of sports, all double periods to maximise the amount of sport rather than changing times and set up. In the draft timetable we also have 3 groups on at the same time. This will allow the department to offer a wider range of competitive sports. Sports involving competition and teamwork will develop a pupil's confidence and character as outlined in the vision and ethos of the school. We have made contact with the local independent schools that surround our preferred site about sharing their facilities.

In summary, the school has the vision that all pupils can be confident, hard-working, ambitious and successful, regardless of their background. Before that can happen, all need a successful base from which to start. Implicit within the curriculum is the rigor and high expectations of the staff towards the pupils and their output. The best phrase to sum this up is a "no excuses" culture. There will be no excuses accepted for poor work. The consequence of poor work will be the resubmission of the work at a higher standard. The pupils will be able to access the support needed to work themselves towards success in their studies. It is this thread that will run through the curriculum; pupils will work towards success themselves. It is the view of the steering committee that the school will avoid "spoon feeding" pupils to success, as it is seen as damaging to the long term future of those pupils. The standards will not be altered, but the help and time offered will be increased to build a pupil's confidence.

The school's ethos is implemented through the vision. As the school shapes the pupils into hardworking, ambitious individuals, they will develop a love of and respect for learning. The school will make every effort to make the learning rigorous but enjoyable and relevant. More importantly the learning will not be pressured. Time to learn, as expounded on in the first section, is what the school will focus on. Through success by their own endeavours they will have a sense of pride in themselves and their own achievements. The curriculum will be designed so they are aware of the community around them and the achievements of their country.

These threads will run through the curriculum from Year 7 to the end of the Upper 6th; to encourage pupils to work hard, enjoy their learning and to have pride in the work and success.

Year 8 timetable

Following the results of the tests at the end of Year 7 and the teacher assessments, pupils will re-grouped. This will allow the school to provide a flexible and responsive curriculum to meet the needs of the pupils. Providing 'Stretch and Support' session into the timetable is suggested to build flexibility into curriculum provision.

There are a number of changes to the curriculum for Year 8: ICT is replaced by Computer Science, pupils who performed well in Year 7 in English or Maths will be given an option to spend an hour on another associated topic. This is described in above as 'Stretch and Support'. It is expected that the same core curriculum is covered in 3 lessons rather than the standard 4.

The practical implementation of this would depend on a realistic appraisal of staffing, skills and other constraints. This will make it necessary for the options to be limited to prearranged offers. It is also important to factor in the administration load of a programme like this. It is currently suggested that the school offer topics in a carousel arrangement, with different activities cycling though on a half termly interval.

It will also be necessary to ensure that the pupils in this group can either be grouped into one class or that the schemes of work will be designed in such a way as to accommodate the pupils being absent from a lesson a week. The school also foresees that pupils in Year 8 will work with pupils from Year 9 in these extension activities when the school is in its third year of operation. This will be of benefit to those pupils in Year 8, to benefit from the experience of Year 9 pupils. Year 9 pupils will also benefit from working with pupils in the lower year, improving school cohesion between the year groups.

Pupils who perform well during the year can be proposed to join the extension group. This would have to be documented and supported by their subject teacher. This provides an incentive for pupils to work towards, and allows the school to be flexible in the delivery of the curriculum. Likewise a pupil who does not maintain their progress can be moved back into the main timetable grouping. This would only be done after a series of meetings with the pupil, teacher and parents to provide the pupil with every chance to improve. As the same curriculum is being covered the pupil can be integrated into the other group without detrimental disruption to their learning.

Pupils requiring intervention to ensure progression in their core subject will receive support in the following ways; smaller classes (with the impact of slightly larger class sizes elsewhere, but not exceeding 24 pupils per class), a programme of intervention and small group tuition during the 45 minute preparation time at the end of the school day. If this proves to be insufficient then, following a meeting with parents, the enrichment time could be used to provide further intervention.

Two languages will be to be offered. They will be Spanish and French. The language studied in Year 7 (which will be the language offered in the Primary

phase, Spanish) would receive several terms, this would provide continuity from the Primary Phase. Then a new language would be introduced to the pupils in the remaining terms. This is to broaden their exposure to other languages.

There would be set of standard tests at the end of Year 8 to assess progress formally. Along with the teacher assessments the results would form the dataset used to group pupils for the next year and determine intervention and extension approaches.

In summary Year 8 will be one of building on the successes of Year 7; making sure that no child is left behind, where the school will expand the learning of those who require it and of embedding good study practice into the pupils. Year 8 is a consolidation year; allowing a springboard into a more diverse Year 9, where skills and knowledge are acquired. Through practicing the learning skills, the knowledge will be acquired allowing the pupil to access the learning.

Year 9

This is what the school would aspire to offer to pupils in Year 9.

Following the results of the tests at the end of Year 8 and the teacher assessments pupils will be put into groups. This will allow the school to continue to provide the flexible and responsive curriculum to meet the needs of the pupils.

Those pupils that require assistance to improve will continue to receive it. This will be through extra time and teacher support. Any pupil receiving this support would have to attend 2 extra sessions per week after period 6. Any pupil who requires greater input will either have sessions allocated (although this would impact on their ability to complete homework in other subjects), or have their enrichment time diverted to the subject in which they need assistance.

Different languages will be offered in Year 9, with 2 lessons of the 3 hours being put to the teaching of that language.

English, Maths and Science all receive a standard 3 lessons per week, unless a pupil requires extra tuition. The dramatic altering of the curriculum will allow the school to offer a year of an enriching educational diet. Music, Drama, Computer Science, Electronics, Economics, RE/Philosophy, Business Studies and more advanced Technology sessions are a few of the potential beneficiaries of the extra time. Into these sessions Year 8 pupils can be integrated as part of their extension time.

In summary, the learning in the Year 9 curriculum will be of a higher rigour than that of Year 8, and will serve as preparation for their level 2 studies. The school would not seek to offer level 2 qualifications at this stage, preferring to invest the time in building pupil engagement with their subjects. That time

spent exploring and experimenting with their learning is the implementation of the school's vision and ethos, and the further explanation of that found in Year 7 summary of this 'Curriculum in detail' section.

Year 10 and 11

The school plans to offer the following qualifications to the pupils:

Core subjects:

1. A Language
2. Discrete Science Biology, Chemistry, Physics
3. English
4. Mathematics
5. History
6. Geography

Competitive sports will continue to be offered during Year 10 and Year 11, as well as core RE/Philosophy.

The aspirational list of optional subjects pupils can choose from:

1. Art
2. Drama
3. Music
4. Design Technology
5. Computer Science
6. Electronics
7. Additional Languages
8. Philosophy
9. Economics
10. Business Studies
11. Food Technology

The example below shows how a Year 10 pupil's timetable content could look:

Subject	Hours dedicated	Hours
A Language	3	
Science (Biology, Chemistry and Physics)	4	
English	3	
Mathematics	3	
History	3	
Geography	3	
PE	2	
RE/Philosophy	1	
	Subtotal	22
Options taken	Hours available	8
Design Technology	4	
Electronics	4	
	Total Hours	30

Those requiring intervention in Year 10 and Year 11

Pupils who are still in need of the extra time and support in the core subjects will have the preparation time at the end of the day given over to the purpose of improving their performance. It is likely that such intervention would also use a portion of the enrichment time. This would be done in consultation with the parents and pupil. The focus of the school would be to give the pupil every chance to improve before the additional time is allocated. This is in keeping with the ethos and vision, that it is the pupil who attains success through their own hard work and ambition.

By Year 10 the intervention programme will have been in place for three years for some pupils. Early intervention, communication with the pupil and their parents, monitoring and assessments would have produced significant results by this stage. The intervention will focus on providing time, encouragement and opportunities for the pupil to ask more questions in a smaller class environment. At no stage will the school condone the direct assistance of the pupil to achieve. The school's ethos is to instil into the pupil pride in their own achievements. The emphasis on intervention and support in the school is to allow that time to be dedicated to those pupils who require it. Further details can be found in this section under the heading 'SEN'.

Early entry

The East Sussex Free School will not seek to put pupils forward for early entry as a rule, and will only be offered to those pupils of exceptional ability. This will only take place if there is no chance of the pupil attaining a lower grade than if they took the examination at the normal time. Those pupils who are very able would be offered the chance to enter exams earlier than the rest of the cohort. The school is mindful that there are some higher education providers who are considering penalising A-Level students who retake exams

after an early entry failure. The school is confident that this is not affected by level 2 early entry, but mindful of that the school will think hard about offering pupils early A-Level entry before a pupil is in the 6th Form. Any level 2 qualifications that are passed in Year 10 or Year 11 will be replaced with either another subject that the pupil expresses an interest in for an additional examination, or a subject of interest to the pupil if there is insufficient time to study for the exam.

6th Form

The 6th Form offer will include A-levels in English, Mathematics, Further Mathematics, Biology, Chemistry, Physics, Electronics, Computing, History, Geography, and Modern Foreign Languages. Through collaboration with nearby schools and FE provision, additional courses will be available including BTEC L2/3.

Opportunities within the curriculum

Within the curriculum, and not mentioned in any one year group, are the enriching activities that have fallen away in some state schools; practical experiments or demonstrations and off-site learning (field trips).

The school proposes a week each term for off-site visits. This minimises the disruption of a field trip to other subjects in a normal week. A series of educational trips to local, national or international destinations would be of tremendous value to the pupils. These would be open to all, with bursary funding being made available to those in need. This is part of the ethos and vision to get pupils to love their learning.

The use of the 'practical' in lessons seemed to have diminished. We believe that these are key to learning in a range of subjects. Science and Technology are two subjects that, without practicals, become very dry and do not engage pupils. The school will promote the use of practical experiments in all suitable contexts; from scientific experimentation, a re-enactment of the Battle of Hastings on the school field or, if the school site allows, digging to examine the layers of soil for Geography/Biology.

The Proposer group realises that there are budgetary considerations to this approach. This is dealt with in Section G and via the financial spreadsheets.

Impact of the Curriculum model

Throughout the detailing of the proposed curriculum we have cited how it implements the vision and ethos of the school. The school seeks to create confident, upright and well educated young people by the end of Year 11.

Behaviour and attendance

Within the model are also references to engagement. Engagement, which is the product of understanding and confidence in the learning, will be a vital part of the school's success. We will endeavour to provide the latter aspects, as they are within the school's gift. The former, engagement, will come from the pupil as they seek to implement their understanding with confidence to meet the high expectations of their teachers and peers. This engagement will influence good behaviour and attendance from the pupils.

Class sizes and staffing

The East Sussex Free School has set out to have a PAN of 120 spread between 6 classes. This varies in practice as needs demand, but a limit of 24 per class would be the school's aim.

Premises

The school will require well equipped Science and Technology (Food and Workshops) areas to fulfil the goal of becoming a centre of excellence for

those subjects.

A future site should have an area for playing fields and room to construct a sports hall to allow the school to build sports firmly into the curriculum. While there is the option of transporting pupils to a site, this would lessen the time spent playing sports, as well as incurring considerable administration costs in arranging slots, transport and other functions required to make the situation workable.

A library and several computer rooms would be required to facilitate online and hardcopy based learning. There will also need to be hall large enough to accommodate most of the school for mealtimes.

The site should also be suitable to include the needs of a 6th Form. These would include a common room, various areas for independent study, as well as some surplus capacity in the Technology and Science laboratories for their practical experiments.

Access for special needs pupils to those areas of the school that cannot be replicated easily elsewhere will need to be factored into any site the school can identify. The preferred site, as reference in Section H, has good disabled access to much of the site already.

Section D2 – The school calendar and timetable

The school year

The school will be open for 190 days (380 half-day sessions) in the year. At the choosing of the school, but with advanced warning to parents, the trips and excursions week will be at the end of the 1st half, or beginning of the 2nd half of each term to allow the learning to be utilised in the teaching of that term.

Currently there is no published timetable for East Sussex for 2013.

The school day

We will follow the LA term pattern. The school will be organised as follows:

- The compulsory part of the school day will begin at 8:25 and end at 15:50.
- There will be six 50 minute lessons
- There will be two breaks totalling one and a half hours. The 30 minutes break between lessons 2 and 3, and the lunch break between lesson 4 and 5
- After preparation time those pupils will have some time obtain a snack and get changed ready for their chosen activity

Below is a table illustrating the standard school day:

Start time	End time	Content
08:25	08:30	Registration
08:30	09:20	Period 1
09:20	10:10	Period 2
10:10	10:40	Break
10:40	11:30	Period 3
11:30	12:20	Period 4
12:20	13:20	Lunch
13:20	14:10	Period 5
14:10	15:00	Period 6
15:00	15:50	Preparation
15:50	16:00	Mini Break
16:00	17:00	Enrichment 1
17:00	18:00	Enrichment 2

The lessons are 50 minutes long. When the registration, setting up and packing away time has been factored in, this leaves about 40 minutes of learning. This allows a “little and often” approach. There is enough time to deliver and explore a subject of learning without overwhelming the pupil. This approach is used by many schools, including Eton and the West London Free School. Although they have chosen a 40 minute lessons, the principle is the same.

Those subjects that would benefit from double periods like Science, Technology and Sports will be allocated them as often as resources allow.

First break will be 30 minutes long, with a 1 hour lunch. The school will encourage staff to lay on lunchtime clubs for pupils to attend as part of enrichment, as well as encouraging use of outdoor spaces for the usual break time activities in fair weather. There will be a mini break of 10 minutes for pupils to make the transition from core schooling to their chosen enrichment activity.

The reason for a long lunch is to allow all pupils to eat in a hall, with members of staff also eating there. This staff presence will be both monitoring the pupils’ behaviour and demonstrating to the pupils how to behave during lunch. The second reason is to allow pupils to pursue an activity if they wish. The third is to allow staff and pupils a suitable break during a long teaching day.

The 6th Form students will follow a more free-form timetable. They are expected to attend the site during the school year as they would have done in Year 11. They are not expected to have full timetable while in school. Their school day will end after preparation time if they do not wish to participate in the enrichment activities.

The enrichment component is broken into 2 hours. It will be expected that all pupils attend the first hour, although there may be extenuating factors preventing some pupils. The second hour will be available for all, but allows

parents to withdraw pupils to take them home if it is more convenient to do so at or after that point.

Extended Hours

As stated above the school will seek to have the school open from 16:00 to 18:00 hours. It is expected that parents will enrol their children in the first enrichment session from 16:00 to 17:00 hours. After this the school expects parents to either enrol their children in the second session or pick them up. The school plans to offer a subscription meal service for those pupils still in school by 17:30 hours.

The activities on offer for the first session will vary. There will be educational activities such as languages, debating clubs, Science and Technology clubs and drama groups on offer. There will be sporting clubs available, depending on the elements and the facilities. There will be game and modelling clubs, such as board games like Chess, Diplomacy, role-playing games the pupils could bring in, and model making clubs. These groups would utilise the school facilities under supervision of a responsible adult. There is also the option of transporting pupils to other organised clubs in the area.

As the school expands to full capacity the enrichment offer becomes richer. For the first cohort, the clubs available would be limited, and perhaps run on alternating days.

The later session of 17:00 to 18:00 hours will have less on offer as pupils are collected. Pupils who have subscribed to stay on will have another session they have chosen. Those who have subscribed to the meal programme will eat at 17:00 hours, and can return to their activity.

The emphasis on the enrichment activities, to make the pupils to want to remain in school, is part of the school's vision and ethos. While the learning that will occur may not be formal or assessed, it will develop, or continue to develop, a love of learning in the pupils. If it happens on the site of the school, or is associated with the school, then the connections of school and enjoyment may arrive by association in the minds of the pupils.

The school will encourage the community to get actively involved in the activities and clubs of the pupils during this time. The school would welcome clubs, experts and volunteers to assist in the running of the programme. These considerations taken into account, the programme would still have to run on a commercial footing.

Organisation of pupils

Academic organisation

Pupils will be organised according to ability in Mathematics and English following the various tests in Year 7. Science may be set according to ability. Other subjects will not be set in Key Stage 3 In Year 8 and Year 9 the following groups will be set by ability; Mathematics, English and Science. This will take place on the basis of summative test outcomes in the previous year(s) and is subject to continuous review.

The justification for setting is to more accurately target support and provide appropriate pace and challenge in lessons in order to maximise pupil progress. There will be no difference in the topics covered or the expectations of pupil attainment. Every pupil will be encouraged to feel they are capable of achieving their best. There will be no difference in the rigour of the lessons in terms of the high standard of preparation and teaching we expect (Ofsted 'outstanding'). What will be different will be the approaches used including modes of differentiation and additional TA support for those who are having difficulties. The vision of the school is for all pupils to be successful and confident in their learning. Targeting those pupils with the help and support they require to make progress is a part of our vision, and setting is a way to more efficiently achieve that.

Pastoral organisation

The organisation of the school will be horizontal in nature, with pupils placed into tutor groups by year group. The pupils will be placed into their groups in Year 7, with pupils continuing in the group until the end of Year 11. The tutor groups will have a tutor assigned to them. With a full cohort, the groups themselves will be no larger than 24, requiring 5 tutors per group.

The justification for using the horizontal system is so that the pastoral and academic systems complement one another. The administration of intervention and flexible timetabling arrangements can be better coordinated using a horizontal system in our opinion. Helping to administer this would be the Head of Year and their deputy, both of whom would become key contacts and points of reference for staff and pupils alike for matters pertaining to their year group.

Once the school has staffing capacity, it is proposed that a 'House System' be explored as a way of encouraging and organising competition between pupils.

Section D3: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met

The school will seek to provide the best environment for attainment and success for those with differing abilities. The school's ethos and vision is one that encompasses all pupils, and we will strive toward making all pupils successful. Our intake will be all-ability and include pupils from all types of background, as such our curriculum offer and curriculum delivery are tailored to meet pupils' needs. We will not pre-judge pupils on entry to the school as we recognise that individuals will flourish in the new environment once admitted. This is at the heart of the approach we will take.

Gifted and Talented

The school will deliver a flexible curriculum for Gifted and Talented (referred to as G&T) pupils to ensure they progress at an appropriate rate. Pupils will be identified using two methods:

- 1) Teacher assessment both formative and summative
- 2) Standard tests in most subjects

Our approach to supporting pupils who are gifted and talented will form part of the East Sussex Free School ethos of enabling every child to reach his or her full potential. We will ensure that individual pupils' strengths as well as areas for development are identified quickly, accurately and sensitively. Our flexible approach will ensure that developmental changes over time are always borne in mind so that any child's emerging strengths are not missed, and that pupils who may join the school mid-year can be accommodated smoothly.

The diagnosis of G&T pupils will make use of recognised pupil characteristics including tendencies to question readily, persevere with challenging tasks, think divergently, communicate fluently, analyse effectively, show creativity, engage readily with complexity, perceive patterns quickly, grasp new ideas rapidly, spot logicalities or inconsistencies, make links within and between areas of learning, and perform at an outstanding level.

As such East Sussex Free School will nurture academic strengths such as mathematical or linguistic ability alongside performance talent in art or sport through provision which incorporates enrichment and extension activities, and the opportunity for pupils to use their strengths for the benefit of others within the pupil leadership programme - for example as learning mentors.

Where a G&T pupil is placed with a 'higher' class as part of their personalised learning programme this will take place under the professional guidance of the SENCO and subject leadership, and will not adversely affect class size long-term since such a placement will reflect our personalised approach by being for a specific topic in a particular subject at a given time, not across all subjects for the entire timetable.

Throughout the school the teaching and curriculum will be of a standard that will stretch the pupils at all levels. The staff will be given a free hand to plan and implement engaging lessons for all pupils if they feel it necessary to deviate from their scheme or unit of work. The pupils themselves, if they show the requisite maturity, will be asked for their opinions on what they would prefer to see or what they would like to study during their "stretch" periods. The school wishes to promote a love of learning, and allowing all pupils to explore their subjects forms part of that.

Teacher assessment will be directed to be rigorous. This will apply for both academic and sporting ability. The school will use formal testing to assess pupil progress. This will be in addition to formative teacher assessment which will follow best practice within the Assessment for Learning (AfL) framework. While subject teachers will be expected to hold classroom tests according to their judgement, it is important that they focus on teaching rather than constant monitoring as end-of-unit or module or year tests will be used in identifying G&T pupils.

The school intends to offer small group teaching as part of the preparation

time at the end of the day. For G&T pupils this would take the form of tutorials in small groups with a relevant member of staff, designed to extract personal best from pupils.

East Sussex Free School will pay attention to the development of sporting excellence. This will be through one of two delivery methods:

- 1) Off-site provision of sports for some timetabled lessons. An example of this is tennis. One of the extended group is a tennis coach. He was looking for the school to provide a flexible curriculum to allow those he could coach to attend training, competitions and such like. The school will seek to accommodate such request in the pursuit of sporting achievement. This statement is tempered with the proviso that the training will not adversely affect the academic progress of the pupil. As mentioned above, there is extra time that could be used to allow a pupil to maintain their progression.
- 2) Enrichment provision. The school has made contacts with a few external providers, and has access to excellent sporting coaches. The site we have identified has excellent sporting facilities in the immediate area. We would seek to extend the use of the school site to clubs, groups or individuals who, after the appropriate checks, can come and give the benefit of their skills to our pupils. We would work with external providers to transport pupils to other sites if required.

In summary; stretch and support are two of the core principles of the school. The school will be pitching the learning at a high level to all pupils. There will be stretch in all lessons. Those requiring extra stretch will have the supervised staff time allocated to them and opportunity to have an input on their extra learning.

SEN

East Sussex Free School will meet the requirements of the SEN Code of Practice and all allied legislation and best practice. The school will demand that all our pupils aspire to high levels of attainment in terms of personal best. It is recognised that there will be pupils who will require support and intervention to help them achieve their potential. The school has the following plans to help those pupils:

Pupils will be identified for intervention using three methods:

- 1) Medical diagnoses, SEN specialist recommendations
- 2) Teacher assessment, formative and summative
- 3) Standard test results

Teacher assessment will be used to identifying pupils who require intervention to keep up. Once a member of staff identifies a pupil they will be referred to

the SENCO. The intervention that follows will focus on the efforts of the pupil, and facilitating their success. This means there will be no drop in the rigour and standards of the curriculum or learning the pupil will be expected to meet.

School Action (SA) and Early Years Action

Differentiation within curriculum planning and delivery will normally address the range of ability within a class. Sometimes, however, children's needs either generally throughout their work or in a specific area, will be outside the scope of this level of learning support.

School Action (SA) will apply when there is diagnostic evidence that a pupil is not making expected levels of progress and there is a need for action to be taken to meet their specific learning needs. SA will include the involvement of Teaching Assistants working under the guidance of the class or subject teacher and the SENCO, and the use of different learning materials and/or a different teaching strategy. This will be detailed in the pupil's Individual Education Plan (IEP).

Where SA is slow to achieve gains in learning and progress remains below expectation, School Action plus (SA+) will operate and involve more detailed diagnostic interventions alongside the use of external specialist expertise working in unison with the SENCO and teaching teams. This is detailed below.

To safeguard the well-being of all pupils, any barriers arising from perceived 'difference' will be challenged at all times. East Sussex Free School will work closely with parents and carers to inform them as well as learn from them. Parents will receive copies of any IEP in operation.

School Action Plus (SA+) and Early Years Action Plus

If the child's progress within School Action intervention is monitored by the Class teacher and SENCO and they make good progress such that they no longer require the interventions offered at SA, they will be removed from that stage. If the pupil's progress is still a concern the child may be placed on the School Action Plus regime.

At the SA+ stage the child continues to have an IEP and still receives the interventions and support provided by SA but further support will be given. The IEP continues to be reviewed twice a year. There is also an 'Annual Review' of the child's progress which can be attended by any professionals currently working with the child.

A request for support from external services is likely to follow progression to SA+ normally at a review of the child's IEP. At Early Years Action Plus or School Action Plus, external support services will usually see the child so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist

strategies or materials, and in some cases provide support for particular activities.

EAL

Pupils with English as an additional language (EAL) will be supported by a combination of careful preparation, where information is available in advance, sensitive diagnostic assessment when first attending school, and tailored support in lessons. We recognise that EAL pupils have distinct and different needs from other pupils, by virtue of the fact that they are learning in and through another language, and that they come from backgrounds and communities with different understandings and expectations of education, language and learning. EAL pupils will be integrated within lessons for the bulk of the day, with extraction for support at times arranged by the SENCO. We will exploit best practice in terms of the 'Dual Iceberg Model' approach in which common features of the pupil's first language and English are noted and exploited to allow common underlying proficiencies to boost confidence and learning in English both as a language and as a vehicle for learning in other areas.

The East Sussex Free School Proposer group has made efforts to contact the local minority ethnic communities, especially those who do not speak English at home. The results of this have been encouraging. The groups we have had contact with are very supportive of the school and its vision and ethos. The length of the school day will support pupils who have English as an additional language, providing more exposure to English speaking and social circumstances for them to practise their English.

EBD

Learners with emotional and behavioural difficulties (EBD) will be supported by the SENCO and the team of Teaching Assistants, who will remain with them through a Key Stage, offering the security and comfort of continuity of contact. In addition, pupil mentors will work alongside their peers as part of the pupil leadership development aspect of the school ethos. If and where necessary, external professional support will be sought and we will always work closely with parents and carers of SEN pupils including the possibility of a 'parent-in-classroom' where this would be beneficial and feasible following customary checks and preparation. In the context of wrap-around provision in an all-through school, pupils will have an opportunity to discover what they can do well and excel at it.

SENDA

Pupils with disabilities admitted to the school will have full access to the curriculum as provision at East Sussex Free School will be DDA compliant. Governors will meet all duties placed on them including Schedules 2 and 4a of the Special Educational Needs and Disabilities Act 2001, for example, in terms of developing an appropriate accessibility plan and strategy, and by the Equality Act 2010.

Identification and monitoring of vulnerable groups

As stated above, the school's expectations of the pupils will be high. No dispensations will be made of pupils based on their social or economic background. The school will monitor pupils and their progress. This is integral to our vision and ethos that all pupils regardless of background, will do well. The school will pride itself in the attainment of Free School Meal pupils and those in care. The school will seek sponsorship, funding and other revenue streams to subsidise those pupils who require it so they may participate fully in the life of the school.

The monitoring of those pupils who may fall into vulnerable groups would be an on-going process. The mix of teacher assessment and standard testing would flag up any academic issues the pupil encounter. The intervention for any pupil who requires intervention is detailed above. Regular reporting via the envisaged ICT systems will aid staff to efficiently report on the progress of the pupils.

The school seeks to address overall the issue of vulnerable groups, such as free school meal pupils and pupils in care through the length of the school day, provision of good quality meals, breakfast clubs, after school meals. Exposing the pupils to academic and physical enrichment pursuits will broaden their experience, and enrich their school life. It will be the time spent in the care of the school through the extended school day that will provide scaffold within which we can support the pupils to achieve success.

D4 – Definitions of success

The school's ethos and vision states that all pupils can be successful. The school's definitions of success will be an integral part of measuring. The school will define success in the following ways:

1. All pupils will make at least expected progress in English, Maths and Science.
2. All pupils will attend at least 4 hours of enrichment activities per school week.
3. The East Sussex Free School will be heavily oversubscribed by at least the 6th Year of operation (post GCSE results).
4. The school will have above local average GCSE results for the 5 A*-C measure including English, Maths and Science
5. The school will aim to have above average levels of local EBac attainment in the first cohort; rising to above national average if that is higher.
6. We expect that the majority of Year 11 will stay on to do their A-Levels in the school

Progress and Process Indicators

Objective	Measurement methods	Ethos and Vision
1. All pupils will make at least expected progress in English, Maths and Science.	Mid and end of year tests Entry test in Y7 and Teacher assessment Pupil performance will be measured against their entry data and their entry tests scores.	The delivery of this is a core part of the school's ethos and vision.
2. All pupils will attend at least 4 hours of enrichment activities per school week.	Pupil take-up will be monitored by those parents who subscribe to the programme and attendance registers will be taken.	As part of our Vision the school wants as many pupils to attend as many after school sessions as they can. There will be an cost covering charge for this to allow subsidy of those in need.
3. All pupils will take part in leadership type activities such as peer mentoring or visitor hosting as suited to the age of the pupils	Developing leadership and responsible behaviour will be a key element of personal development at East Sussex Free School.	This is an important aspect of the wider personal development at the heart of our ethos and the curriculum delivery that reflects it.
4. All pupils KS2-5 will participate in at least one community activity per term.	The school will measure the involvement of pupils in community activities both on- and off-site.	The school will insist that pupils take a language to GCSE, as well as a Humanity subject alongside their core English, Maths and Science. The school will provide a rounded curriculum for the pupils; this includes a good grade in a language.
Pupil voice via e.g. circle time as appropriate for younger pupils will be used by the school and seen as an important part of pupils making a positive contribution to the life of the school and school development planning. Pupils will also have positions of responsibility as above (leadership development).		

Reporting to parents will include issues such as participation in enrichment as above and support from the home or care environment will be sought in order to further the wider educational aims of East Sussex Free School.

Outcome Measures: Education Key Performance Indicators

As the first pupils will not sit KS2 SATs until 2020, and GCSEs in 2018, we will set ambitious 'narrowing the gaps' targets at the start of the relevant Key Stage and monitor progress closely to ensure that pupil progress remains on track.

Reception to Year 6	Year 7 to Year 11
Pupils' vocabulary including picture vocabulary	Pupil progress in National Curriculum Levels per year from teacher assessment in KS3
Pupils' reading age including compared with chronological age	5+ A*-C GCSE or equivalent to be well above Floor Targets and above the LA average by at least 2% each year
Pupils' spelling age including compared with chronological age	5+A*-C including English and mathematics at KS4 to be above LA average by at least 2% each year
L5 for high attainers (G&T)	3A*/A at GCSE for high attainers
Pupils' speaking and listening skills, as per guidelines in: 'Primary National Strategy Speaking, Listening, Learning: working with children in Key Stages 1 and 2 Handbook' pp31-34	1+ A*-C at GCSE or equivalent
Pupils' numeracy skills via standardised tests	Relative performance of subject areas at KS4 (subject residuals)
Subject performance if and where appropriate including school tests & exams	Awards of the English Baccalaureate at KS4 in due course
Pupils achieving L4 in teacher assessment or national tests at the end of KS2	Pupils making expected progress across the Key Stages
P Scales and associated P Levels for SEN pupils and FSP levels for R pupils	Progress measures for Secondary SEN pupils
Comparison with local and national benchmarks	Comparison with local and national benchmarks
Performance of G&T pupils via measures such as the TULIP model of independent learning skills at KS2	Performance of gifted and talented pupils via measures including 3+A*/A at GCSE
Comparison of performance of deprived pupils (FSM) with national average	Measures that compare performance of deprived pupils (FSM) in school with the national average, including destinations (NEET) as well as in-school performance
Value added measures	Value added measures such as JVA (Jesson Value Added)
At KS5 we will measure %A-E and also %A/B (or equivalent in both cases)	

Admissions

East Sussex Free School will abide by the School Admissions Code and associated Appeals procedures to ensure that admissions practices and arrangements are transparent, fair and lacking in complexity. Our admission policy is in accordance with the School Admissions Code, the School Admissions Appeal Code and Admission Law, as they apply to maintained schools.

East Sussex Free School will admit pupils without consideration of ability, prior attainment or any aspect of their background. It will be an inclusive all-ability school for pupils aged 4-19 with a Planned Admission Number of 56 Reception pupils and 120 in Year 7 in 2013, a position which will pertain until all year groups are populated.

Where fewer pupils apply than the PAN, all will be admitted.

We will admit all pupils with statements of Special Educational Needs (SEN) where East Sussex Free School is named appropriately on the statement.

If there are more applications than places our oversubscription criteria are as follows:

1. Priority for admission will be given to looked after children and previously looked after children with no distinction made between them. Previously looked after children means such children who were adopted (or subject to residence orders or special guardianship orders) immediately following having been looked after. A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions [under the definition in Section 22(1) of the Children Act 1989] at the time of making an application to the school
2. The second criterion relates to students considered by East Sussex Free School to have exceptional social or medical needs which relate to attendance at East Sussex Free School
3. The third criterion refers to children of those serving in the Armed forces.
4. The fourth criterion applies to children of teachers at the school
5. The next criterion relates to children who, on the date of admission, will have at the school a sibling (Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling). Biological siblings who live at separate addresses will also

be treated as siblings. Children residing in the same household as part of an extended family, such as cousins, will not be treated as siblings. Proof of the sibling relationship will be required (e.g. short birth certificates).

6. The fifth criterion relates to children who live closest to the school, measured in a straight line from the pupil's home to the main entrance of the school. Proof of address will be required, which may include paid utility bill or council tax statement. The pupil must be living with the parent or carer at the address.
7. If a further tiebreak is necessary, random allocation will be used involving drawing of lots by an independent person of appropriate professional standing.

Appeals

When a parent or carer is informed of a decision to refuse their child a place at the school, notification will include: the reason why admission was refused; information about the right to appeal; the deadline for lodging an appeal; and the contact details for making an appeal. Parents will be informed that, if they wish to appeal, they must set out their grounds for appeal in writing. The grounds on which appeals can be made will not be limited. East Sussex Free School will prepare in advance for the possibility of an Appeals Panel sitting to hear appeals from parents and carers as we confidently expect to be over-subscribed.

Admission to the 6th Form

The capacity of East Sussex Free School 6th Form is 200. Students on roll at East Sussex Free School are required to apply for a place in the 6th Form as are students from other schools, and the entry requirements for admission to the 6th Form will be the same for students on roll in Year 11 at the school and external applicants. The minimum criterion for admission is 5 GCSEs at Grade C or above. If the 6th Form is over-subscribed then pupils with the highest grades will be admitted.

If there is a tie with pupils having identical GCSE Grades then admission will be decided by the drawing of lots by an independent person of appropriate professional standing. Any pupil refused the offer of a place in the 6th Form at East Sussex Free School has the right of appeal to an independent appeals panel.

Behaviour and Attendance

High quality teaching and learning and high standards of behaviour and excellent attendance levels go hand in hand. By empowering our teachers to deliver high quality lessons, we will provide our students with a learning environment that will encourage our students to display positive behaviour to our staff and to each other in order to allow all of us to achieve the key aims of

our ethos.

By fostering a love and respect of learning and a sense of pride, our aim is to create an environment where our students *want* to behave, and *want* to attend, because they will be able to see and experience the benefits of success and hard work.

East Sussex Free School will be a place where students and teachers have harmonious and positive professional relationships, centred around a desire for progress and success, and based on mutual respect and a thirst for knowledge. We will provide a structure that is based on the solid principles of consistency, clarity and fairness.

SEAL (Social & Emotional Aspects of Learning) will be taken into account by teachers in lesson planning and by helping students to deal effectively with this aspect of their studies our approach will:

- Enhance working relationships between pupils and staff
- Reduce the prevalence of 'sub-culture' groups
- Reduce incidents of inappropriate behaviour
- Improve pupil responses, leading to a reduction in exclusions

Our parents will share responsibility for our high expectations of behaviour and attendance; we will work together to ensure that our students are clear in their understanding of how they need to behave in our school, and that they are expected to attend regularly and punctually. We will work with our parents to ensure our systems are fair, and that they support our pupils and parents who need to raise their expectations of behaviour and attendance in line with our school expectations.

We will empower our staff by ensuring our structures are clear, robust and in line with legislative requirements. They will have support to ensure that they are not burdened in having to spend time dealing with behaviour or attendance, so that they may instead spend time producing the very lessons that will facilitate the behaviour and attendance that we want.

Please refer to the Attendance, Behaviour, SEN and Safeguarding policies at the end of this section.

D7: Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community.

In our relations with the local community we will fulfil the requirements made on us by the Equality Act 2010. This will happen through: maintaining regular and effective communications, on paper (including PR) and electronically; seeking feedback from the community in terms of perceptions as well as quality related surveys; the work of the community pupil leader team, which will strive to establish and maintain good relationships with wider groups in the community from the school's neighbours to voluntary groups, police, youth

groups, businesses and U3A; community education facilities including out-of-hours use of school resources; organising activities set in the community; making use of motivating community visitors such as a historian, musician or artist in residence as well as speakers for events; an approach which lifts the gaze and raises aspirations in the community thus adding to social capital and promoting local enterprise; collaboration with local schools and charitable institutions; close liaison with children's agencies and other relevant agencies; and promoting community cohesion using the national standards and guidance to frame our approach

Increasingly the community around the school will help to shape the total offer we make to pupils and adult learners, in terms of both feedback and participation. The community will have an important role to play in school self-evaluation as we will always value information available from this source including 'intangibles' such as people's perception of the school.

The local community of Eastbourne is very diverse and the proposed catchment of the school contains relatively wealthy and relatively deprived wards.

The local area incorporates the needs of the full educational spectrum. The ethos and vision of the East Sussex Free School ('the school') is that all our pupils, from all these different, varied and diverse backgrounds can succeed, grow and flourish in their education at our school. Through its academic curriculum, physical and sporting provision and extra-curricular activities the school will make real educational and personal achievement possible for all sections of the community: extending and pushing the gifted and talented and supporting and nurturing those with additional needs. These principles are already incorporated into our education plan and the needs of our pupils and community learners can be met within our curriculum model.

There are significant EAL populations from both within and outside the EU area, notably Portuguese and Polish. At the school this will be neither a barrier nor an excuse for pupils making not to make progress or achieving less than their potential.

The school recognises there is a lack of stretch for academically gifted young people in the LA schools in the area. In this case links with high achieving local independent schools, such as Eastbourne College, or the locally based University of Brighton will be a feature of the school's provision, as we adopt a confident outward facing stance where collaboration is the norm.

With 5.4% of young people unemployed in the Eastbourne area (a figure that is rising) there is a real need for a school that engages with local businesses and industries and encourages a dialogue about what local employers and the local economy needs from its school leavers and young people. (<http://www.guardian.co.uk/news/datablog/interactive/2011/nov/16/youth-unemployment-map>)

We will partner with local businesses in mutually beneficial arrangements, in particular with Barclays Bank following its decision to lend support to England's new academies and free schools. As mentioned above, Cisco Systems are supporting our application with this in mind as well.

East Sussex Free School recognises the key contribution that external support services can make in supporting education provision in schools. When necessary colleagues from the following support services will be involved in working with us (not exhaustive):

- Educational psychologist
- Speech and language therapist
- Physiotherapist
- Social Services
- Occupational Health specialist
- Health Authority personnel
- Visual impairment service
- Hearing impairment service
- Traveller education support

Local Sites

Our emphasis on trips and visits, within the schools ethos and vision will make it markedly different from other local secondary schools. Eastbourne, whilst a lovely place to live, is relatively isolated from the rest of the country and the school would actively look to broaden pupils' horizons by taking them on educational visits outside the local area (as well as utilising the local area, coast and adjacent National Park).

Policies

The following policies for the East Sussex Free School can be found in the appendices:

Behaviour – Appendix A
Attendance – Appendix B
SEN – Appendix C
Safeguarding – Appendix D

Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e. $D = ((B+C)/A) \times 100$.

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	56	67		120%	56	28		50%
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	120	153		128%	120	122		102%
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of demand and marketing – part 2

Please refer to pages 21-23 of the 'How to Apply' guidance for what should be included in this section.

Evidence of parental demand

Initially we, the East Sussex Free School group, put the proposal of a secondary school to parents. This changed to an all-through school on the location of the site (Part H). The background to the change should also be viewed through the need for an extra 5 cohorts of primary school reception provision in the town. The primary school data collection has been run for only a month (February 2012). **In that short time we have already been oversubscribed for Reception places.**

As a group we have aimed to evidence demand meeting DfE criteria for the first two years. We focused our demand data collection on Year 5 (**Year 7 2013**) and Year 4 (**Year 7 2014**) **and we are over-subscribed for these Year groups.** We also collected demand for children starting **Reception in 2013 and we are oversubscribed for that Year group.**

The East Sussex Free School's Planned Admission numbers are:

- 120 for Year 7
- 56 for Reception

Against these benchmarks the school will be oversubscribed in the first year. The figures below were collected between 18/10/2011 and 23/2/2012.

Pertinent age groups:

Year Group	Registered Interest
Year 7 (2013)	161
Year 7 (2014)	126
Reception (2013)	69

There continues to be strong interest generated from the concept of the all-through school and these numbers will continue to grow in the following months. In terms of definite intent the figures for **Year 7 2013 is 153 pupils (oversubscribed)** and for **Reception 2013 is 67 pupils (oversubscribed).**

Total demand by Year group or Age at 23/2/2012

Current Year Group/age/expected entry to Primary school	Number of registered children
Year 5	161
Year 4	126
Year 3	98
Year 2	88
Year 1	98
Reception	92
Pre School	80
Reception 2013	69
Reception 2014	28
0 to 2 years old	32
Total Children	872
Parents	539

If current levels of demand are sustained we will be heavily oversubscribed in our first year of operation (2013). Post February the proposer group will continue to hold events and market the school to build demand. **We are also oversubscribed for the Year 7 starting 2014.**

Data Collection Questions

In line with guidance, we posed the following questions to prospective parents of East Sussex Free School in a number of different media formats.

The group commissioned 4 different types of parental questionnaire:

- We had an A4 poster/support form
- An A5 flyer leaflet
- A website online application
- A canvassing sheet used for direct face to face support gathering

The questions were done with the help of the New Schools Network over the Autumn/Winter of 2011. We had printed several thousand A4 and A5 leaflets for distribution. The space on each medium made it necessary to vary the content and questions.

The physical literature

In the printed leaflets and posters there were a set of standard questions. These common questions were:

1. Adult's Name
2. Adult's Email address
3. Adult's Postcode

The A5 leaflet contained a box to enter the ages of the respondent's children in 2013 and a clear note referring to their assent that by returning the form they are stating that the East Sussex Free School would be their first choice. It is notable that this caused many queries from parents before they submitted the forms, so it was read and noted by parents.

The A4 poster/support form had space for more comprehensive questions. In addition to the common questions above we asked:

1. Are you supporting us as a parent/carer or community member?
2. What year groups are you children in? Year 5/Year 4/Year 3 or below
3. I would select the East Sussex Free School as my first choice: Yes/No
4. I would like more information sent to me about this project: Yes/No
5. Do you agree with our ethos on our website: Yes/No
6. Other Comments:

Both physical leaflets had some information on the school; the website

address, telephone number and postal address for contact purposes.

The canvassing sheet was used at the public meetings we held in addition to going to out to popular holiday clubs and activities to canvass for support.

On the following pages are images of the forms we used.



East Sussex Free School

A New Secondary School for East Sussex

Planned to open in 2013

Where will the school be sited?

We are looking at sites between Eastbourne and Falmer. We want to serve as many in East Sussex as we can.

Support us!

We need parental support to make this happen. You can support us by going to our website and filling in some basic details, or filling in the form overleaf.

www.eastsussexfreeschool.org.uk

Click on "Support Us".

We need your support to make this happen!

Who we are:

A group of parents and teachers who are applying to create a new secondary school; one that will be the best in the County. Join us in making this happen; we welcome new members. See our website for contact details.

East Sussex Free School ¹/₂, Cornfield Law LLP, 47 Cornfield Road, Eastbourne, East Sussex, BN21 4QN



East Sussex Free School

How will we do it?

- We will be setting up a school that values effort and achievement; that will focus on excellent teaching in a traditional environment.
- There will be no tolerance of disruption in the school, allowing teachers to teach and pupils to study in depth.
- We are proposing one hour of extra teaching per day. The rest of the longer day will be used for supporting students who need it or for extra-curricular activities.

What can you do?

We need parental support; your vote of for the school. If you fill out the form, either below or on our website, you will have added your voice to our application.

Your Name:	
Email Address (or other contact method):	
Postcode	
Ages of your children in September 2013	
By returning this form you are stating that you would choose the East Sussex Free School as your first choice if it were to open.	


East Sussex Free School ¹/₂, Cornfield Law LLP, 47 Cornfield Road, Eastbourne, East Sussex, BN21 4QN

The A5 Flyer

Front and Back

The A4 Poster/Support form

Front and Back



East Sussex Free School

Support Us!

Add your voice to the application

The East Sussex Free School group propose that the school will open in 2013 and be located in the vicinity of the Eastbourne/ Lewes area. We are looking for pupils currently in Year 5 and Year 4. Those in Year 5 will be our first Year 7s. Supporting us will not affect the ranking of applications to other schools. However, your support is required for our application to the Department for Education to be successful. For more information go to: www.eastsussexfreeschool.org.uk

Your Name		
Your Email Address		
Your Postcode		
Are you supporting us as a parent/ carer or community member?	Parent/Carer Community	<input type="checkbox"/> <input type="checkbox"/>
What year groups are your children in?	Year 5	<input type="checkbox"/> <input type="checkbox"/>
	Year 4	<input type="checkbox"/> <input type="checkbox"/>
	Year 3 or below	<input type="checkbox"/> <input type="checkbox"/>
I would select the East Sussex Free School as my first choice	Yes No	<input type="checkbox"/> <input type="checkbox"/>
I would like more information sent to me about this project	Yes No	<input type="checkbox"/> <input type="checkbox"/>
Do you agree with our ethos on our website?	Yes No	<input type="checkbox"/> <input type="checkbox"/>
Other Comments		

Please return to
East Sussex Free School, 1/5 Cornfield Way LLP, 47 Cornfield Road, Eastbourne, East Sussex, BN21 4QN



East Sussex Free School

A New Secondary School for East Sussex

Planned to open in 2013

We want the best school for our children; a school that will have:

- High expectations of students; of their effort, achievement and in their behaviour
- A strong behaviour ethos
- A longer school day; a fuller school day for pupils, more flexibility for working parents

Join us:

If you are a parent, member of the community, business or charity, we want **you** to get involved.

For more information please contact us:

On the Web:
www.eastsussexfreeschool.org.uk

Telephone: 0800 358 59 60

East Sussex Free School, 1/5 Cornfield Way,
47 Cornfield Road LLP, Eastbourne, East Sussex, BN21 4QN

The website

Our site had a page for online signups. The vast majority of support came from the website. The website form, again created with the advice of New Schools Network, is shown below.

The screenshot shows a web browser window with the URL `l.org.uk/Supportus.html`. The page content includes a disclaimer, a link to view current interest, and a registration form. The form fields are as follows:

- Your Name:**
- Your Email:**
- Your Postcode:**
- Current year group of your 1st child:** (Those in Year 5 will be our first cohort)
- Current year group of your 2nd child:**
- Current year group of your 3rd child:**
- Would you choose the East Sussex Free School as you first choice of school?** Yes No
- Would you like us to contact you with more information?** Yes No
- Do you agree with the Ethos and Vision of the East Sussex Free School** Yes No
- Other Comments:**

At the bottom of the form are two buttons: `Reset Form` and `Submit`.

Website Options

Below are the options given to parents on the website interest form.

your postcode: _____

Current year group of your 1st child:
(Those in Year 5 will be our first cohort)

Current year group of your 2nd child:

Current year group of your 3rd child:

Would you choose the East Sussex Free School
as you first choice of school?

Would you like us to contact you with more
information?

Yes
 No

Year 5
Year 5
Year 4
Year 3
Year 2
Year 1
Reception
Start Reception in Sept 2012
Start Reception in Sept 2013
Start Reception in Sept 2014
Between 0 and 2 y/o

Facebook

Below is a screenshot of the Facebook page, taken on the 21st February 2012

The screenshot shows the Facebook page for East Sussex Free School. The page header includes the school's name, location (Eastbourne, East Sussex), and an 'Edit page' button. The main content area features a post from Temple Grove College dated 8 hours ago, which is a thank-you message to parents for their support in the school's application to the Department for Education (DfE). The post includes a link to the school's support form and mentions that 153 Year 5 students (128%) and 116 Year 4 students (97%) are currently enrolled. The post has received 2 likes and 1 share. On the right side of the page, there are sections for 'Page tips', 'Admins (5)', and 'Notifications'. The left sidebar shows the school's profile picture, a 'Wall' section with 'Hidden posts', and 'About' information including the website URL (www.eastsussexfreeschool.org.uk) and the number of likes (193).

Summary of responses

The overwhelming number of parents used the website to contact us. At time of writing 86% of our responses were via the website. A further 9% of parental interest came from canvassing parents during the school holidays. Another 5% of parental interest came from leaflet returns.

Of the 539 responses to date **96%** (520) have **said they would choose the East Sussex Free School as their first choice**. Those that said no, 4% (19) did so due a mix of reasons. These ranged from the location to needing more information.

Comments

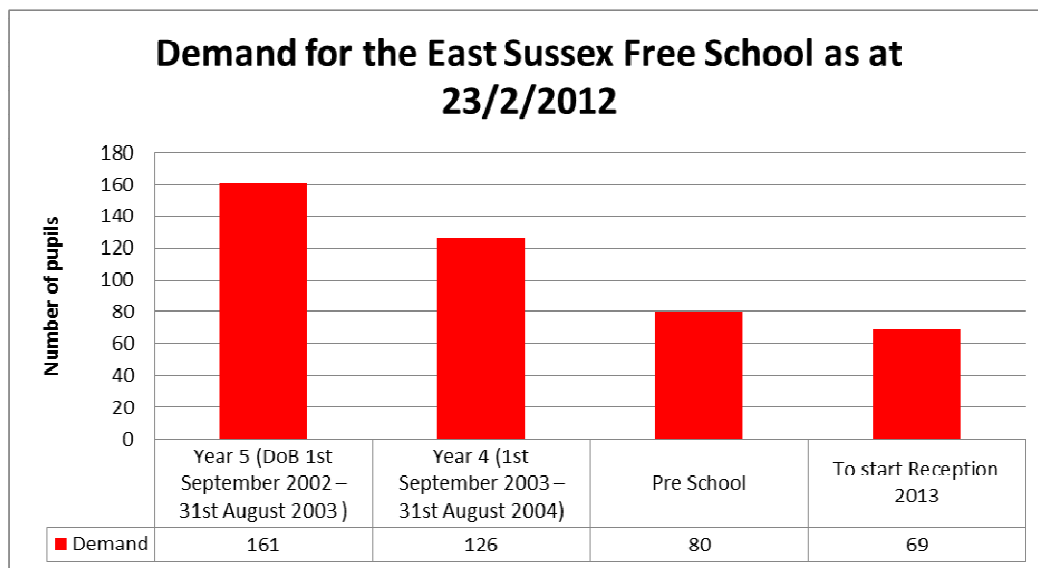
We had a comments section in our data collection to allow parents and community members to tell us what they thought of the proposal. Of the 492 positive responses we had a great number of encouraging comments. A selection of these comments is provided below:

- 1. I am head of business studies in a large comprehensive school in Kent and understand and am fully supportive of your vision.*
- 2. I have primary aged children and believe that what you are trying to do is very commendable good luck!*
- 3. A very exciting proposition in an area with less than inspiring choice!*
- 4. Great initiative. Please keep me informed.*
- 5. Both myself and my husband Paul are teachers and desperate to be involved! Let us know what we can do!*
- 6. I would be willing to help in any way to promote this idea. It is just what we need in Eastbourne! Good luck.*
- 7. Excellent idea I/we fully endorse and support such an idea and would be interested in becoming involved.*
- 8. I am very relieved to hear that this school may be available to my children in the future. I strongly support the core values of your school, as a teacher myself I understand the frustrations you face. I wait in anticipation to hear the outcome. Good Luck and I am spreading the word!*
- 9. Fantastic news and MUCH needed in this area!*
- 10. Being a Swede in the UK, schooling is one of the things that worries me the most, when it comes to my children, so I am very excited about this forward-striving initiative and can't wait to hear more!*
- 11. Is there any possibility of a primary school too? Desperately needed.*
- 12. So look forward to this kind of school. Read so much about it in the US. Wish it starts at Primary level!*
- 13. We were impressed by your speedy response when my mother e-mailed you re music provision.*

14. *I support the vision of the East Sussex Free School and would love for my children to have the opportunity to attend.*
15. *I love this idea and would fully support a new free school in Eastbourne. We are currently in Hailsham but are looking to move to Eastbourne within next two years. I have missed the meetings but please keep me advised of future meetings and further details*
16. *I lived in Hampden Park and i am very worried where my child will go to school. All the ones in my area are under performing. I can't afford to move but i want a good school with good discipline.*
17. *Was told that you are also considering a primary school. Would definitely be interested in a primary school as my children are still very young. Would only need a place for my 2nd child as 1st child goes to a special needs school in Eastbourne though main stream may be considered in the future.*

Demand in graphical form

The table below outlines the demand figures as of 23/02/2012. These figures are verifiable from paper and on-line forms completed by prospective parents.



In the paragraphs below we expand on the date of birth ranges that these groups correspond to.

The data capture drop downs did change from the 31/1/2012 to incorporate specific ages of pre-school pupils to support the all-through school. This explains the discrepancy of the “Pre School” to Reception 2013, Reception 2014 and Reception 2015.

Secondary Demand

The above chart shows that the key groups of Year 5s and Year 4s are either full or oversubscribed given our **PAN of 120**. Given a maintained flow of interest from continued media coverage, canvassing, site tours and open days we predict that we will be oversubscribed in Year 4, and have additional Year 5 numbers.

Confirmed 1st choices

We are at 128% capacity for Year 5 (born between 1st September 2002 and 31st August 2003 who will enter in Y7 in 2013), 34 more than our PAN. We are currently **102% full for our Year 4** (born between 1st September 2003 and 31st August 2004 who will enter in Y7 in 2014); we foresee both of these numbers increasing as we continue gathering support over the forthcoming months.

To recap on 1st Choice Secondary demand

Year Group	Birthday Range	Demand	Starting Year 7 in
Year 5	1 st September 2002 – 31 st August 2003	153	2013
Year 4	1 st September 2003 – 31 st August 2004	122	2014

Primary Demand

Our data collection did not at first set out to collect exact age specifics for children under reception age. Our data collection indicated that we had over **80** pre-school children signed up. On changing our proposal we sent leaflets to local nurseries and pre-schools and had a massive response.

The new data collection requested the year a child would start primary school. In the space of less than 3 weeks we filled our Reception classes. **We now have 69 Reception pupils starting 2013, and 28 starting in 2014. We now have an oversubscribed Reception Year.** There is a potential to have more than 2 applications for every place at our primary school. There is, as mentioned before, a 5 cohort shortage of reception places in Eastbourne (this was discussed recently with the Deputy Director of Children's services at East Sussex County Council).

Change of proposal

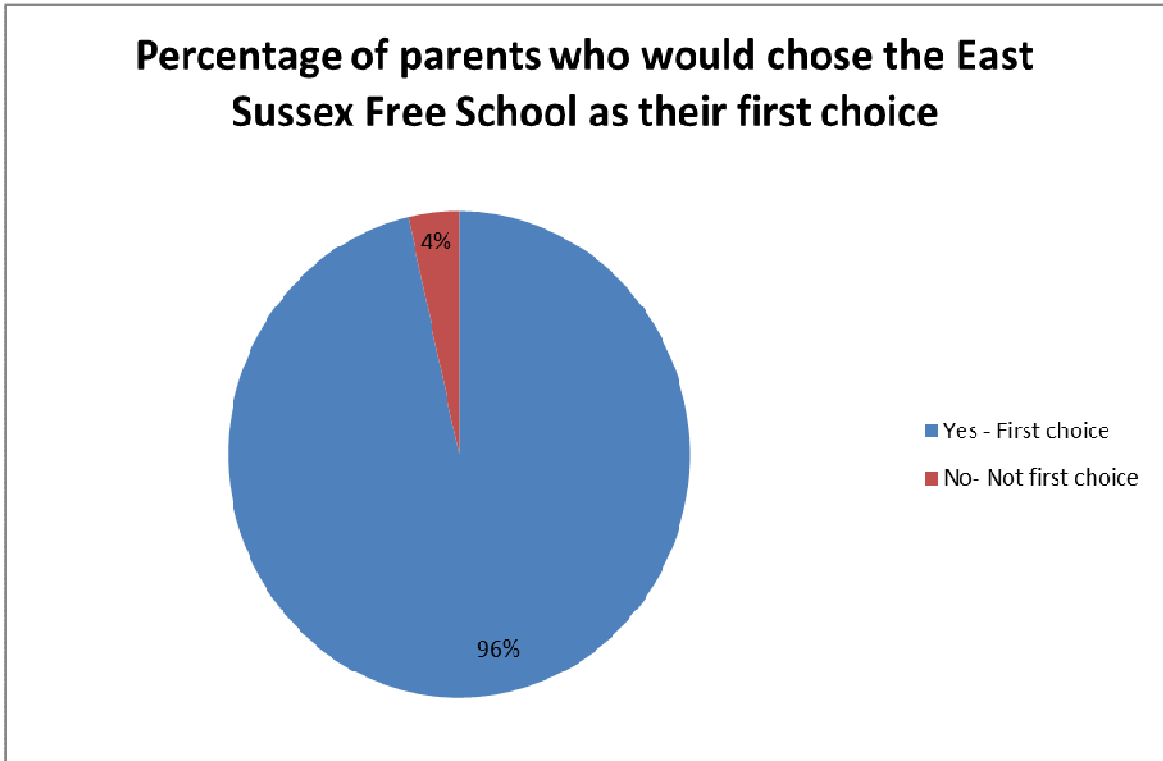
On changing our proposal from a Secondary to an all-through we sent out a confirmation email to all parents who registered before we notified the media about our change of plans. We also updated the website on that day as well.

We sent out an information leaflet explaining about the change, the reasons for it and what impact it would have. We asked parents to comment on the change allowing them to withdraw their support if they wished, or telling us they supported it by emailing "Yes". **Only 1 parent withdrew their support** (their data is not included in the figures in this section). We received many positive comments supporting the idea. The majority of replies stated a simple "Yes", but some went further:

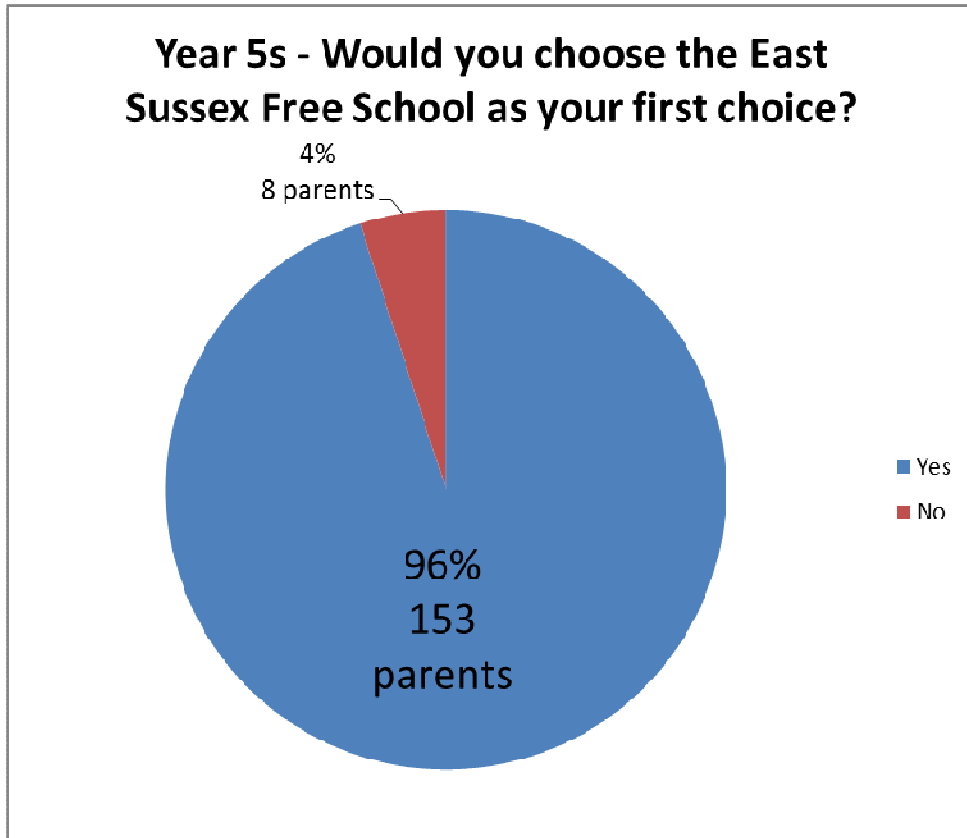
1. Hi, Still a definite yes from me! All the best
2. Yes, we most definitely confirm our support! Regards,
3. OF COURSE YES!!!!

The East Sussex Free School as a first choice

We asked all respondents if they would choose the East Sussex Free School as their first choice. As stated previously, those that said no, 4% (19) did so due a mix of reasons. These ranged from the location to needing more information. **An overwhelming 96% (520) of all respondents said they would choose the East Sussex Free School as their first choice.**



Year 5 – Results of the question “Would the East Sussex Free School be your first choice”

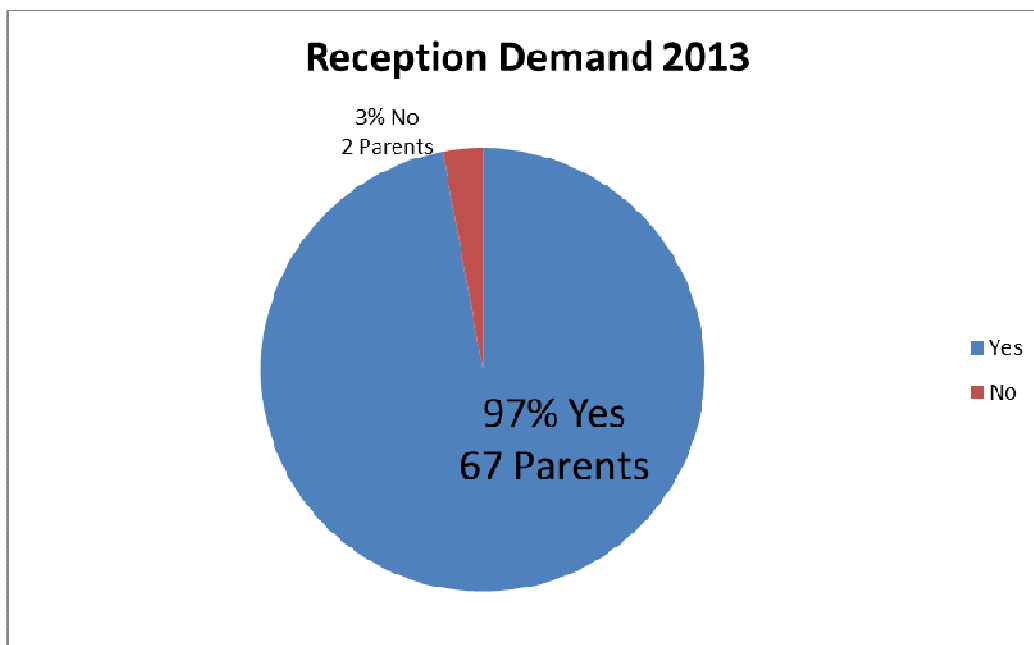


Of the 161 Year 5s we have (Year 7 in 2013) we had 96% of parents saying they would chose us as first choice. It should also be noted that the ‘no’ respondents mostly wanted more information.

Vision and Ethos

Of the 539 parents who have registered their interest, only 2 said they did support the vision and ethos. These 2 did put us as their 1st choice though. That leaves 537 parents who support the vision and ethos of the school. We are confident that once the project receives approval that majority of those that said “No” to the East Sussex Free School being their first choice would change their minds. The result of this analysis is that **we would be oversubscribed in 2013 in Year 7.**

Reception pupils in 2013 (DoB 1st September 2008 to 31st August 2009)



Those parents who would be sending their children to the East Sussex Free School Reception classes in 2013 overwhelmingly chose us as a first choice. Of the 69 respondents who we can say for certain would be in the 2013 cohort, **97%** said they would chose the East Sussex Free School as their first choice. This data indicates that **we would be oversubscribed in 2013.**

To recap on the data:

- 1) In 2013 we will be oversubscribed in both opening year groups (Year 7 and Reception) as we have 67 firm commitments from parents of children whose age allows them to enter schooling in Reception in September 2013 in addition to the secondary demand.**
- 2) We already have 28 firm commitments from parents of children whose age allows them to enter schooling in Reception in September 2014 (we were not even asking for parental registration for this age group, but demand is such that parents have been registering)**
- 3) Demand continues to grow. We are oversubscribed for 2013 and predict we will be for 2014.**

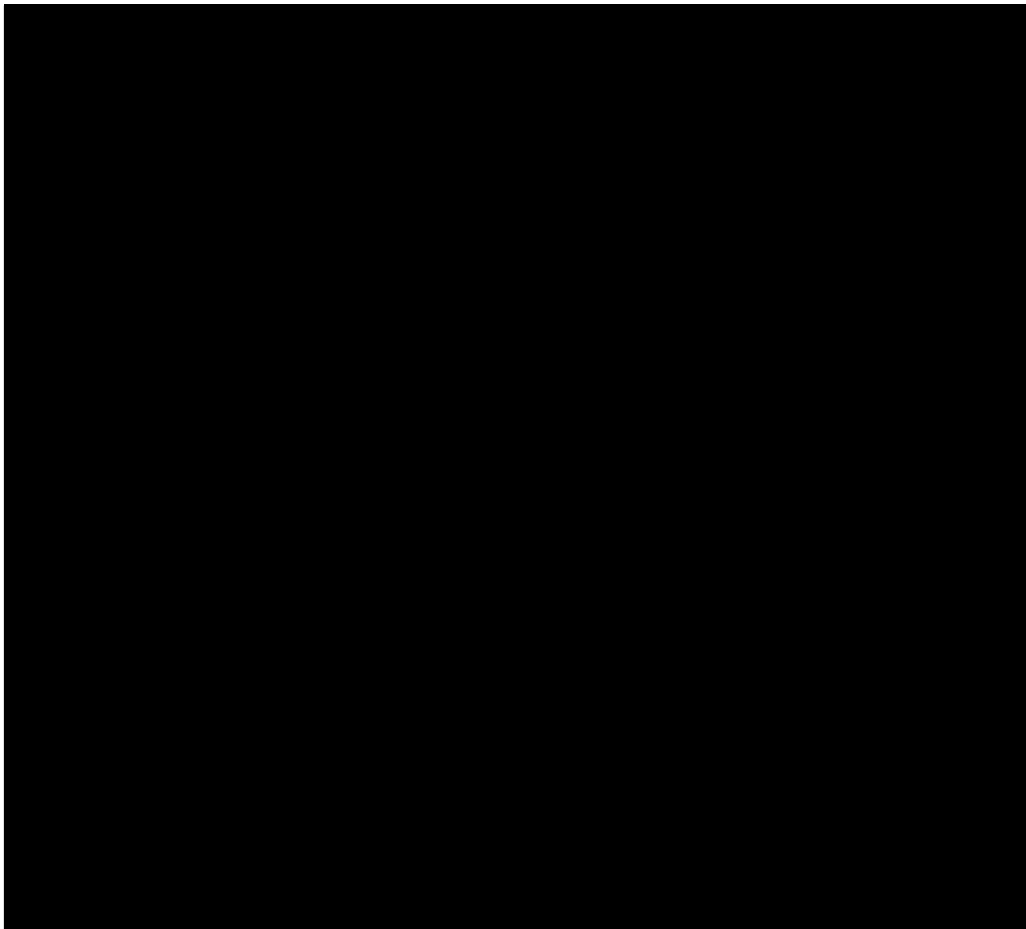
Making the school attractive to pupils of different backgrounds

The East Sussex Free School aims to attract pupils from all over Eastbourne and southern East Sussex. The preferred site for the school is the [REDACTED], near the town centre, within walking distance of the local Bus and Rail termini. The address of site is [REDACTED], Eastbourne, BN20 [REDACTED].

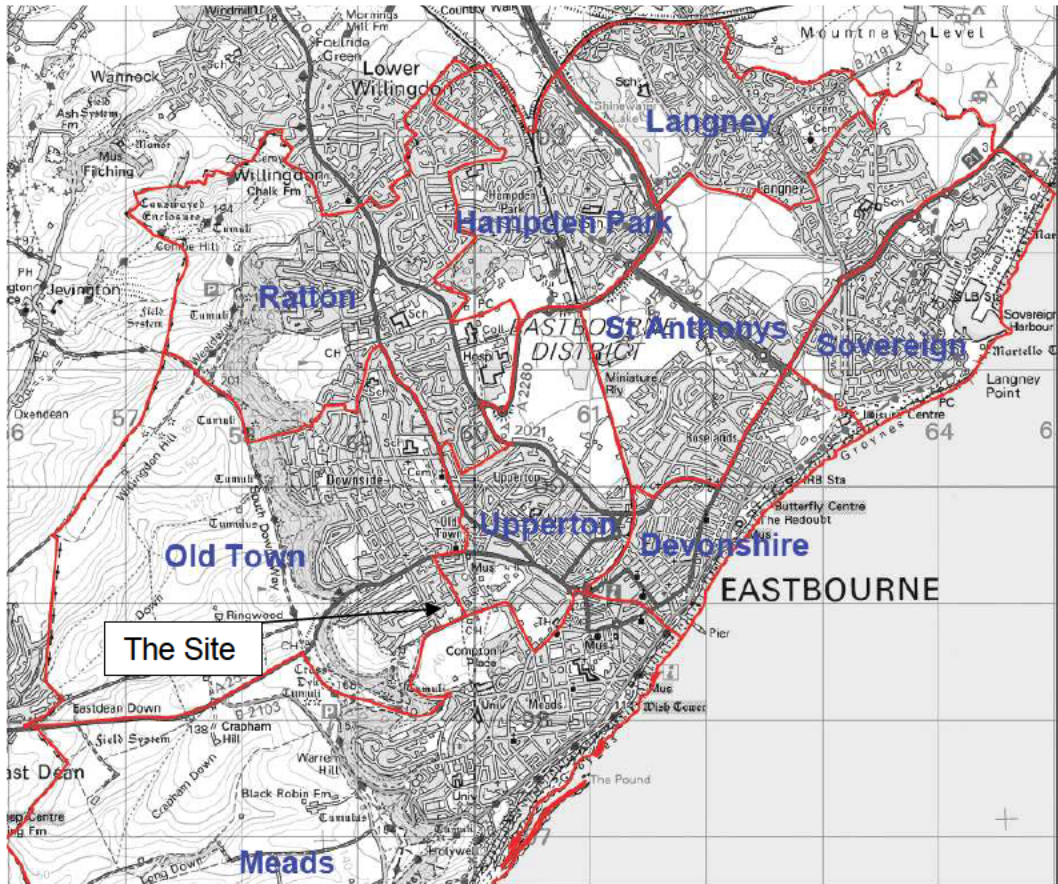
The steering group has engaged on a town and county wide basis before the site was selected. Once the site had been selected the group continued to canvass for support in the surrounding towns, but much of our interest has been from the town of Eastbourne.

Within Eastbourne we have a wide geographical spread of interest. We have endeavoured to canvass for support in some of the most challenging areas in Eastbourne. The map below shows the support we have in various localities.

Map showing the various levels of demand in Eastbourne – mapped by postcode



The Electoral Wards of Eastbourne:



A table comparing Demand and Ward Deprivation:

	Number of Children in Poverty		% of Children in Poverty		Registered Interest
	Under 16	All Children	Under 16	All Children	
Langney	805	940	32.4%	31%	17
Hampden Park	730	810	30.3%	28.8%	19
Devonshire	490	545	25.9%	25.3%	47
Sovereign	410	460	21%	20.7%	38
St Anthony's	385	425	18.2%	17.2%	48
Old Town	320	395	14.3%	14.7%	133
				Total	302

(From page 5 of the following document
<https://czone.eastsussex.gov.uk/partnerships/trust/groups/cypteg/Documents/CYPTEG%20June%202011/CYPTEG%2014-6-11%20-%20Item%206%20-%20Child%20Poverty%20Strategy.pdf>)

The above data shows the overlap between the relevant local areas of deprivation (from the top 25% of wards in East Sussex, see reference in previous page). **Over half (302 of 511) of our interest comes from areas with a high percentage of child poverty in Eastbourne.**

Latest data shows that Eastbourne as a whole has the following statistics for child poverty:

Under 16	All Children
28.0%	27.5%

(from http://www.hmrc.gov.uk/stats/personal-tax-credits/child_poverty.htm - 2009 Wards (XLS 6.8MB))

This is higher than the England and Wales average of 22% and 21.4% respectively.

The school also has parents in other areas of high deprivation: Bexhill, Hastings, Hailsham, Lewes, Seaford and Newhaven.

(Source: <https://czone.eastsussex.gov.uk/partnerships/trust/plansandstrategies/childrensplan/Documents/Data%20Compendium.pdf>)

The East Sussex Free School has made real efforts to make the school as attractive and accessible to all children of all backgrounds. The salient point is that most of our support comes from areas of high child poverty.

To reiterate what was stated in Section C, in terms of deprivation, after Hastings, Eastbourne is the most deprived area in East Sussex. As outlined above, parts of Devonshire, Langney and Hampden Park wards often rank amongst the most deprived areas in England. The most deprived ward is Devonshire, which is in the top decile in East Sussex, with a score of 34.27 compared to the county average of 18.78. Hampden Park, Langney and Upperton wards are all in the top quartile (most deprived 75–100%) for the county. In addition, Langney and Hampden Park have the highest percentage of 5–14 year-olds of the total Eastbourne population, at 17.6% and 14.2%, respectively.

Key findings for East Sussex

- ▶ Problems of multiple deprivation appear to have increased in all parts of East Sussex since 2004.
- ▶ Nearly 80% of the super output areas (SOAs) in East Sussex have a worse ranking for multiple deprivation in 2007 than they did in 2004.
- ▶ In East Sussex, 15 SOAs out of a total of 327 are within the 10% most deprived SOAs in England. This represents nearly 5% of the county's SOAs and is two more than in 2004. Fourteen of these 15 most deprived SOAs are in Hastings; the other one is in Eastbourne.
- ▶ Nearly 67,000 of the county's residents are 'income deprived' while just under 25,000 experience 'employment deprivation'.

From: Deprivation in East Sussex, Indices of Deprivation 2007

Of all the counties in England, East Sussex experienced the greatest fall in its ranking 2004 – 2007. Since then, in comparison with other similar areas, Eastbourne experienced a significant increase in deprivation to 2010.

Large increases in relative deprivation for coastal areas

- 54 of the most deprived 100 small areas (Lower Super Output Areas or LSOAs) are in coastal LAs, including the most deprived LSOA in England, in Jaywick in Essex
- Blackpool moved from 12th most deprived LA on IMD 2007, to 6th on IMD 2010
- Hastings (from 31 to 19)
- Thanet (from 65 to 49)
- Torbay (71 to 61)
- Brighton and Hove (79 to 66)
- East Lindsey (88 to 73)
- Portsmouth (93 to 76)
- Eastbourne (104 to 84)
- Scarborough (97 to 85)
- Tendring (103 to 86)
- West Somerset (103 to 90)
- Weymouth and Portland (127 to 94)
- Shepway (123 to 97)

From: OCSI, Indices of Deprivation 2010

“Numerous studies have shown that the relationship between deprivation and education is crucial for understanding the significant impact deprivation has on later outcomes in adulthood. Deprivation can leave young people with fewer qualifications and skills, which in turn can affect their future employment and earnings, health and social well-being.” This GTC(E) comment underlines why we are passionate about bringing inclusive, high quality education provision to Eastbourne.

English as an Additional Language

We have contacted local foreign language groups. Our link is the [REDACTED] of the Eastbourne Hungarian Association, a [REDACTED]. He spread the word via his Facebook account and meetings with the other associations in the area. [REDACTED] has offered his services as an interlocutor between us and the significant numbers of parents who speak English as an additional language. Below is an example of the marketing done by [REDACTED] on our behalf.



[REDACTED] has offered his help in this respect.

Consultation and equality of opportunity

East Sussex Free School will fulfil all statutory obligations in terms of consultation as outlined in Section 10 of the Academies Act 2010 and will meet its obligations in equality of opportunity to meet the requirements of the Equality Act 2010.

Since the formation of the Proposer group, we have undertaken considerable consultation which is outlined below. We have had resistance to the proposal from the local primary schools, which hindered our initial plan to distribute leaflets to every primary school pupil in years 4 and 5 over a large area of East Sussex. We have reached out to the local community and have created many positive links.

When open, East Sussex Free School will seek to promote good community relations with all sections of society and will maintain effective communication with partners and stakeholders.

Marketing strategy

We have been undertaking marketing of East Sussex Free School in the local community for some months now and an outline of our events is shown below, many of which continue on a regular basis: -

Action/Event	Overview	Status
Leafleting/Canvassing	Information leaflets have been distributed throughout Eastbourne and surrounding areas. Parents have been asked to fill out Support Forms outside schools, nurseries, sports clubs and after school clubs. A Half Term Appeal was set up to target parents at holiday clubs and local attractions to register their support. Half term saw the team attend local hotspots to canvass parents. Over 60 new respondents were signed up in this period.	On-going
Radio/Press	We are in regular contact with local press and radio stations that are informing the community of our project and updating people on the progress of our application. We have had several articles published in the local newspaper and radio interviews. These are documented here: http://eastsussexfreeschool.org.uk/news.html	On-going
Public Consultation	We hosted 3 meetings. There were 2 meetings for parents who had registered. These were for parents to put questions to the steering group and feedback their	3 Complete More planned

	<p>views on the proposal.</p> <p>We then held public meeting, advertised via our website, emails, a radio interview and a local paper article. This followed a similar pattern with a question and answer session as well as contributions to the ideas we proposed.</p> <p>We are planning to hold more meetings post application, as well as arrange tours of the proposed site with agreement of the site manager.</p>	
Website	<p>We have a website at www.eastsussexfreeschool.org.uk where parents can register their support and find out more information about the school, our ethos, vision and aims. The content is regularly updated to keep it fresh and also to encourage people to revisit the site.</p>	Frequent updates
Email updates	<p>We have near-weekly updates going out to about 500+ families informing them about progress of the application.</p>	Near-weekly email
Facebook	<p>We already have over 202 likes on our Facebook page and our online community regularly engage with each other and share posts with their friends.</p> <p>Facebook is used to provide updates on the progress of our application, share information about free schools and to generate support.</p>	Regular Facebook updates
Corporate Support	<p>Barclays Bank Eastbourne Branch have confirmed that they would like to be involved with setting up the Free School and would help with funding, fundraising, a presence on the Board of Governors and offering lessons in Money Management.</p> <p>Starbucks have supported our Public Meeting by donating refreshments for this event.</p> <p>Numerous local businesses supported the Public Meeting by displaying posters and leaflets.</p> <p>Cisco Systems are formally supporting our proposal – please see Appendix F.</p>	On-going communication
Further actions	<p>We will continue to deliver targeted communications and specific events that will raise awareness of East Sussex Free School, provide updates on the progress of the application and generate support.</p>	On-going

Overleaf is an electronic version of the Cisco support letter.

Cisco headed notepaper

Letter of support for the East Sussex Free School proposal

Dear [REDACTED],

Cisco Systems hereby confirms their support for the East Sussex Free School proposal.

We support the general structure and objectives for the Free School with the aim of providing education in for students from 3 19. Cisco Systems can provide expertise in business models, advice on the use of technology to enhance teaching and learning, as well as technology curriculum provision through the Cisco Networking Academy in the 14 19 age groups and as an extra mural offering to the general public after school hours.

Cisco Systems can also advise on infrastructure and initiatives such as students bringing their own devices into school and to use these devices in ways that will contribute to educational development.

Cisco Systems is interested in the sustainability of the school and can bring expertise in the development of community hubs in which an area of the school can offer community learning and support for start ups and SMEs, and advice on areas such as public health and government services. This reflects Cisco Systems interest and concerns about the role of ICT to provide accessible and affordable Internet based services to citizens and business,

This can be enhancing to the environment, economic growth, social inclusion amongst other key priorities, as we aim towards applying technology solutions to enable attractive, resilient and sustainable urban communities.

Further, Cisco can broker relationships with the local regional broadband consortium and access to the UK National Education Network, and provide links to European and global educational networks as well as experts in educational development.

Signed,

[REDACTED]
[REDACTED]
Internet Business Solutions Group
Cisco Systems

[REDACTED]
[REDACTED]
Internet Business Solutions Group
Cisco Systems

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

Further to marketing directly to parents we also have a program involving a number of other interest groups in the community. East Sussex Free School will be completely open to the community and will share its resources with others. We will actively engage with stakeholders to communicate our vision and ethos and how it can contribute to life in Eastbourne and the outlying area. We will seek the views of all involved on our proposals, and will facilitate the input of their views into the development of the proposals.

Other Stakeholders:

Action/Event	Overview	Status
Local important people Eastbourne Borough Councillors East Sussex County Councillors Lewes District Councillors MPs for Lewes, Eastbourne, Wealden, Brighton Kemptown & Peacehaven and Battle.	These are well informed about our application and are kept up to date with progress. Letters have been received from all MP's in East Sussex, bar the local member Stephen Lloyd MP. A meeting with him was held on Thursday 16 th February. Local Councillors were kept informed and most have given a neutral response.	On-going updates
PfS site visit	PfS have conducted an assessment of the site. The assessment indicated the site provided excellent value for money.	Complete
County Council	We have met with the LA and informed them of our plans. While officially they are neutral towards application, they have indicated that there will be a shortfall of Primary places in our locality of 5 cohorts. We will continue dialogue with them as our application progresses.	On-going
Other schools	We wrote to all the primary schools within the area we intend to serve. We also sent them 2 emails regarding the proposal. This included 109 primary schools. Following the meeting with the LA the group will be setting out to meet local primary school and secondary school and independent school Head teachers post application.	On-going

Local business	We will be forging relationships with local businesses as we progress. We have made contacts with some existing local businesses, like the local heritage railway (engineering opportunities) as well as parents who work for international organisations (Cisco).	On-going
Local Borough council	We have contacted the local Mayor, sent emails to local councillors and keep the local planning authority up to date with our plans. We are in contact with the Borough Economic development officer with regards to the site and its potential. We are forging close links with the planning department to keep them closely informed of our progress.	On-going
Links with other organisations	We have made links with the local universities via the STEM programme. We aim to encourage as much interchange between universities and the school as possible.	On-going

Future Marketing

East Sussex Free School will hire a peripatetic School Business Manager who will ensure the financial health of East Sussex Free School. There will be a regular program of marketing and communication with the community to ensure demand for places meets or exceeds the places available.

East Sussex Free School will continue to build on the success of the marketing activities that are already in place. The local press and radio stations will be notified of developments with the application and promote specific events, such as future Public Meetings and Open Days. East Sussex Free School will continue to grow its online community by developing its Facebook page. Regular updates will be posted to announce latest developments about the school and general information about free schools.

Links with local businesses will continually be established and their support will be used for helping to publicise specific events, providing gifts in kind and raising awareness of the school. These relationships will be nurtured for future opportunities.

Regular email updates will be sent to registered parents to keep them informed about the application, provide ideas of how to increase awareness of the school and encourage more parents to register their support.

New establishments will be found to distribute information leaflets. Support Forms will be used in conjunction with the online form as a way for parents to continue to register their support.

The website will continually be developed. FAQs are updated as parents ask new questions. The News page is updated with our press coverage. The Home page highlights key information and provides an opportunity to promote specific events and appeals. The Get Involved page is updated to show different ways the local community and parents can help raise awareness and generate support.

A local parent has offered a hotel conference room free of charge as a meeting place which we will use for future public meetings. We will also liaise with the current site manager of the proposed site to arrange site tours for our Open Days.

Long Term Marketing

Once our application has been successful and we have secured the funding to open the new school we will use the experience of the current Proposer marketing team who handled the marketing launch for a local independent school. They have proposed the following:

To consult with marketing experts to ensure we have a cost effective marketing campaign which will use a variety of strategic marketing opportunities to raise awareness of the launch of the new school. The school will have a clear brand which will be a consistent image that gives parents / carers, the local community and other stakeholders' confidence and assurance.

We will ensure that thorough research takes place into all online and printed marketing and communication opportunities which will help develop a clear, concise and cost-effective strategy. We will create a combination of online and printed advertisements, direct mail leaflets, email newsletters, regular PR campaigns and Facebook updates. We will formulate a strategy for the school's website that covers all the new creative, easy navigation, clear call-to-action and database development.

The aims of our media strategy will be to increase brand awareness for the new school, promote specific events with clear call-to-action, take advantage of a wide range of media and focus all media campaigns around peak periods,

pre-determined geographical areas and specific events. All of this will be within agreed time schedules and budget.

Plans to open the school to the community

Since finding the site in the heart of Eastbourne the school has been creating plans to integrate the excellent facilities into the local community. These uses fall into 3 categories:

- Employment
- Education
- Recreation

Employment

The East Sussex Free School plans to employ many people from the local area in the discharge of its core function; that of a school. In addition to this core role, but still very much in keeping with the Vision and Ethos, the East Sussex Free School group is currently talking to Eastbourne Borough Council's development officer and Cisco systems in creating a community hub within the school.

This unit will not only provide pupils at the school with enterprise skills, allowing for case studies and skills transfers. **Cisco Systems**, in their letter, state that:

Cisco Systems is interested in the sustainability of the school and can bring expertise in the development of community hubs in which an area of the school can offer community learning and support for start ups and SMEs, and advice on areas such as public health and government services. This reflects Cisco Systems interest and concerns about the role of ICT to provide accessible and affordable Internet based services to citizens and business, This can be enhancing to the environment, economic growth, social inclusion amongst other key priorities, as we aim towards applying technology solutions to enable attractive, resilient and sustainable urban communities.

Further, Cisco can broker relationships with the local regional broadband consortium and access to the UK National Education Network, and provide links to European and global educational networks as well as experts in educational development.

This is a significant opportunity for the local area and we look forward to working with Cisco upon our proposal's approval.

Education

The school will seek to open to members of the public after hours. We will be looking to be an integral community resource. In conjunction with the employment opportunities above, the school will look to be a location for e-learning and training. There is a lack of communal internet access to the West of the site, and we would look to address that within our enterprise block.

We would also seek to house organisations seeking to offer courses. We would seek to offer these at prices that will cover our running costs. This would be to make our site of greatest use to the community.

Recreation

The East Sussex Free School plans to offer an extensive extra-curricular programme. This would be offered to all children of the appropriate ages, regardless of the school that they attend. We have built up links with Duke of Edinburgh qualified instructors, Scout leaders, local Army and Air Reserve personnel, the local area ACF Commandant and various sporting organisations who are keen to get involved.

The East Sussex Free School also plans to open our site all year round to the community providing as many activities as we can. This would not just be for children. The local Army Reserve unit has expressed an interest in continuing to use the site for their annual cricket match, and there are many local sporting groups who are keen to see their fixtures during the summer months maintained.

Examples of emails detailing community support:

From	Content
[REDACTED]	[REDACTED] I can offer the community engagement with the military and cadet forces. Anything else if you think I can help or the TA just ask. [REDACTED]
[REDACTED]	I have been teaching for 7 years, having changed career from Sales and Marketing after 20 years. I have found this practical experience invaluable in my teaching. I am a co-author of a book on Sales Strategy, due for publication shortly. I feel that I would be able to bring a broad range of skills in addition to my teaching as I am involved in the National 'Young Enterprise' programme as well as with a number of school sports teams, including Cricket and Squash.

<p>██████████</p>	<p>ICT Network Manager I have also worked with autistic children and helped run a youth club from the age of 13 which invloved alot of fund raising ,trips and organising activities.</p>
<p>██████████</p>	<p>I have been working as a sound engineer and lighting designer/ technician for over 20 years and have successfully designed, built and installed a recording studio at ██████████ school in Eastbourne where I now teach music technology. I am currently planning and designing a complete technical refurbishment of the theatre there to run technical theatre courses and to assist with the running of their various productions. I would love to be involved in the development of your school as the years at ██████████ showed me how much I enjoy working in education. If you are planning to incorporate a technical music department or performing arts facilities, please do not hesitate to contact me if you would like some advice or indeed would like to involve me in the planning of such facilities.</p>
<p>██████████</p>	<p>I have Senior Management experience in investment and Science and Technology. I am also the ██████████ of Eastbourne Rugby football club.</p>

Section F: Capacity and capability

Please refer to pages 24-27 of the 'How to Apply' guidance for what should be included in this section.

The Core Team

The list below outlines the members of the core team who will be responsible for setting up East Sussex Free School.

██████████	Founded a school Head teacher
██████████	Founded a school Head teacher Ofsted Inspector
██████████	Assistant Head AST
██████████	Parent Businessman Project management
██████████	Lead Proposer Teacher Head of Department experience
██████████	Place Group Director
██████████	School Business Service Director
██████████	Architect
██████████	Accountant
██████████	Solicitor
██████████	Media Marketing
██████████	Accountant

Further to that are those who will provide additional support in Key Areas

██████████	Founded a school/Deputy Head
██████████	Media/Marketing
██████████	Senior Cisco Manager
██████████	Local parent and a governor
██████████ (Uni of Brighton - ██████████)	Senior Lecturer at University of Brighton - Computing
██████████ (Accountancy)	Accountant
██████████ (Advanced Skills Teacher)	AST/Teacher/ICT specialism
██████████	Businessman/Newbury Bats/England and Sussex cricketer
██████████	Solicitor
██████████	Legal Services

The following 2 pages contain the skills matrices for both groups. There is a minimum of dual coverage in all key areas shown.

Core Team Skills Matrix

Name														

Additional Support

Name												
Experience	Founded a school Deputy Head	Media Marketing	Senior Cisco Manager	Local parent and a governor	Senior Lecturer Computing	Accountant	AST Teacher ICT specialism	Businessman Newbury Bats MD England and Sussex cricketer	Solicitor	Legal Services	Total Coverage	
Education Management											1	
School Leadership											1	
School Improvement											2	
School Operation											2	
School Inspection											2	
School Finance											1	
Governance											3	
Project Management											4	
Education ICT											2	
Marketing											4	
Community Engagement											5	
Facilities Management and Capital Projects											1	
Legal											2	
Audit											1	
Time they can give Days per week	Pre Opening	1	2	1	1	0.5	0.25	0.25	0.25	1	0.5	
	Post Opening	0.5	1	0.5	0.5	0.5	0.25	0.5	0.25	0.5	0.5	

As shown above, our team covers the skills required with a minimum of dual coverage of each aspect.

Biographies of the Core Team are included in the following pages:

[REDACTED]

Time Commitment: 1 day per week until opening; 2 days per week post-opening.

Schools: [REDACTED] was [REDACTED] of [REDACTED] [REDACTED] in Eastbourne from 1964 until 1999. He then became Head of the [REDACTED] from 1999 until 2011. He was co-founder of [REDACTED].

Experience: His experience includes school development. In 1964 he took over a school of 37 pupils. By 1999 it had grown to 450 pupils. [REDACTED] [REDACTED] started in 1975 with 17 pupils; it currently has 900. Development targets during those 47 years have been setting an accepted ethos, employing the most inspiring staff, putting efficient management structures into place, appointing the right mix and expertise of Governors, developing the most effective capital projects - spacious general classroom blocks, specialised teaching areas (ICT, languages, maths, humanities), boarding houses, common rooms, science laboratories, art centres, music centres, drama/theatre facilities, canteens, sports pitches in all their variety, swimming-pools, sports halls, offices for administration.

Although his direct experience has been in private education he has been involved in community affairs and maintained schools. Charities supported (to name but a few) have included the Chasely Home, St Wilfrid's Hospice, the Great Ormond Street Hospital for Children, SOS Children's Villages, 'Children on the Edge', Help for Heroes and the World Wildlife Fund.

As [REDACTED] of the Eastbourne Cricket Club he organised inter-school cricket competitions to draw as many schools as possible into learning about the game. Similarly, as [REDACTED] of Sussex Men's Hockey he visited many primary and secondary schools to promote coaching and interest in the game. He developed a special liaison with Ocklynge Primary School in Eastbourne, chiefly in respect of Drama, Art and swimming.

[REDACTED]

Time Commitment: As required to meet the needs of the project

[REDACTED] has worked in the education sector for over thirty years as a teacher, school leader, lecturer, consultant and trainer. His career in schools culminated in an establishing role as [REDACTED] at ADT College, a new [REDACTED], giving direct experience of setting up and running a new school. In feedback from an HMI inspection of [REDACTED], senior [REDACTED] described [REDACTED] as “a highly talented teacher whose lessons are of a quality rarely seen”. He was a governor of the college and has also been a parent governor.

Following a 14 year career in schools, [REDACTED] has gained national and international experience as an education consultant over 18 years. Within this period he was an Ofsted inspector for 12 years, and an [REDACTED] [REDACTED] for the National College throughout the School Improvement Partner accreditation programme. [REDACTED] experience in HE includes supervising undergraduates at Cambridge and work as [REDACTED] for an MA Ed programme. As an education adviser he has worked on BSF projects and on a number of fast-track Academies. His school improvement track record includes supporting Lady Marie Stubbs and Sean Devlin at St George’s RC High School in Maida Vale when the school was placed in Special Measures following the loss of their [REDACTED] [REDACTED], and work with [REDACTED] [REDACTED] in Gloucestershire and in the Ninestiles Hastings Federation of Schools.

Bernard registered as a [REDACTED] in [REDACTED] and has worked on developing curricular uses of ICT in schools nationally since then. He was responsible for the ICT Output Specification in the procurement of the £30m Dudley Grid for Learning 3 project covering 110 schools and has worked alongside PFS in the procurement of ICT solutions in two Free Schools which opened in 2011. He is an e-learning author for resources published by the Department and the National College.

As [REDACTED] [REDACTED] has supported LAs, and schools across all phases and categories. He worked on two of the first tranche of 2011 free schools from initial application to the first ever approved business case and pre-opening phase. He is a qualified recruitment consultant and contributed significantly to the first free school Head teacher Designate appointment. Proposer comments include mention of [REDACTED] ‘prolific’ capacity and the high quality of work and materials he produces in support of free school projects.

[REDACTED]

[REDACTED]

Time Commitment: 1 day per month until opening, 1 day per fortnight post-opening

[REDACTED] began his teaching career in [REDACTED]0 as an English teacher at The Causeway School, Eastbourne, E Sussex. He was quickly recognised as an outstanding teacher and [REDACTED] designated [REDACTED] a lead teacher for English in 2001. In 2002 [REDACTED] received the Young Teacher of the Year Award.

In his time at The Causeway, [REDACTED] was also a [REDACTED] with responsibility for the [REDACTED] concerns for a third of the school) and in [REDACTED] became an AST for English and Behaviour, at the time being cited as performing within the top 10% of ASTs nationally.

In [REDACTED] [REDACTED] gained promotion to become [REDACTED] [REDACTED], in West Sussex, Teaching and Learning Co-Ordinator alongside this role in [REDACTED] and [REDACTED] teacher in [REDACTED]. [REDACTED] leadership responsibilities currently are:

Teaching and Learning

Assessment - AfL and APP

ITT

NQTs

PLTs

Lead Learners (establishing a lead in County Practice)

Performance Management

The Line Management of: Technology, Music, Art, English

He has also lectured on [REDACTED] at National Conferences.

[REDACTED]

[REDACTED]

Time Commitment: 1-2 days per week until opening, 1-2 days per week post-opening

[REDACTED] has been the [REDACTED] of Ingham House Residential Care Home, Eastbourne since [REDACTED]. The business is a medium sized [REDACTED] with a [REDACTED] and [REDACTED] and a total clientele of approximately 90 people. There are 40 staff and support workers. In [REDACTED] he formed [REDACTED] which is a development project to build a [REDACTED] in Hailsham and a 150 bed [REDACTED] which he project manages.

In [REDACTED] he and three other individuals, formed [REDACTED] which is a company specialising in Re-ablement care for the elderly particularly helping vulnerable adults maintain low needs within the community and ensure that daily tasks are learnt and re-learnt, usually after personal trauma, in order to allow people to continue living at home. [REDACTED] also has a web business called www.ecareessentials.com which provides Care resources for the care industry in the form of policies, procedures and other relevant documentation.

He is an investor in a regional car servicing business which provides independent car servicing and sales at sites in Brighton and Eastbourne. Previous experience includes a property development company 2003-5 [REDACTED] he has owned and run a Hotel 1999-2002 [REDACTED] a town Florist [REDACTED] and has been a response driver, trainer and community police officer as a regular with [REDACTED] from 1994-2000.

We believe that [REDACTED] experience in business and project management would contribute both to the organisation and development process of the new school through the planning and conversion stage and its operational future. [REDACTED] has good local business knowledge and extensive links to local private and public networks and will prove valuable in establishing partnerships and support for the school in its formation and establishment within the business and educational community. [REDACTED] has been an active member of the steering group since its formation.

██████████
██████████ has overseen the development of its ██████████ and best practice portfolio of template policies and guidance for sponsors/proposers. He is also responsible for staff training and CPD for academy/free school projects, as well as performance improvement, challenging the business to find innovative solutions to emerging issues that affects the Academies Programme.

██████████ also ██████████ process and development and was instrumental in ensuring ██████████ won BSI ISO9001 Project Management certification. He takes part in twice-yearly reviews to enhance the process and annual external assessment exercises.

██████████ has advised on many BSF programmes, as well as DfE Teaching Environment of the Future and the Design Council's Learning Environments projects.

██████████ has brought a private sector approach to the business, drawing upon his communications consulting background to re-look at how education programmes could be delivered with an outcomes-driven, customer-focused approach. He has led business and service development, creating business cases and implementation plans for major client programmes with a hands-on and collaborative style.

In ██████████ ██████████ developed consultation and evaluation tools to effectively engage and capture stakeholder inputs into school design which were deployed initially in the development of one of the Building Schools for the Future Exemplar designs, and a Teaching Environments of the Future pilot. These tools were further developed to support local authorities in their planning for BSF, helping Manchester City Council secure its £600m Transformation Schools Programme, a key component of the City's regeneration strategy. In 2005 focused on developing an advisory method to support private sector consortia bidding to secure Local Education Partnership (LEP) contracts to deliver BSF. Subsequently the company has supported 12 bids with 5 different consortia, reaching ITN/ITCD stage in 8 and contractual close in 3.

In ██████████ ██████████ spearheaded the ██████████, winning a leading position on the ██████████. ██████████ has developed business cases for many sponsor organizations to establish academies and has overseen more than 30 projects. Specific programmes include:

Government education programme experience

- Belvedere Academy, Liverpool
- Bridge Academy, Hackney
- Manchester Academies Programme (7 Academies)
- South Maidstone Federated Academies (2 Academies)
- Carlisle Federated Programme (2 Academies)

- AET Academies programme in Essex (3)
- Shirebrook Academy, Derbyshire
- New Aylesbury Academy, Southwark
- BSF Adviser to local authorities, including Hackney, Lewisham, Manchester and Birmingham
- Private Sector Partner Local Education Partnerships bidding teams for Building Schools for the Future, including Solihull, Newcastle, Sheffield and Nottingham
- Schools for the Future Exemplar Design for the DfES Schools Capital Building Division
- Teaching Environments of the Future pilot – developing a multi-use learning environment using off-site modular construction techniques

Education sector focus

██████ oversees the strategic direction of ██████, ensuring that services are aligned to Government policy as well as ensuring optimal delivery capability across the country. Under his astute leadership, ██████ has enjoyed rapid growth and won commissions with some of the most exciting and pioneering initiatives on the educational change agenda. ██████ has been prominent in relationship management with his company's partner local authorities nationwide, amassing extensive experience by leading on key initiatives.

██████ has previous experience as a communications and media specialist and was formerly ██████████ of ██████████. With 20 years' experience in marketing communications and media production under his belt, he has also been a leading figure in the world of e-learning, having developed one of the UK's first e-university courses for TVU, and winning an On-Screen Training Award for a PwC's Performance Management Programme.

██████████

Specialism: Education services non- teaching, specifically MIS, Finance and ICT

Time Commitment: 1 day per week until opening, 1 day per fortnight post-opening

██████████ is 50% owner and ██████████, a private company operating solely in the Education sector. ██████████ helped form the company with business partner ██████████. SBS provide services to over 400 schools in England on contracts ranging from bespoke website development to fully managed back office services.

██████████ has helped create a company that employs over 50 people and a range of Education specialists that provide personalised services to schools, predominately in the state sector. The company has been operating since December ██████████ and has a very experienced group of management and consultants.

██████████ has a background in the commercial sector based in the project management arena and has managed and delivered large scale ICT solutions successfully to many thousands of users, the experience gained in establishing new ICT projects from very basic buildings through to user acceptance testing and go live will be an important part of establishing the ICT infrastructure of the school and ensuring the best quality ICT solution is implemented. Of note is the design, installation and go live management of Argos Home Retail Group's ICT infrastructure for a new warehouse in Manchester, ██████████ was responsible for managing the implementation of the cabling, telephony, equipment and the warehouse ICT systems and ensuring the systems were all available at specific times in order for the warehouse to function.

██████████ strong belief is that a fully managed back office function for the East Sussex Free School in the early days is essential to enable the Teaching and Learning to take priority.

SBS and ██████████ will bring to East Sussex Free School a team of Finance, MIS and ICT experts that will provide the very best solutions, creativity and experience.

Our MIS team will work in partnership with the School's leadership to establish a full program of assessment of attainment is available before the school opens. This will include the following areas of curriculum support:

- Timetable
- Exams
- Special Education Needs \ Additional Education Needs
- Assessment analysis
- Attendance
- Reporting to parents

Our MIS team will be partners with the school to ensure that they become a centre of excellence in their use of Management Information System which will aid Teaching and Learning.

SBS have a proven track record of successfully delivering similar services to free schools. SBS provided the services of a trained and experienced School Business Manager to Stour Valley Free School prior to opening in September 2012. SBS were tasked with introducing the necessary systems and processes within a specified timeframe.

- Procurement of the Finance and MIS system including complete installation and training for existing and new staff.
- Procurement of service contracts for both pre and post opening phase
- Implementation of policies and procedures as recommended in the schools financial guidelines.
- Recruitment of key support staff and regular communication with stakeholders to ensure progress was timely and accurate

[REDACTED]

Specialism: Architecture, Project Management, Capital Projects

Time Commitment: 1 day per week until opening, 1 day per fortnight post-opening

[REDACTED] is a [REDACTED] and [REDACTED] of [REDACTED] (part of a group of companies) with twelve full-time staff based at its head-office in Sussex. As an emerging-practice quickly gaining respect for its highly conceptual, conscientious and sustainable designs and buildings the practice works with two of the largest residential property owners in the UK along with the largest resort operator in the world (outside of the US) and has established connections with the Bahamas, Hong Kong and China where it undertakes a variety of projects from leisure to marketing to education and sustainable design.

[REDACTED] experience working in the education sector started during his training where he worked on a wide range of school projects with East Sussex County Council's property services department (which later became [REDACTED]). Later [REDACTED], as an [REDACTED] of an Award Winning Practice, spearheaded a consultancy role with the [REDACTED] and [REDACTED] where he led a team that assessed over 400 projects involving schools, sports and community facilities working with the various affected bodies, attending sites and developing each design, where applicable, to suit better outcomes and give each project wider appeal. [REDACTED] then expanded his experience with schools work within the Independent Schools sector where he, amongst other projects, successfully developed a unique design to solve a complex problem to fit a national-level sports facility into a site involving a conservation area and strong local interest. [REDACTED] is currently working with a local independent school on a series of projects (currently under construction) involving [REDACTED], difficult sites and limited budgets. In [REDACTED] [REDACTED] practice helped obtain planning approval and the other relevant statutory consents on a new school in Sussex catering for Emotionally, Socially and Behaviourally Disadvantaged Children. Locally, [REDACTED] practice designed a seminal development which was given the moniker of [REDACTED] and continues to work with the Local Authority on a variety of projects in the area.

[REDACTED]

Specialism: Legal; Cricket (Administration)

[REDACTED] was born in [REDACTED] and educated at Hastings Grammar School and Worcester College Oxford and Guildford College of Law. He was Articled at Ashurst Morris Crisp. He was a [REDACTED] [REDACTED] from 1973 to 1974 and served as an [REDACTED] at Hastings Borough Council from 1974 to 1976. From 1976 to 1979 he was an [REDACTED] with [REDACTED] and was an [REDACTED] with that Practice from 1979 to 1988 when he became an [REDACTED] with [REDACTED] until 2003.

From 2003 to date he has been [REDACTED] [REDACTED] of which he is one of the founding members.

He is a past [REDACTED] and has some fluency in French and Latin with more limited abilities in German. His interests include Cricket, History, English Etymology and Philology, music and wine and he was formerly Captain of the Office Cricket Team the [REDACTED] and is now Secretary of the Team organising the matches.

He has a wide experience of all types of legal work both contentious and non-contentious and is an experienced Advocate. He now concentrates on both non-contentious and contentious private client and business work.

████████████████████

Specialism: Marketing / Branding / Community Engagement / Project Management

Time commitment: 2/3 days per week until submission of application, estimated 1 day per week until opening, workload depending.

Experience: Having graduated from Exeter University with a BA (Hons) degree in Spanish and French, ██████ has 10 years' experience in various marketing and design agencies, including 3 years' experience in leading the account management team as Marketing Director.

Her experience includes liaising with clients and in-house designers to create packaging and point of sale for retail brands (including Christian Dior, L'Oreal, Calvin Klein, Revlon, La Prairie, Pentel and Wonderbra), printed literature (Sony, Lloyd's of London, Matthew Williamson), press ads (Seiko, British Horseracing Board), re-branding (Somerfield, Ferrania), direct mail (The Co-operative Bank), photo shoots (Gossard, Playtex, Fabulous Bakin' Boys), exhibition displays (CAA, Playtex). She has managed large projects including setting up the first Lloyd's of London directory, development and implementation of new user-friendly signage at race courses across the country, management of design and production of multiple variants of point of sale items for Lancome and ensuring correct placement at point of sale in multiple store chains nationwide.

More recently, ██████ joined her children's pre-school committee and took on the responsibility of updating and writing new policy and procedures documents. When the pre-school was destroyed by fire, she took on the role of Press Officer, sending press releases to local media and appealing to local businesses for help with donations of equipment and money to ensure that the pre-school could re-open in new premises within one month of the disaster.

██████ now runs a marketing business with ██████████ (see additional help) and are currently launching an international skincare brand into the UK market.

Together they have played an important role in increasing the awareness of East Sussex Free School and generating support, building the online community on Facebook and devising email campaigns to registered parents. Their media experience has allowed them to gain essential press and radio coverage which has contributed to achieving the targets for the number of registered parents as well as keeping the local community up to date with developments of the application.

████████████████████ have children at one of the local primary schools, and their local knowledge and network of contacts had a major impact on recruiting supporters for the East Sussex Free School and identify further help for the School including securing a meeting venue for future meetings/open days at

no cost. Furthermore as members of the Steering Group, they have helped organise, prepare and attend the Open Forums and Public Meeting and have ensured that all questions from the public have been answered promptly and accurately, whether face-to-face, by email or on Facebook.

Using their corporate partnership experience they have already secured support from Barclays Bank, Starbucks and other local businesses who have already helped to promote and donate gifts in kind for the Public Meeting. Barclays Bank have also offered long term support through access to their Money Skills programme; having a member of Barclays staff on the East Sussex Free School Board of Governors; designed a scheme whereby pupils from the school can undertake work experience at Barclays and Business Banking.

After the application is submitted they will continue to build the online community on Facebook, raise awareness and generate support for East Sussex Free School through writing press releases and liaising with the local media. They will continue to secure new corporate supporters and will represent the Steering Group at public meetings and open days.

████████████████████
Specialism: Finance, Accountancy and Taxation

Time Commitment: From May 2012 1 Day per month

█████ joined ████████████████████ as a trainee in ██████ and qualified as a Chartered Accountant in ██████. During this time he has worked with charities and businesses, helping with their accountancy and taxation affairs.

█████ has an interest in the not-for-profit sector and manages a number of the firm's charity clients. He also has a keen interest in taxation matters.

Additional Support:

<p>[REDACTED]</p>	<p>Specialism: School start-ups and educational management Time Commitment: 1 day per week until opening, 1 day per fortnight post-opening</p> <p>[REDACTED] trained and worked as teacher in the UK before co-founding [REDACTED] in Togo, building it up to be one of the foremost boarding schools in Africa. Alongside managing [REDACTED] she also established [REDACTED], a primary day school in the neighbouring country of Benin. Most recently, she was prime consultant and later Pioneer Principal for the establishment of [REDACTED], an international school modelled on the British curriculum in [REDACTED], Nigeria. Within three years the school had earned a reputation of one of the top schools in Nigeria. She was appointed [REDACTED] to Togo and held this post for 12 years, being awarded the [REDACTED] by the Togolese President in 2000 for her contributions to education in the country.</p> <p>[REDACTED] has now returned to her home town of Eastbourne and set up [REDACTED], an educational consultancy company which advises on the development of new schools, recruits Heads for International Schools and offers a UK boarding schools placement service for families living outside of the UK. With over 30 years experience of successfully setting up and running new schools [REDACTED] would be an invaluable asset in bringing educational expertise to all key decisions required in establishing and running a new school.</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p> <p>Specialism: Marketing / Branding / Community Engagement / Project Management Time commitment: 2/3 days per week until submission of application, estimated 1 day per week until opening, workload depending. Plus putting herself forward to be on the Board of Governors.</p>
<p>[REDACTED]</p>	<p>Specialism: ICT, Economics, International Business Time Commitment: as required within work commitments. 1 day per week until opening, 1 day per fortnight post-opening.</p> <p>[REDACTED] has a B.A. Economics from [REDACTED], London and M.Sc. International Business from [REDACTED], [REDACTED] majoring in innovation and technology policy. He is a professional member of the Chartered Institute of Marketing (MCIM), an Academician at the [REDACTED], and a Fellow at the Royal Society for the encouragement of [REDACTED]</p>

	<p>██████████ is a ██████████ in Cisco's Internet Business Solutions Group (IBSG) ██████████ is the ██████████ of the ██████████, supporting Cisco's Smart+Connected Communities initiatives. Prior to that, ██████████ led initiatives globally for Cisco's ██████████ program, a commitment Cisco provided to the Clinton Global Initiative, aimed at developing innovative ICT & Broadband solutions in large metropolitan areas to stimulate CO2 emissions reductions. Prior to this, ██████████ was with the Cisco ██████████, ██████████.</p>
<p>██████████</p>	<p>Specialism: Governance Time Commitment: 1 evening per week until opening, 1 day per fortnight post-opening I have been a Parent Governor of ██████████ since 2008. I have served in that time primarily as head of Teaching and Learning. Working closely with the head mistress we have helped to develop the school plan. I have understood ROL and had joint meetings with our school improvement partner. I left the board of governors this year as many others wished to join and experience working closely with the school and I completed my allotted 4 years and left it to others to carry the mantle forward.</p>
<p>██████████</p>	<p>Specialism: Computer Science Time Commitment: 1 day per fortnight ██████████ holds a BSc (Hons) in Computer Science and Software Engineering and a PG Cert in Learning and Teaching in Higher Education. He is an active research in the area of diagrammatic logic which is an interdisciplinary area fusing formal logic, pedagogy, information visualisation and formal language theory. He is the author of 14 internationally published peer-reviewed academic papers in outlets such as ██████████, ██████████, the Journal of Visual Languages and Computing and the Journal of Applied Mathematics and Computing. He sits on the organising committee of several international academic conferences and regularly reviews for journals within his research area. Apart from his academic research, ██████████ is an expert in Free and Open Source software having written parts of software systems that have been deployed on millions of computers worldwide.</p>
<p>██████████</p>	<p>Specialism: Financial Time commitment: Half a day a month</p>

	<p>████ is an experienced Chartered Accountant and Chartered Tax Adviser. █████ has spent almost 17 years in practice with both █████ and mid tier accountancy firms, providing a broad range of services to large corporate organisations, including audit and assurance services, due diligence, and tax compliance and advisory services. █████ is currently a █████ with a large accountancy firm. █████ brings significant commercial and financial experience to the project and will provide invaluable expertise to the group.</p>
<p>████████████████████</p>	<p>Specialism: Education ICT</p> <p>Time Commitment: 1 day per month until opening, 1 day per fortnight post-opening</p> <p>████████████████████</p> <p>Advanced Skills teacher (e-learning)</p> <p>████ began her teaching career in 2001 as an RE teacher at █████. She quickly gained promotion in her NQT year and took responsibility for Citizenship. In 2004 she moved to █████ an outstanding school in █████. Here she successfully led the RE department to become the highest achieving RE department in the South East (based upon VA and ALPs data).</p> <p>In 2010 she became an AST with West Sussex County Council with a key specialism for e-learning and emerging technologies. In her time with WSCC she implemented many e-learning initiatives to enable students to achieve, and prepare for the world of work.</p> <p>In January █████ she transferred to █████. She is currently working on a programme that enables students unable to access the curriculum in schools (due to ill health) to be able to learn through a virtual classroom.</p>
<p>████████████████████</p>	<p>Specialism : Sport & commercial marketing</p> <p>Time commitment : Will vary, ideally used for consultancy purposes.</p> <p>Career :</p>

	<ul style="list-style-type: none">• Professional cricketer with [REDACTED]• Young England cricket captain• Assistant PE teacher at [REDACTED] prep School.• Development Coach for [REDACTED], South Africa• Head Coach, Brighton Cricket Club, Tasmania, Australia, also included development coach for schools district cricket and grounds advisor• Regional Manager for Notts Sports, the Countries leading non-turf pitch specialist (remain a consultant)• Development Coach, Whittingdale Scheme, Eastbourne• National Coach for Namibia, in charge of countries cricket development and National squads in two ICC Associate Worlds Cups, six seasons• Commercial and Marketing Manager, Sussex County Cricket Club, [REDACTED]• Chief Executive John Newbery Limited
--	---

<p>██████████ ████████████████████ ████████████████████</p>	<p>Time commitment: 1 day per week until opening, 1 day per fortnight post opening; if required this can be on a “flexitime” basis and outside of usual business hours. ██████████</p> <p>████████████████████ has been a Solicitor since 2002 and has experience of dealing with a wide range of commercial, business and charity matters. In dealing with private business and public bodies he is conscious of their varying needs and structures. He is experienced in working with groups professionals from different disciplines to achieve the best results for his clients. His ability to deal with both detailed regulatory matters and also commercial bargaining and negotiation will be invaluable to us. He was brought up in this area and has a wide range of contacts that will be of enormous benefit to the school.</p>
<p>██████████ ██████████</p>	<p>Specialism: Legal & Procurement</p> <p>Time Commitment: 1 day a fortnight</p> <p>████████████████████ has extensive legal and procurement experience within a commercial and public sector setting. ██████████ has facilitated a number of public sector strategic changes particularly around back-office efficiencies which have resulted in significant cashable savings or financial growth.</p> <p>██████████ has significant experience in building and delivering collaborative target operating models and shared service transformation. Very experienced in delivering innovative public sector back-office solutions which drive effective delivery models while spending less money. ██████████ experience and involvement in the public sector has resulted in millions of pounds worth of savings. This has been done by ensuring that every pound spent yields the best value for money return.</p>

Recruitment of Headteacher Designate (PD)

The Chair of Governors designate will oversee the appointment of the Headteacher together with a panel of those governors with sufficient experience or who have attended relevant training in appointing a Headteacher. The depth and breadth of the steering group in school leadership will allow the group to form a clear set of criteria for the selection of a Headteacher designate.

We will seek to recruit a Headteacher Designate with outstanding leadership qualities allied to a breadth of education experience. While possession of NPQH will be desirable, absence of this qualification will not be a bar to the appointment.

To join as early as possible, and if the Headteacher designate is a serving Headteacher, they will probably be required to meet a resignation deadline of the 30th September 2012 and if this can be met then they will start work at the beginning of the Term 2, January 2013. If the Headteacher designate is not in post as a Headteacher they can give notice at the end of October 2012 and join at the start of the next Term. Advertising will take place nationally, in print and online. The appointment will take place via recognised selection processes.

Rigorous processes will also be followed for other senior leaders, middle leaders and teachers (joining for their induction period prior to the start of Term 3 2013). The scope of the Proposer group experience is such that this can take place as soon as our bid has been approved. The group feels that while it would be advisable to wait until the Headteacher Designate has been appointed, but this is not a constraint on staff recruitment if the Headteacher process is delayed. QTS will be an advantage. Support staff will be appointed on the same timescale as middle leaders and teachers. All appointments to the School will be subject to receipt of satisfactory references and CRB(E) clearance checks.

Staffing

Roles

We understand the different roles of Company Members, Governors and the Headteacher Designate in opening East Sussex Free School. We will develop a Conflict of Interest policy which will ensure that no person can have influence on decisions that could benefit them personally, or benefit a family member or friend or workplace associate. In a similar way, performance management and in particular responsibility for executive functions will retain independent challenge by avoiding any potential familial, friendship or collegiate relationship between line managers and those with roles involving critical oversight such as Chair of Governors and Headteacher Designate.

Role of the Headteacher Designate prior to opening

As the Headteacher designate will join East Sussex Free School (one or two) terms prior to opening, they will be heavily involved in translating the Proposers' vision into practical reality. They will work closely with the educationalists on the Proposer team to refine the curriculum offer and ensure that the delivery of the curriculum sets East Sussex Free School on a course to excellence.

The Headteacher designate will be involved in the selection of the required staff to open East Sussex Free School although, as discussed above, the Proposers will have already commenced the planning for critical hires.

Another crucial role for the Headteacher designate will be to continue the work of the Proposer team in engaging with the community. They will be tasked with ensuring the schools is fully subscribed and will become the figurehead for the school in the communities it will serve.

The Governing Body – Pre Opening

The Governing Body will be chosen by the members of the company. They will comprise of members of the Proposer group and wider project team behind this project. They will form the core group. At the 3 public meetings the Proposer group also put out a call for parents who would seek nomination to the Governing Body. The core group will interview those who submitted their names and appoint the best candidates. Barclays Bank has expressed an interest in sitting on the governing body. In what capacity they would act is yet to be decided by the Proposer group.

The core team has access to a wide range of business, financial, legal and educational experience. As the Governing Body will be comprised mainly from the proposer group, they will ensure that the project progresses in line with their vision and will take a lead in decision making in areas such as consultation, staff appointments and agreeing school policies. Designated work streams will facilitate communication and decision making and reflect the requirements of the project during this phase.

The group can draw on the pro-bono advice of the organisations involved in the bid; Place Group, School Business Service, Barclays Bank, Cisco Systems, STEM Sussex and Cornfield Law LLP.

All appointments will be made in line with the latest guidance from DfE and other sources (The Governors' Association) and we will provide training for new Governors in their role.

East Sussex Free School Governing Body Responsibilities

- To act as a critical friend by collectively monitoring and evaluating how the school is progressing
- To hold the school to account for the quality of education it provides
- To agree constitutional matters, including procedures where the Governing Body and Chair has discretion
- To support recruitment of new members as vacancies arise
- To hold at least three Governing Body meetings a year
- To appoint or remove the Chair and Vice Chair
- To appoint or remove a Clerk to the Governing Body
- To populate the committees of the Governing Body
- To appoint the Chair of any committee
- To suspend a governor
- To decide which functions of the Governing Body will be delegated
- To receive reports from any individual or committee to whom a decision has been delegated
- To approve the first formal budget plan of the financial year
- To keep policies under review and to make revisions where appropriate
- To carry out performance review of the Head teacher

East Sussex Free School Governing Body Committee Structure

Policy Committees	Implementation Committees
Curriculum Committee	Discipline Committee
Finance Committee	Health and Safety Committee
Premises Committee	Human Resources Committee
	Complaints Committee
	Admissions Committee

The Governing Body – Post-Opening

During Pre-opening we will seek to establish the make-up of the full Governing Body. In the post-opening phase we will need to ensure that we have parent and teacher members, and will ensure that the full Governing Body is able to provide challenge and support to the Headteacher and carry out its statutory duties.

The member of the Governing Body with financial responsibility could be the representative of Barclays Bank on the governing body, depending on the decisions of the Governing Body. An important part of their role will be to work with the Headteacher designate and a colleague who holds Human Resources responsibility to recruit a business manager for the school and to establish the systems and processes required to run the school efficiently.

Senior Leadership Team

Once East Sussex Free School is in 'steady state' the Senior Leadership Team will comprise a Headteacher and two Deputy Heads.

Headteacher

East Sussex Free School will be led by the Headteacher, who will be accountable to the Governing Body for

- the implementation of the vision of the school
- ensuring that school meets its statutory requirements
- ensuring the school and its individual pupils are successful according to the agreed measurements
- knowing the school's strengths and weakness and implementing plans to address those weaknesses.

Deputy Heads

From September 2013, the Headteacher will be supported by a Deputy Headteacher.

The Deputy Headteacher will have particular responsibility for Educational Development and Pastoral Care until 2018. A second Deputy Headteacher will then be appointed to act as the Head of the Primary Phase.

Educational Development will include developing programmes of Continuous Professional Development and Teacher Training, as well as Teaching and Learning.

Assistant Headteachers

East Sussex Free School will appoint Assistant Headteachers to oversee a particular phase of education within our all-through school, operating as Director of Primary, Director of Secondary and Director of Sixth-Form. They will also have additional whole-school responsibilities in keeping with their senior leadership role.

Middle Leadership Team

From 2014 we will employ a Head of Reception and Year 1 and a Head of Lower School Year 2 to Year 9.

From 2016 we will employ a Head of Upper School (Year 10 to Year 11).

These three posts will be part-time managerial posts, which may be held in conjunction with part-time teaching posts.

The role of these 3 Middle Leaders will be to support the teachers working in the relevant part of the school.

Teaching Staff

Below is a table detail Staffing evolution which is in keeping with pupil; number growth and delivery of our curriculum model:

Staffing Build-up (indicative, HT will take decisions in post, but needed for application)

Year after opening	Teaching staff	Support Staff
Year 1 (2013)	Headteacher x 1 Deputy Headteacher x 1 Assistant Headteacher x 1 (Pri) Heads of Faculty x 1 Heads of Dept (subject) x 3 Teachers x 5 (f/t) (SENCO is one of f/t Teachers) Teachers x 3 (p/t, 0.5) Reception Teacher x 1 (other Reception is AHT)	SBM / Office (f/t) Receptionist / Sec x 1 (tto) Librarian (tto) Technician x 2 (1 f/t, 1 tto) TA x 2 (tto, 1 is HTLA) Site Manager (f/t) Cleaner x 1 (pt, 0.33) Catering Manager (tto) Lunchtime sups x 2 (hourly)
Year 2 (2014)	Headteacher x 1 Deputy Headteacher x 1 Assistant Headteacher x 1 (Pri) Heads of Faculty x 4 Heads of Dept (subject) x 8 Teachers x 5 (f/t) (SENCO is one of f/t Teachers) Teachers x 4 (p/t, 0.5) Reception Teacher x 2 Year 1 Teacher x 1 (other is AHT)	SBM / Office (f/t) Receptionist / Sec x 1 (tto) HT PA (f/t) Librarian (tto) Technician x 3 (1f/t, 2 tto) TA x 4 (tto, 2 are HLTA) Site Manager (f/t) Cleaner x 2 (pt, 0.33) Catering Manager (tto) Lunchtime sups x 2 (hourly) Admissions officer(tto) Exam Officer (p/t)
Year 3 (2015)	Headteacher x 1 Deputy Headteacher x 1 Assistant Headteacher x 2 Heads of Faculty x 4 Heads of Dept (subject) x 8 Teachers x 12 (f/t) (SENCO is one of f/t Teachers) Teachers x 5 (p/t, 0.5) Reception Teacher x 2 Year 1 Teacher x 2 Year 2 Teacher x 1 (other is AHT)	SBM (f/t) Receptionist / Sec x 1 (tto) HT PA (f/t) Librarian (tto) Technician x 3 (2 tto) TA x 6 (tto, 3 are HLTA) Site Manager (f/t) Cleaner x 3 (pt, 0.33) Catering Manager (tto) Catering Assistant (tto) Lunchtime sups x 2 (hourly) Data Manager (f/t) Finance Officer (tto)

		Admissions officer(tto) Exam Officer (tto)
Year 4 (2016)	Headteacher x 1 Deputy Headteacher x 1 Assistant Headteacher x2 Heads of Faculty x 4 Heads of Dept (subject) x 9 Teachers x 20 (f/t) (SENCO is one of f/t Teachers) Teachers x 6 (p/t, 0.5) Reception Teacher x 2 Year 1 Teacher x 2 Year 2 Teacher x 2 Year 3 Teacher x 1 (other is AHT)	SBM (f/t) Receptionist / Sec x 1 (tto) HT PA (f/t) Librarian (tto) Technician x 3 (2 tto) TA x 8 (tto, 4 are HLTA) Site Manager (f/t) Premises Assistant (f/t) Cleaner x 3 (pt, 0.33) Catering Manager (tto) Catering Assistant x 2(tto) Lunchtime sups x 3 (hourly) Data Manager (f/t) Finance Officer (tto) Admissions officer(tto) Exam Officer (tto)
Year 5 (2017)	Headteacher x 1 Deputy Headteacher x 1 Assistant Headteacher x3 Heads of Faculty x 4 Heads of Dept (subject) x 9 Teachers x 30 (f/t) Teachers x 6 (p/t, 0.5) (SENCO is one of f/t Teachers) Reception Teacher x 2 Year 1 Teacher x 2 Year 2 Teacher x 2 Year 3 Teacher x 2 Year 4 Teacher x 1 (other is AHT)	SBM (f/t) Receptionist / Sec x 1 (tto) HT PA (f/t) Librarian (tto) Technician x 4 (2 tto) TA x 11 (tto, 5 are HLTA) Site Manager (f/t) Premises Assistant (f/t) Cleaner x 4 (pt, 0.33) Catering Manager (tto) Catering Assistant x 3(tto) Lunchtime sups x 4 (hourly) Data Manager (f/t) Finance Officer (tto) Admissions officer(tto) Exam Officer (tto)
Year 6 (2018)	Headteacher x 1 Deputy Headteacher x 2 Assistant Headteacher x3 Heads of Faculty x 4 Heads of Dept (subject) x 9 Teachers x 38 (f/t) (SENCO is one of f/t Teachers) Teachers x 6 (p/t) Reception Teacher x 2 Year 1 Teacher x 2 Year 2 Teacher x 2 Year 3 Teacher x 2 Year 4 Teacher x 2 Year 5 Teacher x 1 (other is AHT)	SBM (f/t) Receptionist / Sec x 1 (tto) Secretary (f/t) HT PA (f/t) Librarian (tto) Technician x 4 (2 tto) TA x 12 (tto, 5 are HLTA) Site Manager (f/t) Premises Assistant (f/t) Cleaner x 4 (pt, 0.33) Catering Manager (tto) Catering Assistant x 4(tto) Lunchtime sups x 4 (hourly) Data Manager (f/t) Finance Officer (tto) Finance Assistant (tto)

		Admissions officer(tto) Exam Officer (tto)
Year 7 (2019) steady state	Headteacher Deputy Headteacher x 2 Assistant Headteacher x 3 Head of Faculty x 4 Head of Dept (subject) x 9 Teachers x 46 f/t (1 is SENCO) Teachers 6 x p/t (0.5) Reception Teacher x 2 Year 1 Teacher x 2 Year 2 Teacher x 2 Year 3 Teacher x 2 Year 4 Teacher x 2 Year 5 Teacher x 2 Year 6 Teacher x 1 (other is AHT)	SBM (f/t) Receptionist / Sec x 1 (tto) Secretary (f/t) HT PA (f/t) Librarian (tto) Technician x 4 (2 tto) TA x 14 (tto, 5 are HLTA) Site Manager (f/t) Premises Assistant (f/t) Cleaner x 5 (pt, 0.33) Catering Manager (tto) Catering Assistant x 4(tto) Lunchtime sups x 4 (hourly) Data Manager (f/t) Finance Officer (tto) Finance Assistant (tto) Admissions officer(tto) Exam Officer (tto)

NOTES: NB the HT appoints as he/she is able, this is indicative to set a draft budget

Throughout, curriculum plan is followed and appointments reflect curriculum and growth in pupil numbers across KS3/4/5

East Sussex Free School proposed subject schedule, as set out in Section D)

Subject	Periods/Week
Maths	4
Science	4
English	4
Design	2
Technology	
Languages	3
Music	1
Sports	4
History	2
Geography	2
RE/Philosophy	1
ICT (also cross-curricular)	1
Art	1
Electronics	1

Each year as a new class is created new teaching posts will be created to deliver on our educational plan.

As the school grows towards its full capacity we will seek to employ sufficient teaching and support staff to deliver the curriculum and support needs. Full details of this growth are included in the Payroll section of the East Sussex Free School Financial Spreadsheets.

In addition to this annual growth in the specialisms listed above, once East Sussex Free School opens a Year 10 in 2018 we will employ full time and part time specialist teachers to teach GCSE or equivalent subjects. This is dependent on the following; the options the school will provide and the student demand for subjects. At this point we will employ a Head of Upper School (Year 10 and Year 11). Again this would be a part time post taken in addition to teaching roles.

The additional staff employed to meet the KS4 and KS5 subject requirement will be given teaching roles that match their specialisms and skills. Their timetables will vary accordingly. The experience in the Proposer group is such that this can be planned well in advance.

Class Tutors will be drawn from the existing teaching body and will assist pupils with GCSE decision making and careers advice.

Special Needs Teachers

We will employ a part time Special Needs Co-ordinator from opening. Further appointments will follow in accordance with specific needs.

Teaching Support Staff

There will be Teaching Assistants supporting the work of the teaching team attached to a particular Key Stage. These Teaching Assistants will have a particular focus on helping to meet the needs of individual learners.

Recruitment

Our recruitment programme will match exactly the growth pattern set out in the staffing evolution table above.

East Sussex Free School will advertise locally and nationally to recruit teachers with training in all through education. QTS will not be a requirement for recruitment of teachers but will be encouraged and welcomed where possible. We will also offer posts to mainstream trained teachers with a willingness to undertake in-school teacher training.

We will follow the Safe Recruitment Code of Best Practice in recruitment. The East Sussex Free School Safer Recruitment policy can be found in Appendix E.

The East Sussex Free School will use the standard state sector School Teachers Pay and Conditions Document, and pay at least the local rate for support staff.

We aim to recruit the Headteacher Designate in keeping with DfE guidelines 2 terms prior to opening, and the Deputy one term prior to opening. These posts will be appointed through open competition using an appropriate set of recruitment selection instruments within a process in keeping with the principles of safer recruitment.

The role of senior staff are given in the following East Sussex Free School Job Descriptions.

East Sussex Free School

Job Title: Headteacher

Accountable to: Governors

Main Purpose

- Devise, agree and implement a **strategic plan** that realises the Trustees' vision for East Sussex Free School as an all-through school
- Ensure that **learning is at the heart of everything** the school does
- Develop a culture that promotes **inspired teaching** and **outstanding learning**
- Develop and implement **policies and practices** that promote effective learning in a **safe and secure** environment
- Take a strategic role in the development and **use of existing and emerging learning resources** to ensure continuous improvement in the learning experiences and outcomes of pupils
- Continuously **monitor, evaluate and review** every aspect of school life and take any and all action necessary to achieve successful outcomes

Leading

- Provide **leadership that will inspire, motivate and develop** pupils, Staff and all involved with the School
- Encourage **openness** and a culture in which the opinions of all in the School community are listened to and valued
- Provide **opportunities for all staff** to develop their professional skills to improve performance and pupil achievement
- Encourage a **culture of teamwork, partnership and continuous improvement** in all aspects of school life
- **Develop and implement an effective** performance management system **to ensure that all Staff are appropriately developed and supported**

Teaching and Learning

- Appoint, develop and retain **inspirational teachers**
- Ensure that **teaching and learning are of the highest standard**, enabling all pupils to achieve to the maximum of their potential
- Devise and implement an **innovative curriculum** that matches the vision and ethos of the school and maximises learning opportunities
- Develop and sustain an ethos of **mutual understanding, respect and co-operation** between pupils, teachers and everyone involved with the school
- Establish and sustain **high standards** for the whole School community in terms of **learning, behaviour and attendance**

- Develop and sustain an **outstanding extra-curricular offer** in terms of sport, “clubs and societies”, personal development opportunities, trips and exchanges
- Ensure that **learning experiences are matched as closely as possible** to the needs of individual Pupils and that each Pupil develops a **firm foundation** on which to build the next phase of their lives
- Monitor, evaluate and review the **quality of teaching and learning** to ensure that the highest standards are maintained

Resource Management

- **Deploy resources efficiently and effectively** to meet the objectives of the School
- **Appoint, develop, deploy and retain staff of the highest quality**
- Maintain **effective financial controls**, prioritise the allocation of funds, monitor income & expenditure and secure value for money in line with agreed budgets
- Oversee management of the **site, premises and equipment** effectively and in line with legislative requirements, ensuring the **security** of buildings, contents and grounds and the **safety** of people at all times
- Ensure that all **resources and facilities are maintained** in good order
- **Seek funding** from external sources whenever and wherever possible
- **Upgrade, develop and extend resources** in order to improve facilities and opportunities for Pupils, Staff and the wider School community

Accountability

- Be accountable to the Governing Body for **all aspects of the management and development** of East Sussex Free School
- Create and develop a **culture** in which Pupils, Staff and Governors recognise that they are **all accountable** for the success of the School
- Provide appropriate **reports, information and advice** to the Governing Body
- Ensure that **Parents and other stakeholders are well informed** about Pupils’ achievements and the School’s progress.
- Develop opportunities for **Pupils to share in the decision-making** processes of the School so that they develop a sense of ownership and responsibility.
- Develop and sustain an **outstandingly high reputation for the School** that is validated by **external accreditation**, kite-marks and awards

Community

- Build a School **culture that celebrates diversity and mutual respect**
- Forge and sustain **links with a range of organisations** in the local community

- Create a variety of **community-based learning opportunities** for Pupils
- Provide as many opportunities as possible for **community involvement** in order to ensure maximum use of School facilities
- Develop **strong mutually beneficial links** with the feeder primary school network, local secondary schools and post-16 providers that **enhance learning opportunities and the effective use of resources**
- Seek opportunities to **invite** parents, community figures, business leaders and others **to the School** to enhance learning opportunities for Pupils and strengthen links with the community
- Work in **partnership with other agencies** in providing for the academic, spiritual, moral, social and emotional well-being of pupils

Deputy Headteacher Job Description

Job Title: Assistant Headteacher

Accountable to: Headteacher

Main Purpose

- The Deputy Headteacher shall carry out the professional duties of a school teacher, including those duties particularly assigned by the Headteacher as set out below but not restricted to them.
- Assist the Headteacher in managing this all-through school or such part of it as may be determined by the Headteacher.
- Undertake any professional duty of the Headteacher which may be delegated by the Headteacher
- Undertake in the absence of the Headteacher and to the extent required by the Headteacher and the Governing Body, the professional duties of the Headteacher

HR

- Planning and oversight of the Staff Development Programme including determination and budget management.
- Oversight of the school's induction arrangements for newly qualified teachers, supply teachers and others new to the school.
- Organise staff consultative meetings and school based INSET in conjunction with the
- Headteacher.
- Participate in the school's policy of appraisal for the purpose of informing personal professional development.

Curriculum

- The co-ordination and development of the curriculum including assessment of content and methods and the monitoring of academic standards
- The planning and allocation of resources designed to facilitate the planned curriculum, including advising the Headteacher on current/anticipated needs for staff and other resources

- The compilation of the school timetable and planning of teaching groups at all levels, including the deployment of staff, rooms and other resources.
- The planning and co-ordination of a whole school homework policy and oversight of and administration of a homework timetable
- To provide guidance and support to Departments in implementing schemes of work related to the national curriculum and ensure that statutory and school policies are being met.

Pastoral

- To oversee the pastoral care of pupils at East Sussex Free School
- To liaise with parents, carers and external agencies as required
- To ensure the well-being of East Sussex Free School pupils at all times

Leadership & Management

- To be a member of the Senior Executive and Senior Management teams and other staff teams as appropriate and to contribute to the development of policy and planning for the school
- To assist the Headteacher as required and to deputise for him when necessary
- To deputise as necessary for other members of the Senior Management team
- To be responsible for the professional and personal support of staff

Governors and Parents

- To attend meetings as appropriate with the Governing Body and parents and to provide such reports and information as is required

This job description does not constitute a complete description of duties. The postholder may be required to undertake other duties as reasonably be required by the headteacher.

East Sussex Free School

Job Title: Assistant Headteacher & Director of Primary or Secondary

Accountable to: Headteacher

Main Purpose

The Assistant Headteacher will:

- Undertake the normal responsibilities of a class teacher as agreed
- Be a member of the senior leadership team in this all-through school
- Assist the Headteacher in leading and managing the school
- Undertake such duties as are reasonably delegated by the Headteacher
- Play a major role under the overall direction of the Headteacher in formulating and reviewing the School Development Plan and the aims and objectives of the school by:
 - internalising and implementing the vision for East Sussex Free School
 - establishing the policies through which they shall be achieved
 - leading and managing staff and resources to that end
 - monitoring progress towards targets
 - taking day-to-day responsibility for a phase of education

Main Tasks

The specific nature and balance of these responsibilities will vary according to the needs of the East Sussex Free School and may be shared or varied with the agreement of the post holder.

Class teacher responsibilities

- To carry out duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.
- To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including some provision for cover of absent teachers.
- To be responsible for teaching across both key stages 3 and 4.

The internal organisation, management and control of the school:

To contribute to:

- Maintaining and developing the ethos, values and overall purposes of East Sussex Free School
- formulating the aims and objectives of the school and policies for their implementation
- to contribute to planning improvement which will translate school aims and policies into actions

- implementing the Governing Body's policies on equal opportunity issues for all staff and pupils in relation to all aspects governed by the Equality Act 2010
- the efficient organisation, management and supervision of school routines in a particular phase of education either 4-11 or 11-16 depending on the experience and expertise of the post-holder

Curriculum Development

- To be responsible for progress and support of pupils in a phase of education
- To contribute to:
 - the development, organisation and implementation of the school's curriculum associated with the phase of responsibility
 - policies on curriculum, teaching and learning, assessment, recording and reporting
 - ensuring that the learning and teaching provided by different teaching teams form a co-ordinated, coherent curriculum entitlement for individual pupils
 - ensuring that information on pupil progress is used to improve teaching and learning, to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers and to aid Governors in their management of the school
 - Ensuring that the individual pupil's continuity of learning and effective progression of achievement are provided for in this all-through school by liaison with fellow school leaders, teachers and support staff

Pupil Care

- To be responsible for the line management of specific pastoral staff as agreed
- To Contribute to:
 - The development, organisation and implementation of policy for the personal and social development of pupils including pastoral care and guidance for a specific age range
 - The effective induction of pupils
 - The determination of appropriate pupil groupings
 - The promotion among pupils of standards of conduct/discipline and proper regard for authority and the encouragement of good behaviour
 - The development of a culture of high attendance and high achievement
 - The handling of individual pupil disciplinary cases that may arise

The management of staff

- To be responsible for the line management and performance management of specific staff
- To participate in the recruitment and development of teaching and non-teaching staff
- To contribute to good management practice by ensuring positive staff participation in the life of the school, effective communication and procedures.
- To participate in arrangements for the review of performance of teachers
- The provision of professional advice and support and the identification of training needs

Relationships

- To be responsible for fostering positive relationships across the school community.
- To advise and assist the Governing Body as required in the exercising of its functions including attending meetings and making reports where relevant
- To help in maintaining and developing effective communications and links with parents and carers, to provide positive responses to concerns and problems regarding their children's educations and wellbeing
- To assist liaison with external agencies as required
- To develop and maintain positive links and relationships with the community, local organisations and employers

This document does not constitute a complete description of duties. The post holder may be required to perform other duties as may reasonably be required by the Headteacher.

Organograms

The following diagrams show the lines of responsibility between:

Diagram 1: The Trust, the Governing Body and the Teaching Staff

Diagram 2: HT, SLT and Teaching Team

Diagram 3: Company Members, Governors and the Headteacher

Diagram 1: The Trust, the Governing Body and the Teaching Staff

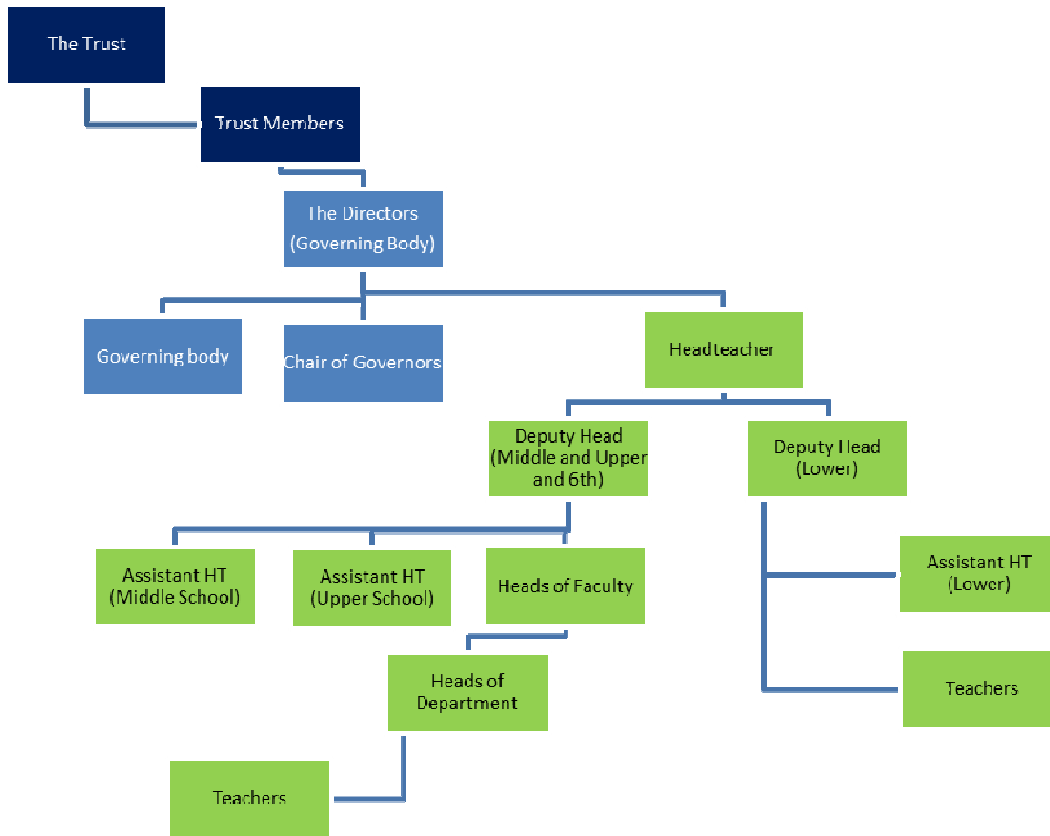


Diagram 2: HT, SLT and Teaching Team

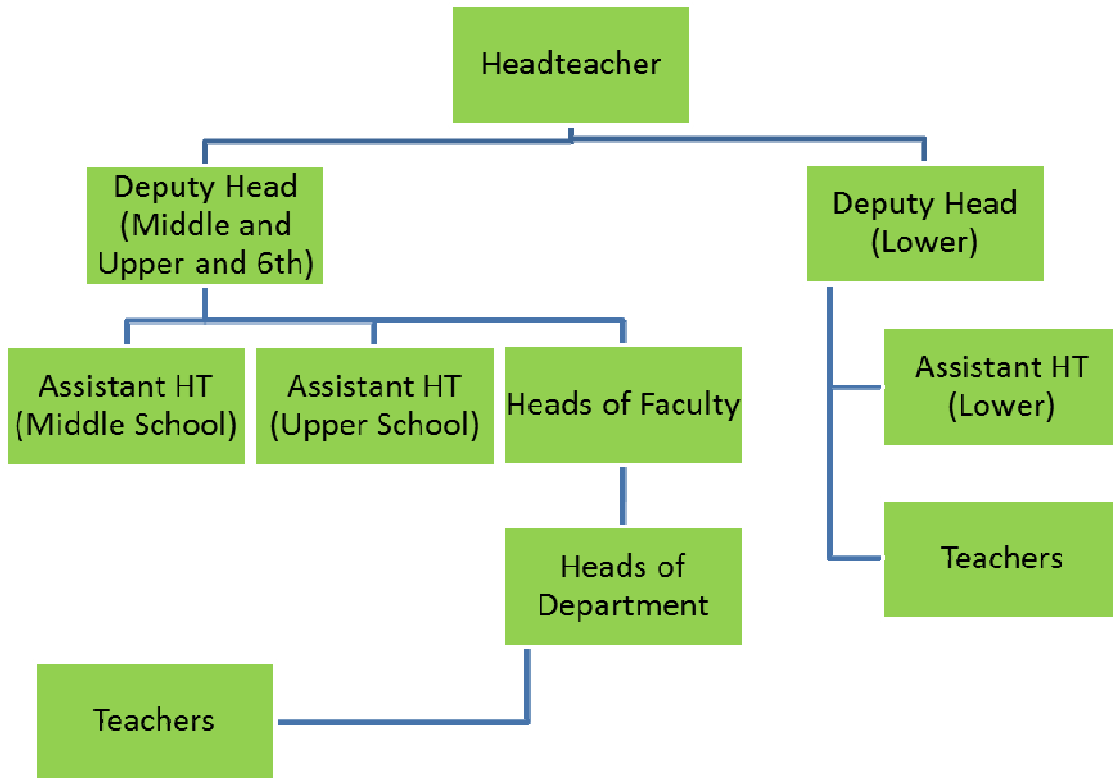
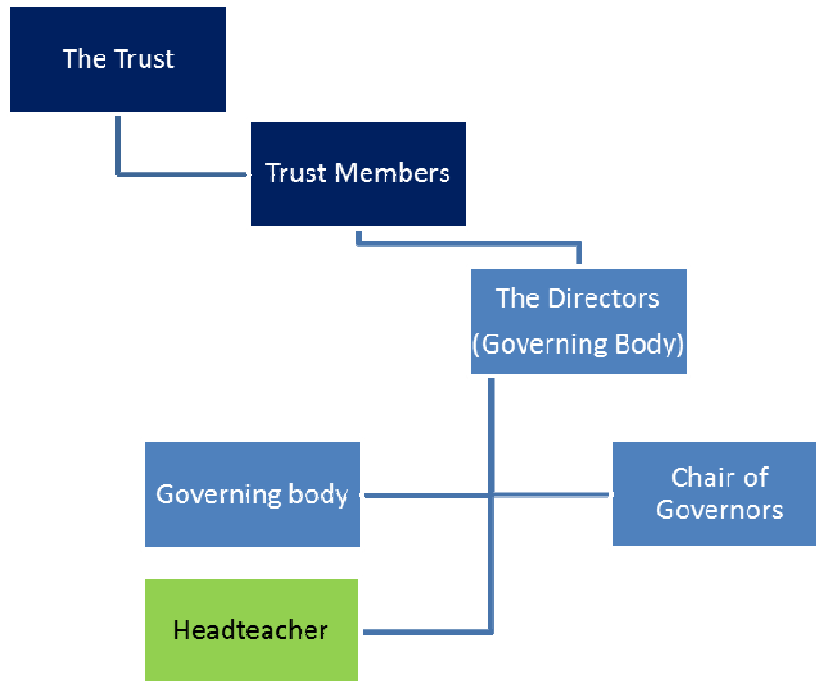


Diagram 3: Company Members, Governors and the Headteacher



Section G: Initial costs and financial viability

Please refer to pages 28-32 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

East Sussex Free School Financial Planning

East Sussex Free School proposers have completed and attached both financial spreadsheets with the submission. These demonstrate that the school is financially viable, at both 100% recruitment and 90% of pupil capacity, and is able to deliver its curriculum under both regimes.

In both financial plans income, including start-up funding, exceeds expenditure for each year up to and including the first year in which the school reaches full capacity.

The surplus in the 100% (capacity) budget is between 4% and 5% while in the 90% budget there is a surplus of between 2% and 3% both of which are reasonable and within acceptable limits.

Governors do not intend to allow an excessive cumulative surplus to build up and will target capital projects in keeping with school development.

The financial plan has been developed to reflect the unique set-up of the all-through school in terms of our curriculum model together with pupil and staff growth patterns.

Start-up funding has been kept to a minimum by phased recruitment and multitasking from staff, including SLT teaching commitment which is more apparent in the early years.

Key aspects pertaining to the 100% projection

- The School is viable at 100% pupil recruitment
- The curriculum model includes all key aspects of the Proposers' vision
- The budget surplus remains within acceptable limits
- DfE benchmarking has been used for relevant non-pay costs
- Timetable modeling suggests a steady state utilization ratio of 0.81 which is better than average and reflects Value for Money
- efficiency and value for money are evident in terms of start-up grant (SLT) for the first two years only

Key aspects pertaining to the 90% projection

- The School is viable at 90% pupil recruitment
- Curriculum delivery retains all key aspects of the Proposers' vision
- Relevant variable non-pay costs are phased down pro-rata with reduced pupil numbers
- Phasing in of posts has been revised
- The Headteacher and SLT will take on a further increase in teaching commitment as required in years one and two.

Assumptions

Assumptions are detailed in the relevant tab of the budget spreadsheets.

It is expected that the number of applications will exceed the places available for each year group. Funding figures have been based upon the growth pattern in Section D1. It is likely that the East Sussex Free School will also be able to generate additional funding through various activities it undertakes but this has not been included within the spreadsheets and therefore not relied upon to ensure that the East Sussex Free School is viable, nor are they needed for the East Sussex Free School to achieve its objectives.

It has been assumed that the school will be funded in the same manner as other East Sussex schools and has taken the average FSM percentage of 12% for primary pupils and 10% for secondary students. The staffing structure has been set up to deliver the planned curriculum and has been calculated using the STPC national pay scale. It has been assumed that all staff will join either the Teacher Pension Scheme or the LGPS scheme.

The variable elements have been calculated according to both staff and pupil numbers, and rise in line with numbers. The fixed element of the cost structure has been calculated separately.

Overall the cost structure has enough flexibility with in it to absorb any unexpected costs, and be adjusted should the education requirements require in order to maximise the outcomes, and academic results of the children who attend East Sussex Free School.

The reduced pupil recruitment stress test has an adjusted staffing growth pattern. It remains capable of delivering the Proposers' vision and the curriculum model in particular.

The financial data follows in the proceeding pages.

Section H: Premises

Please refer to pages 33-35 of the 'How to Apply' guidance for what should be included in this section.

Site options

The Proposer group began to look for sites in southern East Sussex from the summer of 2011. The search was conducted using local knowledge, web searches and personal contacts. The search methods were expanded to include local estate agents, commercial property agents and the lead proposers links with planning consultants. The local County Council were approached, as were the District and Borough Councils about any suitable sites.

The 2nd Choice

The group identified 3 sites of sufficient acreage, but no sites appeared to have the building space required, or were eliminated through poor transport links. The groups identified second choice site that met the transport and land requirements was a brown field site to the immediate North West of Sovereign Harbour in Eastbourne. This site has no address, but can be seen to the North of the following Postcode zone: BN23 [REDACTED]. It was identified only because of its size, location close to a populated area and transport infrastructure.

The 1st Choice

The lead proposer, [REDACTED], enquired about the [REDACTED] site in [REDACTED], Eastbourne, BN20 [REDACTED]. This is the group's first choice of site.

The reasons the group identified the site were initially size, facilities and previous use as a school. On closer examination of the local facilities the group saw the large number of independent school sporting facilities, as well as the excellent access to the Downs, public spaces and the lack of any nearby Secondary schools.

The current use of the site is to house a very small NHS staff and a reasonably small number contracting staff and subletting businesses. Most of the building is now empty and is due to be mothballed by the NHS pending disposal. The current freeholder of the site is the NHS.

To address the questions of size, suitability and availability, unknown to the proposer group **Partnership for schools had already completed an evaluation of the site.** On contacting PFS the school were given a copy of the published appraisal. These are included in Appendix I and J.

In discussions with PfS it was stated that the site offered excellent value for money.

The conclusions of the 2 feasibility studies (one for a secondary and another for a primary on the same site) were very positive.

Secondary and FE report conclusion:

The Victorian college building and adjacent office buildings can be readily remodelled into a 6 FE secondary school plus sixth form, Alternative Provision or special needs school. The classroom sizes will typically be standard sizes (BB98) with just some exceptions. Having the floors spread over three levels, will present some challenges, however the spaces created are varied and flexible. There is outside play space which may be shared with a future primary school.

Primary report conclusion:

The single storey office building and adjacent computer building can be readily remodelled into a 2.5 FE primary school, Alternative Provision or special needs school. The classroom sizes are slightly smaller than a typical school, and spread over three levels, this may present some challenges, however the spaces created are varied and flexible. There is outside play space which may be shared with future secondary school.

The site offers the best space, flexibility, character, history that the proposer group could have asked for.

Additionally the local planning authority and the NHS are keen to see the site remain in the public domain and for us to make use of it for the benefit of the local community.

The Proposer group does not have any additional funding to add to the project. We are seeking funding sources through the Temple Grove Trust as the site used to house the old Temple Grove School. Discussions with them are on-going.

In summary

- **The identified site offers excellent value for money**
- It is an under-utilised government building
- It has a school heritage
- The site has facilities that will allow the school to realise the vision and ethos.

Annexes

If there is any additional information that you wish to submit as part of your application please include it here.

Table of contents

Appendix A	Draft Behaviour Management policy
Appendix B	Draft Attendance policy
Appendix C	Draft SEN policy
Appendix D	Draft Safeguarding policy
Appendix E	Draft Safer Recruitment policy
Appendix F	Letter from Cisco
Appendix G	Letters from MPs
Appendix H	Letter from the Leader of the County Council
Appendix I	PfS Feasibility Report for Free Schools in Government Buildings – Secondary and FE
Appendix J	PfS Feasibility Report for Free Schools in Government Buildings – Primary
Appendix K	Timetable example Year 7
Appendix L	Timetable example Year 8

Appendix A

Draft Behaviour Management policy

East Sussex Free School Behaviour Policy

East Sussex Free School consider it is vitally important to promote a caring and supportive environment to enable all members of the school community to feel secure and respected, and therefore promote good behaviour in others.

The development of personal qualities and social skills and the fostering of socially acceptable behaviour are integral aspects of the school curriculum and therefore demand planning, tracking, recording and evaluating as part of the goal we have for high standards of conduct by means of encouraging personal development in pupils.

We aim:

- to ensure consistency and care
- to be fair and be seen to be fair
- to treat all with respect
- to have clear expectations and strategies to ensure they are met
- to build and rebuild self-confidence self-esteem and self-respect in pupils
- to provide planned activities which motivate pupils academically and socially

These objectives for behaviour are derived from the aims listed above.

Conventions for social development represent the unwritten rules by which a learning community manages reasonable behaviour which has the good of the community uppermost.

Social conventions that we follow will be consistent with the following precepts:

- we understand it is normal to make mistakes
- all should be sensible, thoughtful and kind to others
- we should think before we speak or act
- we should walk calmly around the building and grounds to be safe
- we should help each other and get on with everyone
- we should be respectful to others
- we should tolerate reasonable difference and celebrate diversity

At East Sussex Free School if a child successfully applies these conventions, this should be acknowledged. In our school we believe the ideal incentives are the intrinsic rewards offered by:

- (i) warm relationships
- (ii) a stimulating and tolerant social environment
- (iii) positive role modelling
- (iv) doing what is right

However, it is also important to have a reward system in place which recognises all forms of social and academic achievement and effort. To

ensure every child has the opportunity to experience success we use the following as rewards.

- (a) Non-Verbal Praise
Smiles, thumbs up and nods of approval.

- (b) Verbal Praise
At East Sussex Free School we believe that verbal praise is a most important factor in creating positive atmospheres which will promote good behaviour. Verbal praise can range from a word in the ear to a 'public' recognition in class. It can also be given to and by everyone.

- (c) Marking Policy
Within class the way we mark as part of formative and summative assessment within AfL will be used to build on success and provide encouragement by its associated comments and feedback, this will include behaviourally relevant aspects such as calm quiet effort and perseverance.

- (e) Privileges or Jobs
Within each class there will be roles perceived by the children as the giving of responsibility as rewards

- (f) Happy Notes
Children will be rewarded with a Happy Note when specific conduct warrants a positive mention to parents or carers. These will be sent home with the child and electronically to parents in order to alert them to the child's achievement.

- (g) Sharing
In recognition of a particular task or behaviour the pupil may share their success with others, for example:

- (i) the class
- (ii) the neighbouring class or teacher
- (iii) a chosen adult

The next level of sharing may be to the Headteacher or to the whole school at our Celebration Assembly once a week. The pupil will have the choice to come forward, or have their praiseworthy activity described by an adult.

- (h) The ultimate reward is a congratulatory letter and certificate sent by the Headteacher. These are only rarely given but the Headteacher will not only describe the child's success but offer to meet the parents to talk through the school's reasons for rewarding the pupil in this way.

Particularly for Level 2/3 there will be discussion with the pupil to ensure that the reward given will have the desired effect of promoting positive behaviour.

Disincentives to Poor Conduct

If a child breaks any of the Social Conventions there will be a sanction. It is our belief that sanctions consistently and firmly applied will result in

boundaries being clearly drawn and therefore good behaviour promoted. We consider it vitally important to remember at all times to identify early and target the behaviour, and not the child. As with the incentives, there will be different levels.

(a) Non-Verbal Praise

Holding eye contact, a shake of head, a wag of the finger, a slow walk to the child and remaining in proximity using position as a non-verbal signal

(b) Verbal

Usually this will be a reminder of the social conventions. At this stage it is usual that this will be in a 1:1 situation, quietly without the rest of the class becoming distracted.

(c) Verbal Warning

A clear concise message. "X', if you carry on with `Y' behaviour then `Z' will happen to you."

(d) Time Out

A child will be required to move from their seat to a space available, where they will receive a clear explanation of the behaviour required for them to return to their original seat. This `behaviour' may be the completion of task or a time period of appropriate action. For East Sussex Free School this will be seen as an opportunity to rebuild positive relationships after a minor incident.

(e) For more serious or repeated misbehaviour, the pupil may be referred to the Deputy Headteacher who has oversight of the East Sussex Free School pastoral care framework and who will decide on an appropriate course of action bearing in mind any investigation into events that may be needed and the particular context of each individual incident

(f) East Sussex Free School does not anticipate escalation to fixed term or permanent exclusion but if an incident warrants this level of consideration by the Headteacher then we will abide by all statutory and allied best practice requirements regarding exclusions.

In all the above strategies once the child has successfully completed their sanction, their modification of their own behaviour will always be acknowledged positively by East Sussex Free School staff.

Behaviour Reporting

We will report to parents and carers electronically and on paper regarding issues relating to their child(ren)'s conduct.

Application

This Behaviour Policy is for the benefit of all in our school learning community. If it is to be effective everyone must use it with confidence and consistency, and will be required to do so. However we recognise that there may be

occasions when special considerations need to be applied, and we expect teachers and support staff to use common sense and professional judgement.

This policy will be considered, possibly amended and ratified by Governors, then reviewed each year.

Appendix B

Draft Attendance policy

East Sussex Free School Attendance Policy

East Sussex Free School is committed to helping children make the best possible progress with their education. To do this they need to attend school regularly and punctually. It is the parent's legal responsibility to ensure that this happens and the school's to offer all the support it can, while monitoring attendance.

It is recognised that for illness or other exceptional reasons, children may occasionally have to be absent from school, in the interests of their education however they should only be kept off school if it is essential.

Parents and carers should inform the school if a child is absent. This should be done by emailing or telephoning the school on the first morning of absence, preferably before the start of the school day. The school reserves the right to request written confirmation of absence upon the pupils return. If it is known in advance that the child is going to be absent (e.g. for a hospital appointment) the school should be notified by email or letter beforehand.

Authorised absences arise from a decision by the school not parents and can be one of the following which is not intended as an exhaustive list:

- Genuine illness or injury preventing attendance
- Unavoidable causes, which covers unexpected crises in the child's circumstances, e.g. major domestic upsets such as bereavement, or severe weather conditions which make travel impossible
- School beyond walking distance (2 miles) and no transport provided
- Advanced permission of the school for the following:
 1. Extended visits overseas for family reasons (up to a term with arrangements about the return agreed with the school)
 2. Exceptional family reasons
 3. Interview at another school
 4. Holidays (This may change in light of the recent proposal by the Education Secretary)
 5. Approved public performance

The school will contact parents on the first day of absence to enquire about the reason(s) for absence and will follow up as necessary.

The school discourages the taking of holidays during term time, it is not an automatic legal right to take holidays during term time and parents should not expect this, as such the Headteacher will normally grant permission only in exceptional cases. If a request is refused, and parents decide to take their child(ren) on holiday, the absence will be recorded as unauthorised. As mentioned in the list above, this may change to a blanket ban on authorising in term holidays if the proposed changes made to the guidance.

Attendance will be monitored regularly and all absences enquired into, tracked and recorded. Unauthorised absences jeopardise a child's educational progress and welfare, and will be monitored very closely.

If a child arrives at school after the register has been taken but before the register closes they will be marked down as being late. Once the register has closed an unauthorised absence will be registered unless a valid reason is given in writing.

Lateness will be monitored regularly as East Sussex Free School places great store on personal development and organisational skills including punctuality. If a child has the equivalent of one late per week the school will, in the first instance, write to the parents or carers to inform them of this. If the lateness persists in subsequent half terms the school will request a meeting with parents or carers to offer assistance.

We will also carry out random checks during lesson time to identify any internal truancy that may be taking place.

Reports to parents and carers, online and on paper, will include the child's attendance and punctuality record.

This policy will be considered, possibly amended and then ratified by Governors after which it will be reviewed annually.

Appendix C

Draft SEN policy

East Sussex Free School SEN Policy

East Sussex Free School will abide by the SEN Code of Practice as updated, the SENDA (2001) and the Equality Act (2010).

At East Sussex Free School we aim to provide a stimulating, safe and caring environment that will enable all pupils to develop to their full potential whilst also learning to respect others, their environment and to promote their self-esteem.

Objectives:

- To identify children with special educational needs (SEN) and disabilities and ensure that their learning needs are met
- To ensure that children with SEN and disabilities can enjoy full access to the building, our curriculum, and activities in school
- To ensure that all learners including SEN pupils make the best possible progress
- To ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To promote effective partnership and involve outside agencies when appropriate

At East Sussex Free School we recognise that all teachers are teachers of children with Special Educational Needs and that all of these children are entitled to access our broad and balanced curriculum based on the National Curriculum with a focus on core areas of learning.

Therefore we aim to ensure that they are given the support necessary through differentiated work, ICT applications and appropriate individual or small group support to enable them to be fully included and to have access to all areas of the school life, also to prepare them for their future beyond East Sussex Free School at secondary school.

We will respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning
- Acquire assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

We will respond to these needs by:

- Providing support for children who need help with communication, language and all aspects of literacy
- Planning to develop children's understanding through the use of all available senses and experiences

- Planning for children's full participation in learning and physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning (including via our use of SEAL)

Most of the support for SEN children will take place within the classroom, however there are times when it will be necessary for these pupils to be withdrawn from class lessons for 1:1 or small group intervention support for differentiated work based on their individual needs which will develop their skills and understanding and so help them to access the curriculum. Whatever learning environment, the children and their parents will be consulted and made to feel comfortable.

A child is deemed to have Special Educational Needs if he or she 'has a learning difficulty which calls for special educational provision to be made'. Children having a learning difficulty are defined as those who have significantly greater difficulty in learning than the majority of their age, or who have a disability which hinders them in using the educational facilities available to age peers. We recognise that about 20% of children will exhibit Special Educational Needs at some time during their school career.

At East Sussex Free School we are committed to the early identification of special educational needs which then helps us to identify what provision the child needs. This is supported by the graduated response as explained in the next section of this policy.

Identification can occur in the following ways, which are not offered as an exhaustive list:

- Information from the child's pre-school setting
- Parental concerns
- Classroom observations by the teacher, SENCO, HLTA or TA
- School Assessments
- Individual assessments carried out by the Class Teacher, a trained Teacher assistant or the SENCO, e.g. Standardised tests such as Youngs Spelling Test, Salford Reading Test, Reception of Grammar test, Lucid Cops (a dyslexia screening test), Sound Linkage, PhaB, BPVS.
- Assessments carried out by outside agencies where relevant
- Information from the school's data tracking systems

Differentiation

At this stage the child is not on the School's SEN register but has been recognised through the school's tracking system and by their Class Teacher as not making the expected progress for their age group in the area of concern.

The Class Teacher will discuss the child with the school's SENCO who will also give advice on how the teacher can help the child. The pupil will receive

support in class via teacher planning and use of differentiated activities, and providing the necessary practical materials to access the work that has been set, i.e. using a number line in mathematics or a word bank in English.

Parents will be informed that their child is receiving support and their child's progress will be reported online and on paper and discussed at the parent and teacher consultation events.

School Action and Early Years Action (SA, EYA)

Differentiation within curriculum planning and delivery will normally address the range of ability within a class. Sometimes, however, children's needs either generally throughout their work or in a specific area, will be outside the scope of this level of learning support and other interventions are needed.

School Action (SA) will apply when there is diagnostic evidence that a pupil is not making expected levels of progress and there is a need for action to be taken to meet their specific learning needs. SA will include the involvement of Teaching Assistants working under the guidance of the class or subject teacher and the SENCO, and the use of different learning materials and/or a different teaching strategy. This will be detailed in the pupil's Individual Education Plan (IEP).

Where SA is slow to achieve gains in learning and progress remains below expectation, School Action plus (SA+) will operate and involve more detailed diagnostic interventions alongside the use of external specialist expertise working in unison with the SENCO and teaching teams. This is detailed below.

To safeguard the well-being of all pupils, any barriers arising from perceived 'difference' will be challenged at all times. East Sussex Free School will work closely with parents and carers to inform them as well as learn from them. Parents will receive copies of any IEP in operation.

School Action Plus and Early Years Action Plus (SA+ and EYA+)

If the child's progress within School Action intervention is monitored by the Class teacher and SENCO and they make good progress such that they no longer require the interventions offered at SA, they will be removed from that stage. If the pupil's progress is still a concern the child may be placed on the School Action Plus regime.

At the SA+ stage the child continues to have an IEP and still receives the interventions and support provided by SA but further support will be given. The IEP continues to be reviewed twice a year. There is also an 'Annual Review' of the child's progress which can be attended by any professionals currently working with the child.

A request for support from external services is likely to follow progression to SA+ normally at a review of the child's IEP. At Early Years Action Plus or School Action Plus, external support services will usually see the child so that

they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Statement of Special Educational Needs

In this case a pupil's educational needs are recognised as requiring resources in addition to those available at the school. Provision for these pupils will be identified in their statement and the school will work closely with outside agencies to ensure interventions and support are provided as required, under the SENCO's oversight.

All statutory requirements in terms of reviews, IEPs and best practice will be met.

SENCO

The SENCO will be supported by a HLTA and team of TAs

The role involves (not an exhaustive list):

- (1) Identifying and supporting children with Special Educational Needs and maintaining the Special Needs register and the G&T register
- (2) Assessing pupils who are causing concern academically, physically or with their behaviour
- (3) Assisting and advising class teachers in planning appropriate programmes of work for children with Special Educational needs
- (4) To disseminate information about specific children to relevant staff.
- (5) Monitoring SEN pupil progress and setting up 1:1 interventions and group interventions
- (6) Deploying and directing non-teaching support for pupils with Special Educational Needs
- (7) Ensuring that Teacher Assistants have the necessary training and support to deliver programmes of work and interventions.
- (8) Communicating with the parents of children being helped.
- (9) On-going organisation of the staged assessment in line with the Code of Practice including writing and reviewing IEPs.
- (10) Identifying and organising resources.
- (11) Communication with outside agencies in relationship to the needs of the identified children.
- (12) Organising and attending annual Consultation Meetings.
- (13) To conduct annual reviews of statemented and SA+ children.

Records

East Sussex Free School in line with the Code of Practice, will keep a register of all children with Special Educational Needs. The SENCO will take

responsibility for ensuring that all records are properly kept, in line with the LA and are available as needed.

Gifted and Talented Pupils (G&T)

The SENCO will maintain a register of gifted and talented children. Children who display an ability or aptitude in a certain curriculum area(s) exhibiting a knowledge and understanding far beyond an average child of that age are classed as G&T. to ensure the child's learning is extended. The class teacher will inform the Head teacher using the appropriate proforma. Once identified an Individual Education Plan for the T&G child is agreed and made aware to their class teacher. We will take a flexible approach but ensure that G&T pupils receive appropriate pace and challenge in their learning so that they make progress at an appropriate speed and reach their full potential.

ICT

The school will have above standard-level ICT provision which will be used by SEN children. Making full use of this will form a key element of the CPD available to teachers and support staff. Further details are contained in the ICT Policy that Governors will formulate prior to the school opening.

This policy will be discussed, possibly amended and then ratified by Governors, after which it will be reviewed annually.

Appendix D

Draft

Safeguarding

policy

East Sussex Free School Safeguarding Policy

Principles

The governors and staff of East Sussex Free School are aware of the responsibility to safeguard and promote the welfare of all pupils. The policy is in line with the principles of Every Child Matters and The Children Act 2004 and set out in accordance with the guidance of the Department for Education on Safeguarding children and Safer Recruitment in Education. Since members of staff and other individuals, such as helpers, are in contact with pupils on a daily basis, we recognize that all staff including volunteers have a full and active part to play in protecting our pupils from harm.

Aims

- To raise awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibility in identifying and reporting possible cases of abuse;
- To ensure and maintain an environment consistent with the provision of safe and effective care for our pupils; provide a systematic means of monitoring children known or thought to be at risk of harm
- To protect pupils from maltreatment;
- To ensure that every child is healthy, safe and gets equal opportunities to participate fully in school life.

Recruitment Policy

Safeguarding our pupils is of paramount importance, as we have a duty of care towards them. Having safeguards in place not only protects and promotes the welfare of children, but it also enhances the confidence of governors, staff, volunteers and parents. The safeguards in this policy focus on the very important area of child protection. For further details on safer recruitment see the East Sussex Free School Safer Recruitment Policy.

Child Protection

East Sussex Free School recognises that because of the day to day contact staff, volunteers and other individuals have with pupils of the school, our policy must include a child protection statement and procedures for dealing with issues of concern and possible child abuse. This statement demonstrates our commitment to keeping our pupils safe from any form of harm.

Principles

- The school ensures that all adults within the school, who have access to children, have been checked as to their suitability for this in line with criminal records procedures
- The school will maintain a structured procedure which will be followed by all members of the school community
- There is a Child Protection (CP) designated teacher who is assisted by other staff

- The CP designated teacher will take lead responsibility for dealing with child protection issues, providing advice and support to other staff
- All new staff will be informed of the safeguarding arrangements in place. They will be given the school's safeguarding policy
- All regular visitors and volunteers to our school will be given a set of safeguarding procedures
- All regular visitors and volunteers will be told who the designated and alternate staff members are and what the recording and reporting system is
- All parents and new pupils will be informed of the safeguarding policy which can be given to them if it is requested
- All staff will have access to and be expected to know our school's policy for safe restraint. This policy must be adhered to at all times
- The school will work within legal requirements
- At all times we will endeavour to establish working relationships with parents, carers and colleagues from other agencies

Procedures

The child protection (CP) designated person will ensure that all staff, volunteers and regular visitors have received appropriate child protection information and have access to training.

- Staff are legally and professionally bound to pass on child protection issues to the CP designated person
- Any staff, who may be concerned about the welfare or safety of any child in the school, will record their concern and give this in writing to the CP designated person
- A case file will be opened for any child about whom concerns are raised and all relevant documents will be within a locked CP filing cabinet in the school
- The file will be reviewed and updated regularly, but complete confidentiality cannot be promised to the child in cases of risk or suspicion of harm
- When such information is passed on to the CP designated person s/he will conduct an investigation, obtaining details from relevant members of staff. The child may be asked to provide further information
- Where relevant, appropriate professional advice will be sought from external agencies
- Following consultation with the CP team and with the Headteacher a decision will be made to raise general concerns with parents/carers; monitor the situation further; or proceed to formal referral

Systems are in place to ensure that all staff and volunteers working with the children are monitored and supervised. For instance, if staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff.

All adults who come into contact with the children will be made aware of the steps that will be taken if an allegation is made. Depending on the frequency and duration of contact, CRB(E) clearance will be required.

East Sussex Free School will provide activities and opportunities through the PS/HE and ICT curriculum that will equip our pupils with the skills they need to stay safe including online.

This policy will be considered, possibly amended and then ratified by Governors and then reviewed annually.

Appendix F

Letter from Cisco



Cisco Systems Ltd.
 9-11 New Square
 Bedford Lakes
 Feltham, Middlesex
 TW14 8HA

Tel: +44 (0) 20 8824 1000
 Fax: +44 (0) 20 8824 1001
 www.cisco.com

Letter of support for the East Sussex Free School proposal



Cisco Systems hereby confirms their support for the East Sussex Free School proposal. We believe that your proposal for a new 4-19 school in Eastbourne is an exciting and compelling offer to parents and young people in the area, and we welcome the opportunity to work with you, especially in support of ways in which technology can inspire learning right across the curriculum and age range.

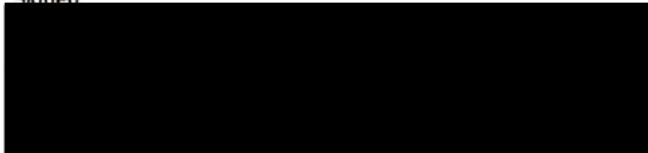
We support the general structure and objectives for the Free School with the aim of providing education for students from 4-19. Cisco Systems can provide expertise in business models, advice on the use of technology to enhance teaching and learning, as well as technology curriculum provision through the Cisco Networking Academy in the 14-19 age groups and as an extra-mural offering to the general public after school hours.

Cisco Systems can also advise on infrastructure and initiatives such as students bringing their own devices into school and to use these devices in ways that will contribute to educational development.

Cisco Systems is interested in the sustainability of the school and can bring expertise in the development of community hubs in which an area of the school can offer community learning and support for start-ups and SMEs, as well as advice on areas such as public health and government services. This reflects Cisco Systems interest and commitment to the role of ICT to provide accessible and affordable Internet-based services to citizens and business. This can be enhancing to the environment, economic growth, social inclusion amongst other key priorities, as we aim towards applying technology solutions to enable attractive, resilient and sustainable urban communities.

Further, Cisco Systems can broker relationships with the local regional broadband consortium and access to the UK National Education Network, and provide links to European and global educational networks and experts in educational development.

Signed



Director, Education Practice	Senior Manager, Urban Innovation Practice
Internet Business Solutions Group	Internet Business Solutions Group
Cisco Systems	Cisco Systems



Cisco Systems Limited Registered in England and Wales No: 2558939
 Registered Office: Eversheds House, 70 Great Bridgewater Street, Manchester M1 5ES
 VAT Registration No: 538 0665 33

Appendix G

Letters from MPs

SIMON KIRBY MP



HOUSE OF COMMONS
LONDON SW1A 0AA
Tel: 020 7219 7024



13 January 2012

Our ref: BK5765



RE EAST SUSSEX FREE SCHOOL

Thank you for your letter and for drawing to my attention the East Sussex Free School initiative. I was very pleased to read that the Steering Committee has located a site in Eastbourne.

You ask for my support for this project. As a firm supporter of Free Schools – I believe they are an important part of the Government's education policy and I have supported efforts to create free schools in the Brighton Kemptown constituency – I am happy to give my support in principle.

However, it is difficult for me to provide the more direct assistance you request as there are very strict Parliamentary conventions about one MP undertaking activities in the constituency of another Member of Parliament.

However, I would be very pleased if you would keep me in the loop on this matter and let me know how the issue progresses.

Kind regards,

Yours sincerely,

Simon Kirby MP

PS Have you approached Stephen Lloyd MP?

BRIGHTON KEMPTOWN: MOULSECOOMB & BEVENDEAN, QUEEN'S PARK, EAST BRIGHTON,
WOODINGDEAN, ROTTINGDEAN COASTAL, EAST SALTDEAN & TELSCOMBE CLIFFS AND PEACEHAVEN

Constituency Office: 370 South Coast Road, Telscombe Cliffs, East Sussex BN10 7ES
Tel: 01273 589178 Website: www.simonkirby.org Email: simon.kirby.mp@parliament.uk

CHARLES HENDRY M.P. (Wealden)



19 January 2012



Thank you for your letter dated 10 January 2012.

I was very pleased to read of your plans for the East Sussex Free School and to receive your update on the progress being made.

I am a strong supporter of the principle of free schools and I wish you success in your endeavours.

I would be grateful if you could keep me informed of your progress and of your planned catchment area; also if you could inform me if you could let me know if any of my Wealden constituents will be likely to be able to use the school.

Yours sincerely

Charles Hendry



East Sussex Free School
c/o Cornfield Law LLP
47 Cornfield Road, Eastbourne
East Sussex BN21 4QN

www.charleshendry.com

To receive Charles Hendry's regular constituency email Bulletin, please email him at hendryc@parliament.uk

GREGORY BARKER MP
(BEXHILL & BATTLE)



HOUSE OF COMMONS

LONDON SW1A 0AA



Our Ref: GB/AW/7405

[REDACTED]
East Sussex Free School
c/o Cornfield Law LLP
47 Cornfield Road
Eastbourne
East Sussex
BN21 4QN

07 February 2012

Dear [REDACTED]

Thank you for your letter dated 10 January about your plans for set up a free school in Eastbourne. Although this school will not based within my constituency I appreciate that pupils from within my constituency may well choose to attend this school.

I am very supportive of your plans. As you know, the Coalition Government is determined to make opportunity more equal in our society, including access to quality education in schools regardless of background. The right type of school can transform a child's life and help them achieve things they may never have imagined. The Free Schools programme is an important part of how it will be easier for talented and committed teachers, charities, parents and education experts to open schools to address real demand with an area.

I wish you every success with this project but as it is outside of my constituency it would be appropriate for you to contact my colleague, Stephen Lloyd, MP for Eastbourne should you need any Parliamentary advice or support.

Kind regards,

Yours sincerely,

Please reply to constituency office: 6A Amberst Road, Bexhill-on-Sea, TN40 1Q1 Tel: 01424 736851
Email: gregory.barker.mp@parliament.uk www.gregorybarker.com

Norman Baker MP
(LibDem MP for Lewes)



HOUSE OF COMMONS
LONDON SW1A 0AA



[REDACTED]
East Sussex Free School
c/o Cornfield Law LLP
47 Cornfield Road
EASTBOURNE
BN21 4QN

19 January 2012
Our ref: BE1701-EducationIdja

[REDACTED]

Thank you for your recent letter, concerning East Sussex Free School (ESFS).

I am interested in the progress of your proposal and would appreciate any updates you may wish to send out as things progress.

Yours sincerely

Norman Baker MP

Constituency Office: 23 East Street, Lewes, East Sussex BN7 2LJ | Tel: (01273) 480261 Fax: 480267
Email: normanbaker@coi.co.uk | <http://www.normanbaker.org.uk>
Surgeries held every Saturday morning in Seaford, Lewes, Newhaven and Polegate

Your MP will treat as confidential any personal information which you pass on. He will normally allow his staff and volunteers to see this information, so that they can find help and advice for you. Each has signed a confidentiality agreement. In some cases your MP may need to give all or some of this information to outside agencies.

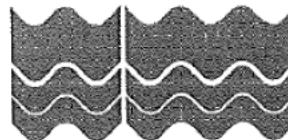
Appendix H

Letter from the Leader of the County Council

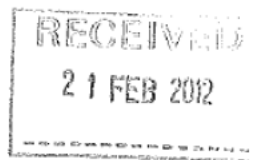
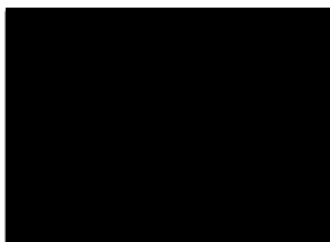
Councillor Peter Jones
Leader of the Council

Cabinet Office
County Hall
St Anne's Crescent
Lewes
East Sussex
BN7 1UE

East Sussex
County Council



COPY



Our Ref
PJ/vf/P013.12

Your Ref

Date
20th February 2012

Dear 

I was delighted to hear you had a very positive meeting with the Deputy Director of Children's Services and that the County Council is very interested in continuing discussions with you and your colleagues to ensure appropriate high quality provision for pupils in East Sussex.

Yours sincerely

Councillor Peter Jones
Leader

Appendix I

PfS Feasibility Report for Free Schools in Government Buildings – **Secondary
and FE**

[REDACTED]
**Eastbourne
East Sussex**
[REDACTED]

Appendix J

PfS Feasibility Report for Free Schools in Government Buildings – **Primary**

[REDACTED]
Eastbourne
East Sussex
[REDACTED]

© Crown copyright 2011

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence.

To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or e-mail: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is also available for download at www.education.gov.uk/publications