

Section 1: Applicant details

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

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

Details of Company Limited by Guarantee
Name: Seckford Foundation Saxmundham Free School Trust
Company address: [REDACTED] Woodbridge Suffolk [REDACTED]
Company registration number: 7650603
Main contact
Name: [REDACTED]
Address: The Seckford Foundation, [REDACTED] [REDACTED] Woodbridge, Suffolk. [REDACTED]
Email address: [REDACTED]
Telephone number: [REDACTED]
Members and Directors
Please confirm the total number of (a) Company Directors: Three and (b) any other members of the Governing Body: Three appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Name: [REDACTED] (Chair of Governing Body) Position: Governor and Member
Name: [REDACTED] Position: Governor
Name: [REDACTED] Position: Governor
Name: [REDACTED] Position: Member
Name: The Seckford Foundation Position: Member
Name: [REDACTED] Position: Member
Name: Position:
Name: Position:
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? Yes
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:

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

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

Declaration to be signed by a Company Director

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

Signed:

Print Name: [REDACTED]

Date: 31 MAY 2011

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

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

Section 2: Outline of the school

Proposed school name:	The Saxmundham Free School								
Age range:	11-16								
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018	
	Reception								
	Year 1								
	Year 2								
	Year 3								
	Year 4								
	Year 5								
	Year 6								
	Year 7	54	81	108	108	108	108	108	108
	Year 8	81	54	81	108	108	108	108	108
	Year 9	78	81	54	81	108	108	108	108
	Year 10		78	81	54	81	108	108	108
	Year 11			78	81	54	81	108	108
	Year 12								
Year 13									
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	Not applicable								
Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).	No								
Is this an application for a single-sex school? If so, please tick the relevant box.	Y / N . If Y, please tick one of the following boxes <input type="checkbox"/> Boys <input type="checkbox"/> Girls								
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	Suffolk								

Being designated as a school with a religious character will allow you to admit pupils or recruit some teaching staff on the basis of religious belief. The Funding

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

Section 3: Educational vision

Why are you establishing your Free School?

The Saxmundham community needs this Free School: to give our students opportunity, to give our parents choice.

The population of Saxmundham has doubled in the last 20 years. It is about to become home to another housing development and a second supermarket. These developments, as well as plans for a new reactor at the nearby Sizewell Nuclear Power Station, will see the town's population continue to increase. Yet when the town's Middle School closes in 2012, there will be no centre for education for children over the age of 11.

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

Saxmundham Free School will use the site currently occupied by the town's Middle School. However it is not merely a replacement for it. The Free School will be a school of aspiration and opportunity, a school for students from all parts of our economically-diverse community.

The community wants a school that enables each child to achieve a potential to which they do not yet aspire, and to enter the adult world as a well-rounded individuals with a desire to learn and develop further. The aim is to prepare students to make a positive contribution to the local community and beyond.

All sections of the Saxmundham community want this Free School. Local people fully support this campaign, as demonstrated by the number of parents who have pledged their support, and the quotes attached at Appendix 1 of this application.

The Seckford Foundation is underwriting and sponsoring this application because it strongly believes in the need for a Free School in Saxmundham. The Seckford Foundation is a 400-year-old charity which already achieves excellence in the education of the young in the county through Woodbridge School, and will provide the educational, administrative and governing expertise that will deliver the educational vision for the Free School. It has established the limited company which is formally submitting this application to enable Saxmundham Free School to become a flagship for quality education, in which the maintained and independent educational sectors can enjoy a mutually beneficial relationship.

The rationale for this age range

Saxmundham Free School will be an 11 to 16 school.

The demand within our community is for a senior school. There is already a good primary school in the town. For sixth form education there is a wide diversity of choice, perhaps at one of the larger High Schools in Suffolk, or at one of the specialist colleges in Ipswich or Lowestoft. Others may begin work or

apprenticeship training or choose to pursue a vocational course locally. The proposed Free School will provide a firm educational foundation for both, to ensure that each student can move on with strong educational foundations.

Location

Saxmundham is a rural town in East Suffolk with a population of around 3,500. It is demographically mixed, with significant deprivation.

Saxmundham has been a convenient centre for new house building, but has lacked the increased provision of community services. Although its population has doubled in the past 20 years, there is no community centre, no youth club and unless action is taken, no 11+ education provision. The Middle School building provides the only accommodation for after-school clubs, community activities and learning currently available.

Saxmundham has the highest level of households in this region (nearly 1 in 3) with no access to cars or vans. Aside from the single-track rail line, transport is patchy and expensive, causing problems for children and adults wishing to access facilities in neighbouring towns. There are five Output Areas amongst the most deprived 10% in Suffolk; one Saxmundham Output Area shows that more than 27% of working-age adults experience employment deprivation.¹

The recent uncertainty caused by Schools Organisation Review (SOR) in the area, resulting in the closure in 2012 of the town's Middle School, means that parents who are economically active (with access to cars and childcare, for example) often choose to move their children to schools with a similar ethos to the proposed Free School outside the local pyramid.

Those that remain, including a disproportionately high number from the most deprived families in the community, become further disadvantaged because they are denied the opportunity to be educated in a socially mixed environment. They are also often unable to access after-school activities, because there is no reliable way for them to get home.

Pedagogy

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

By ensuring good quality tutoring, there will be support for students throughout their time at the school. A strong emphasis on high quality pastoral care will provide the bedrock to students' confidence and the attitudes to underpin effective teaching and learning. This is just one area in which the exceptional record of Woodbridge School can influence and benefit Saxmundham Free School.²

The curriculum has been designed to maximise the opportunities of the extended

¹ from "Deprivation in Rural Suffolk: Highly-deprived areas and the rural share of deprivation", a report by Oxford Consultants for Social Inclusion – published 2008.

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

school day, allowing increased support, enhanced and differentiated learning opportunities, as well as extra-curricular activities.

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

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

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

The school is not competing with another school in the same town. This is a perfect chance to deliver educational choice to parents and children who currently have no choice. Consultations with parents highlighted that they want a school distinct in vision and ethos from their only realistic option, which has a heavy bias towards vocational education and consistently low performance.

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

Aligns with the aims of the Free Schools programme

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

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

Using a redundant school building (July 2012) will provide a value-for-money solution when compared to a green-field site. The Seckford Foundation is committed to driving system-wide change by creating a flagship model in which an educational charity/independent school creates free schools. This will provide self-evident economies of scale as well as exploitation and free-flow of intellectual capital.

Schools independent of local authority control can exist and thrive only by using practices, systems and structures that will drive self-improvement. Capturing the expertise and experience of those with a proven track record in governance and senior leadership will ensure a high quality education for all and a sustainable school.

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

Section 4: Educational Plan

Admissions

Overall Admissions Policy

The new Free School for Saxmundham (the 'school') shall be an inclusive school and as such the admissions policy and criteria will be minimal. It is intended that every child who wishes to attend the school will have a place but recognises that there may be cases where admissions are oversubscribed. In this case a set of criteria will be applied as defined below.

The admission arrangements will be managed by Suffolk County Council so that parents will apply via the normal Suffolk Schools Application process and can include the school alongside others as their first, second or third choice. We are committed to adopt practices and arrangements that are consistent or in accordance with the schools admission code and the school admission appeals code as it applies to maintained schools.

Catchment

Catchment will be defined on a geographic basis, loosely following the existing catchment area for Saxmundham Middle School. However, only when oversubscription is reached, shall the catchment area be relevant.

Special Educational Needs

Children who have a Statement of Special Educational Needs which specifically names the school will be offered a place at the school in accordance with any regulation which is in place at the time.

Admissions Oversubscription Criteria

It is important that the school is able to provide an effective education for students in suitable accommodation, which is not overcrowded. This means that the school will adhere to its Published Admission Number (PAN) and will assign school places based on the following oversubscription criteria according to the circumstances existing at the closing date:

1. Children in public care (Looked After Children)
2. Children who are ordinarily resident⁴ in the catchment area, with places allocated in the following priority order:
 - a. Where the preferred school is the most suitable to meet the child's medical needs.
 - b. Children who are siblings at the same family address as students who are already at the school and will still be there at the time of admission.Priority will be given, where necessary, to applications where there is the

⁴ Ordinarily Resident – the place where the child usually lives, excluding second homes that are rented or owned. Where a child lives with separated parents who have shared responsibility for care during the school week, the ordinarily resident address will be considered to be the address that the child lives at for most of the school week (excluding school holidays).

- smallest age gap.
- c. Children who live nearest to the school based on 'straight line' measurement of distance.
3. Children who live outside the school's catchment area in the same priority as set out in (a) to (c) above.

In the unlikely circumstance where it is not possible to apply the above criteria a lottery process will be implemented where the Head Teacher and two representatives from the school's Governing Body will randomly draw student names.

Waiting Lists

If a place becomes available, it will be offered to children on the waiting list in accordance with the above criteria 2(a) – 2(c). Places will not be offered based on the date on which names were placed on the list. Waiting lists will operate up to the end of the first full week of the Spring term. Waiting lists will not be held for school places for mid-year applications.

Mid-year Applications

Where places are available the school will consider mid-year applications. Where the child already has a place at another school, the individual circumstances will be reviewed by the Head Teacher and at least one representative from the school's Governing Body. Where multiple mid-year applications are received resulting in oversubscription, the above criteria 2(a) – 2(c) will apply.

Curriculum and organisation of learning

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

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

Key Stage 3: Years 7 to 9

Particular features:

- enhanced curriculum time for English and mathematics in Year 7
- two modern languages in Years 8 and 9 for all students (except those with particular learning difficulties)
- increasing curriculum time allocated to the sciences

- history and geography to have increased emphasis in Years 8 and 9
- religious studies / ethics lessons to encourage discussion skills and values
- range of creative, aesthetic, physical, expressive subjects
- each school day to have an enrichment period for all
- the curriculum is designed to provide a solid foundation for success in the English Baccalaureate certificate (EBacc)
- innovative and quality PHSE and citizenship provision
- effective deployment of teaching and learning assistants

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

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

Study of the humanities is essential for students' understanding of their own and other communities both past and present. These subjects also help develop students' ability to analyse and evaluate, and in the process, allow them to learn through listening to others, respecting their views and developing arguments supported by evidence. These key skills will be particularly developed through the study of history, geography and religious studies/ethics. All three subjects will be compulsory to the end of Key Stage 3, with more time devoted to history and geography in Years 8 and 9 to prepare for success in the EBacc. The wealth of local sites of regional or national historic and geographical importance will allow learning to be developed "in the field". It is envisaged that sites such as Dunwich (coastal erosion) and Sutton Hoo (King Rædwald's burial ship) will enliven the teaching of these key EBacc humanities.

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

within the enrichment periods.

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

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

Key Stage 4: Years 10 and 11

Particular features:

- enhanced allocation of time for English, mathematics, sciences and MFL1 (Modern Foreign Language)
- the majority of students guided to study GCSEs eligible for the EBacc
- the majority of students to be able to enter for at least 9 GCSE subjects, EBacc subjects plus literature and two optional subjects
- religious studies/ethics, citizenship, careers guidance and PHSE for all students
- Functional Skills will be included within English and mathematics for foundation students
- students with proven aptitude may opt for two modern languages
- additional optional subjects will be available in the enrichment periods, allowing for 10 or 11 GCSEs
- form period for careers guidance, controversial issues and thinking skills
- innovative PHSE and citizenship provision
- effective deployment of teaching and learning assistants

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

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

English will continue to be a key subject, with all students being prepared for both language and literature GCSEs. The scheme of work will build on the GCSE work already started in Year 9. For those who are unlikely to achieve at least grade C at GCSE, Functional Skills will be taught. The time allocation for English is generous and will enable the majority of students to reach at least grade C level,

while many will do much better. In those classes with students who have real difficulty with English, learning assistants will be deployed.

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

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

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

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

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

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

These subjects will greatly enhance students' experiences and range of skills.

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

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

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

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

Saxmundham Free School Staffing Projection

Appendix 2 shows full details of staffing requirements for each subject in each of the first eight years of operation.

Saxmundham Free School Curriculum Model

Subjects and Number of Periods per Week in each year

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

Saxmundham Free School Curriculum Percentage Time Allocations of Subjects

Percentage time allocation per subject

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

The school day

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

The school days will be arranged as follows:

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

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

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

Session 6 will be used to offer:

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

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

Session 7 will initially be used for extra-curricular activities such as:

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

The budget will allow for this session to take place on two evenings per week, as it involves additional school bus costs and employing additional coaching staff (eg Suffolk Community Sports Coaches), for example. Parent surveys conducted by the local pyramid schools' Extended Schools Officer suggest that this would be a very popular innovation, and that extended schools provision is greatly needed to help parents/carers who are working or accessing training/adult education.

Organisation of students

Academic structure

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

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

The model for Key Stage 3 could look like this:

	Y7	Y8	Y9	2 ability bands	Whole year ability
band X	2 classes	2 classes	2 classes	in upper and lower bands for eg English mathematics science French history geography (the EBacc suite of subjects)	several single period subjects eg music art PE design will be grouped across the year and timetabled together.
----- band Y	----- 2 classes	----- 2 classes	----- 2 classes		

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

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

Block 1	Block 2	Block 3	Block 3
English MFL1 history / geography	mathematics sciences	four optional subjects eg art drama religious studies	four optional subjects eg French history geography design

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

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

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

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

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

Academic staff structure

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

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

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

- 2 higher level teaching assistants

- 6 learning assistants (with additional qualifications)
- 3 learning assistants (or more, depending on number of students with statements)

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

Pastoral structure

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

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

Year 7 is always a difficult transition for students, and to ensure that Year 7 receives optimum care, a specialist Head of Year 7 will be appointed to liaise with local feeder primary schools and parents, and plan transition activities. A good positive start to secondary education, setting the highest expectations for all students, will help create a supportive and productive environment.

There will be four tutor groups, each with a tutor who will become specialised in this transition year group. Careful induction of students and introduction of tutors to parents, as well as clear communications between home and school will ensure that all students are supported.

Year 8 and Year 9 will have a pastoral head called the Head of Lower School. On the advice of the Head of Year 7, students will be divided in to eight tutor groups, each with a mix of students from Year 8 and Year 9. The benefits of these mixed groups (replicated in Years 10 and 11) will allow interchange between the year groups, encouraging the older year to realise their role as mentors and sharing experience. This will also help to break down year-group segregation and help the student body to cohere.

The inertia often in evidence in Year 8 can lead to a dip in student enthusiasm and performance as the novelty of secondary school wears off; being in a group with older students who have already embarked on some GCSE work and thinking

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

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

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

Pastoral Staff Structure

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

The pastoral structure will be as follows:

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

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

Disabled access & Special Educational Needs

The proposed premises at the current Saxmundham Middle School are fully adapted to ensure accessibility for disabled students, benefiting from a lift for access to the upper floors of the building, two wheelchair accessible toilets, one of which is of sufficient size and already fitted with the necessary drainage to be converted into a disabled access shower and changing facility. Further consideration will be given to any other additional changes to accommodate individual requirements in line with the Equality Act 2010.

It is our understanding that children have special educational needs (SEN) if they require special provision in order to achieve levels commensurate with their ability. This includes children with significantly greater difficulty in learning than others, those who have a disability that prevents or hinders them from making use of educational facilities, and those who demonstrate ability or potential to develop to a level significantly ahead of their year group (Gifted and Talented).

The Saxmundham area has a higher than average (for this part of Suffolk, ie. Framlingham and Leiston cluster within Suffolk's Northern Area) proportion of children with Special Educational or additional Needs. The primary schools that will feed into Saxmundham Free School have between 20% and 27% of their students with SEN (Statemented, School Action or School Action Plus) according to the Suffolk Children's Trust Partnership report dated September 2009.

Saxmundham Free School's policy with regard to Special Educational Needs will be based on the Special Needs and Disability Act 2001, recommendations of the SEN Code of Practice, and the County Policy Statement on SEN. The agreed policy will involve the link adviser, special needs support staff and the educational psychologist.

The school will appoint a person responsible for coordinating the day-to-day provision; the SENCO, who will aim to liaise with the parents/carers, the student and his/her existing school before s/he arrives at Saxmundham Free School to ensure a smooth transition, no disruption to learning, and continuity of care and support.

In the unlikely event that a student leaving primary school has needs which have not previously been identified, the school will aim to make an early identification and assessment of the child, put together a plan for meeting his or her needs in consultation with the student, his/her parents or carers and the relevant outside agencies, and then provide the child with the relevant level of additional support. The school will ensure that the register for SEN is kept updated.

A member of the SEN team will be a trained Leading Teacher for Gifted and Talented Education. S/he will work with the teaching and support staff to ensure that the nurturing of aptitude and talent throughout the curriculum is built in to the work of all subjects and that individual gifted and talented students are identified and provided with opportunities, both in school and beyond, to extend their

learning and development.

The School aims for all students to have maximum possible access to the full curriculum. The scheme of work for each subject will contain information on differentiation and meeting the needs of all students. Where possible, support will be provided for students in the mainstream. We will seek to provide an atmosphere of encouragement, acceptance, respect for achievement and sensitivity to individual needs. Modification to the subjects taken by an individual will be based on an awareness of each student's needs and his or her potential and will ensure that access to the curriculum is as free and unfettered as we can make it.

Where appropriate, Individual Learning Plans will be produced specifically for students with additional needs. The level of support will depend upon the needs of each individual student and could range from one-to-one support to small group work in, or outside, the classroom and will be delivered by learning support assistants and higher level teaching assistants working alongside the subject teachers. At all times the school will maintain good contact with outside agencies and an open dialogue with parents/carers.

The partnership with parents/carers will play a key role in enabling young people with SEN to achieve their potential, as parents hold key information and have knowledge and experience to contribute identifying a student's needs and the best ways of supporting them. All parents of students with SEN will be treated as partners and supported to play an active and valued role in their children's education.

Young people with SEN often have a unique knowledge of their own needs and views about what sort of intervention they would require to help them make the most of their education. They will be encouraged to participate in all the decision making processes and contribute to the assessment of their needs and the regular reviews of their progress. The policy will include processes for identification and monitoring of students with SEN, an identification of physical and staff resources required to offer additional support to facilitate student access to the curriculum.

Local Education Advisory staff will work with the school to help address SEN needs. The school will work with partner schools committed to close liaison and sharing of expertise and resources.

Student development and achievement

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

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

child matters.

Progress will be monitored with each student being measured in line with Contextual Added Value based on their Key Stage 2 results. Data and information on students will be gathered from the primary schools and a plan of action will be determined as a starting point. This will be further enhanced by the use of a sophisticated system from the independent school partner (part of The Seckford Foundation) that in its sector has been held as a beacon of excellence.

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

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

Behaviour and attendance

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

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

The link between absenteeism and poor academic performance is proven.

Regular attendance is a core value and clear targets will be set and these will be monitored. Instances of concern will be investigated and discussed with parents and carers with an involvement of the Education Welfare Officer as required.

Charter of Values

The Free School will publish a Charter of Values which will support the Free School's vision, help parents and carers decide on whether the school will suit their child's needs and guide the overall behaviour of students.

Behaviour Policy

Students will be expected to be well behaved, respectful individuals who understand the Free School's defined codes of behaviour, whilst being allowed the room to be children.

Each student and a parent/carer representative will be requested to sign a contract with the school. The final set of clauses making up the contract is to be agreed, but will include the following:

- School uniform will be worn in a spirit that is in keeping with the high standards of the school and within the uniform rules to be specified. School uniform will be in a good condition and kept clean at all times.
- Children will be expected to be well behaved at all times and especially when meeting visitors to the school or representing the school in the outside world.
- Children will be respectful of teachers and other staff members.
- From time to time, children will face problems that may negatively affect their behaviour. Where this behaviour is out of character, the child shall be supported and action put in place to improve the behaviour issues. Children will be allowed to be children and make the mistakes that are part of their social and personal learning.
- Disruption of other children's learning will not be tolerated.
- Home work will be completed to the expected standard and within the timescales specified. Parents/carers will assist children in managing their homework planning and in assisting with research and learning outside of school.
- Parents/carers will be invited to attend all parent/teacher meetings. It is hoped that parents/carers will attend.
- Children will be invited to attend all parent/teacher meetings as this is considered to be valuable in ensuring all discussions are fair and include the child's perspective.
- Where students fail to achieve the required behavioural standards, or where they behave in an uncooperative or irresponsible manner, disciplinary sanctions will be applied.

- Initially sanctions shall include revocation of privileges. Other sanctions may include detention, extra work, being placed on special report or withdrawal from lessons.
- Parents shall be involved if the behavioural issue is deemed serious, or is repeated.
- Exclusion shall be enforced only where misdemeanours are considered grave and/or all other attempts to improve behaviour has failed.

A full behaviour policy shall be produced by the School Governors and Leadership Team prior to the opening of the Free School.

Bullying

Bullying will not be tolerated and will be dealt with seriously, involving parents/carers where deemed necessary. Bullying is defined as: Behaviour which is purposely intended to cause hurt or suffering on the part of the victim and a sense of power and influence on the part of the inflictor.

Attendance Policy

By law, all schools must differentiate between authorised and unauthorised absences in the registers. If the child is absent for any reason other than ill health, religious observance or a failure of the official school transport system, parents/carers shall inform the school before the child is absent.

In exceptional circumstances only, the school may give permission to students to be absent from school where parents have no alternative than to take annual holidays during school time (for example, in this area of Suffolk some parents are employed in the farming or power generation industry where shift work and seasonal commitments may apply).

Community engagement

The application to open a free school in Saxmundham is being made by members of the local community. Community involvement is therefore at its very core.

Of our members, four are school governors of long standing at two different local schools. Five are parents, four are self-employed running small businesses from the town. Two members are town councillors and one is chair of two prominent local voluntary youth support groups.

In terms of equality, our membership and supporter base is diverse and truly reflective of a local community which has genuine deprivation.

We recognise that families of students are part of the wider school community and will keep them informed about the school through regular bulletins. We will also ensure that they feel confident about knowing that staff will listen to their concerns and suggestions, perhaps by providing an email address for confidential enquiries. The nature of our membership means that we already have relationships with

many local businesses and voluntary organisations, as well as the local business association. We intend to invite visitors into the school to talk to students, supporting learning and offer insight into the world of work, other faiths and nationalities.

Using the experience of the Seckford Foundation the school facilities will be used to provide learning programmes for the community, in particular those who are disadvantaged or marginalised. This would include using the food technology room to deliver healthy eating programmes and the sports grounds to provide activities for diverting young people away from anti-social behaviour. Support for other initiatives such as lifelong learning and university of the third age could also benefit from the use of school facilities. Computer courses for older people delivered from the school ICT suites could be considered.

We intend also that students will go into the community to work on volunteer projects, gain work experience and an understanding of life outside school and home.

- We have spoken to Ipswich Town Football Club Community Trust, (who wish to base their coaching courses at Saxmundham Free School), Waitrose, Tesco, Ensors Accountants and Hopkins Homes (currently building a new housing development in the town).
- We have had initial discussions with Ipswich One (Sixth Form Centre), Halesworth Skills Centre and Otley College.
- We aim to build on the established Eco School status of Saxmundham Middle School and the school garden to link with local food producers.
- We aim to extend links with local police community liaison officers – keeping safe, being aware of the safety of others, cycling safety etc.
- We aim to work with local health care providers to ensure children understand the importance of leading a healthy lifestyle – visit from dentist, school nurse, smoking cessation nurse, drug awareness councillors, sexual health councillors etc.

Section 5: Evidence of Demand and Marketing

Evidence of Parental Demand

Evidence of demand for Saxmundham Free School exceeds 50% in both the first and second year of operation.

To date, there are declarations from the parents or carers of more than 534 children in and around Saxmundham stating that they would send their children to an 11-16 Free School in Saxmundham.

In 2012/13 the expected students on roll will be 213 across all year groups. Of this number parents of 134 students (63%) have indicated they would choose Saxmundham Free School as one of their secondary school choices. In 2013/14 the expected roll will be 294 of which parents of 181 (62%) have indicated that Saxmundham Free School would be one of their choices.

The expected roll numbers have been used in the financial model in Section 8.

There are over 70 names of community members who have volunteered to provide their time and skills to assist with the setting up or running of the school if required.

In addition to parental feedback, significant support has been received from the wider community via a Facebook page, drop-in centre, by email and face-to-face communication. Some who have completed the forms, passed on their support through the press and have also written to the local MP, Dr Therese Coffey (see Appendix 1). As of 14 May 2011, the Facebook page has received over 33,000 unique site visits since inception in October 2010 with 228 supporters/followers. The website has enjoyed 1,050 unique visits since its launch in September 2010.

The main points to note from Table 1 below are:

- Currently there is evidence of demand from the parents of 534 children who would be eligible for a place at Saxmundham Free School. *Note: The parental demand numbers are purely based on parental pledges and do not include pledges of support from non-parents within the community.*
- The student demand numbers represent unique children, i.e. duplicates have not been included where both parents (or grandparents) have pledged support.
- Overall, for the first two years of operation from 2012/13 to 2013/14, parental demand represents **62%** of the total expected student roll used in the financial calculations.
- Evidence for demand for places in Year 7 on opening (2012/13) is particularly high at **74%**. For parents with children in this year group, the potential effect of the removal of 11+ education provision in Saxmundham is reflected in the positive support of so many parents of the Free School application.
- Evidence of demand has been gathered in line with the stated admissions policy. Although support has been gathered from the community at large,

focus has been mainly on those parents with children in the relevant age groups and living in the immediate geographical area around Saxmundham.

Table 1 – Evidence of Demand

Academic Year	School Year Group					
	7	8	9	10	11	Total
2012/13						
Expected Students on Roll	54	81	78			213
Parental demand	40	47	47			134
Parental demand %	74%	58%	60%			63%
2013/14						
Expected Students on Roll	81	54	81	78		294
Parental demand	47	40	47	47		181
Parental demand %	58%	74%	58%	60%		62%
2014/15						
Expected Students on Roll	108	81	54	81	78	402
Parental demand	61	47	40	47	47	242
Parental demand %	56%	58%	74%	58%	60%	60%
2015/16						
Expected Students on Roll	108	108	81	54	81	432
Parental demand	59	61	47	40	47	254
Parental demand %	55%	56%	58%	74%	58%	59%
2016/17						
Expected Students on Roll	108	108	108	81	54	459
Parental demand	43	59	61	47	40	237
Parental demand %	40%	55%	56%	58%	74%	54%

Key:

- *Expected Students on Roll*: The student roll numbers used in the financial model.
- *Parental Demand*: Pledges from parents/carers who answered positively regarding sending their children to a high school in Saxmundham – numbers represent the total of children for each year group.
- *Parental Demand %*: Parental Demand over Expected Students on Roll expressed as a percentage.

In addition to the above, significant evidence has been gathered from parents of younger children and these statistics are available for viewing if required.

Parents who have pledged support are within a reasonable and realistic travelling

distance of the proposed Free School (see Appendix 3).

To summarise, the admissions policy (in Section 4) states:

The Saxmundham Free School (the 'school') shall be an inclusive school and as such the admissions policy and criteria will be minimal.

Catchment will be defined on a geographic basis, loosely following the existing catchment area for Saxmundham Middle School. However, only where over-subscription arises shall the catchment area be relevant.

Children who have a Statement of Special Educational Needs which specifically names the school will be offered a place at the school in accordance with any regulation which is in place at the time.

In our Initial Expression of Interest Form parents were asked to respond to two specific questions:

1. Would you send your children to an 11-16 community high school in Saxmundham?
2. Would you consider sending your children to an 11-16 community high school in Saxmundham?

In mid-May 2011, following the revised DfE application form, it was reduced to a single question:

3. Would you select a Free School in Saxmundham as one of the school choices for an 11-16 education for your child?

It is strongly believed that had this more open and non-committal question been asked at the beginning of the survey, pledged support would be significantly higher.

However, having gathered evidence of demand on the basis of question 1 in particular, it is believed that this gives added confidence that the pledges given by parents are more likely to result in definite applications for places at the Free School.

The objective is to create a school that addresses the individual needs of all children in the community, regardless of ability or home circumstances.

There is acute awareness of the diverse economic circumstances of families in the locality. This awareness has led the volunteer group to make door-to-door visits to the most deprived housing estates in Saxmundham and to speak to parents/carers on their way to and from Saxmundham Primary School, and whilst their children attend local playgroups.

Members of the group have also visited local Children's Centres and Primary

School Parent Forums catering for many deprived and disadvantaged families, in order to explain the aims of the proposed Free School and to answer questions.

The goal of establishing a Free School in Saxmundham has been communicated through a broad range of media including social networking, the Internet, SMS text, local newspapers, radio and television.

A public meeting has been held and an informal drop-in centre established in one of the shops in the High Street, giving people, including those who struggle to read printed materials, the chance to question, pledge support and be updated about the campaign.

Members of the Saxmundham Free School team are always present and active in the community, so questions about the Free School campaign have been answered in local supermarkets, shops, library, public houses and other community venues.

The words “non-selective” and “all-ability” have been used in all marketing materials to emphasise that Saxmundham Free School will be a school for all.

On approval of the application

The relationships that have already been established with local volunteers will be enormously useful in communicating with demographically hard-to-reach families.

This communication will continue post-approval and after the school opens in order to ensure that parents in the community select the Saxmundham Free School as their first choice for 11+ education for their children.

Marketing communications will continue to emphasise the particular benefits of the Free School and address the concerns of parents about other schools in the area (see Appendix 4).

In time, Saxmundham Free School’s results will speak for themselves and parents will be attracted by the opportunity to have the best possible chance to achieve the EBacc. Parents also want a well-rounded education that allows children to be confident, lifelong learners and productive, responsible members of society.

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

- **Pastoral care.** This will be well structured and resourced and be supported by high quality citizenship and PHSE sessions along with generous learning support staffing to ensure all of this will support the most disadvantaged students.
- **Proximity.** Currently the choice of a local senior school is limited to one - Leiston High School. High transport costs to Framlingham and Woodbridge put senior schools in these towns out of reach for many in the community. As an example, a non-subsidised school bus to Thomas Mills High School

in Framlingham requires an upfront payment of [REDACTED] per term. Students from Saxmundham are unlikely to qualify for subsidised or free transport to schools outside their local pyramid. A Free School will enhance the choice of all financially disadvantaged families.

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

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

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

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

During the consultation, parents made it very clear that most importantly they want a school based in Saxmundham with an academic curriculum.

Extensive research has been undertaken into the demographic make up of the community. Appendix 5 demonstrates that the area immediately around Saxmundham is diverse. It contains five Output Areas amongst the most deprived 10% in Suffolk. Of particular note is the availability of public transport, access to technology and that 27% of the school age population is from 'hard pressed' or 'moderate means' backgrounds.

Consultation and equality of opportunity

Having taken the advice of a local government lawyer (a member of the team) a plan was developed for addressing statutory consultation should the application be approved.

The Act states that before entering into Academy (Free School) arrangements for an additional school with the Secretary of State, a person must consult 'such

persons as the person thinks appropriate’.

The public meetings, press releases, door-to-door campaigns, open forums online and in the drop-in centre have addressed this requirement so far.

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

Other open forums, such as the Facebook page, will remain in place and work will continue with local primary schools and children’s centres. These channels help inform people about the plans, provide a listening forum and enable comment on the thoughts that they have.

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

Members of the community will be kept informed of progress using the methods described above.

If the application is approved, the intention is to hold at least two further public forum meetings in Saxmundham, so that local people have further chances to raise issues and ask questions before the arrangement is entered into.

It is anticipated that there will be further guidance notes issued separately by the Secretary of State and in anticipation of this guidance it is proposed to follow reasonable procedures for public consultation.

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

Marketing strategy

Marketing plans have been developed for promoting the concept of a free school in Saxmundham, and for persuading parents to select the school once it is open (see Appendix 6).

By developing a marketing plan that directly addresses the concerns and desires that parents have articulated, there is confidence that the number of students needed to make the school a success will be attracted.

The summary which follows demonstrates how the Evaluation Criteria are met.

Minimum Criteria:

- *Evidence of demand from parents with children of the relevant age equivalent to a minimum of 50% of enrolment in your first two years of operation;*

63% of planned school roll evidenced for 2012/13

62% of planned school roll evidenced for 2013/14

- *Confirmation from parents that they would select your Free School as one of their child's choices.*

Following the question in the consultation exercise, over 534 declarations overwhelmingly demonstrate that children would be sent to the Saxmundham Free School.

Comparative Criteria:

- *Demonstrate how you intend to reach out to the wider community, including children from a range of backgrounds and faiths (if relevant) and across the ability spectrum, (independent schools will need to demonstrate evidence of demand beyond their existing student and parent base);*

As the above demonstrates, a range of communication techniques have been used, consultation events and language have been fully inclusive and demonstrable of success. These techniques will continue to be used to reach out to the wider community, in particular those from deprived or disadvantaged backgrounds.

- *A clear plan for the statutory consultation which must be undertaken by the applicants (should the application be approved), including consideration of how you might respond to feedback;*

As mentioned above and following legal advice it is our intention to hold further public forum meetings to enable the wider community to express their views following this application.

- *A robust marketing strategy built on your educational vision and plan, taking into account your proposed intake and the demand that you have already gathered.*

A marketing strategy has been created by marketing professionals and details clearly the aims and objectives of the strategy. It also describes the actions which will be taken to ensure delivery against those aims and objectives

ensuring the school goes from strength to strength.

Section 6: Organisational capacity and capability

Capacity and capability to set up a school

Our capacity and capability are underpinned by the involvement of The Seckford Foundation in this application. The Foundation was created in 1587 and has been educating young people since that date through the provision of Woodbridge School. Woodbridge School is judged by ISI (Independent School Inspectorate) to be exceptional in many areas, including the strength of its community links [Redacted]⁵. It has extensive experience in running an excellent school with a parallel ethos and vision to the Free School, and has the capability and capacity in its senior staff and Governors to set up a new school.

The Director of the Foundation and the [Redacted] will be Governors of the new Free School. Through them the experience and expertise required to set up a new school can be accessed. Profiles of the Seckford Foundation officers, staff and advisors together with the application team are detailed in Appendix 7. All have agreed to make themselves available to lead and direct the creation of a new school. The Foundation if necessary will commit resources to the project to ensure it is successful.

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

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

Capacity and capability to run a school

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

The Foundation's finance team includes three CCAB qualified accountants whose collective experience includes higher education, local government, direct and indirect taxation, investment banking, treasury management and educational charities. [Redacted].

⁵ See ISI Inspection report for Woodbridge School at [Redacted]

The finance team has extensive experience in payroll and pensions (including specifically the

Teachers Pension Scheme and Local Government Pension Scheme), reporting and budgeting for an all-age school, accounts preparation under the charities SORP and the completion and filing of Charity Commission returns. Whilst a successful application would necessitate greater staffing capacity this would be at the junior level. It is planned that as many services will be shared with the Foundation to avoid the expensive duplication of expertise.

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

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

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

[REDACTED].

The leadership team of the free school initially, and as it develops, will be the Head Teacher and two deputies, one with responsibility for academic matters and one with responsibility for pastoral matters. Heads of Year 7 and Lower School (Years 8 and 9) will be appointed from the start, and then the Head of Upper School (Years 10 and 11) as students move into those year groups. The SENCO would be appointed from the school's inception as would subject leads (TLRs). The teaching staff would build with student numbers and will be supported by

education support staff whose numbers would also grow with the school as set out in the financial template in Section 8.

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

A company limited by guarantee has been established. The incorporation certificate is attached at Appendix 9. The Memorandum and Articles of Association which are based on the precedent document provided are attached at Appendix 10.

Section 7: Premises

Details of your preferred site

The preferred site for Saxmundham Free School is that currently occupied by Saxmundham Middle School, which will close in July 2012 as part of the Schools Organisation Review for Suffolk. The site does not currently feature on the New Schools Network D1 Land Registry.

Your reasons for choosing this site

The site is close to Saxmundham town centre and is easily accessible for children from the proposed catchment area.

The premises are suitable and in fair condition and meet the educational vision of Saxmundham Free School.

The address of the proposed site

██████████

Saxmundham
Suffolk

██████████

The current freeholder of the site

The current freeholder of the site is Suffolk County Council.

The Council has confirmed that it does not have a requirement for the site after July 2012.

A brief description of the site including size and the proposed student numbers

The premises were originally built in the 1950s as a home for a Secondary Modern School. This heritage means that the premises were built to accommodate students up to the age of 15 and that the school has classrooms and communal areas designed for children older than those currently at middle school.

The current premises are sufficient to accommodate in the region of 350 students.

Outside space, including sports field and tennis courts, is adequate.

Overall, the site is 4.29 hectares (42900 m²).

██████████

Diagram 7.1 Proposed site for Saxmundham Free School

Availability of the site and nature of the tenure

In November 2010 members of the Free School group discussed their intention to apply for the vacant site with representatives from Suffolk County Council's education department. These representatives stated that the council would be prepared to lease the site to a Free School, should the bid be successful. This verbal assurance was confirmed by email, quoted below.

'it [the Local Authority] would be prepared in principle to lease the land of the existing Saxmundham Middle School to the new school on a 125 year lease at a peppercorn rent on terms to be agreed'

Partnerships for Schools

██████████ from Partnerships for Schools visited the site on 19th May 2011 for a complete tour of the buildings. Site plans and condition reports were sent to her following that visit.

Capital investment

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

Increasing student numbers, together with teaching the higher year GCSE year groups, will necessitate a number of changes, and whilst the gross floor area may meet requirements, reconfiguration will be needed to provide the internal classroom areas necessary to deliver the curriculum.

The site has the advantage of having space available to extend the existing buildings, or to provide facilities in temporary accommodation for the short term. A condition plan for the premises, based on a survey carried out in 2008, has informed the capital budget requirements in this proposal. Another survey is scheduled for later in 2011 (although this may be cancelled due to the Middle School's planned closure).

Capital requirements

Capital will be required in order to provide teaching facilities and accommodation suitable for increased student numbers and for older students.

Building projects could be phased over two years enabling the accommodation to grow in line with student roll and curriculum needs.

Based on an initial assessment and the Seckford Foundation's experience in curriculum delivery and estate management, capital investment proposals are summarised in table 1 below.

Teaching Facilities

Facility	Requirement	Current provision	Increase required
Science	4 laboratories	2	2
Science preparation room	1 (large enough for 4 labs to use)	1	Extension required to current facility or addition of a second smaller space
<p>Note: There is a requirement for four science laboratories to meet the delivery of triple science for GCSE. This requires the building of two new and the refurbishment of the existing two labs and the preparation area. The current location of the science labs is such that an extension could be built adjacent to these making enlarged science department</p>			
Design & Technology	1 large workshop	1 medium workshop	Extension and upgrading required
Food Technology	1	1	None
Art	2 art rooms	1 + kiln room	Possible increase required as school reaches capacity
ICT	1 dedicated room 3 classrooms with IT provision in integrated desks	1 full size and 2 smaller rooms	Equipment and Furniture for 3 existing classrooms
<p>Note: Equipping existing classrooms with integrated IT desks will enable them to function as multipurpose teaching areas. This will reduce dedicated IT space from 3 rooms to 1 and maximise the efficient use of classroom space</p>			
Music practice room(s)	4	5	No change
Music classroom	2	1	Reconfigure existing practice areas?
Library	1	1	No change

Building projects

Room	Requirement	Current provision	Increase required
Dining Room/ Kitchen	1	1 small kitchen and dining room of insufficient size to provide a cafeteria service and to serve/seat all students	New dining room and kitchen (keep buildings and reassign to music, D&T see above)
<p>Note: It will be essential to (at least) refurbish the existing kitchen. This was a planned action for Saxmundham Middle School before capital funds were withdrawn under SOR. If the requirement to build a new dining room and kitchen is perceived not to be initial value for money then there is an option to adapt the timetable and operate a shift system for lunches thereby accommodating the growing student numbers</p>			
Changing rooms	2	2 (assuming 50/50 gender split). Not large enough to enable whole year games to take place	Extension to current facilities to allow for whole year games
Multipurpose Hall	1 to accommodate senior school games	1 hall, too small for whole school assembly or senior school games	New multi purpose hall or source local provision
<p>Note: The existing main hall is insufficient to accommodate a full school assembly. It is used for gymnastics but is not appropriate for indoor ball or racket sports. Nearby facilities (swimming pool, sports hall, squash courts) in a neighbouring town have been identified as an economic way to supplement the Free School facilities</p>			
Classrooms/ Teaching spaces	25	22 current indoor teaching spaces	The addition of 2 science labs will bring the total to 24. A 25 th space will be considered in due course as necessary (see Art)
Cloakroom/toilets	13 for each gender plus wash hand basins.	14 girls toilets 18 boys combined toilets and urinals	New sanitary ware will be needed to be age appropriate. Additional ladies toilets for staff will be needed.
Grounds	Coach access provision required and turning circle. Bike racks Additional sporting facilities.		

