

**Free Schools - Proposal Form**

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

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

**INITIAL DETAILS**

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

██████████

**Name of your organisation**

Bedford & Kempston Free School

**Address** (of organisation or individual)

██████████, Bedford ██████████

██████████

██████████

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

**No**

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

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

Teacher & educational professionals group, with parental backing

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

<input checked="" type="checkbox"/> <b>Yes, our organisation is incorporated</b>
Company Registration Number: 7337888
Company Address: [REDACTED], Bedford [REDACTED]
Details of Directors and Secretary: Currently ONE (1) Director - [REDACTED]; Secretary - [REDACTED]
<input type="checkbox"/> <b>No, our organisation is not yet incorporated</b>
Approximate date by which it will be incorporated:

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

<p>Secondary age range - 11 - 16;</p> <p>5 year groups, each containing no more than 100 students;</p> <p>starting with 1 x year 7 intake of 100 (or 50 year 7s &amp; 50 year 8s), and growing by a year group each year for 5 years until capacity of 5 full year groups is reached.</p> <p>(If it were to prove popular when our first intake reached that stage, we would consider developing 16+ provision.)</p> <p>We recognise that we will be unusual, being a secondary school within a LA that is still 3-tier, thus requiring parents to apply to us at a different point to other schools. We believe this is actually a strength of our proposal, as we will offer parents a choice in the type of school their child can attend.</p> <p>That said, we are confident that parents will respond positively to the choice</p>
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we offer because:

- 1) we already have a significant body of robust evidence of demand from parents of 9 and 10 year olds (outlined later in this document), who are therefore aware of our proposal and how it differs from the existing set-up;
- 2) Bedford will actually have a 3-tier/2-tier mix from September 1st 2010 as Woodside Middle School closes and year 6, 7 and 8 students there move immediately to Mark Rutherford Upper School - i.e. it will become a partially 11-19 secondary school. We anticipate quite a rapid move to a mixed system as individual school trusts and federations move towards their stated goals of primary-secondary structures.
- 3) Parents elsewhere in Bedfordshire have had some experience of dealing with a mix of three and two tier schools, and middle schools, near borders with other LAs, have successfully managed student transitions at years 6 and 8 by working with the secondary and upper schools they feed into e.g. Fulbrook Middle, which feeds into Bedfordshire upper schools and Milton Keynes secondary schools.

We would aim to develop strong links with our feeder schools to ensure the widest audience possible are aware of our aims, thus ensuring a successful establishment.

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

September 2011, opening with a full year group of 100 year 7s OR 50 year 7s and 50 year 8s.

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

Local Authority Bedford Borough

Neighbouring LAs

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

**Yes**

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

We have met with the directly elected Mayor, Dave Hodgson, and the Chief Executive of the Council, Phillip Simpkins.

We have outlined the educational vision and plans contained in this document and will email it to them once/if the application is accepted by the Department.

We have asked to work with them as they draw up their vision for the Borough's schools post-BSF, and suggested the areas of the borough where we are particularly interested in operating.

We have also told them that we are interested in utilising any school sites that become available as they reconsider the school system in the Borough.

They have agreed to consider our plans in an open-minded way. Mr Simpkins pointed out that the Council does not yet have an official view on the issue of Free Schools.

We have now also arranged an update meeting with Dave Sawyer, councillor who holds the portfolio for Childrens Services, for 19<sup>th</sup> August.

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

**Yes**

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

██████████ has liaised with ██████████ and NSN since the organisation's inception. They have been aware of our plans since last Autumn, and we have been liasing with them at every stage of the development of this proposal.

**SUITABILITY OF PROVIDER**

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

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

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

**EDUCATIONAL RATIONALE, AIMS AND OBJECTIVES**

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

We are a group of state school teachers & educational professionals who want to provide the parents and children of Bedford and Kempston with an exciting & positive alternative to the existing upper and middle schools.

Currently they have no real choice in the kind of school and education children receive - unless they have money to go private or move into the catchment area of their choice.

Existing schools have a variable track record in both academic and pastoral attainment. Last summer, none of the five urban upper schools achieved 50% or more 5A\*-C inc. E&M; 3 were below 40%. Of the 15 middle and upper schools in the urban Borough area, only 1 is graded "outstanding" by OFSTED, with 5 "good" and 8 as "satisfactory". One is in special measures & due to be closed this summer.

In recent years the LA has twice attempted to rationalise the school system into fewer, much larger secondary schools (of 1800+ students). The latest plans have been put on hold due to the scrapping of BSF, leaving parents with great uncertainty as to what the future may hold.

With all this in mind, we aim to serve the urban part of Bedford Borough, in particular Kempston Town and central Bedford. As local teachers, we want to set up a small, 11-16 secondary school to offer a different and rigorous approach to schooling and standards, and provide them with a genuine alternative, focused on their child.

**Please set out the Free School's aims and objectives.** You should also describe:

- the teaching methods that will be used and whether the Free School will follow a particular philosophy (eg Montessori);
- the outline of the Free School's proposed curriculum, including any religious ethos;
- how the Free School will improve pupil learning and ensure strong discipline;

Max 2000 words.

Our starting point is the following: we believe that, given the right conditions, all children are capable of extraordinary things.

Our aim is to create a school that will provide students with such conditions so as: to help mould young adults that are confident, rounded individuals; with a sense of duty to their family, community and wider society; who will achieve academically and personally whilst at school; who will go on to universities or training programmes; and will go on to lead fulfilling, socially-conscientious

lives.

We will put the personal wellbeing and achievements at the heart of everything we do, and ensure that examination results are one of several equally important measures of success, rather than the sole one!

To ensure that every child at our school is given the right conditions to achieve their true potential, we will run the school on the following lines:

- small intakes - of no more than 100 students - to ensure outstanding pastoral support so that every child is treated as an individual with their own personal learning needs, rather than being a statistic in school data streams.
- providing a flexible curriculum - to ensure EVERY child achieves C grades or better in maths and English at GCSE, as well as in other subjects - we believe ALL students given 5 years at our school can do this.
- making the extra-curricular central to school life – every child will do sport every day, and have opportunities to take part in musical instrument lessons, outward bound courses, performing arts and other activities that help develop self-worth as well as being fun!
- small teams of outstanding teachers – our small size will enable us to organize teaching in small groups of excellent staff, so that students are taught by a relatively small number of people, who are subject specialists, to create the "family" ethos of the school and ensure every child is truly known and looked after.
- high expectations of all school members – we believe that all children, regardless of background, can develop into young adults with an impressive work ethic and sense of pride in the way they conduct themselves and live their lives.

Underpinning all of the above is our intention to embed the school right at the heart of the community where it is based. We particularly wish to work with families in Bedford & Kempston who currently have least say in the education of their children, and to support those from the least affluent of backgrounds.

To ensure a truly comprehensive school community, we intend to admit students on the "usual" basis of LAC-> catchment area ->siblings. We aim to site ourselves to ensure we maximise the impact on school choice - i.e. overlap our catchment with those of other schools. If oversubscribed, we would consider a ballot or other methods to allocate places.

We have been consulting with the community from Kempston, Queens Park, Brickhill, Biddenham, central Bedford, as well as local mosques and gurdwaras etc. As our evidence later shows, we have cross-community support, but it has been strongest in the areas where deprivation measures are higher & existing school provision is perceived by parents as weaker.

Our proposed curriculum

Our aims, objectives and guiding principles lead us to propose the following curriculum design:

- a subject-based curriculum for years 7 – 11 – as we believe that



approaching learning through subjects with outstanding teachers is the most effective way to raise aspirations and deliver the sound foundation of knowledge and skills students need. Our selected specialism is STEM to link in with the local industry.

- Our starting point for subject content will be the National Curriculum. However, where we feel it will enhance our students' chances of achieving our stated aims, we will significantly add to or reduce the topics covered. For instance, where a child join us with levels of English or maths below that expected of their age (e.g. level 4 at start of year 7), we might replace MFL lessons with intensive numeracy and literacy sessions, to help them catch up to where they need to be to access the rest of our curriculum. Where a child shows particular talent in a subject, we might adjust their learning to link up with external agencies (e.g. universities, other schools) to broaden & deepen their exposure to it.

In years 7, 8 and 9:

- every student will have distinct lessons in English, maths, Science, History, Geography, ETC (ethics, theology & citizenship), Art & Design Technology, ICT & the Creative Arts – these are to give them exposure to the broadest range of subjects for further study at GCSE.
- Where students enter the school with an English or maths attainment below the minimum expected level of a 4c, they will have a daily intensive session of numeracy and literacy support, of 30 minutes in each, until they have caught up to the expected level.
- When students have caught up and achieved their expected level of attainment in English and maths, or if they arrive with a level 4 or higher in both, they will use this time to study a modern foreign language.
- All students will also have a session of PE/games every day. This might be “traditional” lessons of football or netball, as well as yoga, climbing, ultimate Frisbee or a martial art.
- We anticipate the above will comprise around 85% of a student's timetabled lessons.
- The remaining time will be given over to extended projects and opportunities for independent learning. This could be students organising a play, preparing for a musical concert, planning Duke of Edinburgh expeditions, researching and writing essays into topics they are interested in, or growing vegetables on a school vegetable patch. This is our version of “Google time”.
- Every member of school staff, teaching and non-teaching, as far as is possible, will take part in delivering the games and extended learning programme, to enable us to offer & support the broadest range and types of activity here.
- We aim to ensure every student learns to play a musical instrument - and intend to develop an endowment to part-fund this . We would make full use of Bedfordshire's excellent County Music Service to help with this.

The aim here is to ensure all students are prepared for year 10, by which time all students will start GCSE courses.

In years 10 and 11:

- All students will continue with English, Maths, Science (Triple or Core & Additional), ETC, games, one of the humanities and one of the technology subjects. Other subjects will be available on top of this as well.
- They will also continue with their “Google time” extended learning opportunities. This may or may not lead to accreditation (i.e. music grade exams, DofE, performing arts awards)
- Where they have studied it to the necessary level, they will also sit a GCSE in a modern language.

#### Achieving excellence in our pastoral support

We believe that the small-scale of the school and the organisation of our teaching staff into smaller groups will go a long way to ensuring all students experience outstanding pastoral support.

Our aims, objectives and guiding principles lead us to propose the following pastoral design:

- Students will be organised into small, mixed ability, vertical tutor groups of around 15 people to create a supportive family-type network of support for them throughout their school life.
- Also, vertical tutor groups allow older students to develop their leadership and supportive skills through working with younger students on a daily basis. (Obviously if we start with 1 year group we will have to work towards this!)
- Over time these will be organised into a house system to facilitate intra-school competitions and events.
- All staff, as far as is possible, will be a form tutor. We believe this is essential to keep form group sizes down, and give students a more holistic experience of adults at school.
- The role of the form tutor will be an integral part of all staff roles and responsibilities, and as such will inform Performance Management targets for individuals.
- The Form Tutor will be the first point of contact for parents/carers. We would expect parents to be given the tutor’s work mobile number and email address so families or students can contact them at any time, in a controlled fashion.
- Over time, subject faculty heads or Vice-Principals will take on the roles of Heads of House, to ensure the academic/pastoral interface is as seamless as possible.
- Every student will have 30 minutes a day of “preparing to learn” time in their form groups.
- Careers and other IAG will be an integral part of the academic and pastoral programme. This is essential to raise the aspirations and ambitions of the students we aim to work with.
- We will also develop an Advisory Board made up of local employers, educational institutions and other useful people to guide and give input to IAG and work experience opportunities for our students.
- A student council will be formed, with significant say in how the school is run on a day-to-day basis. We expect all students to play their part- be it as prefects, litter monitors, peer counselors or learning mentors.
- The student council will also have major input into the design of the

school rewards and sanctions policy, as our experience tells us that this ensures maximum buy-in from them, as well as providing peer pressure to engage positively with school life.

### Achieving excellence in teaching and learning

We already have a very strong team of teachers lined up to join us in our vision for a new school. They have a range of backgrounds and experiences, from across the curriculum, and outstanding track records.

To ensure that we work together at a high level of professionalism, as well as to help us grow the team as the school develops, we will organise the teaching and learning in our school according to the following principles:

- Initially, each subject will have a co-ordinator, who is responsible for ensuring that all lessons of that subject are delivered to the highest of standards, both in terms of T&L and student progress & satisfaction.
- They will design the schemes of work which colleagues work to, and be responsible for tracking the progress of students in that subject.
- As the school grows, this role will develop across the year groups – but we still aim to keep teachers organised in small groups of ~8 who will work with a particular cohort.
- Hence, we will build regular time into the timetable to allow year teams and subject teams to meet to discuss their students' progress and personal development.
- Every student will receive detailed subject feedback every half term, which will be incorporated into termly academic tutorials with their form tutor.
- As many colleagues as possible will be encouraged to link into local professional study groups and networks, to share our successes and learn from other local schools.
- To support students with SEN, we will recruit an outstanding learning support team. They will be responsible for working with teachers to ensure all students have significant input to their own learning and are included in every way.
- Our expectations of students with SEN are high and ambitious. Learning support is there to help students overcome their learning difficulties.

The interactions between our curriculum, pastoral systems and organisation of T&L are all designed to maximize the support and enjoyment students experience, and thus minimise disciplinary and behavioural issues.

As with all other schools, we will actively liaise with all appropriate local agencies to ensure the safety and wellbeing of students. .

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

The Bedford & Kempston Free School campaign was formed by a group of teachers & educational specialists specifically to campaign for, set up and run a free school somewhere in Bedford and Kempston. Our aim is simple: to provide local children, particularly those from less affluent backgrounds, with an outstanding alternative choice of secondary school.

Initially we were a group of secondary school specialists, with backgrounds across the curriculum and in and out of the classroom. We had in common a sense that successive planned reorganisations of schools in the area were focusing too much on systems and buildings, and not enough on the children to be educated in them.

We have since added to our group by recruiting supporters and advisors who can complement our educational experiences with legal, HR and other skills. These now make up an advisory panel that has informed this application, and that will help oversee future stages of the project's development.

If we were to successfully set up and run a free school in Bedford, then we would look to support other groups wanting to do similar things elsewhere.

We would perhaps even set up other schools ourselves if we felt we had the capacity to do so and not compromise our original school - in the style of the KIPP programme in the USA.

**What capacity and capability do you have (or have access to) in order to deliver the educational vision set out above? Please indicate the resources, experience and expertise (educational and legal) that you have or have access to. Max 500 words.**

The key drivers of this project are experienced teachers and other educational professionals from local schools. We each have track records of working with children from a wide range of backgrounds and abilities, and across the curriculum. In each of our careers we have turned around departments or played key roles in whole-school improvement.

For instance, [REDACTED] took the Maths department at [REDACTED] from being one of the lower performing departments in Bedfordshire in terms of student progress, to one of the top in the country (6th percentile 2009). A-level Maths numbers rose from 20 in his first year at the school to 140 this year. In his role as Assistant Headteacher in charge of the STEM subjects, Science and Technology have had massive improvements in attainment and achievement.

Other members are still working at other schools, so wish to remain, for now, unnamed. Amongst these, one is a top-rated Maths teacher, involved with Maths networks and the training of teachers. An outstanding Assistant Headteacher elsewhere is also in the team.

We also have on board a school business manager and an expert in school information systems.

With the above in mind, we feel we have a team with strong educational experience. To ensure we have access to skills and knowledge beyond this, we have approached people with specialist skills to be trustees and advisors to our school campaign. Specifically, we now have a legal advisor, an accountant, a town planning consultant, a land agent and a business advisor available to work with us on the project. Their specific skills are listed in the next section.

With this in mind, at this stage we believe we have the experiences needed to establish a new school successfully in the key areas of educational leadership, curriculum, achievement/standards, school ICT (admin and curricular), recruitment, site identification/procurement and legal.

Where we have identified areas that we are less strong in we intend to employ people or organisations to assist us. For instance, we would appoint a school business manager at the point of reaching a funding agreement with the Secretary of State, to work alongside the Principal-designate in overseeing the setting up of the school. We are awaiting further details from the DfE in terms of the procurement processes for support during the business case and start up stages in project management and (possibly) financial management.

As we have had offers of working with Edison Learning and E-ACT, we would make full use of them if it was decided to be the most efficacious means of successfully getting to the stage of opening the school.

██████████. Prior to this, ██████████.

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

██████████ has worked with ██████████ in the past, and they have agreed (through ██████████) to advise and support us during the application and business case stages.


We have met with E-ACT regarding how they could support the development of our business plan and during the set-up phase.

During the business case and start-up phases, where we have identified/identify a need for professional capacity beyond our core team, we

intend to employ E-ACT, Edison or another similar company to provide us with this.

Once up and running, we have no plans to contract out management or running of the school to a 3<sup>rd</sup> party. However, if at a later date we were to determine significant gaps in our operational capabilities we might use such an organisation to help us fill it.

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

  
We have recently been approached by two local parents who have significant experience of the local planning and development situation (one is a town planning consultant; the other a land agent). They have agreed to help us in our search for a suitable site.

Several of the above have expressed an interest in becoming trustees when the project requires this. We also have several other people in mind to approach about becoming trustees.

As mentioned in the previous section we also have a core team of outstanding teachers, with experiences across the leadership spectrum and curriculum, standing by to set up and run the school if our proposal is ultimately successful.

**EVIDENCE OF DEMAND**

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

1. Being a teacher-led campaign, we have only recently been able to openly seek public support. However, in the 4 weeks since the public launch of our campaign, we have collected 312 pledges of support from the community. These include 238 from interested parents, representing 410 children under 16, of which 89 are aged 9, 10 or 11 (and so would be the right age to attend the school upon its opening in 2011 or 2012). We will continue collecting over the summer & anticipate exceeding 250/300 parental expressions of interest for our opening intake(s).
2. Interest was especially strong in Kempston and central Bedford. We have numerous testimonials from parents outlining reasons why they particularly want a different school for their community - and OFSTED reports for schools there back this up.
3. The Borough plans to increase secondary capacity already. Figures produced for their restructuring (now abandoned) projected 12,560 secondary school places; figures for students on roll in Summer 2009 record only 11,032 pupils. They intended to increase the number of forms in urban schools across years 7-11 from 210 to 220. With the hiatus on school building/restructuring, we believe a new school is needed even more to meet the growth in demand.

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

Initially 500 students, made up of 5 year groups (7 - 11) each containing no more than 100 students in a year group. Were it to prove popular with the local community, we would consider developing a 6th form when our first intake reaches that stage. If this occurred, we would have a capacity of ~700 students.

**PREMISES**

**What steps have you taken to identify a potential site?** Please include details of the geographical area the school seeks to serve; a list of any sites you have considered; and any discussions you have had to identify a suitable site. If known, please include the proposed location, premises and postcode of the Free School.

Sites we have considered include:

- leasing/buying a middle school from the Borough (e.g. [REDACTED] in Kempston - [REDACTED]). They currently have closure notices upon them as the borough had planned a restructuring to a primary/secondary model. The Borough has still to decide what it will do with regards to restructuring in the near future, and is in the middle of a consultation period before rescinding the closure notices.

- leasing/buying the old buildings for St. Bedes Middle School [REDACTED]. This closed in 2006 and has been earmarked for development into retirement flats. We are currently seeking clarification as to how far plans for this have gone in order to identify if this site could be brought back into use as a school.

- a local independent school, Bedford High School for Girls ([REDACTED]), is merging with another girls school and selling off their site in stages over the next couple of years. As it is currently owned by an education charity, the [REDACTED], we could approach them to see if they would sell or lease this site to us. However, it is in the town centre without any playing field, so it might not be an appropriate site long-term. It could potentially be a starter home for the school, pending another site.

- we are investigating vacancies on an office park on the north-west edge of Bedford. This is adjacent to [REDACTED], and we believe they might be open to sharing sports facilities etc if we decided to pursue a site here.

We met with Partnership for Schools to discuss these and other sites on 12<sup>th</sup> August. Our planning/site experts are now doing more detailed suitability assessments of sites to firm up definite & weed out inappropriate options.



### **Further information**

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

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

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

### **Next Steps**

Please email completed Proposal Form to  
[freeschools.registration@education.gsi.gov.uk](mailto:freeschools.registration@education.gsi.gov.uk)

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