

**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)

[REDACTED]

Hayle Cornwall [REDACTED]

[REDACTED] email [REDACTED]

**Name of your organisation**

St Michael's Small School Association

**Address** (of organisation or individual)

[REDACTED]

Truro

Cornwall [REDACTED]

**Email Contact** [REDACTED]

**Telephone Number**

[REDACTED]

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

Yes

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

131655

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

We are also a charity founded to run the school :Charity No1073264

**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.

**Yes, our organisation is incorporated**

Company Registration Number: 03683175

Company Address: St. Michael's Small School Association [REDACTED]  
Truro [REDACTED]

Details of Directors and Secretary: Chairman : [REDACTED]

[REDACTED] [REDACTED] Newquay [REDACTED]  
[REDACTED] Truro Cornwall [REDACTED]  
[REDACTED] Stithians Cornwall [REDACTED]  
[REDACTED] Camborne  
[REDACTED] Cornwall

[REDACTED] [REDACTED] [REDACTED] Cornwall

[REDACTED] : [REDACTED]  
[REDACTED] Falmouth Cornwall [REDACTED]

**No, our organisation is not yet incorporated**

Approximate date by which it will be incorporated:

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

The proposed age range is 11-16, as it is now and we aim to build up numbers from 2011 so that from 2015 there is a yearly intake of Year 7 pupils of 40-45 in 2 parallel classes of 20. A third class of 20 can be added when necessary. Flexibility in response to pupil need has always been a characteristic of St Michael's. A total roll of 300 is envisaged.

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

As a free school in September 2011.  
St Michael's is already operating [since 1998].

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**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 Cornwall Council
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Neighbouring LAs Devon
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**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 kept the Local Authority informed and sought their support and co-operation for our Free School proposal.

We wrote formally to the Leader of the Council and the portfolio holder for Children and Education Services and received a prompt and helpful reply from the Director of Children and Education Services. Their written support recognises that Cornwall currently has no state secondary faith school.

Therefore St Michael's as a Free School, will increase diversity and choice in accordance with their policy, to the people of mid and west Cornwall. They have requested we work closely with them regarding the final site, as there are various new housing developments that may affect provision of school places. We are currently opening discussions with the Local Authority regarding possible available sites for our Free School and will appreciate any support they offer.

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

**Yes**

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

We have discussed our eligibility with the New Schools Network and have been assured that we are eligible and match the Free School criteria. New Schools Network has given constructive comments on the first proposal as follows:

NSN clarified for us the question of our eligibility as an existing school to become a 'free' school or whether we would have to set up a completely new school.

At the New School Network Conference of March 3rd 2010 we received an assurance from the Rt. Hon Michael Gove that we were eligible and that, in principle, a Catholic inclusive secondary school would widen choice in Cornwall.

The need for full Special Educational Needs information.

The need to provide a stronger evidence section.

Provision for pupils drawn from areas of deprivation in Cornwall  
To state and explain our links with other organisations.

The suggestion for the various appendices

The need to show we have considered various sites..

**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.**

St Michael's has existed for 13 years as a small school offering an excellent education with a strong Christian ethos, dependent on funding from parents and friends. Cornwall has four excellent Catholic primary schools but there is currently nowhere for these pupils to continue their preferred choice of a Catholic or faith school secondary education. Parent and pupil demand for this option is strong : there are more than 400 named supporters and over 140 children. St Michael's now has the opportunity to ensure that more children can benefit from the excellent, distinctive education it offers. Until now it has achieved excellent results with limited premises and funding. Without government funding, inclusive expansion and further educational opportunities will not be possible.

Becoming a Free School will remove the barrier of making financial contributions from families who can ill afford it. This has been the biggest problem St Michael's has faced over its twelve-year existence and limits its expansion.

Currently St Michael's accepts pupils from families wanting a Christian education or those children in need of the kind of highly individualised education offered, whether or not they make regular financial donations. Families make donations towards the cost, if they can, and benefactors meet the shortfall.

This has only been possible with the support of the Plymouth diocese. The [REDACTED], [REDACTED] is the School Patron ([REDACTED], [REDACTED], Plymouth [REDACTED].) and has been kept fully informed of the proposal. St Michael's wishes to continue as a faith school and understands that it must conform fully to the state school admissions code. Currently, about 50% of the pupils are Catholic and we expect this ratio to continue. The 2008 OFSTED report noted that "St Michael's is a charitable trust that accepts pupils of all faiths". St Michael's has never been academically selective as this contradicts its ethos.

**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.

The aim of St Michael's is to continue delivering an outstanding all round



education preparing young people for their future life and its many and various demands, encompassing the academic, the spiritual and the practical skills necessary for success in a rapidly changing world. The school welcomes children of all abilities; has always accepted pupils with special needs and children in care. There is no wish to be exclusively Catholic but the ethos of the school is Christian and would continue to be so. If oversubscribed,, no more than 50% of pupils would be accepted on the basis of their Catholicism. There would be preference to siblings, SEN pupils and children in care. Parents of pupils at St Michael's appreciate the holistic education it offers, that cares for every aspect of a child's development. They recognise that the quality of teacher- pupil relationships is central to achieving this.

A parent: writes 'We came to visit St. Michael's when it first opened as we wanted our elder son to have a Catholic secondary education in an environment where he would be nurtured... The faith, the small classes and atmosphere gave both a very positive happy time. One son is now at University and the other has started A levels at Truro College'

It is our aim to maintain a smaller school dynamic by :

1. limiting class size to a maximum of approximately 20, as research shows that pupil teacher interaction is optimised with a lower pupil teacher ratio.
2. limiting the school size to approximately 300 to maintain a family ethos where all pupils are known by all staff and participate together as a whole school community.
3. celebrating the dignity of human life and endeavour and helping to give pupils a sense of responsibility, hope and joy for the future which is so often missing from the psychological influences that young people experience in society at large.

The quality of relationships is central to life at St Michael's :'Excellent relationships are forged between all the staff and pupils.....pupils are tolerant and show sincerity in their relationships with each other. 'OFSTED report , March 2008. We have taken children, overwhelmed by larger local schools, despite the considerable efforts and good organisation made by these schools to overcome these problems and ensured they successfully completed their education to 16 plus. Our pupils like the fact they know everyone in the school well and find this conducive to motivation and learning. 'They like being in small classes and that the school is a friendly place. Those that had failed to thrive in their previous schools cited this as a reason for joining the school and the reason for their improved progress'. The OFSTED report 2008.

#### Philosophy

Pupils will be encouraged to “enjoy and achieve” where engagement and self-motivation are valued together as well as celebrating academic achievement and personal goals.

Our Mission Statement can be summarised by 'St Michael's Catholic Small School seeks to live out the message and life of Jesus Christ according to the teaching of his Church. It is made real by the learning we share, the example we set, the concern we have for all.'

We aim to give pupils the opportunity to develop a clear idea of their own identity and vision for their future as well as the skills and aspiration to fulfil it.

We shall continue to support the moral and spiritual development of the pupils in all subjects and aspects of school life, recognising that every subject has a unique perspective on thinking, ideas and knowledge which gives pupils the opportunity to reflect, question and examine themselves and the world around them.' The school makes good provision for pupils' spiritual moral and social development. The school's strong Christian ethos promotes good spiritual development.' Ofsted 2008.

A carefully planned assembly programme gives pupils a broad experience of different cultures and beliefs so that they are tolerant and understanding of people worldwide and recognise their wider responsibility.

'Pupils are tolerant...have respect for other's beliefs'. OFSTED 2008.

We aim to continue supporting charities such as Cafod and Shelterbox.

#### Discipline and Behaviour

Our aim is to observe a simple code of conduct of mutual respect for everyone, to be polite and to show reasonable self-discipline and to accept appropriate correction. Patience and common sense guide the discipline procedures and serious breaches of it are rare. We will continue to have a positive discipline policy.

The good behaviour and discipline was noted in the OFSTED report 2008 : 'pupils behave well and enjoy school' and are often favourably noticed by visitors to the school and when pupils are on trips and visits outside the school. As the school grows, the methods and discipline policy will be reviewed and adapted to changing circumstances but the overriding principles of restorative justice will be promoted and maintained.

We will continue to take pride in our high standard of uniform based on neat and inexpensive items. Teachers and support staff set an example of professional standards of dressing appropriate to the workplace.

#### Curriculum

The School will continue to deliver a vibrant, challenging and inclusive curriculum which encompasses the best of traditional and modern methodologies. Teaching and learning will be delivered in an imaginative and creative way which motivates and encourages pupils to achieve their full potential. The varied gifts and talents of pupils will be recognised and helped to flourish, outside agencies and speakers will enrich aspects of the curriculum.

Currently St. Michael's offers a full and broad range of subjects, very similar to the National Curriculum programmes of study. In Years 7-9, English, Mathematics, Science, ICT, Religious Studies, History, Geography, Art, French, Music and PE are offered.

In Years 10 and 11 GCSEs in English Literature and English Language,

Mathematics, Chemistry, Physics, Biology (separate Sciences), French, Art and Religious Studies are currently offered. History and Geography may also be available. This is supplemented by weekly Music, PE and ICT. The CLAIT examination in ICT is an option.

The new proposal for an English Baccalaureate at 16 fits well with the curriculum philosophy and will be studied carefully for implementation.

Our curriculum model will be delivered in year groups with a combination of broad setting and mixed ability grouping as appropriate to subject and pupil needs. We will focus on literacy and numeracy and ICT across the curriculum, because we aim to ensure that all students achieve high levels of reading, writing and mathematical skills.

With expansion and better funding we would offer a wider range of GCSE subjects including Design Technology, Drama, Music, a second Language and PE as examination subjects.

St Michael's is determined to ensure that every child enjoys a range of opportunities to enable them to grow in self-confidence and responsibility. In addition to extra curricular visits, a yearly residential weekend and activity days promote teamwork and varied physical skills. Friendships between younger and older children are frequent, stressing the family atmosphere of the school and often helping to instil responsibility and self-confidence. By Years 10 and 11, pupils may well be assisting on a Lourdes pilgrimage, involved in local youth organisations or following their own special interests. Out of school activities are available and we intend to extend these. OFSTED noted that 'there is a good number of clubs, some organised by the pupils themselves'. Examples are table tennis, film, dance, drama and music. We will constantly review our curriculum offer in line with local employment demands and pupil preferences. The choice of curriculum subjects offered enables pupils to follow both vocational and academic pathways in years 12 and 13.

Further Education and Careers Advice is based on individual interviews and group sessions with the local careers advisor as well as a visit to Truro College. There is a small careers library. Pupils undertake a week's work experience in Year 10 arranged by parents and school. Pupils are encouraged to follow individual interests such as the engineering courses run by the Smallpiece Trust.

#### Teaching and Learning

The 2008 OFSTED report judged teaching to be good. This is due in no short measure to the level of professional and vocational commitment of all staff. A parent writes 'From the first visit to the school we have been overwhelmingly impressed by the commitment the teaching staff show to each individual pupil who attends. They acknowledge the students' strengths and praise them for their achievements, whilst also noting the areas which require development and encouraging their skills. All the staff at the school appear committed to working together to ensure that the children who attend are encouraged to reach their full potential. We feel incredibly lucky to have such a fabulous school and dedicated teaching team to educate our son.' Teachers are able to devote significant individual mentoring and teaching time to everyone. Pupils who normally struggle in large classroom situations flourish in the small

school learning environment. We aim to retain this dynamic in the new Free school and to develop our teaching skills further.

Another parent commends the teaching and writes 'My daughter was in a secondary school and had a very harsh time with bullying....We live in Newlyn which is quite a way but she does not mind the travelling. She loves the school, the teachers and gets on really well with the teachers.' St Michael's has recently appointed an experienced Advanced Skills Teacher as Head Teacher. He brings extensive experience of modern teaching and learning methodologies which will enhance the current provision and facilitate further staff training and development.

██████████, ██████████ Plymouth and lead practitioner for teaching and learning, writes 'Climate for learning/behaviour for learning in the school is outstanding. Everywhere is calm, friendly and orderly; students and staff have mutual respect for each other and everyone is dealt with in a gentle but matter of fact manner; a truly Christian ethos. Staff model outstanding behaviour...staff are very professional and model a business approach.'  
September 2010

The quality of learning was judged to be good by OFSTED: "the school focuses strongly on developing study skills and pupils were observed working effectively independently or in small groups who know that support from a teacher was available.' Pupils come to the school with varying capacities for self management and motivation but soon develop the necessary skills from their peers and in class. Homework is regularly set and marked in order to encourage work habits as well as reinforcing learning.

#### Assessment

Pupil and parents receive regular individual feedback on progress through marking and reports. This is a decisive factor in the 'good progress over time made by the majority of pupils' OFSTED 2008. In addition, St Michael's will use appropriate data from various bodies e.g. Fisher Family Trust, SATs results and teacher assessments to inform teaching and positively influence attainment.

We aim to use available data fully and to constantly track pupils and report to parents on a regular basis. We will develop a tracking system which identifies pupils making better than expected progress and those falling behind so that the more able can be stretched further and rapid intervention can support pupils who need help.

#### Staff Development

St Michael's has always had three days of staff inset annually, covering relevant teaching and learning topics and professional training needs. Staff are released for specific subject professional development. Coaching and mentoring will be central to the school development plan where a greater emphasis on continual professional development will be expected.

We currently have ten well qualified staff and further staff will be recruited as necessary.

Six members of staff have experience in state schools. The Head teacher's experience is very substantial and he will ensure training to ensure adaptation to the new system.

Welfare, health and safety

Welfare, health and safety of pupils was judged by OFSTED as 'good'. Pupils told OFSTED that 'they felt safe and are happy'. Staff are fully conversant with recent legislation and procedures in Cornwall on the safeguarding of children. The school works closely with Social Services and other relevant bodies, when necessary, to ensure the safety of pupils.

#### Importance of Parents

Parents are encouraged to maintain close contact with the school so that pupils may be supported as fully as possible. They can expect the standard presented in the prospectus to be matched by the quality of the daily experience of the pupils. OFSTED commented favourably on the 'effective pastoral support and guidance' and that 'the school worked well with parents and parish representatives'.

If we achieve free school status we aim to have a parent support officer/parent link to liaise with parents and ensure an open forum and voice to the governors and trustees plus home school links and advice on other child agencies. We will continue to foster strong links with agencies such as social services, health professionals, educational psychologists, speech therapists plus others as needed.

#### Pupils with Special Educational Needs

St Michael's has a detailed three page policy explaining its commitment to developing the potential of every child. This can be sent but a summary of recent provision is below. Initial assessment is based on previous reports, observation during 'taster' days and any further testing or assessment necessary.

The parent of a current pupil writes:

'Our daughter is severely dyslexic and dyscalculic. We were advised by the Dyslexia Institute in Coventry to send her to a small gentle school of no more than 10 per class. We actually live in Warwickshire and scoured the country for a suitable school, St. Michael's fitted the bill and I travel with her every week 650 miles. ....Our daughter has managed her stutter- it is so nice to hear her voice as she enjoys reading [aloud] for the first time'. The general expectation is that staff, parents and the management team as well as appropriate specialists, will support individuals as fully as possible.

1. Moderate Learning Difficulties : subject teacher support, modification of tasks, entry level examinations if more appropriate, all relevant GCSE concessions. Currently 1 pupil with such a Local authority assessment, progressing well.

2. Dyslexia : subject teacher support, particularly English and Maths, individual help, modification and examinations as above. Teachers have training in the needs. Currently 1 pupil with a Local Authority statement progressing well.

3. Medical/psychological difficulties. Support is based on bridging absence, flexible timetabling, advice from hospital, special examination arrangements. The OFSTED report noted that 'a pupil who overcame anxieties to attend an exam during the inspection, a first for the pupil' was a successful result.

4. Social/emotional difficulties of all kinds. Parental and family support given and co-operation with appropriate agencies.

Current limitations to provision are the lack of full disabled access and the

non-availability of help for certain needs.

St Michael's has always tried to assist families with economic problems. This is done by asking for donations, not fees, and by seeking financial help from trusts when a child might be eligible. There is a simple prospectus. Due to cost our advertising has been limited. With free school funding we would develop our prospectus and advertise more widely. Pupils come through the parishes, organisations and word of mouth. Becoming a 'free' school would enable us to undertake more publicity.

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

Our core aim is to provide a unique educational experience with a Christian ethos and, in particular, to provide a route for children attending a Catholic primary to be able to attend a Catholic secondary school.

St Michael's Small School and its associated charity were founded to provide a Catholic secondary school for central and western Cornwall because there is no state Catholic or faith based secondary school in the county. It was always the vision that sufficient funding would be attracted to ensure that any child could attend, whatever the family's income. This has been achieved but on a very small scale. Finance remains the major barrier to expansion because the current expenditure costs absorb most of the income. This has made further modification of the premises impossible and underlines the need for more suitable premises.

St. Michael's has been successful in establishing a 'strong Catholic ethos' (OFSTED 2008) and it is this aspect which is so valued, but parents tell us that they cannot afford more substantial donations in addition to the cost of weekly travel and GCSE examination fees, both of which are considerable. [The cost of a weekly rail fare, Penzance-Truro, is about £20 per week with a Travel Card.]

Cornwall is officially an economically deprived area. The particular areas of deprivation are Camborne, Pool, Redruth and Penzance : a total of 27,000 people who are among the most deprived on the Index of Multiple Deprivation. [See Cornwall Council's website for further figures]. Analysis of parents making full, partial or no donations [after confidential standardised assessment] indicates that we have extended the educational choice for many but not for all. Over an eight year period, an average of 56% of families have been unable to make any donations at all.

In addition we have sought and obtained grants for eligible pupils to attend despite family income. A free school would extend this to all who appreciated the values of St Michael's.

**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.**

St Michael's is now beginning its thirteenth year and the 2008 OFSTED report assessed the school as 'successful' in carrying out its aims, giving detailed reasons for this.

The Trustees, Directors and Management Team [who fulfil the governing body role], are dedicated, experienced now in running a school and have a range of relevant skills : 2 ex-head teachers, ex-OFSTED inspector, chartered accountant, qualified surveyor, an ex-police officer, farmer and businessman.

For legal advice, the Diocesan Education Service is available. The Management team meet formally with the head teacher at least half termly to discuss the school's progress and needs. The school has a range of written policies covering all aspects of school life.

For example: safeguarding, health and safety, equal opportunities, inclusion, anti-bullying, staff handbook.

A new Head Teacher was appointed from September 1st 2010 and he is a Local Authority Advanced Skills Teacher, specialising in a city-wide outreach programme for improving the teaching of and uptake of Physics. He has significant teacher training experience and is a professional tutor for the IT Training, Graduate Teaching Programme and Newly Qualified Teacher programmes and works closely with the University of Plymouth and the College of St. Mark and St. John.

Ten teachers cover the 13 subjects of the National Curriculum; all have relevant subject qualifications and usually a PGCE or equivalent. For example; First class honours Bachelor of Mechanical Engineering,

A balance of age and gender has been maintained. Teachers enjoy teaching at St Michael's despite the very low salaries because they feel that their work is highly valued. There is a longstanding link with the College of St Mark and St John which has helped recruitment.

Teachers have obtained Qualified Teaching status at St Michael's and other relevant qualifications. We plan to develop the Graduate Teacher Programme in partnership with local providers.

The school is a recognised examination centre:AQA Centre No 53854

In the past twelve years, St Michael's has demonstrated a consistent capability to run a school in circumstances which require very careful financial management, demand much support for pupils with a very wide range of needs and cope with such common difficulties as the sudden need to cover a teacher with a long term illness . We appreciate that we will face more and different challenges as we build the school numbers up to approximately 300 but know that we have all the qualities and help to do this effectively

**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).

As we have been running the school for twelve years ourselves we do not intend to contract out any significant services .We use standard commercial services for boiler maintenance, fire safety etc and meet new needs as they arise.

However we have informal and valuable supportive arrangements with such businesses and institutions as the Bernard Sunley Health Club Truro for regular use of their gym and qualified staff.

TCL Group Exeter who make a monthly contribution, raise funds for specific activities and arrange visits to their IT company, University of Exeter,.



The Buttle Trust whom we contact if we have a child who may be eligible for their financial help, liaising closely with their case worker.

St George's Anglican Church who regularly give us general support , occasional additional space and parking.

We also have the full and active support of the Cornwall Deanery, part of the diocese of Plymouth.

██████████, ██████████/Lead

Practitioner for teaching and learning to advise on teaching and learning.

Practitioners from the Royal Cornwall Hospital Oncology Department support enrichment by providing lectures linked to the curriculum.

Outreach work to support other learning communities:

St Boniface's College, Plymouth [Science and Maths specialist] for partnership working on Tamar Science Park and links with Plymouth University, Physics for non specialists and Getting Practical to support teachers in delivering high impact lessons. This also supports the STEM agenda encouraging more students to take up and remain in science and maths and engineering, linking with the work of local colleges such as Cornwall College.

Texas Instruments : t3 scheme Teaching with Technology [2 of St.Michael's teachers involved with disseminating relevant practice ].

College of St Mark and St John: short placements to broaden PGCE students' experiences; revive the provision of teaching practice in St Michael's.

Initial teacher trainee quotes:

'I feel my outlook has been informed. Observing the classroom dynamics, both students and student to student teacher discipline and teaching strategy.'

'Other student teachers should be able to see that so innovative a system can and does work so well'.

'The community and inclusion of the school is outstanding'.

Co-operation with the planned Science Park in Pool , a major regeneration project ,which links to the Tamar Science Park .

Note : There have been links with St Boniface College Plymouth for some years, perhaps because transport is easier between Cornwall and Plymouth rather than between Cornwall and Torquay which maybe slightly nearer.

**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.

Directors and Trustees are the same .

██████████ jointly runs a bakery/farm business.

██████████ is a member of a surveyor's practice. Both the individuals above have children in the school. No conflict of interest is foreseen with them or the others listed below. ██████████, FCA, Company Secretary, ██████████ until merger with the Combined University of Cornwall, ██████████ ██████████, retired police officer, . ██████████, self-employed farmer, business man ██████████, ██████████, Camborne All the above are trustees and directors of the charity and company called St.Michael's Small School Association. They also form the governing body which is supplemented by ██████████, last ██████████ and ██████████, M.Sc Educational Studies Oxon, ██████████. All the above regularly devote substantial time to the school, depending on their skills and interests. They run the Friends scheme, keep the accounts, cover lessons if qualified, provide transport, advise and carry out some maintenance. Legal advice is obtained via the Diocesan Educatn service.

**EVIDENCE OF DEMAND**

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

There are no state faith secondary school places in Cornwall but an adequate number of places. Cornwall Council has informed the DfE that additional places will be required in Truro [CC email August 2010]. About 500 new houses are confirmed in Camborne { [REDACTED] and [REDACTED] sites, see BBC July 2010; Coastline Housing website].

The school achievement and attainment tables indicate that 3 schools in Camborne, Redruth and Pool are well below the Local Authority and National Averages for 5 A\*-C including English and Maths. Two of them have more than 10% of pupils with SEN. Of the remaining 11 schools in the area, only one reaches 63%, well above the NA of 51%. [2009 figures DfE School Achievement and Attainment Tables]

The smaller size and individualised teaching offered by St Michael's would certainly benefit many.

Current St. Michael's pupils would remain with the school provided some transport arrangements were made. Transport is difficult: closeness to the mainline railway means easy but expensive access; long journeys on buses are slow and unreliable; road access is good via the A30 but Truro congestion is considerable. Travel is a major factor in parental choice.

The number of Catholic children, enrolled in the Catholic primaries [120 in Year 6] indicates that a Year 7 intake of at least 40 by 2015 is achievable. Since April 2010, more than 400 people have requested in writing a Catholic secondary school situated close to the railway between Truro and Camborne. These include parents of more than 140 children, mainly of primary age. Support continues to increase.

Year	Y7	Y8	Y9	Y10	Y11	
2011	12	4 +11	5 +8	4+3	7	54
2012	8	12	4+15	5+13	4+7	68
2013	20	8	12	4+19	5+18	86
2014	26	20	8	12	4+27	97
2015	18	26	20	8	12	84
2016	17	18	26	20	8	89
2017	13	17	18	26	20	94

The 1<sup>st</sup> figure in 2011-2014 indicates current pupils.

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

Year 7 intake with Free school status is estimated conservatively as follows:

2011: 25

2012: 30

2013: 30

2014: 35

2015: 40

Proposed age range is initially Years 7-11. On anecdotal evidence, we think that expansion could be more rapid once we could announce 'free school status' and a move to better premises. From the Catholic primary schools, 120 pupils move to secondary schools, though not all would wish to come to St Michael's because of transport and family circumstances/preferences. School performance figures indicate the need for another kind of school in the area. An annual intake of 60 would be planned after 2015 and is realistic provided the premises are good.

## 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.

Our current site in [REDACTED], Truro, has the advantage of good transport links and is central, but the disadvantage is that it is a former Methodist chapel, with Grade 2 listed status, with hall and offices attached. There is very little outside space but it is situated next door to [REDACTED] which has a park, high quality play equipment and a games area. Ofsted considered the premises and use of the park satisfactory.

However there are substantial problems. The number of pupils is restricted to 80. Maintenance is expensive but the major difficulties with the building have been firstly, the restrictions of the Conservation officer who wishes to preserve the interior in its original form. This means that further first floor conversion cannot be undertaken because it would provide so little space at great cost. The double height of the ground floor space makes adequate heating impossible. Secondly the lack of our own outdoor space is considered by most families a very significant disadvantage. It certainly inhibits the development of team games. However the site is adequate until a larger more suitable one can be found.

We have identified another site: the former [REDACTED], [REDACTED] and have just heard that Cornwall Council is prepared to negotiate the sale. It has excellent transport links and is opposite a Catholic primary school and parish church. It is also in an area which has just had confirmed funding for 500 more houses. In a county where 11% of the population live in the 20% most deprived areas nationally, 16,000 people in the Camborne, Pool and Redruth areas and 11,000 in Penzance are among the most deprived, measured by the Index of Multiple Deprivation 2007, Cornwall Council website. We are also checking other local sites but we do wish to find one which will serve us well for a number of years. However we are now hopeful that the [REDACTED] will be bought and suit us well for the foreseeable future.

Capital Funding:: The Camborne site price has been quoted as £730,000-760,000 and we ask the DfE for that sum. We are appealing for £1million and we own the Truro site, bought in 1998 for £250,000 but

1. Truro site may not sell easily; we are exploring outline planning permission for change of use.
2. Substantial ground clearance and removal of derelict outbuildings will be required in Camborne.
3. Modification of the interior: removal of partitions, re-organisation of plumbing etc will be necessary.
4. Fitting out of a laboratory, though all mains service are available
5. Provision of a gym
6. Purchase and upkeep of a minibus for school transport
7. Installation [ after advice ] on 'green' energy sources.

Throughout we shall continue to be faithful to our philosophy of not wasting but re-cycling and re-using, whenever possible. If the DfE provided the initial capital we are sure that we could ensure the financial future of the school .

**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, 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.