

Free Schools in 2014

Application form

**Mainstream and 16-19
Free Schools**

Completing your application

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

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

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

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

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

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

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

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

mainstream.fsapplications2014@education.gsi.gov.uk

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

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

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

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

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

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

Data Protection

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

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<u>Section A</u> : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section B</u> : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section C</u> : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section D</u> : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section E</u> : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section F</u> : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section G</u> : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section H</u> : Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <u>Section A</u> of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Seckford Foundation Free Schools Trust 1 Seckford Street Woodbridge Suffolk IP12 4LY
3.	Email address: [REDACTED]
4.	Telephone number: 01394 386768
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details: n/a
7.	How you would describe your group: <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input checked="" type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else
8.	If 'Something else', please provide more details: n/a
9.	Is your group seeking to open more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please provide more details: n/a
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:

	n/a
Details of company limited by guarantee	
13.	Company name: The Seckford Foundation Free Schools Trust
14.	Company address: Marryott House Burkitt Road Woodbridge Suffolk IP12 4JJ
15.	Company registration number and date when company was incorporated: Company number: 8077362 Incorporated on: 21 May 2012
16.	Does the company run any existing schools, including any Free Schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.	If Yes, please provide details: Beccles Free School (935/4016) Saxmundham Free School (935/4010)
Company members	
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>	
18.	Please confirm the total number of company members: 4
19.	Please provide the name of each member below (add more rows if necessary):
	1. Name: The Seckford Foundation
	2. Name: Mr [REDACTED]
	3. Name: Mr [REDACTED]
	4. Name: Mr [REDACTED]

Company directors

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

20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: ██████████ ██████████ ██████████ ██████████
	2. Name: ██████████ ██████████ ██████████
	3. Name: ██████████ ██████████ ██████████
	4. Name: ██████████ ██████████
	5. Name: ██████████ ██████████ ██████████
	6. Name: ██████████ ██████████ ██████████ ██████████
	7. Name: ██████████ ██████████ ██████████
	8. Name: ██████████ ██████████
	9. Name: ██████████ ██████████ ██████████ ██████████
	10. Name: ██████████ ██████████ ██████████
21.	Please provide the name of the proposed chair of the governing body, if known: ██████████ ██████████ ██████████ is the chair of the Trust Board. The chair of the local governing body is yet to be determined.

Related organisations

22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. <p>The Seckford Foundation – a limited company No.5522615, Charity no 1110964</p> <p>The Seckford Foundation is a member of the Seckford Foundation Free Schools Trust and will, through it's membership control the Trust.</p>
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>n/a</p>
Existing providers	
25.	<p>Is your organisation an existing independent school wishing to convert to a Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
26.	<p>Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
27.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
28.	<p>If Yes to any of the above three questions, please provide your six digit unique reference number here:</p>
29.	<p>If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:</p>
30.	<p>If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p>
31.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p>

32.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>The Seckford Foundation Free Schools Trust is a Multi Free School Sponsor. The Trust currently operates Beccles and Saxmundham Free Schools. Its company registration number is 8077362.</p>
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**Please tick to confirm that you have included
all the items in the checklist.**



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

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

Signed:

Position: Member of company

Print name: [REDACTED]

Date:

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

Section B: Outline of the school

1.	Proposed school name:	Ixworth Free School
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input checked="" type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2017
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	n/a
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

10.	If Yes, please specify the faith, denomination, etc of the proposed school:	n/a
11.	If you have a preferred site, please give details, including the post code:	██████████, ██████████ ██████████, Ixworth, Suffolk, ██████████
12.	Please tell us how you found this site:	It will be available after the closure of ██████████ under Suffolk's School Organisation Review (SOR)
13.	Is the site:	<input type="checkbox"/> a private building? <input checked="" type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14.	If you have not identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	Suffolk
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p>	

Section C: Education vision

C1

Context and rationale

Ixworth Free School will be a non-selective and inclusive school for 11 to 16 year-olds, located in a semi-rural setting on an existing middle school site. The Seckford Foundation Free Schools Trust ('the Trust') was approached by a group of local parents and community members to submit an application to set up a Free School on the site of the [redacted] from 2014.

We are applying to set up the Free School for the following reasons:

- As a result of the School Organisation Review (see Box 1) there is the potential that for the first time since the current school building was opened in 1957, there will not be a school for secondary age students in Ixworth (the Middle School currently admits students in Years 7 and 8) and the surrounding villages as a result of the closure of Middle Schools. Box 1 indicates the support that the Local Authority made for Free Schools to use Middle School buildings that become vacant as a result of the SOR process;

Box 1

Extract from SCC's SOR document:

"The government's funding arrangements for school buildings beyond 2011/12 await the outcome of the James' Review and the decisions and guidance that result from it. We will therefore have to plan the School Organisation Review in a different way for Stowmarket, Stowupland, Thurston and Bury St Edmunds. We will now work more closely with the Department for Education to use all the new opportunities which have arisen since the new government came to power, to improve the standard of education across Suffolk - including the potential for academies and free schools where they help to raise standards."

- Opening a Free School provides the opportunity to ensure choice in secondary education by maintaining a school at the heart of the community. Ixworth Free School would continue to serve the network of surrounding villages when the middle school closes in 2014;
- The nearest local secondary school for the residents of Ixworth is a large LA Maintained High School of over 1400 students which is due to expand as a result of the School Organisation Review to over 2000 students. In comparison, the proposed Ixworth Free School will be no more than 540 students in total when full, creating a 'human scale' school. The small size of the year groups will engender a nurturing ethos in which every student will be known personally and treated individually, their personal needs properly understood, and where they are encouraged and enabled to realise their full potential. It is also important to note that as the nearest school is not an academy, the setting up of a Free School in this locality will not conflict with any other government policy.

Ixworth is situated in the west of the county of Suffolk. Educationally in 2012, as well as being fourth from bottom of the primary school league tables

(<http://www.bbc.co.uk/news/education-20697556>), Suffolk performed 3.5% below the national average of students achieving 5 or more A*-C grades at GCSE (including English and mathematics). This meant that Suffolk was second from bottom of the league of Local Authorities who make up Suffolk's statistical neighbours group (see Box 2).

Box 2

Extract of 'Review of 2010 Attainment Outcomes in Suffolk Schools' report to SCC, 11 January 2012

2. *"Although the improvement in targeted schools is welcomed there is still an imperative to improve attainment and progress across all Suffolk schools. When comparisons are made with national averages and with Children and Young People's Services in similar local authorities Suffolk's overall performance is still of concern. The Council's similar 'statistical neighbour' local authorities are Herefordshire, Gloucestershire, Shropshire, Wiltshire, Lincolnshire, Dorset, Devon, Norfolk, Cornwall and Somerset County Councils. At Key Stage 2 Suffolk was second from bottom of this group in 2010. Likewise at Key Stage 4 Suffolk was second from bottom for 5 or more A* to C grades at GCSE including English and maths."*

High schools nearest to the Ixworth area vary in their GCSE results (5 or more A*-C grades with English and mathematics), with a range from County Upper School (70%) to Stowmarket High School (57%), with the local catchment school Thurston Community College achieving 63% (see Table 1). Table 2 shows that Thurston Community College has increased only by 6% over a 5 year period and has not increased at all in the last two years of examination results. The Trust believes there is room to raise aspirations and achievement by opening a Free School at Ixworth to increase choice and introduce competition, further driving up standards in the local area.

Table 1

School name	Five good GCSEs or equivalents (%)	English Bacc (%)	Five good GCSEs only (%)	Value Added
Bury St Edmunds County Upper School	70	35	68	1005.4
King Edward VI Church of England Voluntary Controlled Upper School	64	20	64	985.4
Stowmarket High School	57	10	55	981
Thurston Community College	63	21	63	973.6

Table 2

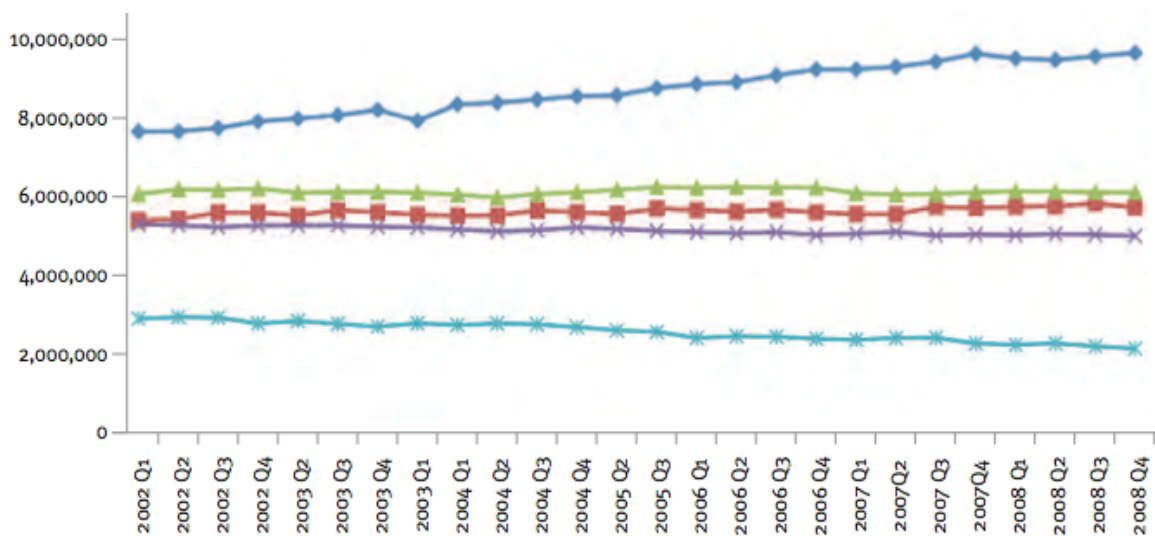
Year	2008	2009	2010	2011	2012
% 5+ A*-C with English and Maths	57	57	54	63	63

Annex E1 shows the results of an evidence of demand analysis of the area that would potentially be served by the proposed Ixworth Free School. This analysis demonstrates that:

- Ixworth is a relatively affluent region of Suffolk (though Suffolk is poorer as a county than the average household income figure for Great Britain as a whole) with concentrated pockets of deprivation in the three main towns within a 35 minute drive of the school whose inhabitants could choose to attend our proposed Free School;
- From 2016, there is a projected increase of over 4% in the number of 11-15 year old students in the catchment area of the proposed school, indicating the potential need for further school places in the area;
- The catchment area of the proposed Free School at Ixworth has a higher level of adults with no qualifications and fewer adults with Level 4 or 5 qualifications than the East of England and England averages. As shown in Box 3 below, nationally, the UK economy sheds 400 no-qualification jobs per day and there is significant growth in employment of those with higher level qualifications. In addition, it is clear that there has been little significant change in the numbers of those with no qualifications from 2002 to 2008 – with numbers remaining around 300,000 nationally each quarter. Therefore more students leaving school with no qualifications or looking for jobs with no qualifications are competing for fewer and fewer unskilled jobs. Therefore a wider intention of the proposed Free School is to ensure that those leaving the school are appropriately qualified to undertake further qualifications, be employable and economically viable for the rest of their lives.

Box 3

Graph showing the growth in employment among those with higher level qualifications



Key:

- ◆ NVQ Level 4 and above
- NVQ Level 3
- ▲ NVQ Level 2
- ✕ Below NVQ Level 2
- ✱ No qualifications

(Source: Patel et al, 'Beyond Leitch: Skills Policy for the Upturn', page 18)

The proposed Ixworth Free School would be part of a wider group of Free Schools within the Trust. The Trust has the mission to raise standards, aspirations, expectations and achievement for all its students. Under the motto '*providing a foundation for life*', the Trust would offer a curriculum that will enable students to flourish academically and lay the foundations for successful progression into post-16 learning and employment. This would be supported by a strong pastoral system and enrichment opportunities through which our students would develop as rounded human beings ready to contribute to the communities in which they live. As an inclusive school Ixworth Free School would have aspirations that all students will make progress over and above the national average no matter what their ability, need or starting point.

Ixworth Free School will greatly benefit from the extensive experience of the Seckford Foundation in running a highly successful independent school for 350 years and the recent experience of the Trust in opening two Free Schools. Being part of a wider Trust means that there will be advantages of economies of scale and opportunities to share good practice, resources and facilities amongst all schools within the Trust and Woodbridge School within the wider 'Foundation family'. In implementing two Free Schools at Saxmundham and Beccles, the Seckford Foundation and the Trust have

shown that they are entirely mission focused and are able to meet project objectives despite any adverse publicity that surrounds a project.

C1

Vision, ethos, values and standards

The vision for the proposed Ixworth Free School is for a school where all our students would:

- achieve their potential through a culture of high academic, personal and social expectations and aspirations;
- have their needs met, and be recognised as individuals, through high quality inclusion and pastoral care systems;
- learn in a safe, healthy and stimulating environment in which every child matters and in which parents / carers and the wider community are part of the learning journey;
- enjoy an all-round education beyond academic study, so that each can discover his or her latent talents.

The delivery of the vision by the Trust is through five elements that underpin our drive for high aspirations, progress and achievement for every student:

1. The provision of an academic, broad and balanced curriculum, including creative subjects, based on the traditional subject areas that form the structure for delivering knowledge, skills and understanding;
2. A focus on inclusion - Personal Education Plans will be provided for every student. Those who teach at Ixworth Free School will cater for the needs of all students regardless of the students' ability or need. High quality and regular training will be provided to all staff to ensure a focus on the individual needs of students;
3. A strong pastoral system will be a key focus of the work of Ixworth Free School. Tutors will be the main focus of the life of students and will form the main contact with parents and carers. The tutor will deliver PSHE and citizenship, and track all elements of the progress of the students in their tutor group;
4. The school will provide an extensive range of enrichment opportunities through an extended day. This element of the school day will provide a more rounded learning experience beyond the traditional curriculum and will allow opportunities to spark further interests in students, discover their talents and develop a love of learning for life;
5. Students will benefit from a focus on pathways to ensure a smooth transition into the school and provide progression into post-16 learning. Everything the school does will be geared to providing pathways for future learning and success.

The ethos of the Trust and its existing Free Schools is founded on the 6Cs to Success - co-operation, commitment, community, confidence, challenge and celebration (see Box 4). The Trust articulates a clear set of values (see Box 5). Through the 6Cs to Success and its values, the Trust aims for the ethos of the schools to be one that creates a culture of high expectations in all aspects of the students' lives in school; this would be no different for the Ixworth Free School. It will amongst other things:

- embrace the best of the new whilst respecting and valuing tradition;
- develop and promote the highest quality of teaching and learning;
- appreciate the pupil as an independent learner within a wider society;
- develop emotional maturity and intelligence in its students;
- promote adaptability and versatility in order to develop young people who will move positively to a broad range of post-16 education;
- promote self-esteem, self-awareness and insist on mutually respectful behaviour;
- engage the community as a vital learning tool by using the practical, artistic and intellectual strengths of local people, businesses and organisations.

Box 4

Co-operation

Students are expected to:

- work with teachers and other adults to help them to understand what it is they have to do to achieve their targets
- work appropriately with other students during learning activities to maximise progress and minimise wasted time
- co-operate when given instructions that are for the benefit of their learning, achievement and progress

Commitment

Students are expected to:

- attend school when expected to, to learn, achieve and make progress;
- be punctual to lessons and meet deadlines such as for coursework and homework when given;
- take responsibility for their own learning, achievement and progress;
- have (a) long-term life goal(s) and focus every day on what they need to do to achieve it / them;
- know and understand the grades and levels that they need to achieve their daily, weekly, termly and yearly targets and overall life goal(s).

Confidence

Students are expected to:

- with the help of appropriate staff, develop confidence in their abilities and belief in themselves and what they can achieve;
- have high aspirations and the confidence that they can achieve those aspirations;
- have the confidence to ask questions, find out more and report anything which is stopping them learning, achieving or making progress.

Community

Students are part of a learning community and are therefore expected to:

- set themselves and others high expectations and hold each other to them
- care just as much about others being able to achieve their life goals
- get fully involved in the life of their school, including enrichment and extra-curricular activities
- get fully involved in the life of the community in which the school is situated;
- understand the four different scales of community: local, regional, national and international
- understand difference in others and the importance of diversity

Challenge

Students are expected to:

- meet each challenge presented to them with confidence and positivity
- undertake challenges as a means of making faster progress and achieving more
- provide each other with appropriate learning challenges and support each other to achieve them
- appropriately challenge behaviour which is preventing them from learning, achieving and making progress

Celebration

Students are expected to:

- celebrate the successes they have experienced in school and out
- support others to be successful and celebrate when they do achieve and make progress
- display behaviour that encourages themselves and others to strive to achieve greater success
- have pride in the achievements of the staff, fellow students, school and wider community

Box 5

Our Values

We believe in the worth of the individual.

Each member of our Trust and its school communities should show:

- **self-discipline**
- **self-respect**
- **self-reliance**
- **self-confidence**
- **self-motivation and perseverance**

We believe in the development of a 'healthy body - healthy mind' with learners having a positive self-esteem.

Every member of the Trust and its school communities is valued.

Each member of the Trust and its school communities should show respect and responsibility towards:

- themselves
- each other
- premises and resources
- members of the community outside our schools

To achieve this, it is important to:

- treat others how you would expect to be treated
- be tolerant and inclusive

- value diversity and recognise that everyone is different: respect other's beliefs, differences, lifestyles and ideas
- show concern and regard for their own and others' health and safety

Each member of the Trust and its school communities is empowered to:

- have equality of access
- take ownership of and responsibility for their own work and learning
- put into their learning what they expect to get out of it
- make the most of the opportunities presented to them
- understand their place in the local, national and global community

We aim for success and expect to:

- be praised and rewarded for our achievements
- be motivated by high quality resources and stimulating lessons
- understand that success means different things to different people
- celebrate the successes of others
- allow, through our actions, the same opportunity to achieve for all
- maintain a friendly, healthy, secure and safe working environment for all

The proposal to open a Free School in Ixworth originated from the community and it would be at the heart of the community it serves. By retaining a school on the existing site, the proposed Free School will offer the opportunity to develop an important community hub for this largely rural district, extending its role and use beyond that of a school and making more cost effective use of the facilities for the benefit of all. It will offer an ideal venue outside school hours for many other activities and organisations, and support village life generally.

The education plan in Section D shows how the vision, values and ethos, together with the academic and pastoral aims of the Ixworth Free School, will ensure that every student feels valued and supported, enjoys learning, achieves at his or her highest academic level and is prepared for learning and employment for life. It is the aspiration of the Trust that every student, regardless of starting point, need or ability, makes four levels progress across the two key stages when they are in Trust schools. We believe that high aspiration drives forward progress and achievement.

The Trust is aiming that 50% of its students will gain the EBacc qualification. The Trust also aspires to outperform the national average for students getting 5 A*-C grades with English and mathematics. The Trust thinks these targets are appropriate as they give the greatest chance for young people to move on to good quality post 16 education and give them a strong education foundation for life.

This section has covered the following criteria:

We have:

- clearly set out why we are seeking to establish our Free School
- provided an explanation of the key features of our school, including the proposed age range, curriculum, location and approach to learning and teaching
- clearly identified our ethos and values and linked to the broad objectives of the

- education plan and our proposed curriculum
- clearly laid out our aspirations for the achievement of individual students, and the school as a whole

Section D: Education plan

Section D: Education plan – part 1

	Current number of students (if applicable)	2014	2015	2016	2017	2018	2019	2020
Year 7		108	108	108	108	108	108	108
Year 8		108	108	108	108	108	108	108
Year 9		81	108	108	108	108	108	108
Year 10			81	108	108	108	108	108
Year 11				81	108	108	108	108
Year 12								
Year 13								
Totals		297	405	513	540	540	540	540

Section D: Education plan – part 2

D1 The Curriculum

The most up-to-date RAISE Online report provided by Ixworth Middle School (students from this school would make up the vast majority of the new Free School) shows the following characteristics of the cohort:

- 12.6% Free School Meals (FSM) in 2012, (taking into account the new Ever 6 FSM measure);
- a higher than average percentage of students who are supported at School Action level (13%);
- 7% students with a statement of Special Education Need (SEN) (has been as high as 10.8% in previous year);
- 85.6% stability in the school population, much lower than the national average;
- In the current Year 6 (Year 8 in 2014), 23.9% of students have a Special Educational Need and 14.7% receive FSM.

The cohort has a higher than average level of SEN and there are clearly higher levels of FSM in some year groups. The percentage of stability in the school population is indicative of the number of service families in the area.

Therefore, the Ixworth Free School curriculum will aim to ensure that the school develops 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. Free School students will learn in a safe educational environment which promotes healthy living, contributes to their development 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 and be supported in order to fulfil their highest potential.

The curriculum is an expression of the Trust's mission to be an inclusive and academic learning community that focuses on the progress and achievement of its students. We aim for a culture and ethos of challenge, by targeting our students to make four levels of progress across Key Stages 3 and 4.

It is planned to provide each student at Ixworth Free School with opportunities to develop knowledge, understanding and skills in a broad range of disciplines as well as confidently achieving high personal standards, within the vision of the Trust:

- We will offer high aspirations and expectations to every student, regardless of ability or need;
- We believe that all students are entitled to equality of opportunity in learning;
- Our curriculum will be inclusive, challenging, stimulating, vibrant and enjoyable. It will offer enriching activities both in and out of the school environment;
- The curriculum will provide ample opportunities for students to become progressively more responsible for their learning;
- The curriculum will allow for a continuity of education and enable all students to progress into further education, training or employment with training;
- The curriculum will further the development of students as rounded members of the school, local, regional, national and international communities and should be the means of achieving greater independence without impairing the rights of others;
- Knowledge, understanding and skills are inter-related and we aim for our students to develop transferable skills;
- As we deliver the curriculum we will monitor carefully what is being achieved, and how it is being done. We will assess student learning, with the aim of recording and celebrating their achievements;
- Every learner in the formal education system, whatever his or her age or potential abilities, should experience a broad and balanced curriculum. We aim for our students to maintain a broad and balanced curriculum experience throughout their time at our Free Schools in order to ensure we do not cut off options or pathways available to students later in life.

As outlined in Section C, one of the five underpinning elements of our vision is 'pathways'. Through our emphasis on pathways, we will ensure we are preparing students in local primary feeder schools for transition to our curriculum and ethos from Year 5. We will provide the opportunity for our facilities to be used by any year groups in the primary feeder schools (such as Food Technology, Resistant Materials or Science facilities) to enhance their curriculum offer and to ensure students are used to coming to the school. The Trust will work closely with primary headteacher colleagues in order to ensure they understand the ethos of the Ixworth Free School from the outset. At Saxmundham Free School for example, the Trust is already working with the local primary and secondary schools and cluster groups to ensure all transition programmes for Year 6 students for September 2013 are in place and working seamlessly between all the providers.

Pathway provision will also be provided throughout the students' lives at the school to prepare them for post-16 provision. At Beccles Free School for example, the school is working with Lowestoft Sixth Form College to utilise their facilities (including for PE) and arrange for staff to visit the school to begin the process of preparing students for education and opportunities post-16. At Ixworth Free School, the Trust will work with local providers in order to ensure that students are prepared not just in Year 11 but from Year 7. It is the belief of the Trust that the earlier a student can have a goal for what they want to do when they leave school, the more focused and aspirational a student's journey will be through school.

D2

The Curriculum Plan

The curriculum structure is as follows:

Subjects	Number of periods per week in each year			
	Y7	Y8	Y9	Y10 & Y11
English (and KS3 Drama)	6	5	4	4
Mathematics	6	5	4	4
Sciences	3	3	4	4
MFL (2 languages)	2	2	3	3
History	1	2	2	2
Geography	1	2	2	2
Philosophy and Ethics	1	1	1	1
Art	1	1	1	3
Music	1	1	1	
Drama	0	0	0	
Design and Technology	1	1	1	
Physical Education / Dance	2	2	2	2
Tutoring / Enrichment Periods	5	5	5	5

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)
- enhanced time for the study of science
- history and geography to have increased emphasis in Years 8 and 9
- philosophy and ethics lessons to encourage discussion skills and values

- a range of creative, aesthetic, physical, expressive subjects
- each school day to have an enrichment period for all
- curriculum designed to provide a solid foundation for success in the English Baccalaureate certificate (EBacc)
- quality PSHE and citizenship provision
- strong provision for Special Educational Needs support
- effective deployment of Teaching Assistants
- an underpinning in Spiritual, Moral, Social and Cultural (SMSC) education

The rigorous curriculum at Key Stage 3 will place particular emphasis on the subjects which lead to success in the EBacc, particularly English, mathematics and the sciences. To ensure the best possible start to study at this level, Year 7 English (including 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 Teaching Assistants. Every teacher will be considered a teacher of numeracy and literacy first and foremost.

All students will study French as their first modern language (MFL1), and in Year 8 all will begin a second language, most likely German or Spanish (MFL2). 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 benefit their progress in English and ensure the best possible outcome at Key Stage 4.

The study of the humanities is essential for students' understanding of their own, and other communities, both past and present. These subjects also help develop a student's 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 philosophy and 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.

Students will be offered opportunities through other curriculum subjects 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 & Technology will incorporate the teaching of Information and Communication Technology (ICT) in Year 7. Design & Technology will offer three strands to 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 Virtual 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 aims of the school to develop responsible future citizens, high quality personal, social and health education (PSHE) will be vital. This will be provided by tutors in one lesson per week and 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 tutor 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 the Deputy Headteacher.

The Trust takes its responsibilities with regard to SMSC very seriously. A Trust-wide policy (which would apply to the Ixworth Free School) on the approach to SMSC will be implemented in the school. This policy was recently checked and approved by Vanessa Wiseman at the DfE for implementation at Beccles and Saxmundham Free Schools. As an illustration of the strategic direction of SMSC, Box 6 below shows an extract of the policy to demonstrate the expectation. This policy applies to all students at the school, regardless of the Key Stage they are in:

Box 6

Extract of the Trust's SMSC Policy

“‘Spiritual’ is not synonymous with ‘religious’ but the Trust recognises that some students will express their spiritual awareness in religious terms.

The Trust and its Free Schools attempt to foster students’ spirituality by encouraging the following:

- giving students the opportunity to explore values and beliefs including religious beliefs and the way in which they affect people’s lives;
- enabling students to develop a set of values, principles and beliefs;
- encouraging students to explore and develop what animates and inspires themselves and others;
- encouraging students to express innermost thought and feelings through for example, art, music, literature and crafts, exercising the imagination, inspiration, intuition and insight;
- promoting teaching styles which:
 - value students’ questions and give them space for their own thoughts, ideas and concerns;
 - enable students to make connections between aspects of their learning;
 - encourage students to relate their learning to a wider frame of reference;
 - encourage students to consider and respect a diversity of opinions.”

Key Stage 4: Years 10 and 11

Particular features:

- enhanced allocation of time for English, mathematics, sciences and a modern 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)
- quality philosophy and ethics / citizenship, careers guidance and PSHE 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
- tutor periods for careers guidance, controversial issues and thinking skills
- strong provision for Special Educational Needs support
- effective deployment of Teaching Assistants
- an underpinning in Spiritual, Moral, Social and Cultural (SMSC) education

All students, except those with particular educational difficulties, will be expected to study the following core subjects:

- English language and literature (two GCSEs)
- mathematics
- science (2 or 3 GCSEs)
- a modern foreign language
- history and geography
- philosophy and ethics
- physical education (PE)

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 three separate sciences as individual GCSEs. The extra teaching for these will be provided in period 6, the enrichment period, and this will not only offer an extra GCSE, but will also encourage the choosing of science subjects in further study beyond GCSE.

Students (except those who have extra help with English language) must choose a modern language to GCSE. 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 MFL will be enhanced with opportunities to participate in the three established exchange programmes (to Clermont-Ferrand, Würzburg and Pamplona) run by Woodbridge School, and others which are currently being developed by the Trust.

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

In addition, most students will choose an optional subject from the following:

- 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. Literacy, numeracy, ICT and SMSC will be expected where relevant in every lesson in every subject.

The enrichment lesson, 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)
- computer studies
- separate science GCSEs
- Latin

It is envisaged that some of these subjects, for example Latin and computer studies, may be taught by staff from other schools in the Trust or Woodbridge School.

In Years 10 and 11, Ixworth Free School will focus on a core academic curriculum to provide the necessary skills, attitudes and qualifications for students' future education and training. In addition, the tutor 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 steps.

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 a student's confidence and the attitude to underpin effective teaching and learning. This is just one area in which the exceptional record of Woodbridge School has influenced the Trust and will benefit Ixworth Free School.¹

¹ See ISI Inspection report for Woodbridge School at <http://www.isi.net/School.aspx?s=7261>

The curriculum has been designed to maximise the opportunities of the extended school day, allowing increased support, enhanced and differentiated learning opportunities, as well as extra-curricular activities.

Structure of the school, day timetable and calendar

Ixworth Free School will run each day from Monday to Friday. The school will attempt to follow the Local Authority's 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 day will be arranged as follows:

Time	Activity
0800-0830	<i>breakfast club (optional)</i>
0830-0840	<i>Registration</i>
0840-0935	session 1
0935-1035	session 2
1035-1055	<i>Break</i>
1055-1150	session 3
1150-1250	session 4
1250-1400	<i>lunch / clubs</i>
1400-1455	session 5
1455-1555	session 6 (enrichment)
1600-1700	<i>session 7 (initially two days per week)</i>

Each session will be timetabled for 55 or 60 minutes, which will allow timetable flexibility and ensure that it is attractive to part time staff.

The curriculum will run in a one-week timetable over 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 which 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 activities / qualifications such as:

- tutor periods (for PSHE / Citizenship teaching and careers)
- year group assemblies
- supervised homework sessions
- 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
- creative writing
- Duke of Edinburgh Award
- dance club
- cookery club
- gardening and horticulture
- music ensembles
- school newspaper
- drama club
- sports leadership
- art club
- young engineers club

As has been the experience of Beccles and Saxmundham Free Schools so far, the enrichment and extra-curricular session activities can be interchangeable and flexible. This allows for extended sessions, a changeable programme throughout the academic year and a highly targeted and effective programme focused on motivation of students. Staff can be moved between sites in order to deliver aspects of the enrichment curriculum to students at different schools.

The budget will allow for session 7 to take place on two evenings per week, as it involves additional school bus costs and employing additional coaching staff (e.g. Suffolk Community Sports Coaches).

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

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 English	Block 2 maths	Block 3 sciences	Block 4 MFL (or additional literacy)	Block 5 geography history
Block 6 four optional subjects e.g. Art Music Drama DT	Block 7 PE	Block 8 philosophy and ethics	Block 9 Tutor / enrichment	Enrichment See <i>enrichment section</i>

Approaches to setting, according to ability in Years 10 and 11, in a small school will require innovative approaches and flexibility. It is always the aim to provide Subject Leaders with the delegated responsibility for determining the best practice for ensuring progress of students in their subject area (within timetabling and resourcing

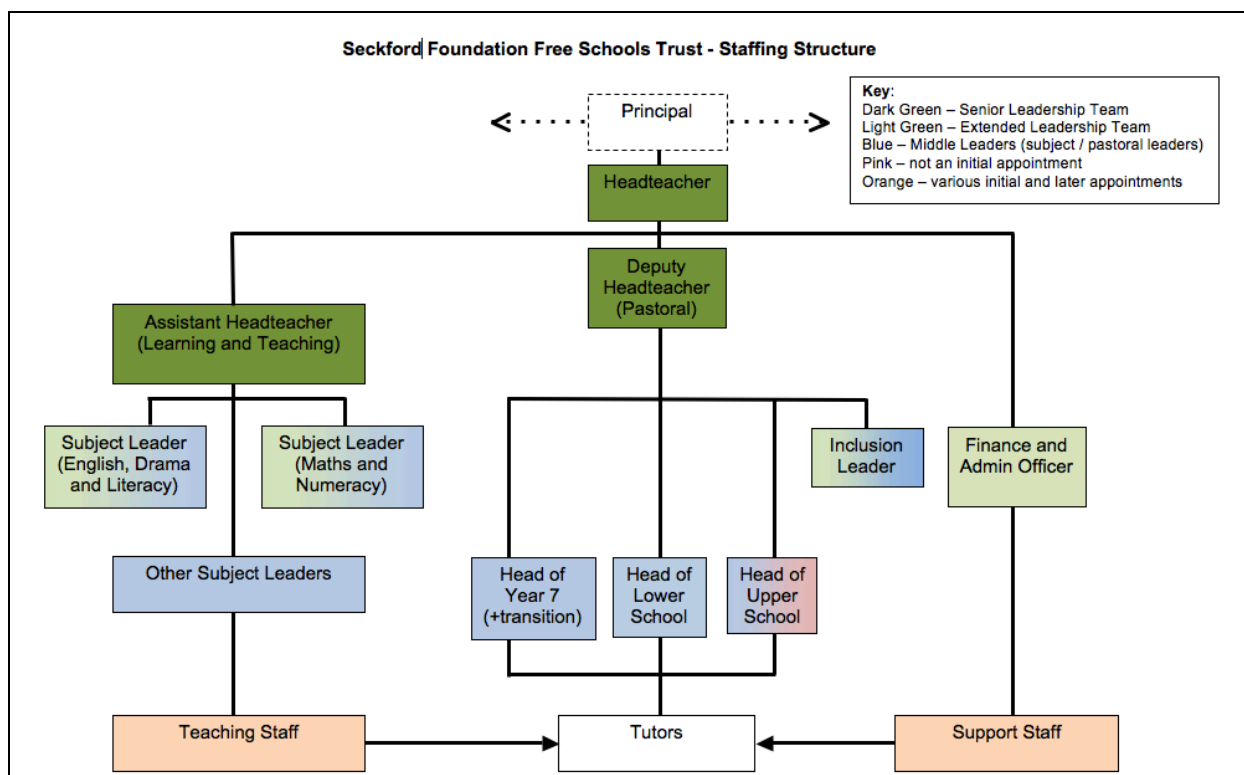
constraints).

D3 Staffing structure

Box 7 shows the staff structure and hierarchy diagram for schools within the Trust. The emphasis of the staffing structure is to ensure a focus on academic progress and pastoral care of students. The Trust utilises its own pay structure which includes a replacement for the Teaching and Learning Responsibility (TLR) points. Responsibility at middle leadership level is recognised by two pay bands:

- Middle Leadership Scale (MLS) which rewards those responsibilities such as running a subject area or a year group;
- Extended Leadership Scale (ELS). This rewards those middle leaders who take on additional duties on the Senior Leadership Team.

The pay structure allows not only for progression on the main scale but also for progression on the MLS and ELS through achievement of appropriate performance management targets.



The remainder of this section looks at the academic staff structure:

- Assistant Headteacher (Learning and Teaching): 40% contact time, line manager of those with learning and teaching responsibilities;
- MLS with ELS with extra SLT responsibilities will be offered to the leaders in:
 - English, drama and literacy
 - mathematics and numeracy
 - Inclusion Leader
- MLS only will be offered to the four leaders in:

- sciences
- modern foreign languages
- humanities (history, geography, philosophy and ethics)
- creative (art, drama, music, ICT, design and technology)
- physical education

The importance attributed to the role of the Inclusion Leader (incorporating the role of SENCO) is clear, as the role is remunerated on a par with the larger EBacc subjects. The Inclusion Leader, 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 Teaching Assistants (with additional qualifications)
- 3 classroom assistants (or more, depending on the number of students with statements)

This team will play a pivotal role in ensuring the academic success of the school and the happiness and confidence of the student body.

All jobs have thorough person specifications and job descriptions which are used as the basis for the accountability and performance management structure.

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:

- Deputy Headteacher (Pastoral): 20% contact time, line manager of those with pastoral responsibilities, notably:
 - Head of Year 7, 60% contact time: line manager of four Year 7 tutors. Particular responsibility for marketing, liaising with primary schools, induction of the new cohort of students each year.
 - Head of Lower School, 60% 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, 60% contact time: line manager for eight tutors, each with mixed Year 10 and Year 11 form groups. Particular responsibility for careers (including advice on post-16 education), further education and training guidance.
 - A full-time pastoral assistant, for 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 Ixworth Free School, it is essential that nearly all staff (whether teaching or support) have the skills and training to become tutors as part of their role.

Staff build-up

The financial plan (as set out in Section G) has been prepared on the basis of a phased build up of staff as the number of students increases, as set out below:

FTEs	2014/15	2015/16	2016/17	2017/18 onwards
<i>Students</i>	297	405	513	540
Principal and Headteacher	1.2	1.2	1.2	1.2
Deputy and Assistant Heads	2	2	2	2
Pastoral Heads	1	2	3	3
Inclusion Leader	0.3	0.3	0.3	0.3
Subject Leaders	6	7	7	7
Other teachers	7.3	11.1	15.5	16.7
Educational support	6.0	8.7	10.6	11.1
Admin/support staff	11.4	15.7	19.5	20.4
Total	35.2	48.0	59.1	61.7
<i>Student:Teacher Ratio</i>	16.8	17.2	17.7	17.8

The teaching staff resources model has been based on the planned curriculum to ensure that teacher numbers are consistent with the planned number of classes.

We are intending to appoint the majority of the senior positions in Year 1 in order to embed the culture and vision of the Free School, albeit that some of these staff will have a higher teaching load in the first two years.

The Inclusion Leader of the Trust will act as SENCO, with his or her costs shared between the three schools. He or she will be supported by a team of HLTAs and TAs, whose numbers build with student numbers.

Admin and support staff includes administration staff, caretaker, cleaners and catering staff and these build in line with student numbers.

The financial model (as set out in Section G) shows that this staffing model is affordable within the financial resources available.

D4

Inclusion strategy for students with differing abilities

Box 8 shows the inclusion strategy of the Ixworth Free School that has been shared with all parents / carers and community members at all public engagement events outlined in Section E. Box 8 is a summary of a much more extensive Inclusion Policy which has been checked and approved by the DfE in the approach to the opening of the Beccles and Saxmundham Free Schools. This has been fully implemented at both schools.

Box 8

Inclusion Strategy for Ixworth Free School

“Ixworth Free School will be a non-selective and inclusive school. It will cater for students of all levels and abilities and a range of emotional and social needs. The Seckford Foundation Free Schools Trust believes in providing a broad and balanced, academically focused curriculum in which inclusive practices enable access for **all** students.

As part of the leadership team of the school, an Inclusion Leader will be appointed who will be responsible for ensuring that the needs of all students at all levels and abilities will be catered for. The Inclusion Leader will be the SENCO as well as championing the needs of able, gifted and talented youngsters and students with other needs. The Inclusion Leader will lead a team of Higher Level Teaching Assistants and Teaching Assistants. Specially adapted facilities in the physical environment, including adapted furniture in specialist subjects (such as Science, Food Technology, etc.) ensure that those students with physical disabilities can access learning.

In order to promote and ensure inclusion, we will recruit outstanding teachers. Teachers who work at Ixworth Free School will have applied to work with us because of our inclusive ethos and have extensive experience in inclusion in state education. The commitment of each and every staff member to inclusion will be rigorously tested at interview. We will provide more Professional Development Days for our staff than would normally be expected (10 instead of 5). This will be purposely designed to ensure the necessary time for the training of our staff to meet the specific needs of the students in our school. As part of a wider Trust, Ixworth Free School staff will benefit from links between the schools within the Trust to share the experience, expertise and good practice of our staff and to tap into qualifications across our network for the benefit of our students.

On a day-to-day basis, staff will be aware of our clear expectations related to inclusion. Teaching and inclusion staff will be expected to make the necessary adaptations to learning resources and materials and / or the objectives of the activities for each individual student in order to ensure appropriate progress and the achievement of all individual, social and academic goals. This expectation is so important it forms a central strand of the job descriptions of staff.

Each student will have a Personal Education Plan (PEP). In this PEP, any special arrangements to meet the needs of students will be clearly laid out. All of our work will be underpinned by our strong pastoral and enrichment systems. Our tutors will be the main people who guide, support and care for every student in our schools.

Our beliefs and goals will be encapsulated in an Inclusion Policy and an Accessibility Plan that will lay out clearly the way that Ixworth Free School will operate with regard to inclusive practice. All staff are expected to know every student's name and needs. Our ethos, founded on the 6Cs to Success (Co-operation, Commitment, Confidence, Community, Challenge and Celebration) will ensure that every student has the same access to the experiences and challenges of school life.

At the Ixworth Free School, inclusion will be part of a much larger picture than just placement in regular classes. Inclusion is about having access, but it is also about being welcomed and embraced as a member who belongs to our diverse community. We believe that the objective of inclusion is achieved only when a student is participating in the activities of the school and their classes with the support they need to achieve to their highest potential.”

As a school that is non-selective and for students of all abilities, Ixworth will admit students in accordance with its admissions procedure. It will make provision in accordance with:

- the SEN Code of Practice 2001
- the SEN and Disability Act 2001 (amended)
- Index for Inclusion (3rd edition, 2011)

Consequently the school will make ample provision for funding of Special Educational Needs (SEN) and learning support. The Inclusion Leader will be a member of the Extended Leadership Team and will likely have Trust-wide inclusion leadership responsibilities across all Free Schools. The post-holder will also have administration support.

Special Educational Needs are identified in terms of learning, emotional, behavioural, physical and sensory abilities which are significantly below the norm for the age range. As part of the transition to the Free School, the Inclusion Leader and Head of Year 7 will assess and assist the induction of applicants with Special Educational Needs, liaising with the student’s current school, his or her parents and others involved in his or her care. Ixworth Free School will continue to work in partnership with parents or carers and other outside agencies to identify the needs, provide support for and monitor the progress of all students with Special Educational Needs.

The curriculum will challenge students of all abilities, and teaching and learning assistants will be effectively deployed in English and mathematics classes where their intervention will support the learning of students in difficulty. The Free School will also aim to:

- ensure every student has a Personal Education Plan (PEP)
- give advice to teaching staff to provide an accessible curriculum to meet the needs of all students
- ensure that resources are deployed to ensure all students’ needs are met
- develop and implement individual education plans (IEPs) for students who are statemented or on a School Action Plus on the SEN register
- advise staff in the developing and implementing of PEPs and IEPs for students
- inform parents and carers regularly of their child’s progress
- work with outside agencies in order to meet the needs of individual students
- ensure that all students are involved in all aspects of school life including participating in their own learning and decisions concerning it
- ensure Governors are informed of developments and their responsibilities to support, monitor and evaluate the Free School’s Inclusion Policy

Support for speakers of other languages will be required. The Inclusion Leader will oversee this area of need and be responsible for those who teach English as an

Additional Language (EAL).

We believe that it is the duty of any school to identify any particular strengths in its students, whether they are academic or in other spheres. Our Personal Education Plan (PEP) will allow us to identify every student's barriers to learning and offer strategies to overcome them. Every student will have a PEP regardless of need or ability. For A,G&T and SEN students, the PEP will be an addition to existing IEPs and statements. We will ensure by strong pastoral care and awareness that each student is stimulated to fulfil his or her potential. The school's tracking procedures will ensure that the progress of all students and those in significant or vulnerable groups are monitored and interventions put in place where required.

D5

Student development and achievement

In formulating the curriculum for all its Free Schools, the Trust is aware of the data outlined in Section C relating to the underperformance of Suffolk 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. We believe that in order for progress and achievement to take place for every student, teachers, students and parents / carers must be involved (we refer to this as the 'progress and achievement triangle').

It will be 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.

Data and information on students will be gathered from the primary schools (KS2 SATs data) and in addition each student will have his or her ability benchmarked on entry. Base targets will be set from baseline data, using Fisher Family Trust (FFT) and the Trust Progress Route matrix (see Table 3) in order to ensure appropriate challenge and aspiration. This matrix allows for targeting and tracking of 4 levels of progress across Years 7 to 11. Progress towards targets will then be measured at six points each year (every half term). At these points - called Progress Checkpoints (PCPs) - attainment data and Attitude to Learning grades are recorded and reported to parents and students. Where there is a gap in attainment, this will be narrowed using targeted interventions determined by Subject Leaders and the Inclusion Leader.

Ixworth Free School will be 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'.

Achievement will be measured on the following:

- Students make academic progress that Ofsted or other inspection agencies rate as good and/or outstanding for all groups of children. This will involve meeting targets for all courses but will not be able to use public examination data until its cohort has been examined at Key Stage 4.
- The popularity of the Free School is such that it is over-subscribed.

- Learning and teaching will be internally and externally evaluated on a regular basis, using Ofsted and other inspection agencies' criteria.
- The perception of the school in the community is of one in which students enjoy their learning, show confidence, a sense of community, social awareness and tolerance towards cultural and other differences.
- There is a wide recognition of the role of the Free School as a thriving hub for community life and other organisations.
- There are high approval ratings from surveys of students, parents and staff and other key stakeholders.
- Teaching staff gain experience from the Free School to move to the next level of responsibility within and outside the Trust.
- Attendance rates of 95% or better

Table 3

Trust Progress Route												
KS2	KS3 Milestones			Expected Attainment								KS4 target Grade
	Yr7	Yr8	Yr9	KS4 Grades								
<1	1b	2c	2a	G	F	E	D	C	B	A	A*	Ec
1c	1a	2b	3c	G	F	E	D	C	B	A	A*	Eb
1b	2c	2a	3b	G	F	E	D	C	B	A	A*	Ea
1a	2b	3c	3a	G	F	E	D	C	B	A	A*	Dc
2c	2a	3b	4c	G	F	E	D	C	B	A	A*	Db
2b	3c	3a	4b	G	F	E	D	C	B	A	A*	Da
2a	3b	4c	4a	G	F	E	D	C	B	A	A*	Cc
3c	3a	4b	5c	G	F	E	D	C	B	A	A*	Cb
3b	4c	4a	5b	G	F	E	D	C	B	A	A*	Ca
3a	4b	5c	5a	G	F	E	D	C	B	A	A*	Bc
4c	4a	5b	6c	G	F	E	D	C	B	A	A*	Bb
4b	5c	5a	6b	G	F	E	D	C	B	A	A*	Ba
4a	5b	6c	6a	G	F	E	D	C	B	A	A*	Ac
5c	5a	6b	7c	G	F	E	D	C	B	A	A*	Ab
5b	6c	6a	7b	G	F	E	D	C	B	A	A*	Aa
5a	6b	7c	7a	G	F	E	D	C	B	A	A*	A*c
6c	6a	7b	8c	G	F	E	D	C	B	A	A*	A*b
6b	7c	7a	8b	G	F	E	D	C	B	A	A*	A*a
6a	7b	8c	8a	G	F	E	D	C	B	A	A*	A*a

	Expected level of progress
	Aspirational levels of progress

Student leadership

Student leadership will be a very important aspect of the way that the school will promote its values by empowering students to take on the leadership of a variety of aspects of the school and community. The programme will be called the “Young Leaders” programme and will involve students in leadership roles in the school in a variety of ways. Every student at Ixworth Free School will be expected to have a leadership role in the school. The following list provides examples (but is not exhaustive):

- Student Leadership Group (SLG), comprising the Head Boy, Head Girl and their deputies and the Senior Prefects members of the SLG will be the students’ ambassadors, representing the school and community at events as well as being role models to the younger students. The SLG will meet regularly with the Headteacher in order to focus on developing solutions to issues related to learning in the school and community;
- Prefects will undertake important duties around school and represent the school in the community. The aims of the prefect programme will be as follows:
 - For older students to act as role models for younger students both in tutor groups, around the school and in the community
 - For older students to have a high profile role in organising and running school and community events under the leadership of the SLG
 - To be involved in interview panels for relevant teaching and support staff appointments
 - To assist with the maintaining of a calm and orderly atmosphere at breaks and lunchtimes under the supervision of duty staff
- Student Leadership Team – each member of the school’s Leadership Team is shadowed by a group of students who undertake roles and projects. To be appointed to positions on the Student LT, students will have to apply formally and undergo an interview. One of the most exciting parts of being on the Student LT will be the ‘Run the school for a day’ project through which the team undertake research to develop an area of interest in the school;
- Sports Leaders. SLs attend PE focus group meetings helping to improve the curriculum and physical activity Enrichment Period options available for students and the community. Sports Ambassadors will play a key role in selecting sports teams for inter-school competitions such as Sports Day;
- Year 7 School Ambassadors will be chosen by the Pastoral Leader for Year 7 on account of their effort and behaviour during the Autumn and Spring Terms of Year 7. They will represent the school at transition activities with local primary schools;
- Student Focus Groups – there will be a number of focus groups that students can be involved in to allow students from different year groups and needs to have their say on school issues. These will meet once per half term with a member of the Senior and Extended Leadership Teams and will form an important part of the school’s self-evaluation process.

D6

Admissions Policy

Like Academies, Free Schools and therefore the Ixworth Free School, will be bound by the same Admissions Code that governs all publicly funded schools. It will have a

fair and transparent Admissions Policy (Box 9), and will need to provide places for students of different abilities who are wholly or mainly drawn from the area in which the school is situated.

Box 9

General

1. This policy may be amended in writing at any time by agreement between the Secretary of State and the Seckford Foundation Free Schools Trust.
2. The Seckford Foundation Free Schools Trust will act in accordance with, and will ensure that, an Independent Appeal Panel is trained to act in accordance with all relevant provisions of the School Admissions Code and the School Admissions Appeals Code published by the Department for Education (“the Codes”) as they apply at any given time to maintained schools and with equalities law and the law on admissions as they apply to maintained schools. For this purpose reference in the Codes or legislation to “admission authorities” shall be deemed to be references to the governing body of the Seckford Foundation Free Schools Trust.
3. Notwithstanding the generality of paragraph 2 of this policy, the Seckford Foundation Free Schools Trust will take part in any mandatory Admissions Forum set up by the Local Authority (“LA”) in which they are situated and have regard to its advice; and will participate in the coordinated admission arrangements operated by the LA and the local Fair Access Protocol.
4. Notwithstanding any provision in this policy the Secretary of State may:
 - Direct the Seckford Foundation Free Schools Trust to admit a named student to the Ixworth Free School on application from an LA. This will include complying with a School Attendance Order¹. Before doing so the Secretary of State will consult with the Seckford Foundation Free School Trust;
 - Direct the Seckford Foundation Free Schools Trust to admit a named student to the Ixworth Free School if the Seckford Foundation Free Schools Trust has failed to act in accordance with this policy or has otherwise failed to comply with applicable admissions and equalities legislation or the provisions of the Codes;
 - Direct the Seckford Foundation Free Schools Trust to amend its admission arrangements where they fail to comply with the Schools Admissions Code or the Admission Appeals Code;
5. The Seckford Foundation Free Schools Trust shall ensure that parents and relevant children² will have the right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision of the Trust. The Independent Appeal Panel will be independent of the Seckford Foundation Free School Trust. The arrangements for appeals will comply with the School Admission Appeals Code published by the Department for Education as it applies to Foundation and Voluntary Aided schools. The determination of the appeal panel is binding on all parties.

1 LAs are able to issue school attendance orders if a child is not attending school. These are legally binding upon parents. Such an order might, for instance, be appropriate where a child has a place at a Free School but his/her parents are refusing to send him/her to school. The order will require a parent to ensure his/her child attends a specified school.

2 'Relevant children' means children who are above the compulsory school age, or will be above compulsory school age by the time they start to receive education at the school.

Relevant area

6. Subject to paragraph 7, the meaning of “Relevant Area” for the purposes of consultation requirements in relation to admissions arrangements is that determined by the LA for maintained schools in the area in accordance with the Education (Relevant Areas for Consultation on Admission Arrangements) Regulations 1999;
7. If the Seckford Foundation Free Schools Trust does not consider the relevant area determined by the local authority for the maintained schools in the area to be appropriate, it must apply to the Secretary of State by 1 August for a determination of the appropriate relevant area for the Ixworth Free School, setting out the reasons for this view. The Secretary of State will consult the Ixworth Free School and the LA in which the school is situated in reaching a decision.

Requirements to admit students

8. The Seckford Foundation Free School Trust will:
 - Subject to its right of appeal to the Secretary of State in relation to a named student, admit all students with a statement of special educational needs naming the Ixworth Free School;
 - Adopt admission oversubscription criteria that give highest priority to “looked after children”, in accordance with the relevant provisions of the School Admissions Code.

Oversubscription criteria, admission number, consultation, determination and objections

9. The admission arrangements will include oversubscription criteria, and an admission number for each relevant age group³. The Seckford Foundation Free Schools Trust will consult on its admission arrangements and determine them in line with the requirements within the School Admissions Code;
10. The Education Funding Agency (EFA) may consider objections on the Secretary of State’s behalf. The Seckford Foundation Free Schools trust should therefore make it clear, when determining the admission arrangements, that objections should be submitted to EFA;
11. A determination of an objection by EFA on behalf of the Secretary of State, or by the Secretary of State will be binding upon the Seckford Foundation Free Schools Trust.

3 'Relevant age group' means normal point of admission to the school, for example, Year 7.

Procedure for admitting students to Ixworth Free School

Admission numbers:

12. Ixworth Free School has the following agreed admission number for the year 2014 / 2015:
 - a. 108 for students in Year 7

This admission number will remain the same in each subsequent year subject to any changes approved or required by the Secretary of State.

13. Seckford Foundation Free Schools Trust will consider all applications for places at the school. Where fewer than the published admission number(s) for the relevant year groups are received, Seckford Foundation Free Schools Trust will offer places to all those who have applied.

Procedures where the school is oversubscribed:

14. Where the number of applications for admission is greater than the published admission number, applications will be considered against the criteria set out below. After the admission of students with statements of Special Educational Needs where Ixworth Free School is named on the statement, the criteria will be applied in the order in which they are set out below:
 1. A “looked after child” or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order⁴. A “looked after child” is a child who is;
 - (a) in the care of a LA, or
 - (b) being provided with accommodation by a local authority in the exercise of their social services functions (“looked after children” as defined in section 22(1) of the Children Act 1989).
 2. Children with a sibling attending Ixworth Free School at the time of application. A Sibling is defined in these arrangements as children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.
 3. Other children by distance from Ixworth Free School, with priority for admission given to children who live nearest to the school as the crow flies. Distances are measured from the main entrance of the child’s home to the main entrance of the school.

Random allocation will be used as a tie-break in category ‘3’ above to decide who has highest priority for admission if the distance between two children’s homes and the school is the same.

⁴ An adoption order is an order under section 46 of the Adoption and Children Act 2002. A ‘residence order’ is as an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a ‘special guardianship order’ as an order appointing one or more individuals to be a child’s special guardian (or special guardians).

Operation of waiting lists:

15. Subject to any provisions regarding waiting lists in Suffolk County Council's coordinated scheme, Ixworth Free School will operate a waiting list for each year group. Where in any year the school receives more applications for places than there are places available, a waiting list will operate until the final term of the school year. This will be maintained by the Suffolk County Council and it will be open to any parent to ask for his or her child's name to be placed on the waiting list, following an unsuccessful application.
16. A child's position on the waiting list will be determined solely in accordance with the over subscription criteria set out in paragraph 14. Where places become vacant they will be allocated to children on the waiting list in accordance with the over subscription criteria.
17. The Seckford Foundation Free Schools Trust will maintain and hold those names detailed on the waiting list up to the end of the term after the beginning of each school year.

Arrangements for admitting students to other year groups, including to replace any students who have left the school:

18. During 2014 local authorities will coordinate admissions for in-year applications and for applications for year groups other than the normal point(s) of entry. This will not affect Seckford Foundation Free Schools Trust's right to determine which applicants have priority for admission;
19. Parents of gifted and talented children, or those who have experienced problems or missed part of a year, for example due to ill health, can seek places outside their normal age group. Decisions to admit or otherwise will be on the basis of the circumstances of each case. On receiving the decision, parents will be informed of their statutory right to appeal. This right of appeal does not apply if they are offered a place in another year group at the school;
20. Subject to any provisions in Suffolk County Council's coordinated admission arrangements relating to applications submitted for years other than the normal year of entry, the Seckford Foundation Free Schools Trust will consider all such applications and if the year group applied for has a place available, admit the child unless one of the permitted reliefs apply. If more applications are received than there are places available, the over subscription criteria in paragraph 14 shall apply. Parents whose application is turned down shall be entitled to appeal.

Arrangements for the admission of children of UK Service Personnel (UK Armed Forces):

21. Subject to the over subscription criteria detailed in paragraph 14 above, for families of service personnel with a confirmed posting to the area, the Seckford Foundation Free Schools Trust will:
 - A. allocate a place in advance, if accompanied by an official government letter which declares a relocation date and a Unit postal address or quartering area address for considering the application against their oversubscription criteria.

This will include accepting a Unit postal address or quartering area address for a service child. The Seckford Foundation Free Schools Trust will not refuse a service child a place because the family does not currently live in the area, or reserve blocks of places for these children.

- B. ensure that arrangements in their area support the Government's commitment to removing disadvantage for service children. Arrangements will be appropriate for the area and be described in the school's prospectus.

Arrangements for the admission of students as the school builds to its full capacity:

- 22. Ixworth Free School will open on 1 September 2014 with a Published Admission Number relating solely to students in Year 7, Year 8 and Year 9 as follows:
 - a. 108 for students in Year 7
 - b. 108 for students in Year 8
 - c. 81 for students in Year 9

From 1 September 2015 the numbers will be as follows:

- a. 108 for students in Year 7
- b. 108 for students in Year 8
- c. 108 for students in Year 9

Right to Appeal:

- 23. If the Seckford Foundation Free Schools Trust informs a parent of a decision to refuse their child a place at Ixworth Free School for which they have applied, it must include the reason why admission was refused; information about the right to appeal; the deadline for lodging an appeal and the contact details for making an appeal. Parents will be informed that, if they wish to appeal, they must set out their grounds for their appeal in writing.

The Seckford Foundation Free School Trust will not limit the grounds on which appeals can be made.

Monitoring, evaluation and review

The Trust Board will review this policy on an annual basis and ensure that practice across all schools is in line with this policy.

The Free School will be an inclusive school and as such the Admissions Policy and criteria will be minimal. The admissions arrangements will be managed by Suffolk County Council.

Admission arrangements will be set out in the agreement between the Trust and the Secretary of State establishing the School and will be consistent with the Schools

Admissions Code and the School Admissions Appeals Code as they apply to maintained schools.

For the academic year 2014/15, the School will admit a maximum of 108 students in Year 7, 108 in Year 8, and 81 in Year 9, rising in 2017/18 to 108 students per year which will consist of four classes in mainstream subjects.

In the event of oversubscription, after the admission of students with Statements of Special Educational Needs (SEN) where the School is named on the statement, the following criteria will be applied in the following order to determine priority:

1. Children in public care;
2. Children with a sibling attending the school at the time of the application;
3. Children attending any of the recognised feeder schools in the locality of the existing pyramid of schools;
4. Other children by distance from Ixworth Free School, with priority for admission given to children who live nearest to the School as the crow flies. Distances are measured from the main entrance of the child's home to the main entrance of the school.

A waiting list will be maintained up to the end of the term after the beginning of each school year for the school and mid-year admissions will be possible.

D7

Pastoral structure, behaviour and attendance

For students to have the best chance of succeeding academically, they have to feel supported, secure and respected as individuals. To ensure that Ixworth 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. Attention will be given to school / home communication through the Virtual Learning Environment 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 Local Suffolk Safeguarding Children Board. It will work closely with other bodies such as Suffolk County Council. 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 (our Safeguarding Policy has been implemented across Beccles and Saxmundham Free Schools after approval by the DfE and will be implemented in full at the Ixworth Free School. The Trust has worked closely with the Suffolk Children's Safeguarding Board to ensure all safeguarding procedures are in place).

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 at least four tutor groups, each with a tutor who will become specialised and trained 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 leader called the Head of Lower School. On the advice of the Head of Year 7, students will be divided into 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 students 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 students in 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 subliminally aware of the choices to be made about the next stage of their education and the final examinations in Year 11.

It will be 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.

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 (the Trust's Anti-bullying Policy has been implemented across Beccles and Saxmundham Free Schools after approval by the DfE and will be implemented in full at the Ixworth Free School) and one which values each individual (Box 5).

Clear rules setting out standards of behaviour will be issued to every student when they start and included in their weekly planner to reinforce constantly required standards of behaviour. 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 which will be worked up in detail by the appointed Headteacher in line with the practice of the other Free Schools in the Trust.

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 involvement of the Education Welfare Officer as required.

Behaviour Policy

Students will be treated as adults and 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. The behaviour code of the school will be based on the "6Cs to Success" (Box 4). We believe in a culture of positive behaviour reinforcement. Where possible restorative justice approaches will be used to overcome behavioural issues.

Each student and a parent / carer representative will be requested to sign a Home-School Contract with the school (Box 10).

Box 10

Home School Agreement

General Agreement:

The Seckford Foundation Free Schools Trust (or 'Trust') believes in working in partnership with parents / carers and students to ensure achievement and progress.

Together the school and parents / carers will:

- promote the ethos of the Trust and its Free Schools through the '6Cs to success' (Co-operation, Commitment, Community, Confidence, Challenge and Celebration)
- ensure our students make maximum progress and reach their full potential
- provide a safe and secure environment where our students can grow and develop
- establish and maintain open and respectful communication
- promote high aspirations and expectations for our students
- enable our students to make their needs known
- ensure an inclusive ethos for all students to feel part of the school community
- enable our students to know right from wrong and ensure students' spiritual, moral, social and cultural development
- develop consistent approaches for addressing behavioural issues where appropriate
- encourage our students to value and respect diversity.

Parent / carer agreement:

I / we will:

- ensure that my son / daughter arrives at school on time, properly equipped for lessons and wearing the correct school uniform with pride
- support the policies of the Trust and its Free Schools and the guidelines for uniform and behaviour
- inform the school about any concerns or problems that might affect my son / daughter's work or behaviour
- support the Trust's Attendance and Punctuality Policy, particularly with regard to not taking students on holiday during term time and ensuring students are in school and on time
- encourage my son / daughter to complete all homework set, and to do so to the best of his / her ability
- monitor the online parent reporting portal and correspondence email address
- attend Progress Evenings and other meetings about my son's / daughter's progress
- get to know and take an interest in my son's / daughter's life at school
- read all communication from the school and ensure that any relevant documents are returned promptly. This includes those documents requiring a parent / carer signature
- inform the school of changes in address and home / work / contact telephone numbers

School Agreement:

The school will:

- follow the procedures as outlined in the Safeguarding Policy of the Trust
- care for students as individuals and be available to parents / carers to discuss and help
- care for all students' safety and happiness within a supportive community, where acceptance is granted to all, where indifference, discrimination and bullying have no place and where the fostering of good relationships and the development of self-worth are valued highly
- provide a firm but caring and fair discipline framework within school, which expects students to develop self-discipline and respect for others
- provide the highest possible standard of teaching and the expectation that all students should make maximum progress from their starting points
- create a challenging learning environment to stimulate, inspire and foster a love of learning for life
- provide a broad and balanced academic curriculum, underpinned by a strong pastoral system and enrichment opportunities that will develop the whole person, and so prepare students not only for academic success, but also for the world of work and participation as responsible citizens within society
- provide each student with an information, advice and guidance programme to help him or her achieve his or her potential and ambitions

- set, mark and monitor classwork and homework
- provide a Personal Education Plan (PEP) for every student
- communicate regularly with parents / carers to inform them about the life of the school, the academic progress of their son / daughter and also about any concerns or problems that might affect their son's / daughter's work or behaviour
- provide opportunities for parents / carers to become involved in the life of the school and to be consulted on significant changes
- offer opportunities for students to participate in extra-curricular activities, including lunchtime / enrichment / after-school clubs, sports teams and educational visits both within the UK and abroad
- provide a welcoming environment for families and ensure their knowledge, expertise and opinions are valued
- listen and respond as quickly and effectively as possible to the views and concerns expressed by parents / carers and students

Student Agreement:

I will:

- attend everyday expecting to work hard
- arrive at school on time, prepared and organised for all my lessons
- be ready for lessons, on time and with the correct equipment
- follow the "6Cs to Success" in everything I do
- demonstrate politeness, care, concern and respect for all other members of the school and members of the general public and ensure that all students are welcomed and included in the life of the school
- follow the Trust's Behaviour Policy and uniform code at all times: in school, travelling to and from school, on school trips and residential visits / exchanges
- do all my classwork and homework to the best of my ability and to make maximum progress
- do all the work set by the deadline and to the best of my ability, seeking to extend myself through additional effort, reading, research and target setting
- let someone at school know if I have any concerns
- take advantage of all opportunities offered to me by the school, both within and outside lessons
- adopt a positive attitude towards, and participate fully in, the life of the school
- play my part in keeping the school buildings, furnishings and site in good order, in particular, free from litter and graffiti
- take good care of the books, resources and equipment which I use
- look after and fully utilise any mobile technology the school gives me to use for learning
- act as a Young Leader at all times, helping teachers and staff to run my school and undertake my duties and responsibilities when required.

The Behaviour Policy of the Trust has been implemented across Beccles and Saxmundham Free Schools after approval by the DfE and will be implemented in full at the Ixworth Free School. It is based on the 6Cs to Success and promotes a positive behaviour ethos and restorative justice methodology for dealing with behaviour issues.

The rewards system for students will be based on an online rewards system where points can be collected from staff and community-based partners. These can be collected over time and redeemed for goods from an online rewards catalogue. The Pupil Reward Points system (<http://www.pupilrewardpoints.co.uk/>) has been implemented at Beccles and Saxmundham and will be introduced at Ixworth Free School.

Attendance Policy

The Trust promotes the mantra that:

Attendance = learning = progress = achievement

This mantra will be used to promote the link between being at school and making progress through learning in order to achieve. Parents / carers and students will be expected to know why attendance is important and how importantly the school takes attendance at school. The Trust will set an attendance target of 95% for the school in order to set high standards.

Senior and Pastoral Leaders will have responsibility for monitoring the attendance of the students under the oversight of the Deputy Headteacher. A member of the support staff will deal with the attendance data on the school database, including initiating a 'first day absence' call home.

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.

Where relevant or required, the school will work directly with feeder primary schools, multi-agency professionals and parents / carers of students in order to ensure that attendance issues are monitored and any problems dealt with at an early stage in order to ensure educational potential is realised.

The school will work closely with the Educational Attendance Service in order to employ a full range of support, interventions and sanctions to encourage attendance. In school, a member of the support staff will be employed to deal (in full or in part) with administration relating to attendance records and the school will employ an automated parent texting system (ClarionCall has recently been installed in Beccles and Saxmundham Free Schools and it is envisaged that it will be implemented at Ixworth Free School as well) to alert parents / carers to absence. Teaching staff will be expected to monitor and record lateness to lessons and community-based

partners will record attendance or absence from community-based activities. Attendance for a whole school day is something that will be rewarded through the school rewards system.

The Attendance and Punctuality Policy of the Trust has been implemented across Beccles and Saxmundham Free Schools after approval by [REDACTED] at the DfE, and will be implemented in full at the Ixworth Free School. It is firmly rooted in promoting the mantra at the beginning of this section.

This section has covered the following:

- The Trust's proposed broad and balanced curriculum and how it meets the needs of the intake
- An outline of the Trust's plans for transition
- The school day, calendar and timetable
- The school's staffing structure and how that structure will deliver the proposed curriculum
- A clear strategy for ensuring inclusion
- The aspirations and measures of success for student achievement and development
- The Trust's Admissions Policy and commitment to fair and transparent admissions practices
- The school's approach to behaviour management, pastoral structure and attendance

Section E: Evidence of demand and marketing – Part 1

E1

Evidence of demand

In 2006 Suffolk County Council began a review of its school system. The review recommended that the Council re-organised schools in Suffolk with a preferred option of a two-tier system of Primary and Secondary School education (the School Organisation Review – Box 1). Suffolk County Council's plan was that all the middle schools in the county will close, the primary schools extended up to age 11 and the upper schools to expand to include children from age 11. This was approved by the County Council in 2007 with the focus on raising attainment and creating a school system that is sustainable in the future.

In the Ixworth area, and with the support of the County Council, Headteachers in the Thurston area developed plans to move to a two-tier system in this part of the county with full implementation effective from September 2014. A public consultation on their plans was conducted during the autumn of 2011 and the plans were approved by Suffolk County Council's Cabinet in April 2012. This plan now means that Thurston Community College will increase in size to around 2000 students, in addition to sixth form provision, and potentially split over two sites (the current campus and the Beyton Middle School site from 2014). Effectively, this meant that the school would be extremely large, and as a result of using two sites, would retain an element of the transition problems of the three-tier system it is designed to replace.

In September 2014 the Trust proposes to open the Free School with three year groups (Years 7, 8 and 9). This proposal for a Free School at Ixworth would mean that students would be able to transfer to the school of their choice at age 11 and remain there until the end of Key Stage 4.

Box 1 shows an extract from the SOR plan approved and implemented by Suffolk County Council in which it made clear reference to the fact that it supported Free Schools utilising the school buildings which would become available through the SOR process. The Foundation was approached by a proposer group of parents and local community members (see Annex F3) in December 2011, who were attracted by the education vision and plan that the Foundation and Trust are proposing to implement (outlined in Sections C and D). The Foundation has worked with the group over a sustained period to fund a campaign and use its considerable experience and resources to ensure that the very best proposal for a Free School in Ixworth is presented in this application. The Foundation and Trust have a recent track record as a multi-Free School sponsor, opening Beccles and Saxmundham Free Schools in 2012 and demonstrating clearly our mission-focused approach to our work.

The proposal for a Seckford Foundation Free School in Ixworth has been welcomed by many members of, and leaders in, the community. Boxes 11 and 12 show letters from the local MP (Matthew Hancock) and the Leader of St Edmundsbury Borough Council (Councillor John Griffiths). Both letters make clear the support for our vision for the Free School in Ixworth and their understanding of the positive impact on the

area of the vision and plan presented in this application.

Box 11

Extract of letter from Matthew Hancock MP to Michael Gove MP

“I am writing to you, in my role as constituency MP, to express my support for the Seckford Foundation Free Schools Trust bid to open a Free School in Ixworth, Suffolk on the site of the closing [REDACTED]. As you know, the bid has been led by a strong community support group over the last 15 months, and is well supported by local parents, with a very high proportion of potential parents expressing an interest.

Without a Free School at Ixworth the imminent switch to a two tier education system will leave children without a choice when they leave primary school. They will have only one secondary school whose roll will be in excess of 2000 pupils. A Free School will allow them a clear choice between different models of education provision.”

Box 12

Extract of letter from Cllr John Griffiths to Michael Gove MP

“As Leader of the Council I am in support of a truly independent Free School at Ixworth because:

1. It reduces the size of the Thurston campus (which would be 2000+ children) and relieves the pressure on the roads leading into and out of this village.
2. It sustains Secondary education in the heart of two of our largest villages - Ixworth & Stanton and the community and economic benefits that brings.

In particular, I have been impressed by the vision presented by Seckford including:

1. Their proven experience in successfully opening Free Schools;
2. A clear mandate from parents for their vision from a wide demographic profile of the local community;
3. True independence from the existing educational landscape which will raise standards and provide effective and healthy competition for this area;
4. Their motivation is clear and relates directly to the future aspirations of the children that will attend.

Therefore, and on balance, I believe the bid from Seckford will offer a real choice for parents within our community and, above all else, raise educational standards for our young people which will be essential for the competitive world into which they will enter”

It should be noted that there has been a significant amount of opposition to the Trust's other Free Schools during 2011/12. We can however present a very high

demand for the places that would be available in the year groups at the proposed school from 2014. The approach of the Seckford Foundation to its detractors and the media has demonstrated that it conducts itself in a manner that is appealing to parents.

The Trust has focused on collecting and presenting detailed evidence of demand relating to children who will make up the first two years’ intake – currently in Years 5, 6 and 7. As at 14 December 2012, the data collected from the expressions of interest forms throughout the campaign show that there is extremely high demand for places:

Expressions of interest for entry into the school in 2014:

- Year 7: 120 (out of 108 places)
- Year 8: 107 (out of 108 places)
- Year 9: 90 (out of 81 places)

(Total 315)

Other expressions of interest:

- Year 7 entry for 2015: 105 (out of 108 places)
- Beyond 2015: 189

Total overall expressions of interest = 611.

The data indicating that parents would choose the Free School as their first choice is contained in the table below.

Table of first choice expressions of interest

	2014				2015			
	A	B	C	D	A	B	C	D
Year 7	108	120		111.1%	108	105		97.2%
Year 8	108	107		99.1%	108	120		111.1%
Year 9	81	90		111.1%	108	107		99.1%
Year 10	-	-		-	81	90		111.1%
Year 11	-	-		-	-	-		-
Year 12	-	-		-	-	-		-
Year 13	-	-		-	-	-		-
Totals	297	317		106.1%	405	422		1042.2%

Annex E2 charts precisely where demand is geographically for the proposed Ixworth Free School. Each pin identifies an individual postcode which was identified in the registration form which the Trust used to gather demand interest. Whilst the proposed Free School does not have a catchment area (see Admissions Policy in Section D – Box 9) it is clear that there is demand for the Free School within and beyond the locality of Ixworth.

Map 1 in the Catchment Analysis in Annex E1 identifies the drive-time contours with which the furthest location of parental interest from Annex E2 can be compared. The concentric rings are at 5, 10, 15, 20, 25, 30, 35, 40 and 45 miles radius from the proposed school site.

Annex E3 shows the expression-of-interest forms used through the campaign. This form was made available in a variety of ways to ensure equality of access (including website and paper versions). The following questions were used to gather the data required to evidence the demand:

Name:	
• Yes — I would select Ixworth Free School as first choice for my child who would join Year 7 in 2014	<input type="checkbox"/>
• Yes — I would select Ixworth Free School as first choice for my child who would join Year 8 in 2014	<input type="checkbox"/>
• Yes — I would select Ixworth Free School as first choice for my child who would join Year 9 in 2014	<input type="checkbox"/>
• Yes — I would select Ixworth Free School as first choice for my child who would join Year 7 in 2015	<input type="checkbox"/>
• Yes — I would select Ixworth Free School as first choice for my child(ren) who would join beyond 2015 (please insert number of children)	
Address:	Postcode:
Additional comments (essentially tell us why your family/community needs this proposed Free School):	
Would you be interested in assisting with our Campaign?	
<input type="checkbox"/> Display a poster <input type="checkbox"/> Deliver a few leaflets <input type="checkbox"/> Register as a supporter	
Would you like to be updated on our progress? If so, please let us have your email address:	
Telephone:	
Signature:	

Table 4 below shows formal engagement activities carried out by the Trust and the proposer group:

Table 4

Date	Venue	Event
12 & 13 October 2011	Ixworth Middle School	The parent group invited other parents from Ixworth Middle School and Blackbourne Middle School to a presentation evening regarding the vision for a Free School at either Ixworth or Stanton
11 November 2011	Ixworth Middle School	Proposer group invited by Suffolk County Council to present their plan to parents following a SOR consultation evening
23 November 2011	Blackbourne Middle School – Stanton	Proposer group were invited by Suffolk County Council to present their plan to parents following a SOR consultation evening
25 November 2011	Blackbourne Middle School – Stanton	Proposer group meeting with MP, local councillors and local primary / middle school Headteachers
15 May 2012	Blackbourne Middle School – Stanton	Following the agreement for the Seckford Foundation and Trust to lead the application process, a public meeting to present the vision was arranged for parents
16 May 2012	Ixworth Middle School	Following the agreement for the Seckford Foundation and Trust to lead the application process, a public meeting to present the vision was arranged for parents
15 November 2012	Ixworth Middle School	Formal presentation by the Seckford Foundation and Trust supported by the proposer group.
17 November 2012	Ixworth Middle School	A drop-in session was arranged for parents to see in more detail what the Free School aims to deliver
29 November 2012	Blackbourne Middle School – Stanton	Formal presentation by the Trust, supported by the proposer group to around 50 parents
5 December 2012	Thurston Community College	Trust engagement with primary Headteachers in the Thurston partnership by the Trust Principal
6 December 2012	Ixworth Middle School	A drop-in session was arranged for parents to see in more detail what the Free School aims to deliver
18 December 2012	Beyton Middle School	A drop-in session was arranged for parents to see in more detail what the Free School aims to deliver

Members of the Ixworth Free School proposer group have been frequently present and active in the community, enabling questions about the Free School campaign to be answered and engaging with parents and members of the community in the following ways:

- Created a 'roadshow' stall which has been in position at Ixworth Middle School parent evenings, at the Ixworth Middle School Christmas Fayre, in outdoor locations such as Ixworth and Stanton village centres and Hillcrest Nurseries in Stanton. We plan to continue utilising this resource (outlined in the 'Nurture Plan' in Annex E4);
- Attended Parish Council meetings in a number of satellite villages around Ixworth;
- Organised leaflet drops and door-to-door canvassing in all 19 villages affected by SOR in the Thurston area.

We have used a number of diverse methods to engage the Ixworth community regarding the proposed Free School. This has ensured as far as possible that we have communicated with the hard to reach. We have produced a range of materials, ranging from a website which includes a 'frequently asked questions' section, leaflets, a flyer and posters. We have communicated by e-mail where possible including to local primary and middle schools, though we have been frustrated at points by our not being able to add letters to primary pupils' book bags. Many parents have also expressed their frustration at their lack of access to information on our Free School bid. Box 13 provides an example of a letter written by a parent to the local newspaper on this matter. This unequal access, weighted towards another bid for a Free School in Ixworth, will have affected the number of expression of interest forms we were able to get to parents and in turn this may have affected the amount of demand we could show in the tables in this section.

Box 13

Example of letter written to local newspaper on the matter of unequal access to the primary school children's 'book bags':

██████████

Through the public meetings held in local schools, we have engaged with people face to face and provided plenty of time for personal questions and discussion. We have been able to advertise in the local press about our public meetings and have had a number of features in various local publications and newspapers. We believe that this approach will have reached all sections of the community including those without access to technology. We have been careful to ensure that the words “non-selective” and “inclusive” have been used in marketing materials to emphasise that the Ixworth Free School will be a school for all. Annex D2 shows the statement we have shared with parents and the community to demonstrate our commitment to inclusion.

There were two well attended general meetings held in Ixworth where a formal presentation of the vision and ethos was communicated followed by an opportunity for questions to be answered by the panel. The panel included ██████████ ██████████ and ██████████ ██████████ (see biographies at Annex F2). Both meetings were followed by drop-in sessions where more informal and in-depth discussions could take place with parents about the Free School. The Trust provided photographs, prospectus, information and uniform items from Saxmundham and Beccles Free Schools to show how the education vision and plan were already being

implemented at the two schools. Members of staff from the schools were also present to answer questions and talk about their passion for learning and how they were helping students to progress. This gave those present a real impression of what Ixworth Free School would offer to the community.

The expression of interest form contains a section for parents to express their views on why the community needs a Free School. In this section parents have consistently expressed concerns over the current and projected size of the main secondary school in the area, Thurston Community College. A surprisingly large number of forms indicate that parents who already have other children at this school would prefer the smaller scale of this proposed Free School. The other clear theme identifiable is a strong demand for choice which is currently limited to families who are able to personally transport their children to out-of-catchment schools or afford the cost of termly transport fees. Annex E5 documents the comments made on the forms.

The Foundation has learned from its experiences in implementing the Beccles and Saxmundham Free Schools and intends to continue to work with the proposer group to enact a communications plan (termed a 'Nurture Plan' (see Annex E4)) after the submission of this bid. The objectives and intentions of the plan are clearly outlined on the annex, but in principle, continue the engagement in order to ensure there is no drop-off in support or engagement with the Free School between the submission and final decision made by the DfE.

We will continue as required to source expressions of interest and log them after the submission of this document for future use if required by the Department for Education.

All summary data which has been collated by the proposer group or the Trust has been submitted in this application. We have further detailed information which is readily available to the Department for Education if required. Recognising that the proposed Free School's income is from student numbers, the financial plan, outlined in Section G, details the projected budget which is directly sourced from the demand numbers which originated from the registration form.

Section E: Evidence of demand and marketing – part 2

E2

Reaching out to the wider community

The new Free School will offer the opportunity to develop a crucially important community hub for this predominantly rural area of Suffolk. It will offer an ideal venue outside school hours for many other activities and organisations, and support village life generally. The school will have high standards and expectations of its students at its core which will be enhanced by community involvement in the School. It will help to attract young families to the area, reduce the flow of families from the area, and increase employment opportunities.

The school will aim to be a hub at the centre of the community, both to support and enrich students' learning and well-being and that of the population generally.

One key element of adding value to the community is the potential to enable faster and more reliable broadband provision in the area. Broadband is a major issue for local businesses and residents. The existing middle school has a dedicated broadband landline which was installed by Suffolk County Council in 2011. There will be the opportunity for the Free School to continue with this facility for the school, but also to improve this provision for local businesses and communities outside of school hours. Any other technology installed in the school would be accessible to the community.

The school will look to play a full part in the community and work with other private, voluntary and public-sector organisations to benefit the students and community that it serves.

This will be achieved by keeping all stakeholders informed about the school and the opportunities it presents to the wider community through regular bulletins. As mentioned in Section E, the Trust also intends to make the school facilities available to the wider community.

Many of the issues that create tension between a community and a school are around behaviour of students as they leave the school and traffic congestion at pick-up/drop-off times. We will use our pastoral care system and our Behaviour Policy to ensure that all students and parents understand the importance of acting responsibly in their community. As the site of the school is on the edge of the village, when the site is reconfigured, attention will be paid to parking and drop-off zones.

Working with other schools in the area

Ixworth Free School will work with other schools including local secondary and primary schools, to deliver high quality education in the area.

The appointment of a Head of Year 7 will enable the Free School and primary schools to work closely together to help with the important transition between primary and secondary phases. Close liaison between the two phases will have the additional

benefit of enhancing the pool of teaching staff that the primary and secondary schools can work with. There will be opportunities for Free School staff to go into primary schools and vice versa, both to help deliver aspects of specific topics or mentor staff. There will also be the opportunity for primary school students to attend the Free School for specific days for activities or projects to enhance their learning. Free School students will also be able to enhance their leadership and training skills by working as ambassadors for their School with the primary schools, in sports coaching or performances, and helping with other areas as appropriate.

Ixworth Free School will have the advantage of being linked to the Beccles and Saxmundham Free Schools within the Seckford Foundation Free Schools Trust. Having two or three other Schools in the same family, under the overall leadership of a principal, will allow not only cost-effective, whole-school training, but will give leaders peers with whom to work closely and share the development of initiatives, policies or schemes of work. This will mean that developments will be swifter and more efficient. Lead teachers for subjects will be able to share responsibility for developing resources, sharing ideas, and the outcome for students will be improved.

To ensure as much sharing of good practice and resources, it is envisaged that the Principal and the Free Schools' Headteachers will reach common decisions on, for example, GCSE specifications so that there will be clear advantages in developing and sharing ideas and material. The Schools will also share the same Virtual Learning Environment (VLE) (learning platform), one of the specifications of which will be to allow video conferencing so that leaders in the Free School family can meet without the need to travel around the county. Electronic resources such as files, audio and video clips and lessons plans can all therefore be accessed easily by all who need them, from whichever of the Trust schools, both in school and at home. It is sincerely hoped that the Ixworth Free School will also work closely with other secondary providers locally, to the benefit of all their students, particularly as many will go on to Sixth Form courses at those providers.

The Seckford Foundation intends that there should be co-operative ventures beyond the classroom which will enrich students' educational experiences. This may be in modern language exchanges. Having an exchange school in each of the identified exchange countries for the Trust/Foundation will give economies of scale and a richer experience. Other areas of activity will be in sport where Foundation-wide competitions would increase challenge, music and drama where greater scope for performance (in three or four different venues) will lead to wider opportunities and a richer experience.

Although the Ixworth Free School will be a small secondary school, membership of the family of Free Schools in the Trust and wider Foundation will bring a range of benefits usually afforded by larger institutions, without the concomitant disadvantage of losing sight of the individual student and his or her needs.

The Trust is committed to ensuring that Ixworth Free School will be inclusive of all needs and abilities, and in particular, of deprived and disadvantaged families. Given the close proximity of a RAF base at Honington, the school will also cater for the needs of the service children that would attend the school. Members of the Foundation, the Trust and its current Free Schools have considerable experience of

working with, and for, marginalised and disadvantaged families and therefore have an understanding of the barriers facing them when trying to access a good education. It is the removal of these barriers that forms the focus of the Personal Education Plan for students, outlined in Section D.

Throughout the consultation process we have listened very carefully to the needs of students and parents. We also discussed that once we move into the detailed planning stages, a number of initiatives will be considered to reach students from deprived or disadvantaged families. These include cashless catering systems, which allow students receiving free school meals to remain anonymous, and access to the Seckford Foundation's Grants Programme to ensure as far as possible that students are not excluded from core activities due to financial constraints.

As can be seen from the Acorn analysis on Map 4 and Figure 5 in Annex E1, the number of disadvantaged or deprived families increases up to 30 minutes from the school, where over 35% of families are in the bottom of Acorn category 3 and in categories 4 and 5.

The following have been considered to help ensure that the proposed Free School is fully inclusive of these often hard-to-reach young people.

Breakfast Club

The breakfast club will be run to ensure that those families who are struggling to find employment have the option of dropping their child at school at 8.00am which may enable them to access employment opportunities. The Breakfast Club will be free of charge to students, and will be funded through fundraising activities, corporate sponsorship and private donations. The Breakfast Clubs at both Beccles and Saxmundham Free Schools have been an incredible success from the opening of both schools in September 2012. Students enjoy meeting before school, meeting teachers and ensuring that they have a good start to the day with a sensible breakfast. The local Tesco store recently provided some goods for the Saxmundham Breakfast Club and we hope to develop many more opportunities for companies to sponsor and / or contribute to the Breakfast Club at all Trust Free Schools.

Pastoral care

This will be well-structured and resourced and be supported by high quality citizenship and PSHE sessions along with generous inclusion staffing to ensure the most disadvantaged students will be supported. Tutors will know all their students and will monitor and track levels of progress and set targets and goals through the Personal Education Plan. Young people from disadvantaged families will be strongly encouraged and supported to take part in everything offered at school. Through the '6Cs to Success' and the ethos and values of the Trust, self-esteem and confidence will be raised in order to have a positive impact on students' progress and achievement through their academic studies.

Transport

It is envisaged that free transport will be provided for children from the surrounding villages in line with Suffolk County Council's school transport policy.

Affordable uniform

It is planned that the uniform of the Free School will be free to all in the first year and will be competitively priced to ensure affordability.

Additionally, a second-hand uniform shop will be run selling only quality, nearly new items. In addition, the Seckford Foundation Grants 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 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 Grants 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. Already, at the Beccles and Saxmundham Free Schools, the Foundation Grants Programme has enabled students from low income families to attend school trips.

Summary

The new Free School will offer the opportunity to develop a crucially important community hub for this predominantly rural area of Suffolk. It will offer an ideal venue outside school hours for many other activities and organisations, and support village life generally. The school will have high aspirations and expectations of its students at its core which will be enhanced by community involvement in the school. It will serve to attract young families to the area, and reduce the flow of families leaving, increase employment opportunities and ensure the survival and sustainability of the rural community.

The Trust will encourage:

- the use of the premises by local people and groups; for example running yoga sessions, music groups, arts groups and leisure learning courses;
- the use by adult learning classes to be held in conjunction with Colleges of Further and Higher Education and other organisations in the area;
- local people to work with students in organising enrichment and extra-curricular activities;
- Community Enterprise initiatives within the community and through our extra-curricular activities in period 7. This may include developing a small grants scheme to support projects which involve students and groups from the community;
- exploring the possibility of opening the school library to the wider public. With a focus on family/local history and additional support services to make this viable;
- sports grounds such as football pitches within the school grounds to be made available to the wider community as there is a local demand for these from local sports clubs;
- an opportunity to hire rooms out for private tuition, particularly music. This could be open to students but also the wider community who may like to start or resume

their music interest.

These are examples of some of the ideas being explored and the list is by no means exhaustive. Market research will ensure they are sustainable. The Trust believes that the assets of the Ixworth Free School should be used to their full capacity for the benefit of the whole community so that the school becomes an outstanding and dynamic model of inclusive excellence.

We also intend 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 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 the local health care providers to ensure students understand the importance of leading a healthy lifestyle – visits from a dentist, school nurse, smoking cessation nurse, drug awareness counsellors, sexual health counsellors etc.

With any letting of facilities being used by children the Free School will ensure that all appropriate safeguards are in place. The Trust works with the Local Children Safeguarding Board in Suffolk to ensure all schools within the Trust are following the most up-to-date safeguarding procedures and regulations through all that we do. We would work with the local Integrated Teams and Educational Attendance Service to ensure our students are able to access the services that remove barriers to attendance and learning that impede students' progress.

Finally, we would look at our approach to ensuring an understanding of 'community' on four scales: local (Ixworth and surrounds); regional (county of Suffolk); national (England, UK); and global. The school will not have a religious character, but will work with all faith communities to promote community cohesion, spirituality and an understanding of moral, social and ethical issues adding to students' understanding of other perspectives. We promote and celebrate diversity, and the way students and staff treat each other is enshrined in the '6Cs to Success' (Box 4) and in our ethos and values (Box 5). The school will inspire students to become truly regional, national and global citizens. By broadening horizons and encouraging students to experience the wider county, country and world, it is hoped that Ixworth will benefit from the wide range of skills and broader outlook that are brought back as past students of the school settle back in the town to raise their own children, helping Ixworth to continue to thrive for many generations to come.

This section has covered the following:

- Evidence of demand for the school from parents of children of the relevant age for the first two years of operation
- How we will reach out to the wider community

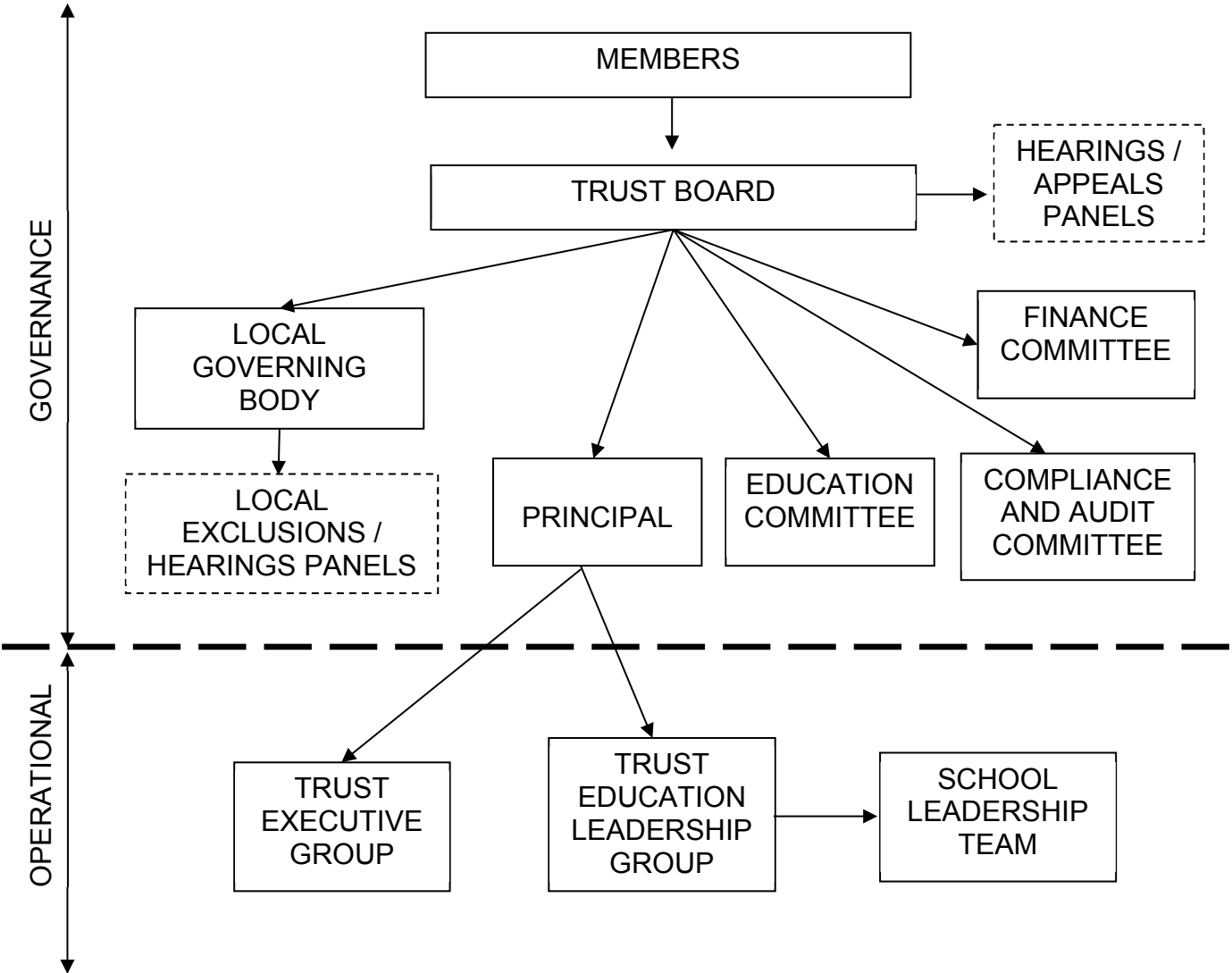
Section F: Capacity and capability

Section F: Capacity and capability

F1 Governance and Operational Leadership Structure

The Free Schools Trust has been established as a multi-academy trust. The governing documents of the Trust provide for future schools to become part of the Trust, therefore the Trust’s governance arrangements reflect this. In particular a local governing board will be created for each school established.

The Trust has established a clear governance and operational leadership structure, in order to ensure clear accountability and reporting lines, as summarised below:



Members

The members of the Trust comprise

- the Seckford Foundation
- the Chairman of the Seckford Foundation
- the Director of the Seckford Foundation
- the Chairman of the Free Schools Trust who is also a Governor of the Seckford Foundation.

The Trust Board is accountable to the members. The members meet termly as part of the Seckford Foundation governing structure. At this meeting reports are received on the implementation of the educational plan, vision and financial position of the Trust.

Trust Board (for biographies see Annex F2)

The Trust Board comprises all of the directors/trustees of the Trust, and meets at least once a term (and more frequently when required). The Directors of the Trust include trustees appointed by the members, two parent trustees and the Principal of the Trust. The Board is responsible for the strategic direction of the Trust and challenging the executive management.

The Trust Board has delegated certain powers to the Principal and to Committees of the Trust Board (as set out under “Responsibilities” below). However certain matters are reserved for the Trust Board and cannot be delegated (eg approval of budgets, appointment of auditors etc.). The Trust has created a delegations register which clearly sets out those matters which can be dealt with by a Committee or by the Principal and those matters which must be escalated to the Trust Board.

Principal

The Principal is responsible for the overall management of the Trust, and as Accounting Officer is responsible for the regular and proper use of public funds by the Trust. He is responsible for the implementation of the Trust’s strategy and operational management of the Schools. The Headteachers of each Free School report to the Principal.

The Principal chairs the Trust Executive Group, which includes the Director and all Heads of Department at the Seckford Foundation which provides central services to the Trust (including finance, HR, estates and catering)

Responsibilities and terms of reference of Committees

The Trust Board has approved detailed terms of reference for the Local Governing Bodies and Committees of the Trust Board. Other than in the case of the Local Governing Bodies, the membership of each committee includes a majority of members of the Trust Board. These are supplemented by co-opted members with particular expertise in each area.

The Committees of the Trust Board have already been constituted. A Local Governing Body for Ixworth Free School will be constituted once the school is open.

The respective roles and responsibilities of the Trust Board, the Local Governing Body and each of the Committees of the Trust Board are as follows:

Trust Board

- Determine the strategic direction of the Trust and approve the operational plans to achieve it
- Establish and review the membership and leadership of the Trust Board and its committees, and local governing bodies, governance structure, instrument of government, terms of reference and constitution of the Trust sub-committees
- Exercise overall responsibility for the administration of the finances of the Trust and its Free Schools as prescribed in educational directives and the Funding Agreement between the Trust and the DfE and in the Trust's Articles of Association
- Agree constitutional matters, including amendments to the Funding Agreements and any supplementary Funding Agreements
- Appoint professional advisers to the Trust including auditors
- Approve fundraising strategy including policy for acceptable donations
- Monitor and evaluate the performance and compliance of the Trust
- Approve core educational policy and ethos and any material change to the curriculum
- Approve the terms and conditions of staff and the appointment of the Principal of the Trust
- Agree and monitor policies related to admissions, safeguarding, health and safety and risk management
- Review applications for support to open new Free Schools

Local Governing Body

- Responsibility for the regular review of the financial and operating performance of the relevant Free School and making recommendations to the Trust Board, as appropriate
- Undertaking the monitoring of the following areas in relation to the specific Free School:
 - implementation of the Trust vision and ethos
 - curriculum and education model
 - attainment and progress of students
 - implementation of the individual school development plan
 - management of the local budget
 - local inclusion provision, including the Accessibility Plan
 - statutory compliance and risk management (health and safety, equality, safeguarding, etc.)
 - discipline and exclusions of students
 - oversight of all staff matters and performance management
 - evaluate implementation of development plans
- Appoint a member of the LGB to undertake the statutory duties required of a

'Safeguarding Governor'

- Appoint members of the LGB to undertake specific monitoring roles related to the Trust's key areas underpinning the vision (Literacy, Numeracy, Pastoral, Enrichment);
- Monitoring preparedness for Ofsted inspection and being involved directly in Ofsted inspections where required for the assessment of the 'Quality of Leadership and Management' of a Free School
- Undertake duties with regards to community relationships and marketing, including attendance at Trust / school / community events, etc.
- Monitor matters relating to student recruitment, transition and transfer

Finance Committee

- Advise the Trustees on the use of all its assets, resources and investments, including property, and ensuring financial and other strategies are in place for the best use of these resources
- Receive, review and report on budgets of all Trust activities, as well as on periodic management accounts and recommend approval where necessary by the Trustees
- Receive and report upon all proposals for the allocation of unbudgeted capital expenditure for each constituent committee / panel / activity and approve expenditure as outlined in the Finance Policy or recommend its approval by Trustees as necessary
- Review and update all management, financial and administrative procedures of the Trust
- Monitor and review significant contracts related to buildings and ICT
- Carry out such other tasks as from time to time they are required to do by the Trust Board
- Make recommendations to the Trust Board in respect of the annual performance review of the Principal

Compliance & Audit Committee

- Commission appropriate regular audits in line with the Compliance and Audit Checklist and those areas that need to be reviewed in order to ensure the integrity of Trust processes
- Monitor arrangements for safeguarding policy
- Monitor arrangements for educational visits
- Undertake an annual review of the delegated responsibilities and terms of reference for all Trust committees
- Receive and review the results of audit processes and recommend to Trustees the adoption of the final draft audit and accounts
- Monitor audit reviews and the implementation of any resulting recommendations and advise the Trust Board accordingly
- Consider the draft audit report and any management letter and make recommendations and advise the Trust Board accordingly
- Monitor the implementation of all resulting recommendations of external bodies and advise the Trust Board accordingly
- Review the performance of any auditing services and recommend to the Trust

Board which firm should carry out any audits and in particular the annual external audit of the Trust's statutory accounts

- Support the Trust Board in reviewing the effectiveness of its processes of corporate governance to enable the organisation to implement best practice as set out in appropriate guidance and in particular its processes of internal control

Education Committee

- Act as the advisory committee on behalf of the Trust Board, and to monitor how the Trustees' intentions and educational policies are being carried out
- Advise the Trust Board on standards and other matters relating to the education in the Free Schools including the curriculum, behaviour and discipline, school self-evaluation and the inspection regime
- Monitor the impact of Pupil Premium funding
- Ensure that the requirements of students with special needs are met
- Monitor and review the educational performance of each Free School and report according to statutory requirements
- Be a forum which the Principal and Headteachers may use to discuss ideas and proposals, prior to consideration by the Trust Board
- Take part in internal inspections of Free Schools and the yearly Progress Scrutiny meetings of Headteachers in the Trust and report back to the Trust Board on the outcomes

Conflicts of interest

The Trust maintains a conflicts register in which any conflicts of interest are recorded. Each Trustee or Committee member is required to complete a Conflict of Interest Statement and to agree to abide by a Governors' Code of Conduct.

A majority of members of the Trust Board are also governors or employees of the Seckford Foundation, which is a member of the Trust and provides central services to the Trust. This potential conflict of interest has been declared and any decisions that are taken on matters which relate to the relationship with or services provided by the Seckford Foundation are taken only by the independent trustees.

The Trust has appointed Trustees and Governors with a wide range of experience and expertise to ensure that it is able to provide an appropriate level of independent challenge to executives and they have each completed a skills audit.

The Trust has engaged Suffolk County Council's governor services to provide clerking services to the Trust Board and to each of its committees. This ensures that detailed minutes are produced after each meeting which accurately record all decisions taken and demonstrates an appropriate level of challenge by Trustees/Committee members.

Suffolk County Council's governor services also provide training to Trustees and Governors to ensure that they are fully aware of their responsibilities and are able to be effective in their role.

Educational Expertise

The Seckford Foundation has successfully opened Saxmundham and Beccles Free Schools in September 2012 through the Seckford Foundation Free Schools Trust.

The Trust's capacity and capability are underpinned by the involvement of the Seckford Foundation in this application. The original Foundation was created in 1587 and was joined by Woodbridge School in 1861, the school having been originally formed in 1577. Woodbridge School is judged by ISI (Independent School Inspectorate) to be exceptional in many areas, including the strength of its community links (www.isi.org.net)². It has extensive experience in running an excellent school with a parallel ethos and vision to the Free Schools, and has the capability and capacity in its senior staff and Governors to set up a new school.

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Profiles of the Seckford Foundation and Woodbridge School officers, staff and advisors are detailed at Annex F1. All have a wealth of experience in their field. They are well aware of the time commitment necessary and will be available to commit their time to lead and direct the creation of a new school. The Foundation will commit ample resources to the project to ensure it is successful. It has the ability at short notice to increase the resources available to the project. Part of the remit of the Principal is to devote time to ensure the successful opening of any further Free Schools by the Trust.

This clearly demonstrates that we have met all the criteria in Section F2.

Financial Expertise

The Seckford Foundation Free Schools Trust has procured its support services from the Seckford Foundation. The Foundation has experienced management and administrative resources that make it well placed to provide central services to the Free School, including the financial expertise to support this scale of operation.

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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. Many services are shared with the Foundation to ensure high quality support and avoid expensive duplication.

The Foundation takes financial and audit advice to help with direct and indirect tax matters, audit and governance arrangements from ██████████. Each year the Foundation is audited by ██████████ in accordance with international

² See ISI Inspection report for Woodbridge School at <http://www.isi.net/School.aspx?s=7261>

auditing standards. Its activities result in [REDACTED] of expenditure which is controlled by financial controls in line with best practice. These include authority levels, management accounts, procurement rules and other practices to ensure financial probity. The Foundation has always received an unqualified audit report. This demonstrates that there is, and will be, the appropriate financial expertise to oversee the financial management of Ixworth Free School. [REDACTED] would be happy to comment on the financial management ability of the Foundation if required. The Trust will shortly be appointing external auditors to report on its accounts for the year ended 31 August 2013 and who will be used to help with auditing financial control systems where necessary.

Given the extensive experience of the Foundation and the recent experience of the Trust supported by the advisors set out above, we are confident that Ixworth Free School would benefit from the highest level of support in this key area. The Trust is also able to depend on time allocated by the team to ensure successful financial management.

We therefore confirm that we can meet all the requirements of F3.

Other relevant expertise

The Seckford Foundation Free Schools Trust has procured its support services from the Seckford Foundation. The Foundation has experienced management and administrative resources that make it well placed to provide central services to the Free School, including human resources, leadership and management.

The Foundation's HR team is experienced in the policies and procedures required to run a compliant school. It has three qualified human resources personnel who are well versed in the recruitment and retention of staff. [REDACTED]

The Seckford Foundation has retained advisors who give expert legal advice covering all practice areas required by a school. [REDACTED] are market leaders in charity and education law and are the Foundation's legal advisors. In addition the Foundation has dedicated resource to ensure compliance and this resource also responds to all Freedom of Information requests.

The Foundation has a robust process for ensuring and monitoring compliance to legislation and regulation. Assurance methodologies such as internal audit, statements of internal control, peer reviews are used to report to Governors how the Trust and wider Foundation is compliant. Policies are categorised and according to this are assigned to the appropriate part of our governance structure for review.

[REDACTED]

It is the intention of the Trust to employ the services of a Project Manager should this application be successful.

The creation of Beccles and Saxmundham Free Schools has provided the Trust and Foundation with the experience required to set up a new school. We have

undertaken a lessons learnt process with our project managers.

As evidenced above, all areas necessary for the opening of Ixworth Free School are currently available to the Trust or can be accessed on the success of this application.

Recruitment plans

As an existing Multi Academy Trust which already successfully operates two Free Schools, a Principal is already in place who has been extensively involved with this application and will drive the process leading up to the opening of the school and beyond (see Annex F2 for highlights of his CV).

A Head Teacher Recruitment Plan

Our recruitment plan is designed to ensure that the Headteacher will be in post at least one full term before School opens to assist the Principal during the pre-opening phase.

The proposed plan for the recruitment of the Headteacher is as follows:

- Governors agree Selection Panel. Experts such as [REDACTED], [REDACTED], and leadership team members of [REDACTED] and the Trust would be on the selection panel to ensure a high quality candidate is selected.
- Panel agrees advertisement wording, reward package details, timescales in recruitment plan and recruitment pack contents.
- Advertisement placed in Times Educational Supplement and website and on local websites for school and county council indicating dates to be available for selection panel. Advertisement to appear for 2 consecutive weeks in Times Educational Supplement. Application packs made available via website, telephone, post – record of requests recorded and monitored to assess levels of interest and conversion of enquiries to applications.
- Undertake review to ensure sufficient good quality applicants coming through – implement contingency plan in the event of low levels of interest.
- Shortlisting: Panel meets to assess and shortlist applicants to identify a minimum of 6 candidates for selection process – contingency plan to be considered if fewer than 6 candidates assessed as suitable for shortlist.
- Selection Panel to plan and consider panel interview format/content and consider use of other assessment exercises.
- Undertake referencing procedure and provide to Selection Panel for preparation.
- Interview: Selection Panel to interview candidates – candidate selected.
- Conditional offer to selected candidate (consider putting strong second candidate on hold).
- Undertake full vetting procedure (referencing already complete).

B Teacher Recruitment Plan

It is intended that offers to teachers will be made by 31 May 2014 in order that those in existing posts can give sufficient notice in order to start in September 2014.

The proposed plan for the recruitment of the teachers is as follows:

- Governing Body meet to appoint Selection Panel.

- Refresher training and briefing session plan for all those on panel.
- Job/Person specs written and approved and Application Pack prepared, including information pack on school and safe recruitment requirements.
- Devise marketing and advertising campaign to include press coverage, and high profile advertisement in local media and Times Educational Supplement
- Advertisement placed and Open Day held.
- Application packs made available via website, telephone, post – record of requests recorded and monitored to assess levels of interest and conversion of enquiries to applications.
- Undertake review to ensure sufficient good quality applicants coming through – implement contingency plan in the event of low levels of interest.
- Panel meets to assess and shortlist applicants to identify a minimum of 6 candidates for selection process – contingency plan to be considered if fewer than 4 candidates assessed as suitable for shortlist.
- Invite candidates to attend Selection Panels.
- Undertake referencing procedure in line with Safe Recruitment.
- Carry out assessment/selection procedure over 5 week period optimising involvement of Headteacher without risk to deadlines.
- Make conditional offers for each vacancy as selection completed and commence vetting procedure.
- Complete vetting during teachers' notice period and before school holidays.
- Agree and plan appropriate Induction prior to Day 1.

C Non Teaching Staff Recruitment Plan

It is intended that offers to non teaching staff would be made in order that they are able to start at the end of August 2014. The recruitment plan will follow a similar process to the above, except advertising will take place in the local press rather than the TES.

Training and development of staff

The Trust has a Continuing Professional Development Policy in place, the aims of which are to ensure:

- all Trustees / governors and staff have equality of access to high quality training and development opportunities clearly linked to their role and the priorities for Trust / Free School improvement
- decisions regarding access to and funding for training and development opportunities are clearly based on the anticipated impact on Trust / Free School improvement and progress of students
- all Trustees / governors and staff are encouraged to consider themselves as learners with the aim of developing and improving their practice and skills continuously
- an annual plan to address the priority training and development needs of Trustees / governors and staff is approved, monitored and evaluated by the Trust Board

- The Trust will ensure that it meets fully the requirements of a good employer and will take all action necessary to comply with relevant legislation

Joint initiatives for training and development of staff, both teaching and support, will be developed with Woodbridge School and the wider Seckford Foundation, which has a long established history of developing its staff.

Governors

There is already a Trust board in place which will oversee the development and opening of Ixworth Free School. Once the School opens we will constitute a Local Governing Body for Ixworth Free School who will ensure that the best educational outcomes are achieved for all those who are educated by the new School. This will include Trustees of the Charity and other individuals with appropriate skills and experience.

Section G: Initial costs and financial viability

Section G: Initial costs and financial viability



Section H: Premises

Premises

The preferred site for Ixworth is that currently occupied by [REDACTED] ([REDACTED] [REDACTED], Ixworth, Bury St Edmunds, Suffolk, [REDACTED]), which will close at the end of July 2014 as part of the Schools' Organisation Review in Suffolk (Box 1).

The current freeholder of the site is [REDACTED]. [REDACTED] has confirmed that it does not have a requirement for the site from 1 August 2014.

[REDACTED] currently operates the site as a middle school. The building was purpose built as a school in 1957. The premises are suitable and in good condition and are capable of meeting the educational vision of the proposed Free School with some refurbishment (and possible extension) required.

Site description

The existing school site covers approximately 57,980 square metres and is adequate for the purposes proposed. The site has two houses on it: one for the caretaker (school responsibility) and one for the groundsman ([REDACTED] responsibility).

The capacity of the school is 540 (capacity of 135 in each of the four current middle school year groups). Overall, this is the same capacity as the proposed Free School with 108 in each of 5 year groups when full. However, the increased space requirements of the GCSE curriculum may potentially require consideration of extension.

Capital investment

The condition and suitability of the existing buildings are broadly fit for purpose. However refurbishment will be required to provide facilities for the long term operation of the Free School. Teaching older students in GCSE year groups will necessitate a number of changes, and whilst the gross floor area may or may not meet future requirements, reconfiguration will be needed to provide the appropriate internal classroom, specialist facilities and other areas necessary to deliver a high quality curriculum. Where reconfiguration may not reshape the current space adequately, extension should be considered in order to meet curriculum needs.

The site has the advantage of having space available to extend the existing buildings, or to provide facilities in temporary accommodation in the shorter term.

Capital investment will be required in order to provide teaching facilities and accommodation suitable for the proposed student numbers and for older students. Accommodation will need to be created which supports the education plan and vision including the provision of appropriate ICT facilities. The Trust will work closely with the EFA, if successful in the bid, to create a plan which delivers the required school fabric and the best value possible.

Building projects could be phased over two years enabling the accommodation to

grow in line with student roll and curriculum needs.

Facilities for learning

Capital investment proposals are summarised in the table below. These proposals have been based on an initial assessment using the experience of the Seckford Foundation Free Schools Trust in opening two Free Schools at Beccles and Saxmundham under similar circumstances and the Seckford Foundation's experience in curriculum delivery and estate management.

Facility	Requirement	Current provision	Increase required
Science	4 laboratories	3	1 with extension to one smaller lab which is not the right size
Science preparation room Equipment and chemical store	2 (to provide enough capacity for 4 labs)	1	Extension required to current facility or addition of a second space
Note: There is a requirement for four science laboratories to meet the delivery of triple science for GCSE. This requires the building of one new lab and the refurbishment of the existing labs and preparation area.			
Design & Technology room and store	1 large workshop	1	Increase in size will be required
Food Technology	1	1	Increase in size will be required
Art	2 + kiln room	1 + kiln room	Possible increase required as school reaches capacity
ICT	1 dedicated room classrooms with IT provision in	1 room	Equipment and furniture will need to be age appropriate and will depend upon the final agreed ICT vision
Note: Equipping existing classrooms with integrated IT desks will help enable them to function as multipurpose teaching areas. This will reduce dedicated IT spaces and maximise the efficient use of classroom space			
Music practice room(s)	4	2 Music Practice Rooms, 1 Peripatetic Music Room	
Music classroom	2	1	
Library	1	1	
Kitchen / Restaurant	1	1 Use of main hall as a dining area	New dining room and kitchen
Note: It will be essential to (at least) refurbish the existing kitchen. If the requirement			

to build a new dining room and kitchen is perceived not to be initially good value for money then there is an option to adapt the timetable and operate a shift system for lunches thereby accommodating the growing pupil numbers			
Changing rooms	2	2	Upgrades to showers required
Multipurpose Hall	1 to accommodate whole school assemblies	1	
Sports Hall	1 to accommodate Junior and Senior School PE	1 sports hall, too small for senior school PE	Extend sports hall or explore local provision
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.			
Classrooms/ Teaching spaces	25	26 current indoor teaching spaces	The addition of 1 science lab will bring the total to 24. A further space will be considered in due course as necessary (see Art)
Cloakroom/toilets	13 for each gender plus wash hand basins.		New sanitary ware will be needed to be age appropriate. Additional ladies toilets for staff will be needed.
Grounds	Improvement to bike racks required	Large grounds including swimming pool	
Staff rooms, offices and workrooms	1 staff room and 1 staff workroom with ICT and storage 10 offices 1 Reprographics room 1 Medical Room	1 staff room and 1 work room 10 offices 1 Reprographics room 1 Medical Room	
Inclusion	Learning support and smaller breakout rooms / spaces	A classroom is used for SENCO	
Meeting/interview rooms	For pastoral care use and studies for staff		

Drama	Drama studio/black box	Stage area used	Drama studio space required for GCSE
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Annex E1 – Evidence of Demand (Catchment Analysis)

The size of the catchment

Map 1 below shows the rush-hour drivetime contours around the proposed site for the Free School.

Map 1. Drive time contours



Within the defined catchment area, there is currently estimated to be some 9,400 11-15 year-olds.

As a consequence of the falling birthrate during the 1990s, the number of 11-15 year-olds in the catchment is forecast to fall in the immediate future, but to recover and increase in the five years between 2016 and 2021. (See maps 2 and 3).

Proportion of available children required to fill Ixworth Free School

The following calculation has been based on the assumption that the Free School is to be 4 form entry and to have a planned operating capacity of 540 pupils. The table which follows shows the proportions required of the relevant school-aged population to ensure the school operates at capacity, taking the forecast changes in numbers into account.

Assuming 540 pupils required:						
	2011		2016		2021	
	No of 11-15 year olds	% of market required	No of 11-15 year olds	% of market required	No of 11-15 year olds	% of market required
5 minute catchment	214	252.1%	213	253.8%	231	233.6%
10 minute catchment	424	127.4%	410	131.7%	455	118.7%
15 minute catchment	1,013	53.3%	999	54.1%	1,097	49.2%
20 minute catchment	1,990	27.1%	1,963	27.5%	2,132	25.3%
25 minute catchment	4,951	10.9%	4,859	11.1%	5,278	10.2%
30 minute catchment	7,872	6.9%	7,672	7.0%	8,373	6.4%
35 minute catchment	9,416	5.7%	9,174	5.9%	10,012	5.4%

If the whole 35-minute catchment area is taken into account, then the school would require some 5.7% of the available children, reducing to 5.4% by 2021. A much more conservative calculation, based on the 20-minute catchment only (ie excluding the towns of Bury St Edmunds, Stowmarket and Thetford), would require the school to be recruiting 27.1% of the available children, reducing to 25.3% by 2021.

Map 2: Forecast change in number of 11-15 year-olds to 2016





Characteristics of the catchment

Socio-demographic profile

We have carried out an analysis of the population of the proposed 35-minute catchment using the Acorn classification system. This categorises the UK population on the basis of census information, combined with data from a wide variety of commercial databases. Acorn divided the population into 5 categories, subdivided into 17 groups, which are further subdivided into 56 types. For the purposes of this analysis, we have used the classification at the mid-level (group). Map 4 shows the *dominant* Acorn group in each census output area within the catchment, colour-coded from the most prosperous (1A Wealthy Executives - red) to the most deprived (5 Hard Pressed - blue).

The rural areas immediately around the site of the proposed school have significant concentrations of relatively well-off families. As the chart which follows demonstrates, the 20-minute catchment area is dominated by Groups 1A, 1B and 1C, who together constitute more than half the population. The next largest group within this 20-minute catchment is 3H (Secure Families).

Further out into the catchment, the distribution becomes much more mixed, as the areas of deprivation, mostly concentrated in the three towns, are included.

Household income

Household income within the defined 35-minute school catchment is, on average, very similar to the rest of Suffolk, with slightly lower proportions of the lower income groups (e.g. between £10K-20K). Suffolk is in turn poorer than Great Britain as a whole. Meanwhile the East of England region is slightly richer than Great Britain. See figure 6.

Map 4: Dominant Acorn group distribution within 35-minute catchment



Fig 5. Distribution of Acorn Groups within the proposed school catchment

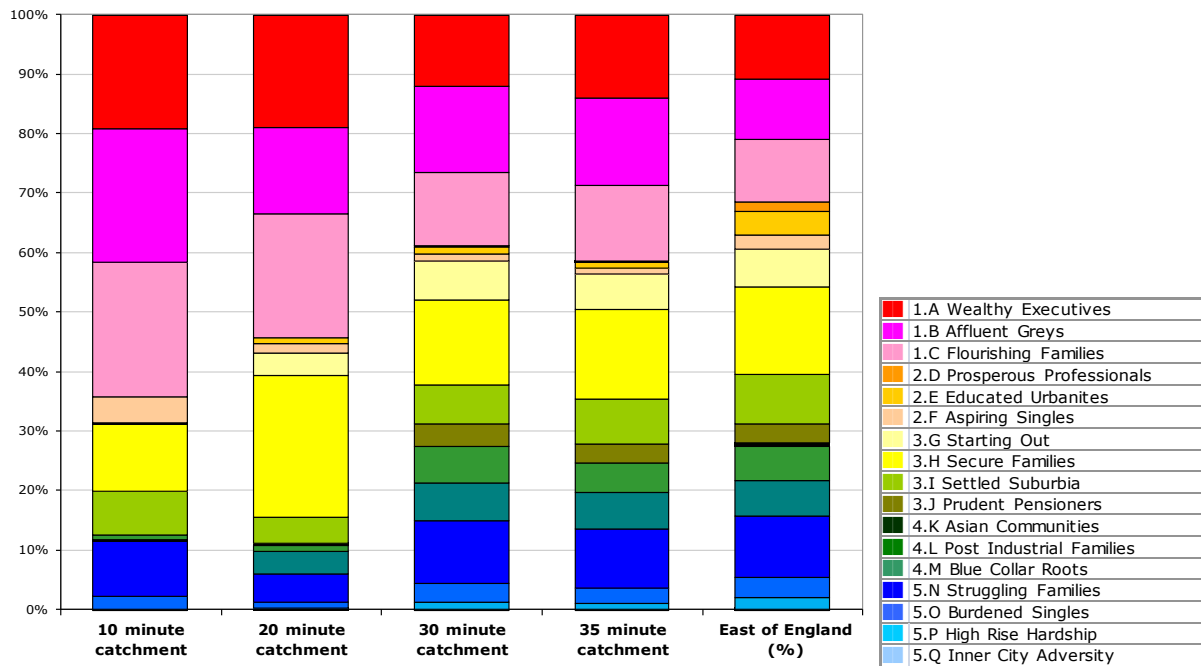
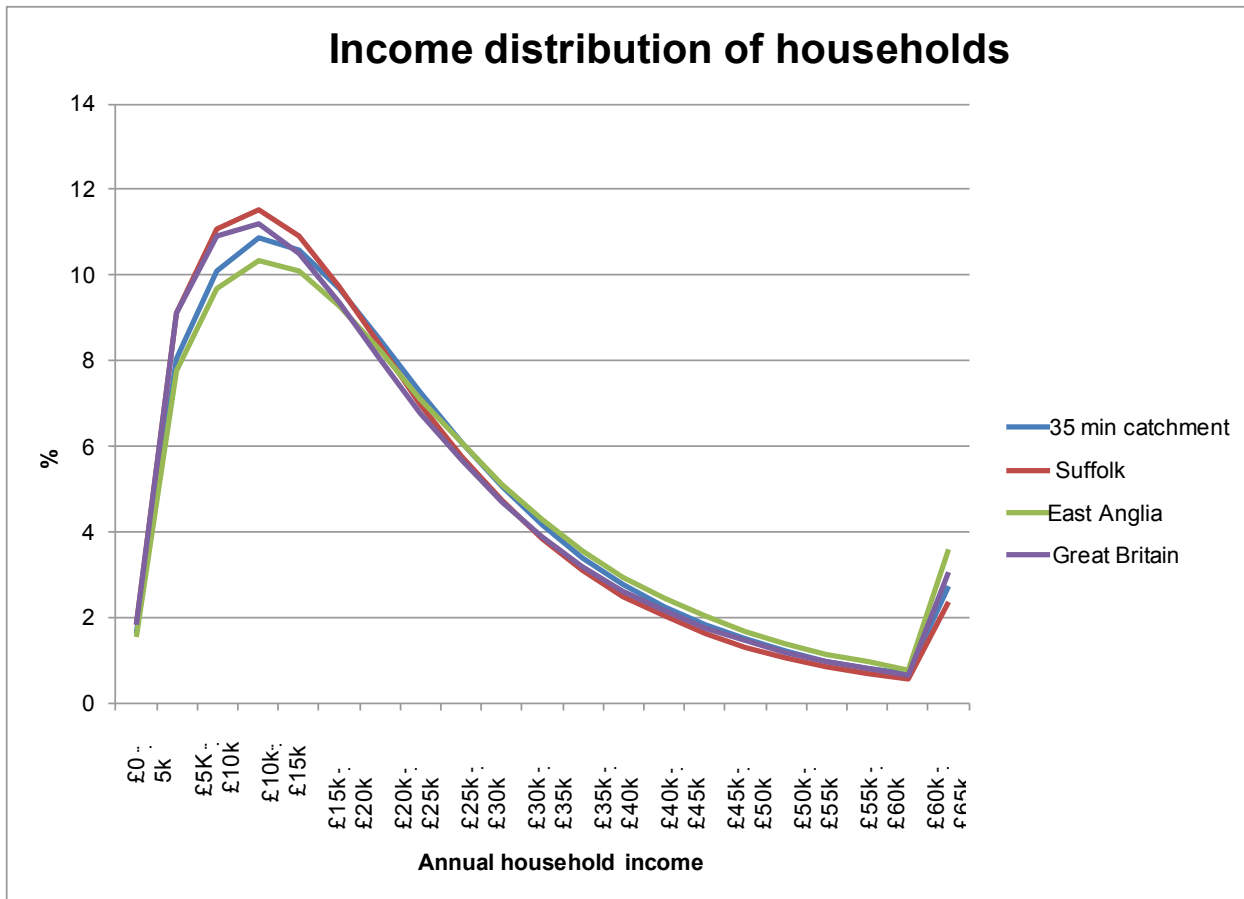


Fig 6. Distribution of household income



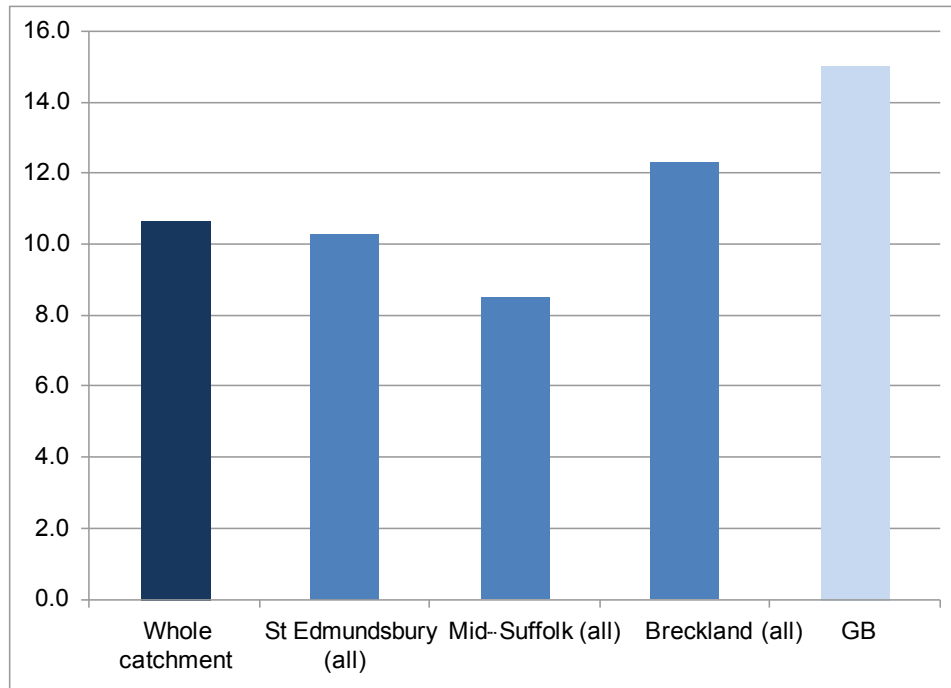
Free school meals

The income distribution (with lower proportions of the least well-off families) is reflected in the take-up of free school meals. In 2010, the weighted average of pupils known to be eligible for and claiming free school meals was 5.1% for the secondary schools within the catchment. In Ixworth Middle School the figure was 6.0% and in Thurston Community College it was 5.6%. This compared to 10.0% of those in Suffolk state-funded secondary schools (and 11.8% of all pupils in Norfolk state-funded secondary schools). However, in 2012, with the figure for FSM being calculated using the new measure of any student having claimed FSM for the previous 6 years, the figure for Ixworth Middle School was higher at 12.6%.

Socio-economic groups

The socio-demographic analysis of the catchment area has also been supplemented with the most recent available local statistics on benefit claimants (including Jobseekers' Allowance, disability benefits etc.) as a further potential index of social disadvantage in the proposed catchment.

Fig 7. DWP Benefit claimants (Feb 2012)



Source: ONS/DWP

The total catchment area has lower levels of benefit claims than Great Britain as a whole and is lowest in the Wards lying in Mid-Suffolk.

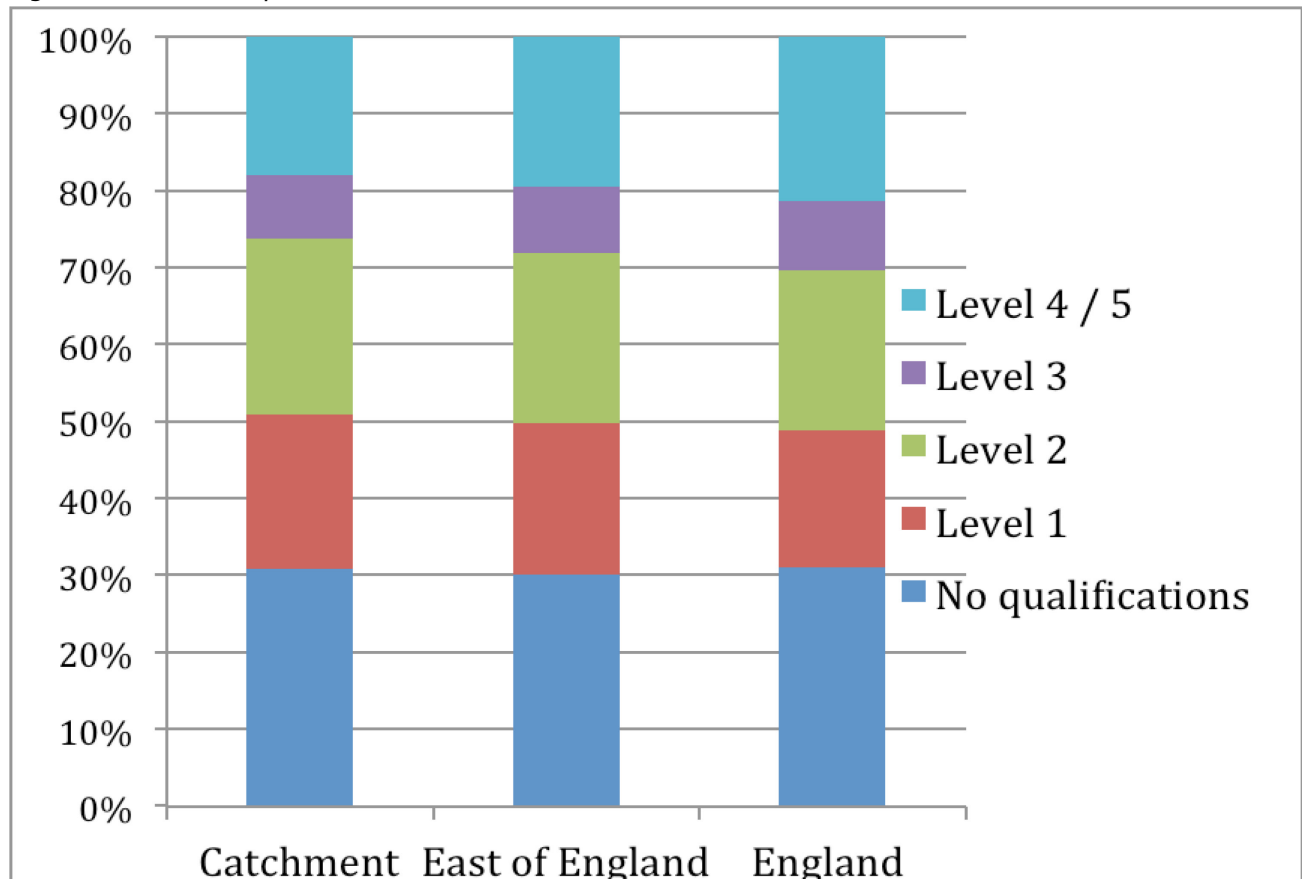
	%
Proposed	10.6
<i>St Edmundsbury</i>	10.3
<i>Mid-Suffolk (all)</i>	8.5
<i>Breckland (all)</i>	12.3
<i>GB</i>	15

In general, benefit claim levels are highest in the three towns within the catchment (Bury St Edmunds, Stowmarket and, especially, in Thetford where, at 14.4% on average, claims levels are close to the national average).

Qualifications

In relation to the general level of qualifications amongst the adult population as a further supplement to the socio-economic profile, people in the proposed catchment are more likely to have no qualifications or only a Level 1 qualification (1+ GCSE or equivalent) than in the East of England. They are significantly less likely to have Level 4/5 qualifications (a degree or equivalent) – only 16.5% have reached such a level compared to 18.1% in the East of England and 19.9% in England).

Fig 8. Educational qualifications of adults within the catchment



Source: Neighbourhood Statistics from the Office for National Statistics (2001 Census, updated 2004).

This overall picture masks significant local variations within the catchment as the tables which follow, showing (for ease of reference) only the upper and lower levels of qualification in Wards within the catchment, demonstrate:

Upper & lower levels of qualification: St Edmundsbury Wards

	No qual's	Level 4/5
Abbeygate	20.4	30.4
Bardwell	24.3	19.5
Barningham	28.4	18.4
Eastgate	24.1	25.6
Fornham	27.0	20.2
Great Barton	21.9	26.8
Ixworth	23.9	18.8
Minden	34.9	13.7
Moreton Hall	13.5	23.9
Pakenham	16.1	17.1
Risbygate	23.9	22.9
Rougham	29.9	17.3
St Olave's	40.2	6.9
Westgate	26.0	17.3
<i>Selected Wards</i>	25.3	19.5
<i>St Edmundsbury (all)</i>	28.1	17.3
<i>East of England</i>	27.9	18.1
<i>England</i>	28.9	19.9

Green/Red= above East of England average

Upper & lower levels of qualification: Mid-Suffolk Wards

	No qual's	Level 4/5
Badwell Ash	31.0	18.1
Elmswell & Norton	27.8	18.2
Onehouse	25.6	19.0
Rattlesden	25.8	24.0
Rickinghall &	28.8	6.9
Stowmarket Central	31.8	13.8
Stowmarket North	27.4	13.9
Stowupland	32.5	12.9
Woolpit	25.2	22.5
<i>Selected Wards</i>	27.6	17.5
<i>Mid-Suffolk</i>	27.9	17.6
<i>East of England</i>	27.9	18.1
<i>England</i>	28.9	19.9

Green/Red= above East of England average

Upper & lower levels of qualification: Breckland Wards

	No qual's	Level 4/5
Harling & Heathlands	31.0	15.8
Thetford--Abbey	40.8	7.0
Thetford--Castle	35.4	12.1
Thetford--Guildhall	26.5	9.5
Thetford--Saxon	41.5	8.1
<i>Selected Wards</i>	35.0	9.8
<i>Breckland</i>	33.7	12.1
<i>East of England</i>	27.9	18.1
<i>England</i>	28.9	19.9

Green/Red= above East of England average

In general, it is Wards within the three towns, once again, where larger numbers of residents tend to have low qualifications and smaller numbers have higher qualifications.

Current maintained school provision (Secondary)

There are at present four secondary (13-18) schools within ten miles of the proposed Ixworth Free School: Thurston Community College (the closest and the most likely immediate competitor for the proposed Free School), King Edward VI Church of England Voluntary Controlled School, St Benedict's Catholic School (both in Bury St Edmunds) and Stowmarket High School.

It is worth noting in the context of the current proposal, therefore, that some 46% of the secondary places within the 35-minute catchment area are provided in denominational schools (see table below).

Secondary schools in the catchment: school characteristics

	Town	Status	Ages	Roll	School			Persistent absence		Inspection	
					SEN	FSM	EFL †	15%+ *	20%+ **	Date	Outcome
Thurston Community College	Thurston (BStE)	Comm	13-18	137	6.2%	5.6%	0.6%	12.8	7.2%	2010	1
King Edward VI CE Upper School	Bury St Edmund's	VC	13-18	139	4.2%	3.8%	2.2%	11.8	6.0%	2009	2
St Benedict's Catholic School	Bury St Edmund's	VA	13-18	62	6.3%	4.5%	6.1%	9.3%	5.4%	2008	1
Stowmarket High School	Stowmarket	Comm	13-18	95	6.4%	6.5%	2.0%	9.5%	4.2%	2011	3
(Ixworth Middle School)	Ixworth	Comm	9-13	41	10.8%	6.0%	2.2%	4.9%	1.6%	2009	2
England (maintained secondary)					8.5%	15.9%	12.3%	9.5%	4.7%		
Suffolk					9.1%	10.0%	3.7%				

* The percentage of pupils with 38 or more recorded half days of absence: Autumn & Spring terms combined

** The percentage of pupils with 52 or more recorded half days of absence: Autumn & Spring terms combined

† The percentage of pupils for whom English is not their first language

All four secondary schools have significantly lower than both national and county average proportions of children:

- with statemented special educational needs (SEN),
- eligible for free school meals (FSM) and
- (except in the case of St Benedict's) children whose first language is not English (EFL).

These are significant factors against which to consider their educational outcomes at KS4 and KS5. The higher than average number of children with SEN at the Ixworth Middle School should, however, also be noted.

All four schools have higher than national average levels of persistent school absence with Thurston Community College having the highest levels of all; in the case of the most serious measure of persistent absence, Thurston's record is more than 50% above the national average.

Two of the schools, Thurston and St Benedict's, were rated outstanding by Ofsted at their last inspections; Stowmarket High School was rated satisfactory.

Secondary schools in the catchment: KS4 achievement

School name	% of pupils making		% achieving 5+ A*-C GCSEs (or equivalent)				% achieving Ebacc	% achieving grades A*-C English and maths
	English	Maths	2011	2010	2009	2008		
England - state funded schools only	72%	65%	58%	55%	51%	48%	15%	59%
Local Authority (Suffolk)	70%	64%	55%	52%	49%	47%	14%	56%
Thurston Community College	71%	80%	63%	54%	57%	57%	21%	66%
King Edward VI CE Vc Upper	70%	73%	64%	60%	58%	56%	20%	65%
St Benedict's Catholic School	88%	86%	81%	69%	68%	66%	0%	81%
Stowmarket High School	74%	68%	57%	49%	43%	51%	10%	59%

All four schools achieved GCSE results above or, in one case (Stowmarket), at the average for the county of Suffolk. GCSE results at St Benedict's are consistently significantly better than the others. Three of the schools – King Edward, St Benedict's and Stowmarket High – appear to have been broadly improving in line with national trends in the last three years¹, but those

¹ 2012 results not yet available.

at Thurston appear to be more variable, which is perhaps surprising in view of the large cohorts entered for GCSE each year.

Secondary schools in the catchment: KS5 achievement

Institution name	Number of students aged 16-	Number at end of A/AS study in 2010/11	Average point score per student	Average point score per examination entry	% achieving 3 or more A Levels (or equivalent)	% achieving 2 or more A Levels (or equivalent)
England - state funded schools and colleges			728.3	213.1	80.90%	93.60%
<i>Local Authority (Suffolk)</i>			736.4	213.6	81.20%	
Thurston Community College	340	151	781.4	215	93%	99%
King Edward VI CE VC Upper School	343	147	779.6	223.7	96%	100%
St Benedict's Catholic School	174	74	1058.5	229.4	100	100%
Stowmarket High School	206	100	784.8	216	80%	92%

All four schools achieved A Level (or equivalent) outputs above national and county averages in 2011. However, on the measure of points per examination entry (the most accurate measure of consistent academic standard) two of them – Thurston and Stowmarket High – were only just above par. St Benedict's once again produced results significantly better than any of the others.

Annex E2

2014 – location of Year 7 expressions of interest



2014 – location of Year 8 expressions of interest



2014 – location of Year 9 expressions of interest



2015 – location of expressions of interest



All years – locations of expressions of interest





SECKFORD FOUNDATION
FREE SCHOOLS TRUST



IXWORTH
FREE SCHOOL

We are currently collecting surveys to measure support for the proposed new free school in your area which will open in September 2014. We may share this information with the Proposer Group and the DfE as part of our campaign and application for a new free school.

The proposed Ixworth 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 and an inclusive ethos.

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

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

If you would like to register an interest in sending your child to our proposed Free School please complete your details and tick which statement is relevant to your child(ren):

Name:	
• Yes – I would select Ixworth Free School as first choice for my child who would join Year 7 in 2014	<input type="checkbox"/>
• Yes – I would select Ixworth Free School as first choice for my child who would join Year 8 in 2014	<input type="checkbox"/>
• Yes – I would select Ixworth Free School as first choice for my child who would join Year 9 in 2014	<input type="checkbox"/>
• Yes – I would select Ixworth Free School as first choice for my child who would join Year 7 in 2015	<input type="checkbox"/>
• Yes – I would select Ixworth Free School as first choice for my child(ren) who would join beyond 2015 (please insert number of children)	
Address:	Postcode:
Additional comments (essentially tell us why your family/community needs this proposed Free School):	
Would you be interested in assisting with our Campaign?	
<input type="checkbox"/> Display a poster <input type="checkbox"/> Deliver a few leaflets <input type="checkbox"/> Register as a supporter	
Would you like to be updated on our progress? If so, please let us have your email address:	
Telephone:	
Signature:	

Please complete this form by Monday 17 December 2012 and return it to: Ixworth Free School, 1 Seckford Street, Woodbridge, Suffolk, IP12 4LY. This form is also available to complete online at: www.ixworthfreeschool.co.uk

Annex E4

Ixworth Free School

“Nurture Plan”

Communications Planning (Post Application Submission)

Objectives:

Keep supporters motivated and on-board up to the bid-decision in May 2013 - develop and complete contact database. Increase our % of email addresses to supporters.

‘Activate’ supporters following a successful bid decision to convert and recruit others - continue to grow supporter community by a further 20% - targeting ‘low’ areas’ (age group/geography)

Motivate all supporters to submit CAF1 forms in the relevant period - Autumn 2013 - expected deadline is Oct 31st. - achieve 100% registration in all three years

Build good relationships with local communities

Build good relationships with primary schools

Build good relationships with other ‘stakeholders’ - Parish Councils, County Council, MPs, Media, other education providers

Make the pre-opening period exciting and motivating between Jan 2014 and Sept 2014, supporting any parents that wish to transfer during that time as the Free School becomes ‘real’ - grow registration by 5%

Support the IFS parents and children through the transition period between committing to the school and the school opening - build a school community before the school building opens

KEY:

IFS = Ixworth Free School

IMS = Ixworth Middle School

Activities/channels	2013												2014	
	J	F	M	A	M	J	J	A	S	O	N	D	J	2014 Post CAF1 Deadline
Have a plan: Create manage and review a plan matching audiences to content and channels														Change focus to build-up to launch
Database development and segmentation: Categorise supporters based on likelihood to commit to IFS and target activities appropriate to different segments														
Website: Two front pages over the year, pre and post decision. Clearly stating 'where we are' and 'how to join in'. Update monthly in a small way to make sure new visitors see something that's been added within the last month e.g. latest press releases, news updates. Ideally have some video content.														
E:-Mail Newsletter(s): Convert weekly e-mails to supporters into a proper newsletter (Mail Chimp or Campaign Monitor based). Publish monthly and then more frequently around key dates/deadlines.				Increase frequency, special editions around decision						Increase frequency/special editions				

Activities/channels	2013												2014	
	J	F	M	A	M	J	J	A	S	O	N	D	J	2014 Post CAF1 Deadline
<p>Activists: Grow the group of parents willing to give time to activities (events/door to door etc). Can we cover every primary school and village with named contacts? Build on door-door info. Develop specific communications channel (newsletter/e-mail group). Find people with useful talents who can contribute to the creativity of marketing/nurturing campaign</p>	Recruit								Deploy					
<p>Social media strategy: Discuss appropriate strategy to implement once bid is accepted</p>														
<p>Roadshow events: Targeted school events (parents evenings fairs etc.)</p>														
<p>Roadshow events: Standard presentation, contact stakeholder groups to offer to visit and inform</p>														

Activities/channels	2013												2014	
	J	F	M	A	M	J	J	A	S	O	N	D	J	2014 Post CAF1 Deadline
PR: Articles and interviews in local media (including Parish Council magazines)	Draft and place re bid stats		Prep campaign around bid to celebrate and publicise success			Regular news updates (appointments, publicise events etc)			Campaign re:sign-ups: how to choose etc.					
Brand merchandise: Pens, stickers (cars, books), posters, pencil cases, pamphlets, info, wristbands and badges. Club-type pack for confirmed IFS parents and kids														
Keynote event: Create something really engaging and buzzy for parents and children (together or separately) that will bring the school to life, make it real. Run once or twice (e.g. a voluntary taster IFS school day at IMS with a 'parents evening' or Xmas Fair (see below))						Plan, publicise, prepare and run.								

Activities/channels	2013												2014	
	J	F	M	A	M	J	J	A	S	O	N	D	J	2014 Post CAF1 Deadline
<p>IMS (and other middle schools) links: How can we support the existing school (s) to grow links and help them (and our future pupils). e.g. there's no IMS PTA school fair next year, could IFS PTA launch itself with one? Could we have inter-school sports events/academic trips in tandem with other Foundation / Trust schools? Potential the Foundation funds resources (e.g. KS2 revision books, library books) that IFS would inherit</p>														
<p>See Trust Free Schools in Action: As parents commit to IFS, organise trips to other Trust Free Schools to see the model in action. Take groups as part of the Trust.</p>														
<p>Seckford Foundation Free School Trust Video</p>														

Annex E5

Ixworth Registration Form additional comments:















Annex F1

Biographies of staff, officers and advisors of the Seckford Foundation

[REDACTED]

[REDACTED]

[REDACTED]



Annex F2
Biographies of Trustees of SFFST

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



The Project Team confirms that there are no conflicts of interest: any purchasing, provisions for services and recruitment will comply with the terms of the Independent School Standards and funding of grant agreement.

Each member of the Project Team intends and is committed to guiding the establishment of the new Free School to the successful opening in September 2014.

It would be intended to invite the open and democratic appointment of School Governors by the end of the first academic year.

Annex F3

Parent Group Biographies

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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