



www.kingssa.org

Application for a Free School

Free Schools - Proposal Form

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

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

INITIAL DETAILS

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

[REDACTED]

Name of your organisation

KIFSA - King's Free Schools and Academies - non-profit making organisation will develop and set up its first free school 'King's Science Academy'

Our motto: 'Character and Knowledge'

Address (of organisation or individual)

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

Email Contact

[REDACTED]

Telephone Number

[REDACTED]

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

No

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

SUITABILITY OF PROVIDER

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

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

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

EDUCATIONAL AIMS AND OBJECTIVES

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

King's free schools and academies (KIFSA) is a group of outstanding teachers and leaders. The group is supported by inner city parents and professionals, a reputable advisory group consisting of nationally acclaimed school leaders, partners such as ARM and [REDACTED]. The ambition of our group is to serve children and young people who come from socially deprived backgrounds. We are driven by a passion to deliver excellent standards in school education, leadership and management. This is the central belief of our organisation. We will focus on areas where the offer to parents has always been limited to National Challenge schools.

King's teaching group possess excellent experience of working in urban schools and believe that the way forward is to develop outstanding schools from the very beginning and offer parents the best choice for their child's education. It takes too long for National Challenge schools to transform into outstanding schools and there is no guarantee of a successful outcome or the period of time it will take. Parents have only one opportunity to educate their child and a choice of a good school from the very outset is a fair expectation. As many as twelve secondary schools in our inner city area are National Challenge or just above. Some of these schools are characterised by poor attainment and poor discipline - this has caused a slow ghettoisation of our community. The socio-economic conditions of successive generations can continue to worsen unless attainment in our inner city significantly improves. The last government's report (for the Social Mobility White Paper) shed light on the fact that for many years there has been very little change in social mobility and that the achievement gap between rich and poor has widened.

This has to change and this is our mission.

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

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

Max 2000 words.

Our Aims

King's wants to make a difference to the lives of children and young people who have limited opportunities and resources at their disposal, but who have a real potential to become successful citizens. King's team believes that excellent results will come from working hard, developing innovative and radical policies and establishing systems designed to support students from challenging backgrounds. The freedoms associated with a 'free school' will allow this to happen. There is enough evidence in US and Swedish schools for us to borrow good practice and address underachievement in inner city areas. We are confident that we will bring the kind of results both parents and the community will be proud of.

King's aims are to harness professional talent and give children and young people from socially deprived neighbourhoods a platform to benefit from:

- leading professionals in the fields of education;
- the best partners and mentors offering support and guidance;
- the best systems and practices associated with teaching and pedagogy;
- the best model for financial sustainability;
- the best working relationship between parents, governors and the community.

Our Mission:

We are a group of outstanding teachers and leaders who believe small sized academies, personalised curriculum and a focus on both character development and academia, will result in educational success in inner city areas.

The present team, made up of outstanding teachers and leaders, will unlock the educational potential of children who come from socially-deprived neighbourhoods. As we expand, our talent management system will ensure that high quality standards are sustained.

We will build strong parental partnerships and improve community aspirations towards citizenship and educational furtherance towards University. King's will become a leading school education provider, setting the standards for others to follow and championing 'free school' policy and movement. Our goal is to show that those who have been given limited opportunities and resources can reach any height in terms of educational and social status and nothing will bar them from experiencing this kind of success.

In our first phase we will focus on Key Stage 3, 4 and 5 with the view to extending our provision for Key Stage 1 and 2 in the future.

Our Philosophy:

- that no child is left behind;
- every child's talent is developed to flourish;
- to instil self-belief, high expectations and high aspirations in all of our students;
- there is no success without a struggle;
- there are no shortcuts and no excuses;
- working hard is a must;
- refining one's character and showing courtesy, respect and professionalism will be an embodiment of our efforts;
- students who attend and leave King's schools and academies will become ambassadors and great citizens for all communities.

Teaching Methods:

- We will develop a culture of transparency that will include an open-door policy to promote teachers visiting each other to establish collaborative learning partnerships;
- There will be a drive to push the frontiers of delivering and advancing the best education;
- Pedagogical methods that encourage scientific thinking, analysis and rationalisation will be embedded in lessons to provide stimulating challenge for all of our students;
- Concepts will be taught by building on the very basics first, encouraging deductive reasoning and student participation;
- Differentiated exercises and one-to-one support will be given to those with SEN and learning difficulties - each student will be challenged appropriately to improve their performance;
- Teaching methods will be informed by Assessment for Learning strategies and the use of achievement data;
- There will be regular data analysis and focused intervention for all students, especially those who are not reaching their potential;
- Curriculum needs will be prioritised for each student to drive standards;
- There will be a focus on teaching skills to encourage independent learning and thinking;
- The use of media, IT and technologies will be used to cater for all learning styles of students;
- King's will pioneer new methods of using emerging technologies to innovate and improve teaching and learning;
- A combination of didactic and investigative approaches will help students to understand difficult concepts and apply them practically to real life contexts;
- Student councils and excellent teachers and school leaders (in King's and other schools) will be consulted to obtain feedback and to benchmark our performance;
- The curriculum and teaching methods will embrace community cohesion, diversity and celebrate the values of tolerance, debate and intellectual growth.

Proposed Curriculum:

- At Key Stage 3, we will develop two core curriculum programmes:
 - > Core Literacy Curriculum (English and Humanities) 40%
 - > Core Scientific Studies (Maths, IT and Science) 45%The rest of the curriculum time (15%) will focus on Creativity and Health (Art, Drama, Dance, Sport, Languages and PE).
- Priority will be given to ensure level 3/4/5 students make at least two levels of progress in English and Maths across Key Stage 3 in year 7/8. This will be achieved by a strategic focus on developing Functional Skills in the core curriculum.
- Core Literacy Curriculum (CLC)

English and Humanities subjects will develop and enhance literacy skills. There will be a focus on two main areas; Rhetoric (reading and writing) - 70% of the CLC time; and Oracy and Debate (speaking and listening) – 30% of CLC time.
- Core Scientific Studies (CSS)

Maths and Science will develop a spiral curriculum based on the subjects the students will study at Key Stage 4. The IT schemes of work will be an adapted version of the national curriculum.
- Key Stage 4 subjects will be chosen by the curriculum team from 2012-2013.
- King's Science Academy will have a specialism in Science and will offer an innovative and skill focused curriculum at Key Stage 3 and 4; this will be differentiated for those who will be aspiring towards careers such as Medicine, Optometry and Pharmacy as well as for those who have ambitions towards other types of courses. King's has developed a network of 30-40 health and science professionals from inner city backgrounds who will actively work on Key Stage 3/4 mentoring programmes. Our prospective partners Glaxo Smith and Kline and ARM, will support the careers and IAG (Information, Advice and Guidance) programmes in tutorials as well as offering educational visits to their sites.
- At King's, the curriculum and the teaching staff will undergo IAG training and will understand that a career-driven culture needs to be developed and sustained in the school's ethos and in regular discussions with students. The students will be encouraged to develop a two year and five year plan for their futures so they remain focused, ambitious and continue to make effort towards their career goals. King's staff and mentors will provide constructive direction in school and out of school hours.

- PSHE and Citizenship will be promoted through tutorial time and the SEN team will ensure curriculum in all the Key Stages will be accessible to all learners.
- King's is a non-selective and non-denomination school and will celebrate diversity in terms of faith, no-faith, cultures and traditions and will embrace its community on shared common values, conviviality, excellent character, justice and most importantly citizenship. All of our students will be encouraged to participate in community affairs, uphold our democratic values and will be rewarded for these types of commitments. King's will support the Government's drive for the 'Big Society'.

Improving Pupil Learning and Strong Discipline:

- Talent Management and Recruitment

A real focus on teaching and learning and talent management will ensure that recruitment and selection will bring outstanding teachers to work in our organisation. King's will build strong partnerships with Teach First and already has an excellent working relationship with the national Future Leaders' network. Quality of lesson planning and delivery will be crucial in achieving the best results. King's will only recruit outstanding staff who will want to join an already outstanding team and who are absolutely ambitious to get the best out of children and young people from socially deprived backgrounds.

- Assessment and Accountability

King's will adopt SIMS as the school's database and develop a system for assessing progress and achievement based on an outstanding Ofsted model. Clear accountability structures and line management will ensure students who are underperforming are going to be challenged with timely interventions. Leadership and management will have a data driven discussions and the culture of meetings will revolve around developing strategies for improvement. Professional accountability of staff performance will be based around yearly objectives which will be reviewed throughout the year during performance management meetings. King's will introduce a 360 degree feedback.

- Addressing Underachievement

Mentoring and one-to-one support will be available for those students who are not performing. King's will also introduce a radical new term (over the holidays) 'the intervention term' to target students who are underperforming. The commitment of the school to do 'whatever it

takes' will get the best out of our students and will be an overriding value permeating the school's culture and ethos.

- Homework Support, Breakfast Clubs and Homework Admin Staff

King's will introduce homework support as part of the school day. Breakfast clubs will be organised and Homework admin support will be used by teachers to collect the homework, mark certain scripts based on multiple choice, and contact parents where homework has not been done. Homework time will be mandatory and this will ensure King's staff can focus on developing independent learning skills, motivating pupils and ensuring that there is a sustained focus on studying and learning. Many children and young people from inner city areas have relatively poor support and facilities at home for learning. A long structured day, mentoring, and on-site focus for homework support will aim to alleviate these issues.

- Parent Partnerships

King's will introduce parent partnership contracts (DfE permitting) so they buy into our ambition of excellence. A parent outreach worker will visit parents and show their child's exercise books and performance data and give the school feedback on their visits. This will ensure parents continue to be challenged to provide constructive input towards their child's education and discipline.

- Character Development Curriculum

Discipline will be reinforced through induction days where students will be taught how to conduct themselves around the school and in the community. The Character Curriculum will cover areas such as: conversational skills, manners, presentation, empathy, respect, politeness, how to dine and eat, and take guests around school. Transition between lessons will be silent. The fact that school will have a small intake means that discipline strategies can be managed and reinforced. At King's, outstanding lessons and teaching will also ensure discipline is of the highest standards. The high expectation and aspirations culture will focus on positivity and effort.

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

The organisation represents a new way of schooling in inner city areas and will aim to transform education for those living in socially deprived neighbourhoods. Our approach and ambition is to use the successful charter schools in the US as a model of good practice and adapt this to UK schools in inner city areas. Our core areas of work will be to deliver a manageable and sustainable model of quality education for children and young people from urban backgrounds. Our aim is to narrow the gap in terms of academic success between the affluent and less affluent and to create an enterprise for social mobility. We will encourage many of our students to go to University and will try to set up trusts and funds to assist them. The organisation will also work closely with other free schools, independent and mainstream providers of education to share good practice and to promote our visions. Our induction days will include taking students to the top UK universities including Oxford and Cambridge.

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

King's already has a network of outstanding teachers and school leaders who are committed to the organisations ethos and vision. As experienced professionals from inner city schools and principally a teacher-led group, we possess fantastic capacity and capability to deliver excellent outcomes.

| [REDACTED]

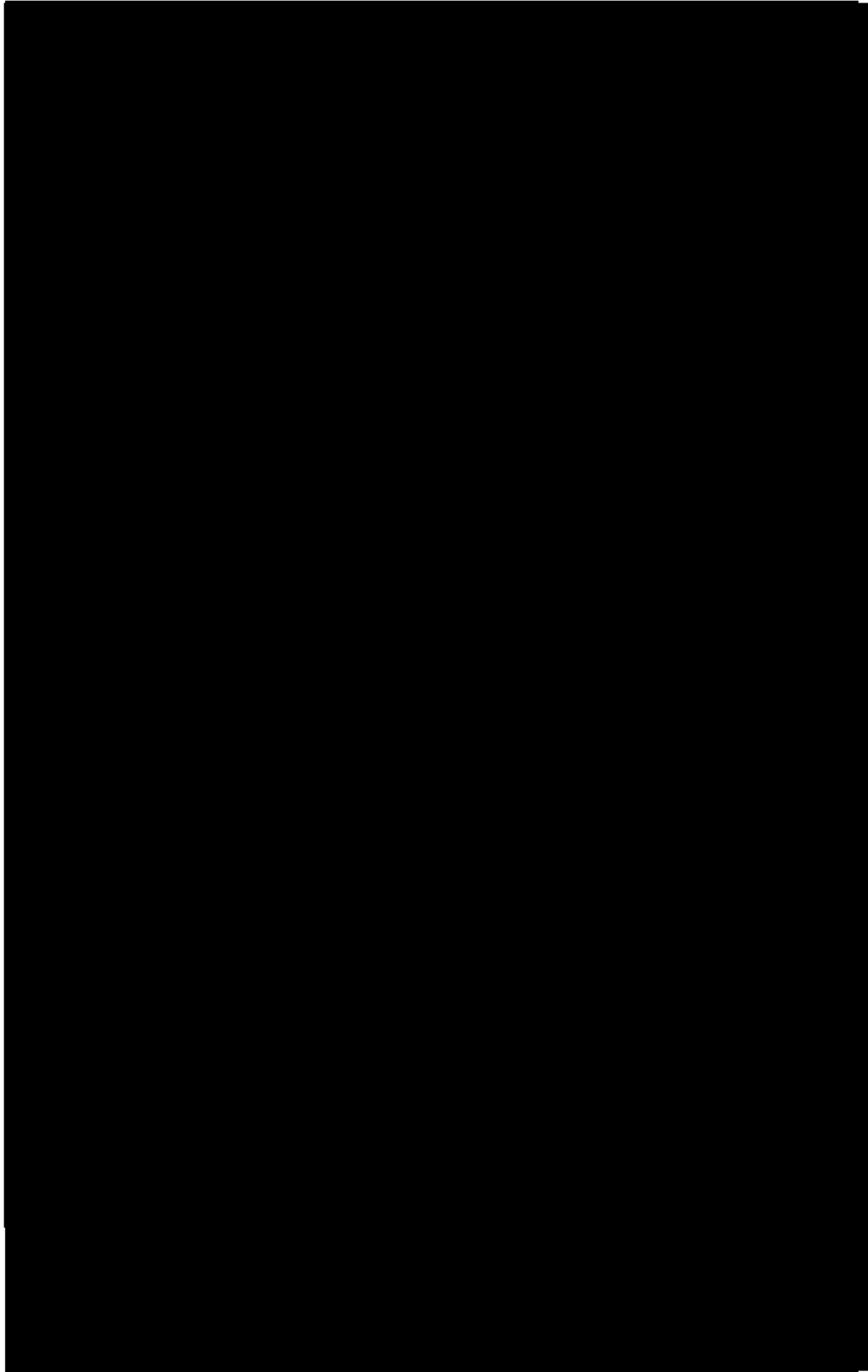
[REDACTED] believes passionately that this project is going to make a real difference to the lives of children and young people from socially deprived backgrounds [REDACTED] will play a critical role supporting King's team to secure the opening of an outstanding Academy. [REDACTED] skills in finance, general business, real estate, and construction means that we will have an expert guide:

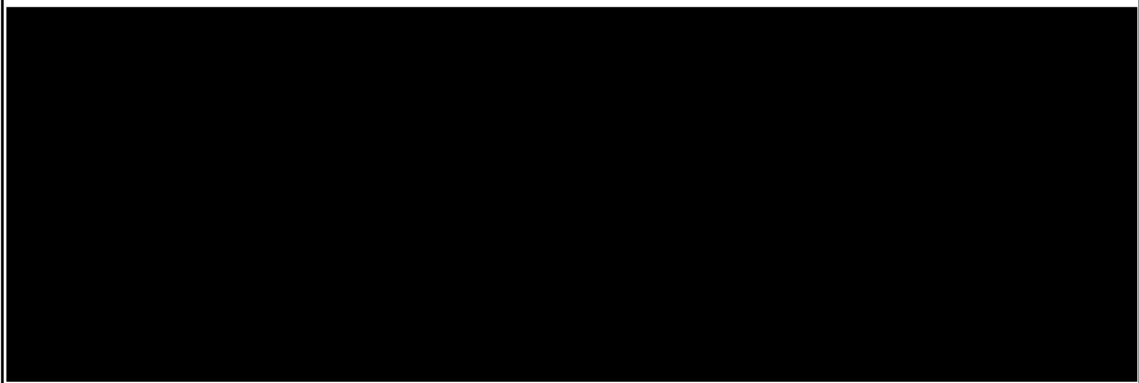
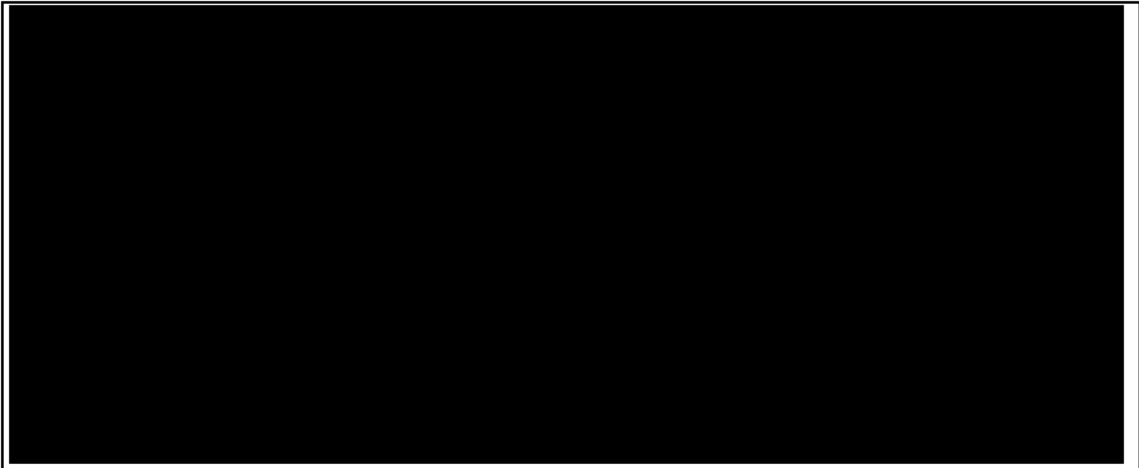
- > to help us convert our site to a free school Academy
- > help us to develop an excellent management strategy
- > and support us to produce a robust and sound business plan when running the Academy

In the future, [REDACTED] will be an active governor of the Academy and will help King's to expand its number of schools and academies in inner city areas.

| Our Teaching Group:

||| Lead Person:





| Partners

King's is ambitious to develop a strong policy for employer engagement. To support our specialism, our prospective partners will include leading science and technology companies. We have started discussions with GSK and ARM to understand how they can assist us to embed Science in our curriculum, provide early career and IAG (Information Advice and Guidance) support for our students, develop IT infra-structure and systems, and provide possible sponsorship trust funds for scholarships to University for some of our students.

| Parents and Community

Parents and the community are the driving force behind King's. They have expressed a huge interest to support King's Science Academy. With petitions coming from local parents, businesses and community centres, their support for our education journey is a testimony that they would like an excellent local free school to serve their interests.

Our Planning so far:

Preparations for King's Science Academy for Sept 2011 are in an advanced stage:

- An outstanding lead person is in place, and we have a team of outstanding school leaders and teachers committed to the project;
- Our advisory group consists of nationally acclaimed school leaders and is supported by the Future Leaders network of coaches and heads;
- A site located in the heart of an inner city community has been made available to us at a discounted rent [REDACTED]
- There are eight primary schools in the area and no secondary school;
- Our inner city area is served by at least twelve schools which are National Challenge or just above National Challenge. We will work in an inner city area that is considered to be in the 5-10% most deprived areas nationally.
- We are preparing a planning permission for 'change of use to a school' for our site. Planning permission for some part of our site to be used for the school's sport and recreation facility has already been granted;
- [REDACTED]
- We are currently working through a partnership agreement with ARM and Glaxo Smith and Kline;
- We have thousands of parents supporting the Academy and many registering their interest for a place for September 2011;
- A 5 year business plan is currently being developed and will be completed by Aug 14th 2010;
- Our site has two adjacent sport fields, excellent parking facilities, and a capacity to convert buildings to a 500 pupil site (site plan annexed to this application form);

- We have a website www.kingssa.org already designed and gone live for parents and the community to access. Our marketing material is in the community and we are continuing to generate fantastic support;
- Many local Councillors are supporting our project.

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

No

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

[Redacted content]

Teachers and School Leaders:

- BA Oxon and MEd Camb (Education Leadership and School Improvement)-
- BA Hons : outstanding school leader, leading Head of Science, employed mainstream
-Assistant Head and outstanding Head of English
-BA (Hons) AST Maths, Vice Principal, National Future Leader
- BA (Hons) - outstanding Humanities teacher, mainstream
-BA (Hons) AST, Outstanding Humanities teacher

Our Advisory Board:



EVIDENCE OF DEMAND

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

King's has done a number of consultation in the community centres, visited local businesses and gathered support from prospective parents.

We have a petition of nearly thousand parents to support King's Science Academy, signed support from a number of local businesses and community centres.

Our website is currently taking registration from prospective parents.

Twelve secondary schools in Bradford's inner city catchment area are National Challenge schools or just above . Each of these schools will have an average intake of 150 for Year 7. In 2011, about 1800 students will go to these twelve secondary school. King's aim will be to offer an alternative choice to these parents and is confident that we will attract the interest of 100 parents for September 2011.

We have 200 signatures of parents who have expressed an interest and have children of the age range for King's. This number is growing as the community is becoming more aware of our ambition.

We envisage that we will be oversubscribed by December 2010.

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

Total intake of King's Science Academy will be 500 - a hundred in each year group. Our designated site has excellent provision to accomodate this expansion.

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

First Phase: 11-18
New year 7 intake: 100 students and then subsequently an intake of a further 100 every year.

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

We are on course to have our first intake in September 2011.

We would like the Secretary of State Michael Gove or the Prime Minister to open our first free school.

PREMISES

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

Our site is on [REDACTED], Bradford, [REDACTED]

It is an excellent site for King's as:

> [REDACTED]
[REDACTED]

> is located in the heart of our community's catchment area, a socially and economically deprived neighbourhood characterised by poor attainment and no secondary school;

[REDACTED]

> the site has a capacity to expand to 500 students (100 in each year group) and future units for phase 2 Primary School;

> it already has an office building that will be converted into classrooms;

> excellent private road, parking facilities, perimeter fencing and on-site security [REDACTED]

Our free school project can become a potential blueprint model for other free schools to adopt and emulate.

Further information

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

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

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

Next Steps

Please email completed Proposal Form to
freeschools.registration@education.gsi.gov.uk

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



CERTIFICATE OF INCORPORATION OF A LIMITED COMPANY

Company No. 7306631

The Registrar of Companies for England and Wales hereby certifies that:

KIFSA LTD

is this day incorporated under the Companies Act 2006 as a private company limited by guarantee and the situation of the registered office is in England and Wales.

Given at Companies House, on the 7th July 2010



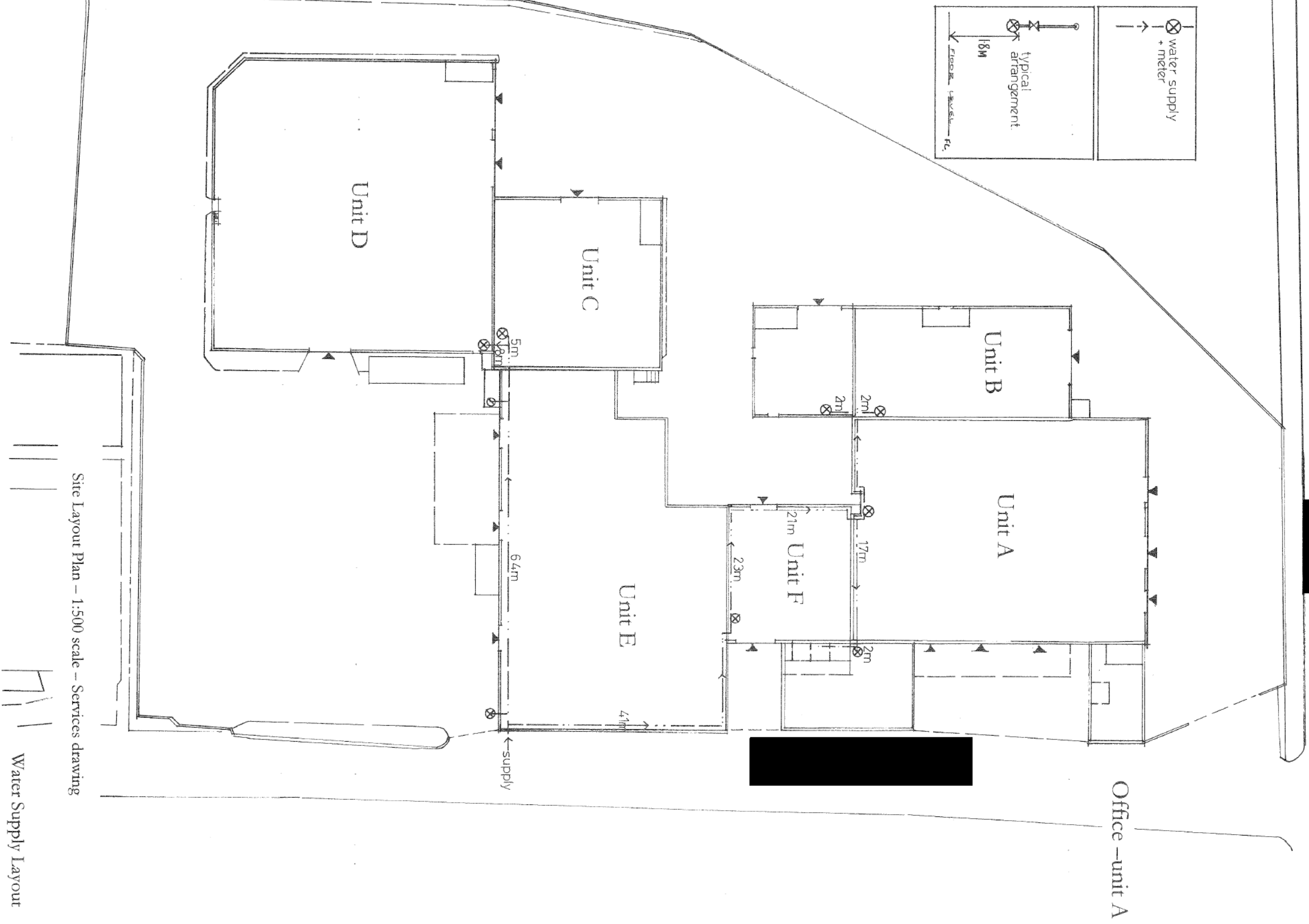
THE OFFICIAL SEAL OF THE
REGISTRAR OF COMPANIES



Companies House

— for the record —

The above information was communicated by electronic means and authenticated by the Registrar of Companies under section 1115 of the Companies Act 2006



Site Layout Plan - 1:500 scale - Services drawing

Water Supply Layout