

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)

██████████ (I am the nominated representative)

Name of your organisation

Mill Hill Jewish Primary School

Address (of organisation or individual)

██████████, Mill Hill, London, ██████████

Email Contact ██████████

Telephone Number

██████████

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

No

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

If no, please confirm the nature of your organisation (educational group / charity / business / parent group etc)
Parent Group currently awaiting Charitable and Company registration

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

<input type="checkbox"/> Yes, our organisation is incorporated Company Registration Number: Company Address: Details of Directors and Secretary:
<input checked="" type="checkbox"/> No, our organisation is not yet incorporated Approximate date by which it will be incorporated: Week commencing 19 th July 2010 (the delay is due to a signatory being away on annual leave)

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

Local Authority London Borough of Barnet Neighbouring LAs Enfield; Harringey; Camden; Harrow; Brent;

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

Yes

(If Y please give details of your discussions with them so far)
We have had initial meeting with LBBarnet Education department and advised that we are a parent group pursuing the Free School route. LBB state that they have a current shortage of primary school places for entry in 2011 in the region of 10-15 forms of entry of which they recognise the 'acute' need for places from members of the Jewish faith. LBB agree with our figures and research and support the need for a new Jewish primary school either via the Free School route or the Voluntary Aided model.

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>	No
<p>Is disqualified from registration under Part 10A of the Children Act 1989(7) for child minding or providing day care?</p>	No
<p>Is disqualified from registration under Part 3 of the Childcare Act 2006(8)?</p>	No
<p>Is a member, or has been a member in the past, of a proscribed organisation?</p>	No
<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.

There is a critical need for a new Jewish Primary school in the area, the only Jewish Primary School currently in the area is one form entry (26 places), and over the last 8 years over 100 applicants have applied each year; in 2010, only 8 non-sibling places were available with 87 applicants (1 in 11), in 2011 it is estimated that there will be only 1 non-sibling place with 95 applicants (1 in 95). We have worked closely with the head teacher and governors of this school who are fully supportive of our project to open a new school and "alleviate some of the huge demand" The reality is that Jewish children are educated at other schools in the area which do not meet the academic or religious aspirations of their families. " We are at our wit's end, we have applied to all the schools in the area and don't have a place, what can we do to help you?" Parent at the new Mill Hill school open evening May 2010.

In any event, the nearest local primary school in the area is Dollis Hill Primary School. It is currently a 3 form entry school which is heavily oversubscribed to the extent that a 'bulge' 4th form of entry classroom is being built for 2010. This means that the two local primary schools with high standards of education are both oversubscribed, meaning that parents in Mill Hill are limited in their choices for good quality primary education.

We believe that we can create a centre of excellence for education within the Jewish ethos and have the full support of the local synagogue, its chairman and Rabbi, "there is a crisis in Jewish primary school places in the area, we must do all we can to ensure that our children can obtain a Jewish education" (██████████ (██████████)).

"If there is one insight above all others to be gained from Jewish history, it is that freedom depends on education. To defend a country you need an army but to defend a civilisation you need schools." The Chief Rabbi, Lord Sacks (maiden speech, House of Lords, 2009).

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

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

Max 2000 words.

The core aims of the school are to provide high educational standards while providing a community environment, inspired by the beliefs of the Jewish faith

with respect to ethics, morality and the importance of family, community and helping others. With respect to these aims, the school would deliver benefit all those who attend the school, irrespective of their background.

We will ensure that every child in the school reaches their full potential regardless of their faith, belief or ability and will provide a curriculum to facilitate this. We believe the 'Every Child Matters' agenda is fundamental to our school's curriculum. Our children will be successful learners who enjoy learning, make excellent progress and achieve well. We will produce confident individuals who are able to lead safe, healthy and fulfilling lives. Furthermore, our graduates will be responsible citizens who will make a positive contribution to Jewish and British society. Fulfilling these aims will inform the planning of teaching and learning in our school, not just in PSHCE (Personal, social, health, citizenship and education), but across the entire curriculum.

Children today are growing up in a complex, rapidly changing world and our curriculum must reflect and respond to the ever changing challenges that this presents. A modern curriculum must inspire and challenge our children and prepare them for their future. Our learners will be flexible and adaptable, having the ability to deal with the changes around them and manage the information available to them in various formats. Our curriculum and the way it is taught will keep pace with change and equip our children with the skills they need for life and for learning.

We are equally passionate about basic skills and will provide excellent teaching of English, mathematics and ICT as these are the skills that our children will need for employment and to achieve success in life. Class sizes should be no greater than 30 children in order to achieve high academic standards. We agree with the PLTS framework (Personal learning and thinking skills) and believe that young people need to be: independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators. Therefore we are passionate and committed to teaching that offers opportunities for open-ended investigation, creativity, experimentation, teamwork and performance. Our curriculum will involve real-life experiences, activities beyond the school, parental involvement, working with others in the local community, recreational enjoyment, taking responsibility for events and activities and encountering challenging and unfamiliar contexts. Whilst the school will be based on a Jewish ethos, we will ensure that all religions and beliefs are catered for in an inclusivist and exploratory environment.

In addition we want to tailor our curriculum to meet the needs of our community. We believe it is essential for our curriculum and the children's learning to be embedded in the warmth of Jewish custom and tradition. Positive Jewish values will permeate all the teaching in the school, creating an encouraging and supportive atmosphere, enabling the children to feel secure and happy and in turn develop fully. The Jewish Studies curriculum (under the auspices of the Office of the Chief Rabbi) will make children proud of their Judaism and provide them the necessary skills and knowledge to play a full part in the Jewish community. We understand that as per the admissions policy for free schools as set out by the Department for Education that all the

children in the school may not be of the Jewish faith. However we feel that teaching ethics and morality, being part of a community and living your life in a healthy manner whilst emphasizing the importance of family and helping others are relevant to all children, irrespective of their cultural or religious backgrounds. Our children will be involved not only in the Jewish community but in British society, the importance of social cohesion will be emphasized and the children will have a sense of global responsibility, for example an awareness of the importance of environmental issues. To this end, the school will ensure that there are a range of community based learning experiences for example, volunteering in the local community, raising money for local charities and visiting the elderly in old age homes as well as being actively involved in recycling and other environmental projects.

Our admissions criteria will reflect the policy regarding free schools as well as the aims and objectives of the school. In order to create a school community in the event of oversubscription siblings will have first priority for places. For these purposes, 'siblings' shall include half-siblings, step-siblings and adopted siblings. The following criteria will then apply in the following order of priority: Children whose family can demonstrate a Certificate of Religious Practice as currently in use by other faith schools in the area; children resident in the London Borough of Barnet, who satisfy any of the following conditions: Looked-after children (within the meaning of section 22 of the Children Act 1989), children with special educational needs whose statement (under section 324 of the Education Act 1996) indicates that placement at the School is appropriate, children for whom the School is appropriate on genuine medical, social or compassionate grounds. Such applications will be agreed only when the medical circumstances supported by a doctor's submission are considered by the Governors to justify giving priority to the child concerned, children for whom the School is appropriate on genuine social needs grounds. Such applications will be agreed only where circumstances have been supported by a social worker and are considered by the Governors to justify giving priority to the child concerned. These special factors must be made known at the time of the application if they are to be considered and must be supported by an appropriate professional. While the majority of families living in the area have living standards above average we believe that our school will reach out and benefit those from a more deprived background in whatever way possible.

Teaching in Nursery and Reception will follow the Early Years Foundation Stage (EYFS) principles. There will be inclusive practice where all children will be treated fairly and valued. A variety of activities, both planned and free choice, will be offered to provide opportunities for the children to learn through play. There will be carefully-planned programme of themes/topics throughout the year to ensure that the children are given a wide range of active, real-life and everyday experiences to enhance their learning about their world. These themes/topics will be chosen to reflect the children's interests as well as their links with the Jewish year. They will include visits in and around the locality. We will offer a mixture of active and quiet times throughout the day. There will be high quality outdoor provision to ensure free flow from the indoor environment to the outdoor classroom. Safety is paramount, for example we will have some covered area to ensure the outdoor space can be used in all

weathers and a soft play surface where a climbing frame might be.

We will take every opportunity to further individual children's communication skills in speaking and listening. We want to encourage children to look at books and seek opportunities to read stories to, and with, them. We will develop early mathematical skills through everyday routines, as well as through planned experiences and games. We will provide activities which engage the children in problem solving and investigation. We will stimulate the children's imaginative and creative development through a range of activities, including: role play; a variety of painting, modelling and drawing experiences, both planned and free-choice; singing and dancing to music, as well as listening to music and playing instruments.

Teaching in Years 1 to 6 will enable all pupils, including those with Special Education Needs and pupils who are Gifted and Talented, to make excellent progress. The school will follow the National Curriculum, ensuring the planning of teaching and learning follows the different programmes of study and provides a broad and balanced curriculum. However, teachers will create their own schemes of work, responding to the needs of the pupils and the school. This will enable the learning to be meaningful, relevant and personalised wherever possible.

The importance of healthy living and well-being will be emphasized, the whole school community will be involved in the Healthy Schools Programme (NHSP). This includes healthy eating, a variety of physical activities, PSHCE and the promotion of emotional health. Examples include the provision of school lunches, encouragement to walk or cycle to school and being eco-friendly, we aim to gain the green flag through our environmental activities on topics such as litter and waste and healthy living.

The attainment targets and level descriptions in the National Curriculum enable teachers to effectively track and monitor pupil progress. Regular tracking and monitoring of the children's progress throughout their school life will enable the teachers to respond and support each child in his or her learning development quickly and effectively. We will also take the national key stage tests at the appropriate ages.

Assessment will be personalised to ensure that all learners have the opportunity to make progress and achieve. Assessment for Learning will be a key component of the teaching and learning with a learning, teaching, assessment cycle with questioning at its heart. Planning will have clear learning objectives; success criteria will be generated with the children; effective feedback will ensure improvements are made; children will be involved in peer and self assessment opportunities and questioning will extend the learning of all pupils.

Our learning environments, the classrooms and other spaces, will encourage learning rather than performance. All children can succeed and the teaching will reflect this with differentiation will ensure activities are well-matched to children's needs and high quality support by learning assistants will be given where necessary.

The school is committed to safeguarding and promoting the welfare of children and young people and will expect all staff to share this commitment. There will be a clear Special Educational Needs policy, following the Special Educational Needs Code of Practice, to ensure the school is inclusive and accessible; one where equality of opportunity goes hand in hand with a broad and balanced curriculum to develop each child's potential. We aim to identify and plan for each child's individual learning requirements and to provide appropriate additional support for children with special educational needs in order to allow them to make the best possible progress. In addition we will promote an atmosphere of encouragement, acceptance and respect for achievements in which all children can thrive, a climate of warmth and support in which self-confidence and self-esteem can grow.

We will enable children with special educational needs to fully participate in all the activities in the school by providing additional support, adapting activities and environments and by using specialist equipment as appropriate. When appropriate, we will work together with staff from external agencies to provide the best learning opportunities for each individual child. We will work in partnership with parents and carers, valuing their views and contributions and keeping them fully involved in their child's education. Furthermore, we will make every effort, where possible and appropriate, to involve the child in decision making about their special educational provision. We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. We will actively support the establishment and maintenance of close links with all agencies working with the child.

The school will have clear safeguarding/ child protection policies and procedures. We will ensure there is a designated child protection officer and follow the DfES guidance Safeguarding Children in Education (2004) and the more recent Safeguarding advice. Our school procedures for safeguarding children will be in line with Local Authority (LA) and Area Child Protection Committee (ACPC) procedures. We will follow the Safer Recruitment guidelines when recruiting staff.

High expectations of behaviour will be the cornerstone of meeting our aims. We are committed to establishing a learning environment which promotes positive behaviour and relationships where children and adults treat each other with care and respect. The nature of the school will imply that learning developmentally appropriate behaviour patterns is integrated directly with the children learning about Jewish values. All adults involved in the school community have a duty to act as role models to the children with regard to their behaviour. The school will expect every member of the school community to behave in a considerate way towards others.

We aim to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school will reward good behaviour and aim to promote good behaviour, rather than merely deter anti-social behaviour. We will strive to avoid any exclusions but if an exclusion is necessary we will follow the

standard national list of reasons for exclusion, and the standard guidance, Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003).

There will be a clear Anti-Bullying policy following the DfES guidance 'Bullying – Don't Suffer in Silence'. The school will promote positive behaviour management and will use KIDSCAPE methods for helping children to prevent bullying. We will also consult other published anti-bullying resources for example, What's the Score on Bullying and take part in national initiatives for example National Anti-Bullying Week.

Effective leadership and management is key to a successful school. The Headteacher and Senior Leadership Team will use monitoring and self-evaluation to drive school improvement. The governors will take a full and active role in school management and development.

The school is committed to promoting a lifelong love of learning. We will have a clear CPD (Continuing Professional Development) programme supporting teachers' individual needs and improving professional practice. CPD may take place within school, through school networks, or be delivered by external providers. We will establish links with other schools and enable teachers to network and share best practice. We will also work in co-operation with teacher training agencies, in particular the PGCE and GTP programmes at the Agency for Jewish Education (AJE).

Success of the school will be measured in a variety of ways, by the progress made by the children and their learning journey as they move through the school as well as key stage tests. Furthermore, success of our graduates will be measured by their smooth transition to secondary school. Secondly, the success of the school can be measured through inspection. We aim to achieve outstanding Ofsted ratings as we strive to provide excellent academic standards and pastoral care for our children. The success of the school will be measured by the community and the willingness of local parents to continue to trust the school with the education of their children.

In 2018, our first graduates will leave the school as happy, confident and inspired children, with a thirst for knowledge, a place in society and well prepared for the challenges of secondary school and beyond.

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

We have set up our organisation with the sole aim of establishing a Free School from reception to year 6 with the aims and objectives as above.

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.

We have a core team of founding governors as set out below, depending on their circumstances the time commitment of each governor will vary but there will be at least a monthly governor's meeting:

██████████.

██████████.

██████████.

██████████.

██████████.

██████████.

██████████

██████████

In addition to the core team we have enlisted the services of the following people who will be helping during the setting up period until the school is up and running:

██████████, an Educational Consultant who has over 25 years experience in the faith school sector - involved at least half a day per week;

██████████ is an experienced Planning Consultant who is advising us on Planning and Building issues;

██████████ (Architect)
██████████ (Solicitor)

The following will be giving their time for the first few years of the school:

██████████ (██████████, Ofsted report as above) - will have input regarding curriculum, staff management and other leadership issues, has a good working relationship with ██████████.
██████████ (██████████)

The following organisations have indicated that they will remain committed to the school whilst it is in operation and will have input at least annually:

Association of Jewish Teachers
Jewish Leadership Council
Board of Deputies and
the United Synagogue.

Finally we have spiritual and faith advice from the Mill Hill communities ██████████ and political support and assistance from the local MP, Matthew Offord and the local councillors.

In short we believe that we have a committed and experienced core team along with a tremendous support network of professionals and communal organisation.

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).

Although we do not have plans to work with a 3rd party organisation regarding the running of the school we will have support from our contacts within the community, including from an existing Jewish Primary School in the area.

The school will be run under the auspices of the Office of the Chief Rabbi which will provide support for the religious curriculum. The Community Security Trust (CST) will provide support for security. Other organisations within the community have also offered support and practical help on a wide variety of areas including information technology and administration. We will be able to work in conjunction with other faith schools and aim to set up joint activities such as continuing professional development for teachers. We are in close contact with other groups setting up free schools with the aim of sharing resources if appropriate.

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], Barrister, Chair of Trustees (parent)
[REDACTED], G.P. Vice Chair with responsibility for Governance (parent)
[REDACTED], Teacher, responsibility for Premises (parent)
[REDACTED], Teacher, responsibility for Admissions (parent)
[REDACTED], Recruitment Consultant responsibility for Recruitment (parent)
[REDACTED], Deputy Headteacher, responsibility for Education (parent)
[REDACTED], Accountant, responsibility for Finance
[REDACTED], responsibility for advice on faith and ethos
[REDACTED], Solicitor (parent)
[REDACTED], IT Consultant, (parent)
[REDACTED], PR Consultant
[REDACTED], Fundraising (parent)

All of the above are giving of their time freely and are fully committed to the ethos and aims of the school. These individuals can make varying time commitments to the school but are willing to work outside of normal office hours to ensure that the school is run to a high standard. Our professional support on the trustees, i.e. lawyers and accountants have agreed that they will not charge for any of their services. It is possible that one of the teachers may apply for a job further down the line, but given her current personal circumstances this will not be for at least 5 years. In any event we will have a transparent and robust recruitment policy and process and therefore do not foresee that there are any conflicts that will arise.

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.

Within a week of opening a facebook supporters and interested parents page, we had over 200 members. At the time of writing there are 392 members. We held a public open meeting on the 24th May 2010. 209 parents attended. Through the meeting and via the facebook group, we have asked parents who would seriously consider sending their children to the new school to register with us, via a detailed questionnaire. At the time of writing, we have 151 families registered as having a strong or very strong interest in sending their children to the school. In addition to the 151 first children which this represents we have already captured the data for a further 62 siblings and know of six expectant families! From our database we have 53 families who have stated that they would definitely send their children to the reception class in September 2011. From the data gathered from these parents, we know that these children have applied and been rejected from all other local Jewish Primary schools. Whilst we appreciate that some may ultimately opt for non Jewish Primary education, we are very confident that we can fill a reception class from 2011 onwards. With regards to nursery 2011, we have a pool of over 65 families who have expressed a definite intent to send their children to the nursery. Although there will of course be some of those families whose children obtain a place within the current Jewish schools provision, we know that for 2011 there is a maximum of 3 non sibling places at Matilda Marks and an estimated between 10 and 15 non sibling places at Rosh Pinah school, of which we expect most to go to children living in Edgware. The only other school offering high quality education, Dollis Hill Primary, is also over subscribed. Parents of children in Mill Hill are extremely limited in their options for a high standard of primary school education. As such we expect that applications to our school will be at least equal to places available.

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

We intend on opening as a one form school with 28 children per class. We will open in September 2011 with a reception class and then add a year group each year thereafter and expect to reach the maximum number of students in every year (28). There will be a nursery linked to the school but this is not covered by this policy. The school will have a total of 7 classes (196 pupils) which will be achieved by September 2017.

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

The School will be for children aged 5-11 with 28 children per class. We are looking into links with a local nursery (3/4 year olds).

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

Monday 5th September 2011

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.

The catchment area in Mill Hill, London NW7. If appropriate we would consider pupils from neighbouring postcodes.

The school will be situated in Mill Hill, North London, and our aim is that it will be within easy walking distance for 75%+ of pupils in order to fit in with the healthy living section of our curriculum.

We initially identified 11 possible sites but having scoped all of these are now focussed on one specific site. This has been assessed by Partnerships for Schools and our own architect/quantity surveyor has drawn up a draft project conversion plan.

The postcode of the site is [REDACTED]. It is currently an established business and therefore I do not wish the identity to be public knowledge or available on your website. An agreement to sell has however been reached.

The site consists of 1.75 acres on which there is currently a permanent structure of circa 19,000sqft a covered area of 15,000sqft and a further 20,000sqft+ of open (playground) space.

The site is situated in a prime position in the middle of Mill Hill. It is on a main bus route and close to local amenities. The site backs onto parkland.

[REDACTED].

The site would be large enough to potentially develop stage by stage and in the interim house temporary structures such as portakabins for a year or two whilst the main building renovation is completed. We are also looking at alternative temporary sites.

We also considered a 27,000sqft former training college but this was going to be very expensive to purchase and needed considerably updating and remedial work.

A piece of land is available to purchase on [REDACTED], however the current owners are applying to build 52 flats on the site. As it is clearly worth substantially more for a residential development, the vendors at this stage are unwilling to deal with us.

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.