

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)

██████████

Name of your organisation

Skyeward Limited

Address (of organisation or individual)

██████████

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)
Social Enterprise Business Limited by Guarantee

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

<input checked="" type="checkbox"/> Yes, our organisation is incorporated Company Registration Number: 62079590 Company Address: [REDACTED] Details of Directors and Secretary: [REDACTED] - Director [REDACTED] Director and Secretary
<input type="checkbox"/> No, our organisation is not yet incorporated Approximate date by which it will be incorporated:

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 Greenwich
Neighbouring LAs Lewisham and Bexley

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)
Greenwich Council has a building that they are not using and would like to sell. It is in an ideal location with a pre-school next door. I have discussed with Greenwich Council our interest in purchasing the property for use of a Free School.

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.

Many of the parents that I know are frustrated that there are only two schools closest to our homes, (one outstanding and one just making satisfactory), as options to send our children. Some of us, including me, have therefore been forced to place our children outside of Greenwich LA in our neighbouring LA Bexley.

Being aware of the massive need for a Primary schools in SE18, (and one that focuses on the Arts and French Language), I have created a team whose background in Business, Education, Languages, and the Arts, not only drives us to open Shooters Hill Primary School of Arts, but has given us the needed expertise.

As an Educator, Artist, and Businesswoman, I have a great interest in the Arts and languages. Our team wants to give disadvantage families the opportunity to attend an excellent school that engages children in the Arts and French language. There is a 'big rise in number of people splitting thier lives between Paris and London' (Evening Standard, August 2010). We therefore are also in contact with many French families who would love to see a school with a French language focus.

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.

Shooters Hill Primary School of Arts:

Our one form entry school will be unique because of its small class sizes of 20 pupils per class, with an Arts and French focus. We will be a visionary school that follows the principles that every child matters and has the potential to do great things for themselves, others, and their country. Our school will be an outstanding school that provides opportunities for disadvantaged and deprived families in Woolwich. All children have the potential to succeed if given the right learning environment and clear direction of high standards. We will focus on the potential of each child. We will not only listen to the pupils' voice but also to the parents and expertise of teachers, in creating the right path and learning environment for each pupil. We will teach the core subjects in the morning sessions, and our afternoon sessions will follow our Arts Curriculum. Although we will follow a Christian ethos, we aim for our

school to be diverse in culture, with pupils from all religious backgrounds or none. Our school will hold to the belief that it is vital that all pupils have a diverse RE curriculum, being able to understand and work with all nationalities and backgrounds, with a commitment to establishing equal opportunity in all areas.

Morning Sessions Monday:

8:30-9:00 Circle Time

9:00 -10:00 RE, PHSE and Citizenship

9:00-10:00 RE

10:00 -11:00 PHSE and Citizenship

10:00-12:00 Whole School Assembly

Morning Sessions Tuesday to Friday:

8:30 -12:00 Course Subjects taught with intervals of breaks from learning

8:30-10:00 English and History

10:30 -12:30 Maths and Science

Afternoon curriculum:

Our afternoon curriculum will focus on the Arts. We will recruit teachers with both experience and high standards in the Arts. Our Arts Curriculum will cover the areas of Performing Arts, Music, Dance, Images, Design Technology, PE and Sports, each focusing on the practicum and theoretical within the given subject areas. Our Arts Curriculum will be taught in the afternoon from 1:30-5pm with plenty of breaks timetabled in, allowing our pupils time to eat, relax, and play. Each Pupil (with the support and guidance from the parent/carer, teachers and the Shooters Hill Primary School of Arts Department of Arts Manager) will decide on two to three areas of study within the Arts Curriculum to enrol each school year. We will also offer an integrated French Language Curriculum during our afternoon sessions. French lessons will be completely part of the school's education programme and not just an extracurricular activity. We would follow part of the French scheme framework, but would also work on other subjects which will be taught in French (i.e. PE or Art, etc.) in order to ensure a complete immersion in the language. The children would be taught French very differently from what is being done in State Maintained Primary Schools. As many of the lessons taught in State Maintained Primary Schools do not work effectively for most children, our visual and immersed curriculum would have a more positive outcome on all pupils (including SEN or other needs reflected in each child's personalised learning plan using AfL and APP). Our goal would be to prepare all pupils who attend Shooters Hill Primary School of Arts towards KS3 and beyond.

1:30-5pm Our Arts Curriculum with intervals of breaks from learning

Expressive Music Curriculum: History and Performance

- Mathematics in music
- Piano lessons – practical and history based curriculum (composers and theory)
- Flute lessons – practical and history based curriculum
- Composing music – history of composers/practicum
- Choir

- Other instruments to be taught based on pupil/parent interest

Expressive Arts: Dance

- Ballet
- Tap
- Jazz and Modern Dance
- Street Dance

PE/Sports

- Tennis, swimming, and other sports to be offered

Expressive Arts: Writing

Choosing an author, students will use this author to inspire them in publishing a book. By the end of the school year pupils would have published a minimum of three books. Working with a design team from the school, they will select illustrations for their books.

Expressive Arts: Images

- Contemporary
- Classical Art
- Sculpting
- Pottery Making
- Painting/Drawing
- Design Technology/Media

Theatre

- Stage Design
- Costume Design
- Performing Arts

We will combine the National Curriculum for the UK, the Classroom Quality Standards (not just focusing on the Gifts and Talents of each pupil but on the needs of all pupils), and the Massachusetts Curriculum Framework.

Following the Massachusetts English Curriculum (MEC) revised for our school:

Guiding Principle 1

‘An effective English curriculum develops thinking and language together through interactive learning.

Effective language use both requires and extends thinking. As learners listen to a speech, view a documentary, discuss a poem, or write an essay, they engage in thinking. Students develop their ability to remember, understand, analyze, evaluate, and apply the ideas they encounter in the English and in all the other disciplines when they undertake increasingly challenging assignments that require them to write or speak in response to what they are learning.’ (MEC)

Guiding Principle 2

‘An effective English curriculum develops students’ oral language and literacy through appropriately challenging learning.

A well planned English instructional programme provides students with a

variety of oral language activities, high-quality and appropriate reading materials, and opportunities to work with others who are reading and writing.’ [Our Primary school will promote], systematic phonics instruction and regular practice in applying decoding skills to decodable materials [will be] essential elements of [our] school programme.’ (MEC) Teachers will be encouraged to model reading to their pupils on a daily basis to help develop the children’s vocabulary, knowledge of the natural world, and their appreciation for the power of the words and creativity.

Guiding Principle 3

‘An effective English curriculum draws on literature from many genres, time periods, and cultures, featuring works that reflect our common literary heritage.

[British pupils] need to become familiar with works that are part of a literary tradition going back thousands of years. [Pupils] should read literature reflecting the literary and civic heritage of the English-speaking world. They also should gain broad exposure to works from the many communities that make up contemporary [British literature] as well as from countries and cultures throughout the world. In order to foster a love of reading, English teachers encourage independent reading within and outside of class.’ (MEC)

Guiding Principle 4

‘An effective English curriculum emphasizes writing as an essential way to develop, clarify, and communicate ideas in persuasive, expository, narrative, and expressive discourse.

At all levels, [pupils]’ writing records their imagination and exploration. As students attempt to write clearly and coherently about increasingly complex ideas, their writing serves to propel intellectual growth. Through writing, students develop their ability to think, to communicate ideas, and to create worlds unseen.’ (MEC)

Guiding Principle 5

‘An effective English curriculum provides for literacy in all forms of media. Multimedia, television, radio, film, Internet, and videos are prominent modes of communication in the modern world. Like literary genres, each of these media has its unique characteristics, and proficient [pupils] apply the critical techniques learned in the study of literature and exposition to the evaluation of [these diverse media].’ Our afternoon sessions will also give more focus to literacy in the form of media.

Guiding Principle 6

‘An effective English curriculum provides explicit skill instruction in reading and writing.

Systematic phonics lessons, in particular decoding skills, should be taught to [pupils] before they try to use them in their subsequent reading. Effective instruction can take place in small groups, individually, or on a whole class basis. In other cases, explicit skill instruction is most effective when it responds to specific problems [pupils] reveal in their work.’ (MEC) Our school will follow the principles of ECM and complete APPs and AfL to support each child.

Guiding Principle 7

'An effective English curriculum teaches the strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning.' (MEC)

Our goal is that each child will learn to take responsibility for his/her learning.

'Students need to develop a repertoire of learning strategies that they consciously practice and apply in increasingly diverse and demanding contexts. Skills become strategies for learning when they are internalized and applied purposefully.' (MEC)

Guiding Principle 8

'An effective English curriculum builds on the language, experiences, and interests that students bring to school.' (MEC)

Our school will appreciate and celebrate the different cultures that pupils have and how this should not be belittled. However we will also teach professionalism from an early age. Pupils will learn the difference between language at school, in the workplace, or at home. They will learn to appreciate all settings and make the best use of learning how to speak in appropriate language, based on context.

Guiding Principle 9

'An effective English curriculum develops each [pupil's] distinctive writing or speaking voice.

[Pupils'] voices tell us who they are, how they think, and what unique perspectives they bring to their learning. [Pupils'] voices develop when teachers provide opportunities for interaction, exploration, and communication. They also learn about their classmates as unique individuals who can contribute their distinctive ideas, aspirations, and talents to the class, the school, the community, and the nation.' (MEC)

Guiding Principle 10

'While encouraging respect for differences in home backgrounds, an effective English language arts curriculum nurtures [pupils'] sense of their common ground as present or future [British] citizens in order to prepare them for responsible participation in our schools and [citizenship].

[Pupils] may come from any country or continent in the world. Taking advantage of this diversity, teachers guide [learning around] the extraordinary variety of beliefs and traditions around the world. At the same time, they provide [pupils] with common ground through discussion of significant works in [British] cultural history to help prepare them to become [productive] citizens of the [The United Kingdom].' (MEC)

Discipline:

We will have a no tolerance to disrespect, but a Christian 'Support Circle Rainbow' principle. Our school will hold to the respect of all pupils and support each other to learn and become better people. Our behaviour motto will be 'before, beside, behind'. [REDACTED], in his image 'Circle Rainbow' reflects this principle: 'We support each other in every way. We do not put each other down, but we celebrate our strengths, weaknesses, and differences. We, as all friends of Shooters Hill Primary School of Arts,

supporting each other before, beside and behind'

Our teachers receive CPD and support in classroom management. Our teachers will learn to look beyond each child, and always look at pupils' potential to achieve great things in and outside the school. Our goal will be to create an education system where pupils are able to develop the whole person. Teachers will be trained to challenge each child, being aware of:

- Intellectual development: child's level of functioning in all areas of the National Curriculum, the CQS and the MEC. Particular learning problems will be highlighted using the AfL and APP
- Social/Emotional and Behavioural Development: attention will be given to the child's behaviour, maturity, self-image, relationships and social skills. Teachers will also consider the child's attention span, adaptive skills, speed of work and organisational skills
- Physical development: the child's physical health, sight, hearing, speech, gross and fine motor skills
- Interests, hobbies, gifts and talents: provide an important insight – Does the child prefer solitary or group pastimes? Are they active or passive? What potential gifts or talents does the child have?

Our pupils will know that they are training themselves for adulthood, and that the staff and teachers are providing them with the tools and guidance for reaching their goals. Both pupils and staff will not fear failure but learn to have continual self-evaluation so that they are able to keep moving forward. We will all journey on an exciting path of success.

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

I have been working through [REDACTED] as a [REDACTED]

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.

[REDACTED] as Executive Head teacher:

[REDACTED] as Director of Languages:

Others working with the school:

- Our Arts Curriculum is being reviewed by a friend who currently works

for [REDACTED]

- Support Curriculum: support from a colleague from Massachusetts who has written curricula for primary schools.
- [REDACTED] supporting our Music Curriculum: [REDACTED]
- Other friends and parents with teaching backgrounds.

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).

We are forming a partnership with British Music Experience to support us in creating music awareness for our pupils. We will have informal partnerships with many organisations. I will be contacting local art, music and dance schools for their support and partnership. We will also keep good relationships with our LA and other schools in the area. For our teacher recruitment, we will contact Randstad Education and other recruitment agencies. We will also consider joining NACE to support us in being an Outstanding school. I will continue my connections with STEM NET and WECAN work with the University Westminster.

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.

Not yet available

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.

We have contact with over 100 parents, some of whom have already completed our Parental Survey. Many parents have voiced their frustrations about the lack of good to outstanding schools. For many parents the only two schools within our local catchment (Woolwich [REDACTED], Eaglesfield, and Shooters Hill) are Christ Church CE (over subscribed selective outstanding school) and Plumcroft Primary (oversubscribed hardly making Satisfactory).

In a meeting with [REDACTED] ([REDACTED], [REDACTED]), she also discussed her concerns about the LAs capacity in meeting the needs of 600 army parents who have just moved into Woolwich. Greenwich now has a massive amount of Millitary Children to enrol in their already overcrowded Woolwich schools. I have since had a discussions with [REDACTED], who is in charge of Education for the [REDACTED]. He confirmed the 600 families that have moved to Woolwich and has said that there will be another 700 or so moving into Woolwich in July/August 2011. He and others are excited to send Military Children to our school and have already begun to project pupil numbers for the next two years.

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

We will begin as a one form entry having 20 pupils in each class, Reception to Year 6, a total of 140 pupils. We would recruit a school management team of five: (1) Executive Headteacher, (2) Director of Languages (3) Deputy Head, (4) Arts Department Manager, (5) Standards and Curriculum Manager, six full time teaching staff, six TAs, and five part time teachers for our Art courses. As an outstanding school, we hope to expand into a two form entry, and Secondary School.

As a part of Skyeward Ltd (but not a part of the Free School) with the income and expenditures regulated by the board of Trustees, Skyeward will provide needed revenue for the success of our Free School by offering afterschool activities from 6-8pm. We will offer a curriculum to support GCSE and Baccalaureat, for about 240 students. We would also offer onsite short stay accommodation for KS3-KS5 ESOL students. ESOL students would tour London during the school day, beginning formal ESOL lesson from 6pm-8pm. During the summer, we would provide accommodation for International Students. At present, our [REDACTED] [REDACTED], successfully manages a 150 bed student accommodation in Kensington, West London.

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

Reception to Year 6, age 4-11, in about two years to then add the Secondary School

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

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.

We have found a premises located at [REDACTED], [REDACTED], that belongs to Greenwich Council. The site of 0.64 Hectares (1.58 Acres) has the capacity for many usages alongside a Primary School, with a projection within two years to establish a Secondary School of about 350 pupils. We have already had discussions with the [REDACTED] and [REDACTED] ([REDACTED]), about the purchase of the site by Skyeward Ltd. If we cannot raise the funds in time to purchase the premises, we would look to lease the site.

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.