

Free Schools

United States. Congress. Senate. Committee on Health, Education, Labor, and Pensions

Free Schools:

Free Schools, Free People Ron Miller, 2002-07-18 The first historical account of the free school movement of the 1960s Academies, Free Schools and Social Justice Geoffrey Walford, 2017-10-02 Academies were introduced by Labour in 2000 and first opened their doors in 2002 but during Labour's time in power the nature of the Academies changed At first they were designed to replace existing failing schools but by 2004 the expectation had widened to provide for entirely new schools where there was a demand for new places From 2010 under the coalition government two new types of Academy were introduced While the original Academies were based on the idea of closing poor schools and replacing them by dramatically redesigned and restructured ones the 2010 Academies Act allowed existing highly successful state maintained schools to apply to become Academies as well Further while Labour had restricted Academy status to secondary schools the Coalition extended it to primary and special schools The result is that there has been a dramatic increase in the number and diversity of Academies In addition to this the 2010 Act introduced Free Schools wherein groups of parents teachers or other sponsors can apply to start their own state maintained but officially independent schools These schools can either be completely new or the result of existing private schools applying to become state maintained The results of these changes remain under researched This book puts forward new research that examines the history and nature of Academies and Free Schools the processes by which they have come into existence and their effects in terms of social justice. The contributors do not all speak with one voice but rather present a diversity of views on these important topics Included in the collection are the results of research on pupil outcomes and socio economic segregation issues of identity and ethos in church academies the problems of establishing free schools the history of policy on Academies and a comparison between Swedish independent schools and Academies and Free Schools This book was originally published as a special issue of Research Papers in Education HC 941 - Establishing Free Schools Great Britain: Parliament: House of Commons: Committee of Public Accounts, Margaret Hodge, 2014-05-09 Recent high profile failures demonstrate that the Department for Education and the Education Funding Agency s oversight arrangements for free schools are not yet working effectively. The Department and Agency have set up an approach to oversight which emphasises schools autonomy but standards of financial management and governance in some free schools are clearly not up to scratch The Agency relies on high levels of compliance by schools yet fewer than half of free schools submitted their required financial returns for 2011 12 to the Agency on time Whistleblowers played a major role in uncovering recent scandals when problems should have been identified through the Agency's monitoring processes There is also concern that applications for new free schools are not emerging from areas of greatest forecast need for more and better school places The Department needs to set out how and by when it will encourage applications from areas with a high or severe forecast need for extra schools places working with local authorities where appropriate The Department should also be more open about the reasons for making decisions Capital costs of the free school programme are escalating The most

recent round of approved free schools had a greater proportion of more expensive types such as secondaries special and alternative provision located in more expensive regions such as London the South East and South West If this mix of approved free schools continues there is a risk of costs exceeding available funding **National Audit Office -**Department for Education: Establishing Free Schools - HC 881 Great Britain: National Audit Office, 2013-12-11 This report finds that the Department for Education has made clear progress in implementing its Free Schools programme by opening 174 such schools since 2010 Many of these Free Schools new all ability state schools set up following proposals from different groups and as academies funded directly by the Department for Education have been established quickly and at relatively low cost and the Department's assessment of proposals has improved However the primary factor in decision making has been opening schools at pace rather than maximizing value for money The Department is now establishing a wider approach on how it could maximize its benefits in deciding on which schools to approve At 6 6 million a school the average unit cost of premises is now more than double the Department's original planning assumption though the current assumption now reflects actual costs Because the programme is demand led there is uncertainty about types of schools and where they will be located Most primary Free Schools are in areas that need extra school places but there have been no applications in half of all districts with high or severe forecast need for school places Overall Free Schools opened with three guarters of planned admissions in their first year but there have been significant variations between schools Oversight of the schools has evolved but serious financial management and governance concerns highlighted in two recent investigations by the Education Funding Agency highlight the risks in some schools and the need systematically to address lessons learned as the programme develops Academies and Free Schools in England Adrian Hilton, 2018-08-06 Academies and Free Schools in England argues that there is a high degree of philosophical consensus and historical continuity on the policy of academisation across the main political parties in England It attempts to make sense of what are all essentially free schools by interviewing the architects of policy and their closest advisors analysing the extent to which they invoke historical expressions of conservatism and or liberalism in their articulation of that convergence The book offers a unique insight into educational policy making during the Conservative Liberal Democrat coalition era 2010 2015 and an in depth analysis of the nature of liberty as it relates to state education in England Providing original interview transcripts of the key reformers and new accounts of a sometimes contentious history Hilton identifies an elite policy community connected by educational background moral religious frameworks life experiences and shared networks of common ideology Academies and Free Schools in England will be vital reading to academics and researchers in the field of education and education policy It will also be of great interest to school governors business leaders political philosophers and those involved and interested in free schools Safe and Drug-Free Schools United States. General Accounting Office, 1997 Safe and Drug-Free Schools Sandra L. Baxter, 1998-11 ESEA, Drug-free Schools United States. Congress. Senate. Committee on Health, Education,

Labor, and Pensions, 1999 Safe and Drug Free Schools Patricia V. Noble, 2002 Illegal drug use is a recurrent problem across the nation but at particular risk are the nation s youth Studies have shown that among children drug use begins with the abuse of legal substances ie tobacco and alcohol before graduating to illegal drugs with marijuana generally the first Along with drug abuse violence is another danger the nation s young people must face be it drug motivated or the result of other behavioural problems Schools are considered prime places to head off these two threats through education about abstaining from drugs and controlling violent tendencies In 1996 the Department of Education began overseeing the Safe and Drug Free Schools and Communities Act which funds both state and national drug and violence prevention programs Unfortunately follow up studies have revealed mixed results to the national program The Education Department though is considering steps to strengthen and improve this critical program This book examines and evaluates the Safe and Drug Free Schools and Communities Act and its programs placing the measure in a background context and looking at its financial and administrative structures Given the major problems of drug abuse and violence threatening to overwhelm children these studies make for a timely analysis of an important issue Field Hearing on the Drug-Free Schools and Communities Act United States. Congress. House, Committee on Education and Labor. Subcommittee on Select Education and Civil Rights, 1994 This legislative hearing focuses on Nebraska Wyoming Colorado and South Dakota's drug prevention efforts The emphasis here is on the efforts of rural states rural communities rural schools and families to combat drug and alcohol abuse Drug free school programs are particularly emphasized Also discussed are the issues various drug prevention programs face such as funding needs the allocation of resources the special problems faced by Native Americans and other concerns In addition to personal testimonies which are recorded here verbatim are a number of prepared statements by educators project administrators and students RJM Secular Free Schools a Nation's Policy. A lecture, etc Edward SWAINE, 1853

Annual Report of the State Superintendent of Free Schools of the State of West Virginia. Department of Free Schools, 1866 Annual Report of the State Superintendent of Free Schools West Virginia. Dept. of Free Schools,1912 Application for Grants Under the Drug-Free Schools and Communities Program, 1991 The free schools and endowments of Staffordshire, and their fulfilment George Griffith, 1860 *Digest of Laws Relating to Free Schools in* the State of Delaware Anonymous, 2025-07-11 Reprint of the original first published in 1881 The Antigonos publishing house specialises in the publication of reprints of historical books We make sure that these works are made available to the public in good condition in order to preserve their cultural heritage The Free School System of the United States Francis Adams, 2024-01-31 Reprint of the original first published in 1875 The publishing house Anatiposi publishes historical books as reprints Due to their age these books may have missing pages or inferior quality Our aim is to preserve these books and make them available to the public so that they do not get lost HC 258 - Academies and Free Schools Great Britain. Parliament. House of Commons. Education Committee, 2015 The landscape of schooling in England has been transformed

over the last five years Academy sponsorship has encouraged and facilitated the contribution of individuals not previously involved in education provision and laid down a challenge to maintained schools to improve or face replacement by the insurgent academy model The development of outstanding Multi Academy Trusts like Ark and Harris offers an alternative system to the one overseen by local authorities while the unified Ofsted inspection regime and published performance data generally allows fair judgment of comparative performance There is a complex relationship between attainment autonomy collaboration and accountability Current evidence does not allow the Committee to draw conclusions on whether academies in themselves are a positive force for change This is partly a matter of timing but more information is needed on the performance of individual academy chains Most academy freedoms are in fact available to all schools and Committee recommends that curriculum freedoms are also extended to maintained schools The Development of Free Schools in the United States as Illustrated by Connecticut and Michigan Arthur Raymond Mead,1918 Annual Report of the Normal, Model, Grammar, and Common Schools in Upper Canada Ontario. Department of Education,1870

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