

Free Schools in 2013

Application form

**Mainstream and 16-19
Free Schools**

Completing your application

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

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

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

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

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

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

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

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: **mainstream.fsapplications2013@education.gsi.gov.uk**.

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

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

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

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

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

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

Data Protection

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

Application checklist

Checklist: Sections A-H of your application	
	Yes
1. You have established a company limited by guarantee	x
2. You have provided information to cover all of the following areas:	
Section A: Applicant details – including signed declaration	x
Section B: Outline of the school	x
Section C: Education vision	x
Section D: Education plan	x
Section E: Evidence of demand and marketing	x
Section F: Capacity and capability	x
Section G: Initial costs and financial viability	x
Section H: Premises	x
3. This information is provided in A4 format using Arial font, minimum 12 font size	x
4. You have completed two financial plans using the financial template spreadsheet	x
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input type="checkbox"/>
9. PLEASE NOTE THAT the Due Diligence Team have confirmed that they accept that Harris Federation has passed the due diligence checks previously and does not need to submit section I.	

Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: Harris Federation, [REDACTED], [REDACTED], [REDACTED], Croydon, [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="1"> <tr> <td>Please state how you would describe your group:</td> <td>Academy sponsor</td> </tr> </table>	Please state how you would describe your group:	Academy sponsor
Please state how you would describe your group:	Academy sponsor		
6.	If Other, please provide more details:		
7.	<table border="1"> <tr> <td>Has your group submitted more than one Free School application in this round?</td> <td>Yes</td> </tr> </table>	Has your group submitted more than one Free School application in this round?	Yes
Has your group submitted more than one Free School application in this round?	Yes		
8.	<p>If Yes, please provide more details:</p> <p>We have applied for an alternative provision free school in the Bromley/Croydon area – Harris Aspire Academy</p>		
9.	<table border="1"> <tr> <td>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td>Yes</td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	Yes
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	Yes		
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>This is an original application developed by AESE (promoting the Academy for Entrepreneurship and Sporting Excellence). They are a group of local people in the Tottenham area of Haringey who are attempting to set up a Free School there. They have approached the Harris Federation who are keen to run an all-through school in Haringey because of [REDACTED] interests in Tottenham. The Harris Federation has agreed to promote and sponsor the Free School since the educational principles espoused by AESE have a close fit with the Harris Federation. The Federation will run the Free School and have overall control of the Governing Body. AESE will have the right to nominate 3 Governors and will also act as a conduit to the community to ensure the local community is involved in the running of the school.</p>		

	<p>AESE will also offer before and after school services and run community activities using the school premises.</p> <p>AESE have produced most of the evidence of demand for the Free School and acted as a conduit for community views on how the school should be run and the key deliverables the community will want to see. The Harris Federation have taken the vision of AESE for the Free School and shaped it to fit the operational methods the Federation uses to guarantee quality of outcome and to allow the Free School to work in partnership with Chobham Academy, which the Federation will be running for the Academy Trust there, which is nearby in Newham. It opens in September 2013 and will also be an all-through school with a similar though not identical curriculum.</p>	
Details of company limited by guarantee		
11.	Company name: Harris Federation	
12.	Company address: Harris Federation, [REDACTED], [REDACTED], [REDACTED], Croydon, [REDACTED]	
13.	Company registration number: 6228587	
14.	Does the company run any existing schools, including any Free Schools?	Yes
15.	<p>If Yes, please provide details: The Harris Federation currently runs 13 Academies – 12 secondary and 1 primary; and is actively in the pre-conversion management phase of 2 other primaries and another secondary school, all to join the Federation by September 2012. It is also in the preopening phase of a primary Free School to open in September 2012 in Peckham and preopening phase of the Chobham Academy which the Federation will run for the Academy Trust (Lendlease with [REDACTED], [REDACTED] and [REDACTED] as junior sponsors) which opens as an all through school in September 2013.</p> <p>Of its existing Academies 11 have now had full inspections as a Harris Academy and 8 of these have been found to be Outstanding.</p> <p>One of the primary schools joining the Harris Federation in September 2012 is Coleraine Park Primary School in Tottenham which would work closely with the Free School if it is approved to open and would be a feeder school into the Secondary section. It is possible that there might also be another local school which the Secretary of State may ask the Harris Federation to sponsor – giving the prospect of the Harris Federation managing the learning of 6 forms of entry of primary children in the area (including the Free School) and linking these schools closely into the Free School.</p>	

<p>Company members</p> <p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>	
16.	Please confirm the total number of company members: 4 are specified in the Articles. One place nominated by the Secretary of State is vacant and will not be filled so in effect there are three.
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: ██████████
	2. Name: ██████████ ██████████
	3. Name: ██████████ ██████████
	4. Name:

Company directors

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

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: Lord Harris of Peckham (Principal Sponsor)
	2. Name: [REDACTED]
	3. Name: [REDACTED] (ex officio and also Company Secretary)
	4. Name: [REDACTED]
	5. Name: [REDACTED]
	6. Name: [REDACTED] (DFE appointee)
	7. Name: [REDACTED]
	8. Name: [REDACTED]
	9. Name: [REDACTED]
	10. Name: [REDACTED]
	11. Name: [REDACTED]
	12. Name: [REDACTED]
	13. Name: [REDACTED] (Chief Executive)
	14. Name: [REDACTED]
	15. Name: [REDACTED]
	16. Name: [REDACTED]
19.	Please provide the name of the proposed chair of the governing body, if known: Not yet decided. It will be a nominee of [REDACTED] and we may have a joint local governing body with the other primary school or schools in the area, so will be decided once the approach has been confirmed.
Related organisations	
20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.
	No

21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. 		
22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>None.</p>		
Existing providers			
23.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px;">Is your organisation an existing independent school wishing to become a Free School?</td> <td style="width: 30%; padding: 5px; text-align: center;">No</td> </tr> </table>	Is your organisation an existing independent school wishing to become a Free School?	No
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24.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px;">Is your organisation an existing independent school wishing to establish a new and separate Free School?</td> <td style="width: 30%; padding: 5px; text-align: center;">No</td> </tr> </table>	Is your organisation an existing independent school wishing to establish a new and separate Free School?	No
Is your organisation an existing independent school wishing to establish a new and separate Free School?	No		
25.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px;">Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?</td> <td style="width: 30%; padding: 5px; text-align: center;">No</td> </tr> </table>	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	No
Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	No		
26.	<p>If Yes to any of the above three questions, please provide your six digit unique reference number here:</p>		
27.	<p>If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:</p>		
28.	<p>If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p>		
29.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p>		

30.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>The Harris Federation is a charitable company (reg. no. 6228587) set up to run Academies and Free Schools and formally accredited by the DFE as an Academy Sponsor.</p> <p>See answer to question 15 for more details.</p>
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Please tick to confirm that you have included all the items in the checklist.

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

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

Signed:

Position: Member of company.

Print name: [REDACTED]

Date:

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

Section B: Outline of the school

1.	Proposed school name:	Harris Free School Tottenham
2.	Proposed academic year of opening:	2013/14 (Sep 2013)
3.	Specify the proposed age range of the school:	4-19 If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2019/20 – i.e. Sep 2019 (may be 2018/19 if we admit to Year 1 as well as Reception on opening)
5.	Will your proposed school be:	Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? No	
9.	If Yes, please specify the faith, denomination, etc of the proposed school:	
10.	Postcode of the preferred site of the proposed school:	██████████
11.	Local authority area in which the proposed school would be situated:	Haringey
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Enfield, Hackney, Waltham Forest

13.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p>
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Section C: Education vision

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

This is a **unique partnership of a grass roots community based organisation in AESE and the Harris Federation** a leading, and arguably THE leading, Academy group in the country, with an unrivalled track record in achievement and in running outstanding schools. We will equip all students with the best possible education, ensuring they are fully prepared to succeed in a future which is likely to be characterised by technological advance and the need for 3 core key skills of **Resourcefulness, Resilience and Reciprocity** alongside high attainment, particularly in English and Mathematics from the moment they join the school.

The Harris Free School Tottenham will be a vibrant learning community in the heart of Tottenham. There will be a culture of high expectations for all students, which will underpin every development in the School. We will develop flexible and creative approaches to teaching and learning that will raise standards for all, from reception to Post 16, regardless of demographic profile. In their research on demand for the school AESE found that local people wanted a Free School that prepared students well for jobs and business and that offered high quality sporting opportunities. By combining the Specialisms of **Entrepreneurship and Sport**, this new Free School will create an environment of high aspirations and self-belief for everybody involved. We aim for our young people to be highly employable, self-confident citizens and **entrepreneurs** of the future. To achieve this we will create an "Enterprising ethos" in which the concepts of **personal best and ground breaking achievement** can flourish. As well as embedding an enriching, challenging and Enterprising curriculum, comprising personalised pathways to a range of academic and industry standard qualifications, we will encourage our students to adopt a **can do culture** where staff and students together set **challenging targets** and are supported to reach them.

Tottenham is one of the most deprived areas in the country with poor standards of education and high levels of unemployment. In East Haringey, which includes Tottenham, Free School Meals entitlement is above 40% on average in the secondary schools. Tottenham currently has proportionately the highest number of job seekers in the whole of London and the 4th highest nationally. 2010 CVA data and general performance data show that Tottenham secondary schools underperform – and the Harris Federation academies outperform them significantly. The recent riots in England began in Tottenham and spread throughout the Country. AESE and the Harris Federation believe a new high-achieving school for local children, would help to lift and regenerate the Tottenham community in numerous ways. This proposal is a positive response to the riots, by creating **a School at the heart of the community that will significantly increase aspirations and achievement in the area, preparing our young people for lives that are equipped to contribute to a vibrant future for Tottenham and the wider community, and which will be a post-riots legacy.** [REDACTED] has a strong commitment to Tottenham and to giving young Tottenham people the best chance in life – especially so after the riots. Both Harris and AESE place outstanding outcomes for all children regardless of demographics firmly at the centre of all policies and approaches. By working together we will significantly improve life chances for local young people and close the current "gap" which exists in outcomes between disadvantaged and vulnerable children and their peers.

The demand section of the proposal makes it clear there is a need to provide additional places at both primary and secondary level and that the additional places should be provided by increasing choice rather than expanding existing schools.

Existing schools perform poorly by comparison with Harris Academies. The Free School proposed will give parents a choice of a school which will offer something different and of high quality and the consultation work carried out by AESE makes it clear that local people are desperate to have that choice and to have a school that prepares its students well in terms of business skills and participation in sport.

The proposal is to establish a 4 to 19 all through Free School in Tottenham serving the north and east area of Haringey with the resources to offer a high quality education to 1570 local girls and boys. **The school will work collaboratively with the other Harris Schools, particularly those in this area of London, including the new Harris Academy Chobham, opening in East Village Stratford in September 2013 and the Harris Primary School to be established at the current Coleraine Park Primary School in Tottenham (and possible other primary school's yet to be decided).** The organisational structures and curriculum development will be shared and the institutions will cooperate in sharing lessons learned and good practice within a Federation that does this very successfully across the whole group of Academies.

We feel our **mission statement** summarises what we expect our teachers to provide and what attributes we expect our students to exhibit:

Harris Free School Tottenham Mission Statement
“Inspiring Achievement through Enterprise”

A Harris Free School Tottenham Teacher:

- Has high aspirations for all their students;
- Provides exciting and interesting challenges to students;
- Has student centred learning at the heart of their planning;
- Use a range of interactive learning strategies that maximise student engagement e.g. Role plays, peer teaching, group work, presentations;
- Ensures that Literacy is at the heart of lesson planning, delivery and assessment;
- Makes links with work related learning where appropriate to increase relevance;
- Uses ICT in an exciting and interactive way;
- Gives responsibility to students and allows them to make decisions;
- Listens to Student Voice and shows that students' views have been taken into account;
- Uses praise and rewards to boost self esteem and confidence;
- Takes risks and thinks outside the box;
- Perseveres and focuses on what can be done rather than on what cannot;
- Follows the behaviour for learning policy to ensure a purposeful learning environment is sustained to maximise student progress.

A Harris Free School Tottenham Student:

- Accepts personal challenge and wants to do well;
- Is actively involved in their own learning and takes part in different activities;
- Is resourceful and tries to solve their own problems yet can seek advice when relevant;
- Makes their own decisions and takes responsibility for own and others' progress;
- Relishes working with their peers, listens to and responds in a group setting;
- Is creative and adapts to new situations;
- Takes risks in learning;
- Can self-regulate behaviour for learning, recognising that a 'can do' approach achieves the best results;
- Recognises the crucial acquisition of proficient skills in Literacy, Numeracy and Enterprise skills and is committed to progressing towards excellence in their employability capability;
- Knows when and how to use ICT to develop their work;
- Grasps opportunities and does not let them pass by, both within and beyond the classroom;
- Makes a significant contribution to the wider community of the Academy through immersion in enrichment opportunities.

If our staff have the attributes above and operate within systems that focus on student achievement, hold everyone to account for performance and encourage good to outstanding teaching then we can realise a step change in performance compared to current achievements by East Haringey Schools catering for children almost half of whom are on Free School Meals:

The **Aspirations for Achievement** of the Free School are by 2019:

- For at least 80% of our students to achieve 5+A*-C grades with English and Mathematics;
- For 50% of Year 11 students to have achieved the English Baccalaureate;
- For Students at the end of each phase to have achieved the **minimum entitlement mapped through our enterprise curriculum**, this will encompass progress in developing the core skills of **Resilience, Reciprocity** and **Resourcefulness**, as well as key **Literacy and Numeracy capabilities** related to high employability capability;
- For levels of progress at each key stage to be higher than national averages;
- For 85% of our Year 13 students each year to be obtaining places at universities - see below;
- Attendance above 95%;
- Fixed term exclusion lower than Haringey averages;
- No students leaving school as NEET (Not in Education Employment or Training);
- For 80% of our students in exit polls to agree with a statement that they had been well prepared for employment or higher education.

The Tottenham Post 16 provision will specialise in Business and Sport and it is expected that our year 11 students will continue their education within the Harris Federation. We will work closely with Harris Academy Chafford Hundred and the new Chobham Academy to ensure all of our students have a wide ranging choice at Post 16. We would work closely with universities in order to raise the aspirations of our students and would expect a higher than average rate of applications to universities, with a target of 85% of our year 13 successfully accepted on a university course.

Our **Education Vision** will be delivered by some key features in our **curriculum planning**:

- Learning to learn through the concepts of **Resourcefulness** (being cognitively perceptive of learning and how to access learning opportunities), **Reciprocity** (being socially adept at learning and learning in partnership with others) and **Resilience** (being emotionally in tune with learning and being able to cope with setbacks and distractions) - opportunities to develop which will be mapped through every subject as set out in the Education Plan.
- The flexibility to create “personalisation” in the curriculum so students can engage in intervention if they do not make adequate progress or additional projects if they need further stretch and challenge.
- Maximising the time allocated to English and Mathematics from reception to Post 16.
- A longer than normal taught School day (adding up to a 27.5 hour week).
- Design student options that allow for industry standard business qualifications and experience to be obtained.

- Offering mandarin and Spanish from reception.
- Students will have subject specialist teaching beginning with Languages, PE and the Arts at reception. Progressing to all subjects in years 5 and 6.
- Strong phonics reading programmes to ensure students reading ages are continuously accelerated from reception with other reading programmes in place right up to Post 16.
- Harris Tottenham student learning commission, actively engaged in curriculum redesign.
- Entrepreneurship will permeate all subjects, as will personal and social development and there will be a taught Enterprise course which links with local businesses and is brokered by AESE;
- There will be 3 lessons of sport each week within the curriculum and in addition there will be a wide range of extra-curricular activities arranged by AESE.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Year 7		180	180	180	180	180	180	180
Year 8			180	180	180	180	180	180
Year 9				180	180	180	180	180
Year 10					180	180	180	180
Year 11						180	180	180
Year 12		100	140	140	140	140	140	140
Year 13			80	110	110	110	110	110
Totals		340	700	970	1210	1450	1510	1570

We have assumed that a number of Year 12 students will be on one year courses or will choose to leave at the end of Year 12 to other opportunities. 20% attrition is typical.

Section D: Education plan – part 2

Please refer to pages 16-20 of the 'How to Apply' guidance for what should be included in this section.

Summary of the whole Education Plan

AESE and the Harris Federation are committed to the following principles to deliver our educational vision – which then drive our curriculum (inside and outside school) and our staffing and organisation:

- Innovative and personalised learning pathways from reception to Post 16 which offer our students a challenging and relevant curriculum that prepares them well for their chosen career.
- The School specialism, in Entrepreneurship and Sport, will not only permeate every aspect of the School and raise aspirations, but also feature in after school activities and reach into the local community and beyond creating a legacy of high achievement for Tottenham.
- A longer school day complemented by the offer of wrap around care before school with breakfast and early morning activity and study clubs; and after school activities operated by AESE and paid for by a mixture of school funding, parents and fund raising.
- Staff who are responsible for the whole child, both pastoral and academic together. In order to develop a strong sense of belonging, students will be allocated to one of four Faculties. These Faculties will provide a focus for rewards, competitions and celebrations and students will stay in their Faculty as they move through the school from Reception to Year 13. This is a key feature of our schools recognised in our Outstanding OFSTED reports.
- A unrelenting commitment to ensuring that all students make good or better progress (see below) regardless of their demographic profile. Outstanding outcomes will be evident for all groups of students regardless of gender, disability, ethnicity, deprivation indicators, or any other personal circumstances that may create a barrier to learning.
- Strategies for improving teaching and learning will be exceptionally well supported by the training programmes and cross school support offered by the Harris Federation. Our leadership team will monitor evaluate and review the quality of teaching rigorously with the expectation of teaching and learning being good or outstanding in every classroom.
- An unrelenting focus on ensuring outstanding learning and progress. All students will be set challenging progress targets and the expectation will be that all students reach these targets. Assessment will be six weekly and any underachievement, however minor, will be followed up with intervention that closes the gap.
- Traditional high standards of good behaviour, smart uniform, courtesy and care for others will be the expectation for all, both in the School and the local community.
- Students will benefit from the opportunities to participate in the Federation wide Student Commission which allows students to explore the ways in which they can be active participants in ensuring teaching and learning reflects their needs and achieves the

maximum outcomes. Within the Free School its own Commission will act as a Student Forum for engaging students in the running of the Free School and ensuring it maximises learning opportunities for them.

A community engagement and activity programme will be promoted and run by AESE, having use of the school premises out of school hours; this community use may be used to too generate funds from popular activities to subsidise other activities where the participants cannot afford to cover the costs. In some activities and for some students where the after school activities deliver enterprise or sport extension activities the School may provide a subsidy – with annually negotiated programmes of work.

The Harris Vision for Curriculum Design - to drive the curriculum plan

The Harris Academies have a proven track record in their approach to curriculum design. They have been able to create flexibility in the way learning time is organised in order to maximise opportunities for all students. Through these disciplined but innovative strategies the positive impact on achievement is clear. The Harris Free School Tottenham is keen to embrace this practice and has begun work on curriculum design that will effectively raise achievement.

- The flexibility to create “personalisation” in the curriculum so students can engage in intervention if they do not make adequate progress or additional projects if they need further stretch and challenge.
- Maximising the time allocated to English and Mathematics from reception to Post 16 as it is our experience that to graduate with good business skills students with similar profiles of deprivation in Croydon and Southwark to Tottenham need more time to accelerate their learning in these key areas of competency before broadening their curriculum later.
- A longer than normal taught School day (adding up to a 27.5 hour week) to give students who will generally have little parental support at home for their learning the maximum engagement with teachers – we will supplement this with homework clubs and revision classes for those who need even more time.
- Design student options that allow for industry standard business qualifications and experience to be obtained.
- Offering mandarin and Spanish from reception.
- Students will have subject specialist teaching beginning with Languages, PE and the Arts at reception. Progressing to all subjects in years 5 and 6.
- Strong phonics reading programmes to ensure students reading ages are continuously accelerated from reception with other reading programmes in place right up to Post 16.
- Harris Tottenham student learning commission, actively engaged in curriculum redesign.
- Entrepreneurship and personal and social development will permeate all subjects, and there will be a taught Enterprise course which links with local businesses and is brokered by AESE.
- There will be 3 lessons of sport each week within the curriculum and in addition there will be a wide range of extra-curricular activities arranged by AESE.

The Student Learning Commission is a group of students from all Harris Academies who have researched what makes good teaching and learning and lead learning developments in their own academies and across the Federation

The Curriculum Plan will be delivered by:

Curriculum and Organisation of Learning

We will offer a personalised curriculum strengthened further by a disciplined but innovative approach to improving teaching and learning in every classroom, reflecting our specialisms of Entrepreneurship and Sport across the school. There will be opportunities for all students, regardless of age, ability, class, gender, ethnicity or religion, to achieve highly. There will be rigorous academic and vocational opportunities for all young people and the interrelationship between the academic and pastoral care of students will ensure that all students leaving the School make outstanding progress. The high quality curriculum, use of ICT and creative flexible enrichment programmes will contribute significantly to establishing cutting edge provision for each and every student.

The school will be organised into three clear phases.

1. Phase 1 - Reception, Year 1, Year 2, Year 3 and Year 4 (Tottenham Prep School)

In Reception the students will follow an early years curriculum which enables them to achieve the Early Learning Goals and follows the six areas of learning outlined in the statutory EYFS framework published by the Department for Education. The curriculum will ensure that our students in Reception have the opportunity to develop in all the areas of learning, indoors and outside. In addition, a daily phonics lesson will support the children's developing literacy skills and reading ability. We will provide literacy and numeracy through a structured programme that ensures accelerated acquisition of these skills.

In Year 1 and 2 the curriculum will emphasise literacy skills and in particular the skills needed to learn to read. The overarching aim of this phase will be to ensure all children can read **fluently** by the time they leave Year 2. There will also be a focus on acquiring a fluency in mathematical knowledge and understanding. By the end of Year 2 we will ensure a good foundation for English and Mathematics. In order to ensure there is adequate time to teach these subjects and to aid transition between Reception and Key Stage One, the remainder of the curriculum will be divided into three other areas of learning:

- **World Studies** – incorporating Science, History, Geography, Mandarin and RE.
- **Creative Arts** – incorporating Art, Design Technology, Drama, Dance and Music.
- **Entrepreneurship and Sport** – incorporating PE, PSHCE, ICT and Enterprise.

There will be daily reading lessons (30mins) which would include structured phonics teaching as well as daily literacy lesson (1 hour) to develop all aspects of reading and writing. In addition there will be a daily mathematics lesson (1 hour). The rest of the curriculum time will be divided between the three areas of learning. **Our secondary subject specialists will contribute to the curriculum design and teaching**, this will add strength to the delivery of some specialist subject areas like mandarin and PE. It is important to note that at this stage of their development, children learn best when connections are made between the subjects they are learning. Therefore, **wherever possible planning will be cross curricular and emphasise these links**. For example ICT and Enterprise will be taught within other disciplines for a majority of the time. Literacy and Numeracy will be incorporated into all subjects as well as taught discreetly.

In Years 3 and 4 there will continue to be an emphasis on accelerating both literacy and

mathematics with a 30 minute guided reading lesson, 1 hour literacy and 1 hour mathematics lesson every day. Any students joining year 3 with attainment below their peers will have a personalised intervention programme to close the gap, using specialist resources and teaching from the student support services to ensure success. There will be 3 lessons of physical education a week (including dance) taught by a PE specialist. Students would begin to learn Mandarin or Spanish more formally in Year 3 (3 x 30 minute sessions each week). The remainder of the curriculum time will be used to teach the other subjects: Science, technology, history, geography, art, music, RE and drama. This will be **planned through a 'topic' based system to ensure coverage across the year group**. For example term 1 would be a science based topic, term 2 humanities based and term 3 arts based. Within each topic there would be an expectation that other subjects were being taught but the time may be weighted more towards the main subject for the term. **Again, connections between all areas of study would be planned whenever possible with secondary trained subject specialist.**

2. Phase 2 - Year 5, Year 6, Year 7 and Year 8 (Tottenham Middle School)

In this phase the curriculum will move towards the more formal timetabling associated with a secondary school curriculum, with teaching by subject specialists.

	Lessons
Maths	4
English	5
Science	5
RE	1
History	2
Geography	2
PHSE	1
MFL	3
Enterprise/ICT/finance	2
PE	3
DT	2
Drama	1
Art	1
Music	1
TOTALS	33

There will still be daily English & Science lessons plus Mathematics which will have a heavy influence in the Enterprise & ICT curriculum offer, focusing on financial capability. There will also be additional time for daily reading. To ensure students are able to make connections between their learning and that they have access to a broad and balanced curriculum the timetabling of other subjects would be blocked across the year. This would allow for deeper learning experiences as appropriate and for a more personalised curriculum, allowing flexibility for deeper support for those with exceptional needs and stretch and challenge opportunities for gifted and talented students. Some longer blocks of time given to our curriculum in this phase will ensure that we can provide learning experiences that will develop our students into independent learners and thinkers. The weekly allocation of lesson time above shows a weekly average for staffing purposes, some subjects will be taught discreetly and others taught in longer blocks of time. Moving towards more discreet lessons as students approach the end of the phase.

All students in this phase would sit National Examinations in English and Mathematics, KS2 tests at the end of year 6 and KS3 tests at the end of year 8.

Phase 3 - Year 9, Year 10, Year 11 and Post 16 (Tottenham Senior school)

The Harris Free School Tottenham will offer a flexible KS4 with opportunities to extend the curriculum offer into additional Mathematics, Triple Sciences as well as industry standard business qualifications. This will give us the opportunity to broaden and enhance the provision we offer during these important key stages, leading to public examinations.

Maths	Lessons
Pathway 1	5
Pathway 2	6
English	
Pathway 1	5
Pathway 2	6
Science	
Pathway 1 (triple)	7
Pathway 2(double)	5
All Pathways	
PE (core)	2
Enterprise/Careers etc	1
RE	1
Pathway 1 - Option A	4
Pathway 2 - Option A	4
Pathway 1 - Option B	4
Pathway 2 - Option B	4
Pathway 1&2 - Option C	4

The new Free School will have unique access to the high quality schemes of work and resources developed by specialists across the Harris Federation. This will enable our teaching teams to focus on developing high quality teaching and learning strategies, and to increase achievement and secure high attainment for all students. Students, parents and carers will receive high quality advice and guidance in order to ensure a personalised curriculum pathway is in place from the beginning of year 9. Whether this is the new EBacc qualification, a combination of academic and rigorous vocational subjects, or a specialised course in preparation for the world of work, every pathway will have a route to further education clearly mapped as well as a clear development of skills required for employability.

It will be just as important for our Phase 2 and 3 learners to experience deeper learning opportunities, however they will also need some flexibility in the timetable to allow for focused revision days in preparation for examinations, or longer blocks of time to complete coursework and extended projects in a less disjointed way than a normal timetable will allow.

Our Post 16 provision will be part of the Harris Federation. This will allow us to offer a far wider range of both academic and vocational courses in conjunction with the nearby (Harris) Chobham Academy. Being geographically close to other Harris Schools our students will be able to access an unprecedented selection of courses available at entry level 1, 2 and 3. The Harris Free School Tottenham will focus initially on courses that reflect the specialisms of Business and Sport, whilst other local Harris Schools will offer our students alternative specialisms. On opening the Principal of the Post 16 Federation will be working closely with the new School in order to introduce policies and procedures that will enable us to successfully integrate the already outstanding Harris model of provision.

The Tottenham Post 16 provision will specialise in Business and Sport and it is expected that our year 11 students will continue their education within the Harris Federation. We will work closely with Chafford Hundred and the new Chobham Academy to ensure all of our students have a wide ranging choice at Post 16. Our consultation with the community has identified Sport and Entrepreneurship as the two most popular choices for further education and we recognise that in both these areas there are aspirational targets to be “famous sportsmen and women” or “self-made millionaires”. Whereas there is obviously the potential for this to happen, we would also want to support our students with a plan for longer term success which may well involve further education and the ability and confidence to invest in gaining a degree. We would work closely with universities in order to raise the aspirations of our students and would expect a higher than average rate of applications to universities. With a target of 85% of our year 13 successfully accepted on a university course.

Raising achievement through our specialisms



By combining **Entrepreneurship and Sport** as our specialisms, we will create a vibrant learning community in which the concepts of personal best, innovation and ground breaking achievement can flourish. We will be embedding an enriching, challenging Enterprise curriculum through all phases which will have a strong emphasis on developing positive attitudes to learning. This will enable students to develop the attributes of a successful Entrepreneur across the curriculum. These attributes will be **Resilience, Resourcefulness and Reciprocity**, our learning ethos will be developed through these 3Rs with an ethos board displayed in every classroom. The key skills embedded within realising the 3Rs will be strategically incorporated within lesson planning and delivery to guarantee students are swiftly and consistently trained in developing these capabilities.

Students’ progress towards meeting the expectations of each of the 3Rs will form the basis for discussion between students, teachers and tutors on setting challenging targets to improve students’ ability to accelerate learning, which will in turn increase employability and readiness for Higher Education. The following spirals show the expected developing abilities of students as they progress through the School.



Resourcefulness:

Being cognitively perceptive of learning

Resourceful students exploit the widest range of stimuli to aid learning and learning outcomes. Students are able to use analytical, disciplined and inventive thinking and to be able to take risks and experiment, forging links between disparate themes and concepts. A determination to discover new phenomena and unearth ground breaking concepts is a key motivating factor. Reciprocity involves developing the skills required to be an effective and efficient collaborative learner, demonstrating leadership and partnership skills to produce the best possible learning outcomes. They show sophisticated skills of empathy.





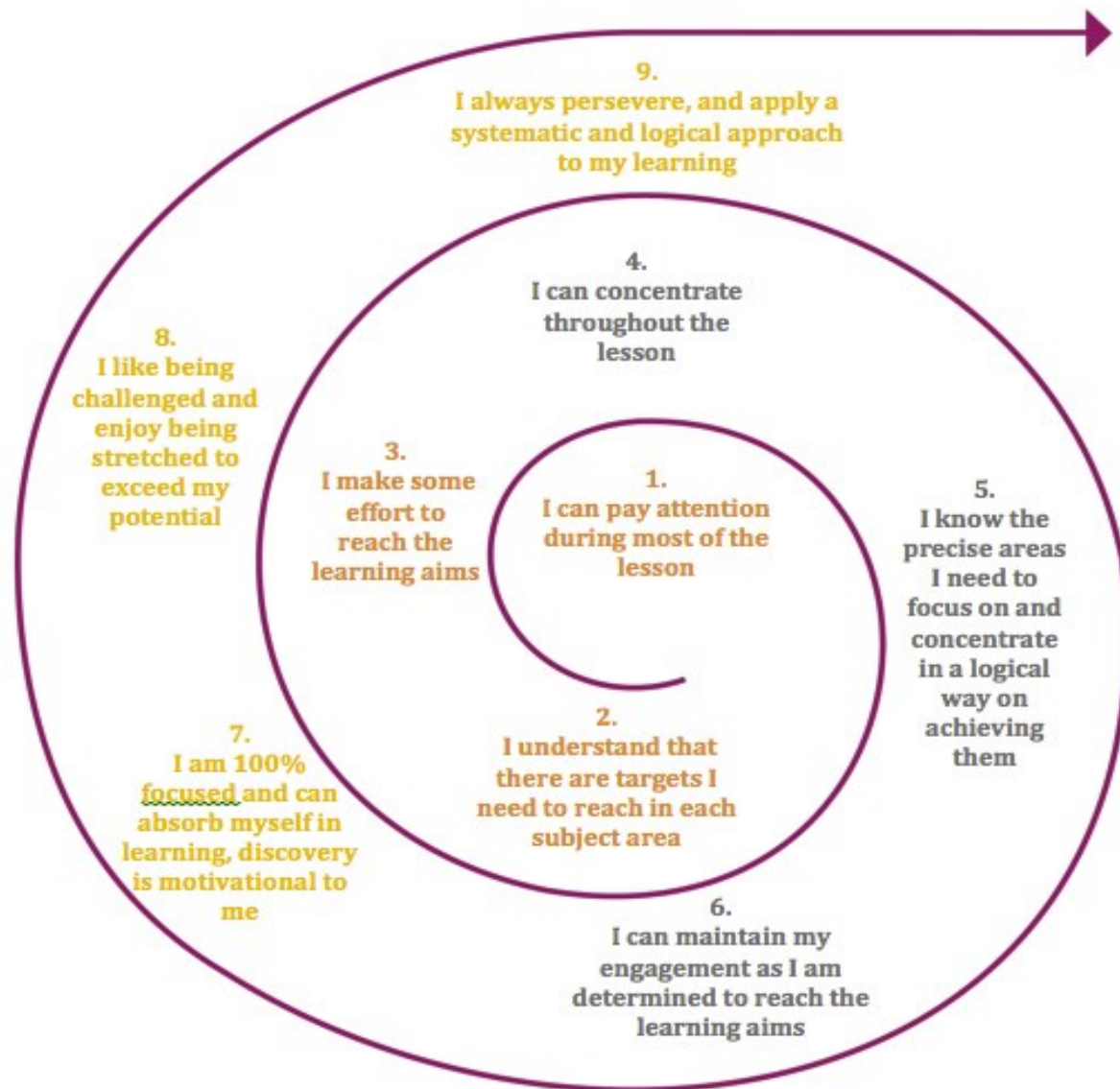
Reciprocity:

Being socially adept at learning

Reciprocity involves developing the skills required to be an effective and efficient collaborative learner, demonstrating leadership and partnership skills to produce the best possible learning outcomes. They show sophisticated skills of empathy, using enquiry, investigative and experimentation.

- Interdependence
- Collaboration
- Empathy and listening
- Imitation





Resilience:

Being emotionally in-tune with learning

Students will demonstrate perseverance even when learning tasks are challenging and are able to manage distractions to enable deep learning to occur. Students are able to recognize barriers but still overcome them, applying a systematic and logical approach to completing tasks, to allow full absorption in the learning process.

- Absorption
- Managing distractions
- Noticing
- Perseverance



As well as developing the entrepreneurial attributes described above across the curriculum, we have a very clear view on the importance of **employability skills** and will map out an **Enterprise entitlement** throughout each phase. This will include many opportunities to broaden our students' horizons through ensuring a range of new experiences, for example visiting local businesses and working with a variety of entrepreneurs from the local community and organisations such as 'School Speakers' which has an excellent track record of providing high quality professionals for this purpose. AESE will broker relationships with local businesses and community groups for the Free School. **This will help to deliver those elements of our Vision that parents were seeking in terms of improving the employability of students and at the same time also deliver accelerated learning in developing robust learning skills which children from deprived backgrounds often lack.**

We have clear ideas about how to develop this **unique set of Enterprise entitlements** that will support the development of employability capabilities, which will begin in reception right through to Post 16. A set of entitlements will be agreed giving expectations for every student at the end of each phase. There will be a termly topic of discussion and target setting with tutors and with AESE leaders. The successful completion of these entitlements will be a powerful indicator of each student's employability capability. AESE will organise the presentation of graduation certificates at the end of each phase with Bronze, Silver and Gold awards for every student, alongside awards of excellence in each category and each phase.

Reciprocity	Resilience	Resourcefulness	Literacy Entitlements	Numeracy Entitlements
Communication Presentation	Leadership Teamwork	Problem Solving Innovation		
Phase 3 - Gold Entitlements				
I have a strong Curriculum Vitae and/or UCAS application (Tutor sign off)	I have taken a key leadership role in the community and am an excellent role model to younger students. (Tutor sign off)	I have acquired at least 2 industry standard qualifications related to my chosen pathway (Certification)	I have high level skills in Reading, Writing and Oracy that will mean I can compete successfully in the work place.	I have modelled a clear financial plan for my preferred future (Tutor sign off)
I have successfully mastered the skills involved for interviews (AESE interview)	I can identify clear strengths and areas for improvement in myself and others and can use coaching strategies to lead others or	I have successfully completed an extended project (Certification)	I have a level 2 qualification in English (Certification)	I have a level 2 qualification in Mathematics (Certification)

	improve myself.			
Phase 2 - Silver Entitlements				
I have presented a clear vision for my future pathways to my parents and tutor. (Tutor report-academic review)	Participated in a local community project which has made a difference. In my own school or local area. (Faculty reference)	I have broadened my horizons by participating in new experiences. Trip to theatre, art gallery, local business or signed up for a residential or new enrichment activity. (Enrichment record)	I am a regular reader and can contribute to book reviews. (Reading renaissance stats)	Completed successfully the phase 2 personal finance course. (savings and interest, planning a budget)
I helped to raise money for charity (Faculty reference)	I represented the school in sporting or other competitive event. (Faculty reference)	Completed a young enterprise project with a team of others. (Faculty reference)	I am making good or better progress in English (End of phase assessment)	I am making good or better progress in mathematics (End of phase assessment)
Phase 1 - Bronze Entitlements				
Participation in assembly or student debate (Faculty reference)	Participation in Student Leadership activity (Faculty reference)	I have overcome a problem by seeking and using resources available. (Teacher evaluation)	I can read fluently at or above my reading age (Reading renaissance programme stats)	I can understand and use money well. (bank account and savings plan)
Presenting subject learning to an audience (Teacher evaluation)	Sporting Achievement recognised (Certificate)	Broadened horizons by participation in at least one School trip and enrichment programme (Faculty reference)	I can write in cursive script and others can understand my writing. (Letter to a business)	I can use measures of time, money, weight and length accurately. (Practical assessment)

Sports specialism

Both AESE and the Harris Federation recognise the value of Sport in fostering healthy bodies and minds for our young people. **Again this is a key element of what parents sought from the Free School in research on demand.** Sport has a overwhelmingly positive impact on lifestyles and encourages Teamwork, Leadership and Resillience. Students will participate in

3 lessons of PE each week of (2.5hrs) and additionally AESE will broker the use of professional coaches for a wide range of sports programmes after hours and at weekends. We believe this will further empower students to achieve high standards. We also acknowledge the importance of providing a business context to sporting excellence and will explicitly teach students at secondary level about the range of opportunities within the business side of sport. There will be a focus on developing understanding of health, nutrition and fitness for sport; delivering coaching qualifications to teach others, and careers in sport related professions, as well as a programme of activities that will allow taster sessions at new and different sports. We will work with AESE to access a range of sporting scholarships for gifted sports people. The Tottenham Hotspur Foundation are keen to work with the Free School once established to offer schemes to its students.

Our Post 16 provision will specialise in Sports and Business and both of these subjects will be enhanced by a range of industry standard qualifications for example, coaching, first aid and refereeing; Accountancy, touch typing and Microsoft. All Post 16 students will complete an enterprise activity connected to a work based activity which will also be scheduled during the school week. Our Students will complete their compulsory education with high standards of English, Mathematics and chosen options that give clear pathways to university, but they will also leave with knowledge and skills to be highly employable in the very competitive job markets.

Homework and study support

In Phase 1 our students will be expected to read every day at home and complete simple tasks like learning spellings and completing some basic mathematics tasks.

In Phase 2 and 3 subject areas are responsible for providing students with a range of motivational and differentiated independent learning opportunities. These may take the form of extended projects which are produced over an entire half term, or individual tasks which reinforce and extend curriculum skills introduced through class study. Students will write tasks in their planners and teachers will also publish homework expectations and deadlines on the School VLE and website as appropriate. We recognise the crucial role that parents and carers need to play in supporting their son or daughter to complete homework and will therefore work hard to forge strong home/School links.

A range of extra-curricular revision and study support opportunities will be scheduled after hours to enable students not yet operating at expected standards to receive additional provision to raise their attainment grades. In addition, revision sessions to prepare students for exams; 'catch-up' sessions for students who have fallen behind and supplementary extension classes will be offered to promote the chances of students reaching and surpassing their target grades.

Extension and enrichment

A range of high profile and high quality enrichment provision will be offered to harness the talents of our students and provide opportunities to stretch and showcase both individual and team success. A key aspect of our ethos is to Celebrate Success and this will include the skills and talents which are demonstrated beyond the classroom. We encourage students to seek out every opportunity to grasp experiences to identify, reinforce and extend skills outside of the timetabled curriculum as we recognise that the application of the 3Rs will be further strengthened when practised beyond the academic sphere of the School. We will share with AESE responsibility for helping young people to develop as individuals outside of school and offer links to local businesses, sports clubs and community groups to encourage

participation and volunteering. These achievements will feed into assessment of the bronze, silver and gold entitlement recognition.

A critical strand of our enrichment and extension opportunities will be through strengthening our partnerships with businesses, higher education and the Harris Federation.

- Kings College and Imperial College will work with us to develop our Science provision.
- Tottenham Hotspur Football club is nearby and we hope to partner with the Tottenham Hotspur Foundation to run programmes and in introducing our Football Academy.
- Price Waterhouse Cooper and Barclays bank to co-construct our financial capability and careers programmes.
- We will join the Harris Federation Post 16 which is judged outstanding and will support the development of post 16 courses – ensuring high quality provision.
- The well established Federation student learning commission will support us in ensuring students become more actively engaged in improving teaching and learning for all.
- We will be involved in Harris Federation events and competitions which will offer a range of activities for all students and staff.

AESE Opportunities to deliver elements of the Curriculum and extra curricular activities

AESE have identified a number of areas within the curriculum and programmes where they have individuals and groups who can contribute to the delivery of the specialisms and run programmes under AESE's auspices after school. As the curriculum is designed in more detail the Free School will be able to build in a number of these programmes (examples are attached in Appendix A).

AESE will also offer an extra-curricular programme for parents to buy into and in which the Free School will fund one after school session per student in Year 3 and above in an area of either Sport or Enterprise. An example of the programme they might offer is attached at Appendix B. More work needs to be done on this offer to see what is affordable – especially in the first two or three years after opening.

Teaching and learning

We will use the research undertaken by the Harris Federation Student Commission to embed a range of teaching and learning styles that have been proven to engage students in their learning. Senior staff will regularly observe lessons and feedback on what teachers need to do to improve learning and maximise progress against these targets. Subject leaders will have access to subject schemes and lesson plans produced by other Federation subject leaders and will regularly meet to plan and share effective teaching in their subject. We will embed the programmes which have been so successful at Harris Academy South Norwood in supporting teachers whose lessons are satisfactory to be able to identify what methodologies to adopt to make their lessons good and for teachers whose lessons are good to do the same to become outstanding.

Qualification/Assessment outcomes by year group:

We recognise that there are a wide range of qualification routes available and will be open to investigate which courses are most appropriate to offer each phase. The table below gives a

general overview as what we would see appropriate currently. The red wording indicates public examination/assessment points.

Post 16	GCSE/BTEC fine levels, NVQs, City and Guilds, Industry standard qualification Apprenticeships, AS/A2 levels
11	GCSE/BTEC fine levels NVQs, City and Guilds, Industry standard qualifications
10	GCSE/BTEC fine levels NVQs, City and Guilds, Industry standard qualifications
9	GCSE/BTEC fine levels NVQs, City and Guilds, Industry standard qualifications
8	Termly reading tests and half termly TA NC fine levels EOY National KS3 tests Ma &En & EOY examination NC fine levels all subjects
7	Termly reading tests and half termly TA NC fine levels
6	Half termly reading tests, TA NC fine levels EOY National KS2 tests Ma &En & EOY examination NC fine levels all subjects
5	Half termly reading tests, TA NC fine levels EOY tests in En(R, W, S&L) Ma, Sc. TA NC fine levels in foundation subjects
4	EOY tests in En(R, W, S&L) Ma, Sc. Half termly reading tests, End of Phase assessments in all subjects TA NC fine levels
3	Half termly reading tests, TA NC fine levels or P levels
2	Half termly reading tests, TA NC fine levels or P levels End of Phase assessments in all subjects TA NC fine levels
1	Half termly reading tests, TA NC fine levels or P levels
Reception	EYFS Assessments

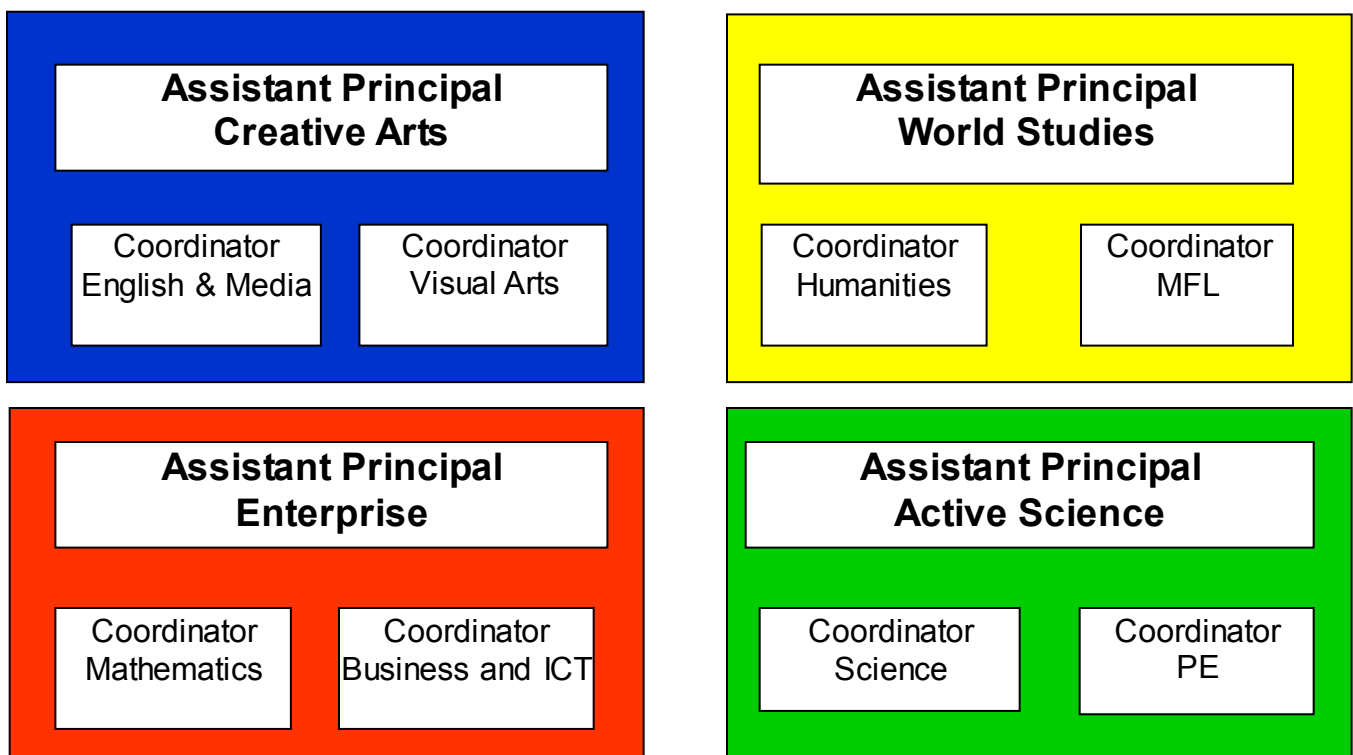
D2 – Harris Free School Tottenham – Organisational structures

Students in Phase 1 (reception to year 4) will be taught in class groups of 30 under the leadership of the class teacher who will be supported by a learning support assistant. An Assistant Principal will be appointed to lead and manage this phase. Students will join the Harris Faculty Structure when they graduate to phase 2 at the start of year 5. The faculty ensures management of student progress as the whole child – combining pastoral with academic support in the same person – and ensuring the head of faculty is responsible for the progress of all students in their faculty and passing accountability down through the structure. While a student is managed within a faculty it in no way affects their choice of subjects – tutors liaise with other faculties on progress and achievement data.

Four Assistant Principals will work across phase 2 and 3, through all age groups, taking responsibility for ensuring cross-curricular strategies proven for raising achievement are successful. They will also lead teams of tutors. Students will identify with their faculty, which will provide a sense of belonging and security to a smaller unit within the larger School. This faculty structure will offer the opportunity for cross school competitions as well as providing tutoring in groups by staff responsible for both academic and pastoral issues. These staff will set and review personal growth and academic targets with students and link into the AESE programme to provide negotiated targets and get feedback on extra-curricular activities. There will be links with AESE to develop personalised extra-curricular programmes for students as well as personalised curriculum pathways inside the School. There will be a named AESE link for each Faculty in progressing this work.

Ultimately, there will be one or two tutor groups from each year group in each faculty. This will allow tutors to track and monitor progression of their students meticulously throughout their life in the School. The rewards system for achievement and enterprising attitudes to learning will reflect this structure, as will the sanctions procedures to ensure learning comes first.

There will be opportunities for students from different year groups within each faculty to work together on “specialist events”. This will allow older students to act as role models and give support to younger students.



Timings of the School day

Our school day will follow national trends in relation to School holiday and term times. Term dates will normally be very similar to those adopted for Haringey schools but will include 3 or 4 INSET days which are fixed on common dates across the Federation to facilitate training and co-operation in learning across all the Federation's schools, whether subject or issue based.

However, Harris Free School Tottenham will offer a wide range of enrichment programmes, transition programmes, study programmes, industry standard courses and catch up programmes throughout the holiday periods. AESE will also offer holiday clubs using the free school facilities for free.

In Phase 1, our core hours will be 8.55am to 3.30pm. A Breakfast club will be available from 8am and there will be after school provision until 6:30pm.

In Phase 2, our core hours will be 8:30am – 3:00pm plus the enrichment curriculum. Students will be timetabled for 6 lessons of 50 minutes per day on Monday to Friday. However there will be a rolling programme of enrichment sessions on Tuesday, Wednesday and Thursday which students will book into each term as well as paid for after school clubs if required on other days. One break of 20 minutes mid morning and a 50 minute break for lunch.

In Phase 3, our core hours will be 8:30am – 3:40pm plus the enrichment curriculum. Students will be timetabled for 6 lessons of 50 minutes on Mondays and Fridays but 7 lessons of 50 minutes on Tuesday, Wednesday and Thursday. One break of 20 minutes mid-morning and a 40 minute break for lunch.

The School year will also be organised to allow for deeper learning opportunities, with the timetable suspended at key points to ensure greater flexibility in gaining new experiences. This is something that parents and families have been very clear about. We want to ensure our students gain an educational experience that raises aspirations and motivates success:

In "A New Design For Learning: Recommended by the Harris Student Commissioners"

A model for this has been tried and tested very successfully. ***"Week-long intensive learning experiences will be linked to students' passions, aspirations or development needs. The aim is to dramatically change their sense of themselves as a learner and what it might be possible to achieve or become. Content could include a week of sculpture, carpentry, dance, drama, art, business, climbing, reading, maths, learning mandarin or visiting Paris or Rome"***

Examples are given below and would be open to teaching groups or year groups of all pupils across the Free School, but organised by the individual faculty in their subject areas.

Creative Arts	Active Science
<ul style="list-style-type: none"> • Running a news room for a day • Poetry Slam • Spelling Bean • IMAX trip • Master classes (art/ drama/ music) • A View from the Bridge (Eng and Drama) • Coursework and exam intervention (Year 11) • National Book week • Trip to the Royal Opera House • Trip to the Globe • Debating competitions 	<ul style="list-style-type: none"> • Trips to the Natural History Museum • Trip to Science Museum • CSI Forensics Investigation Day • Inventions Day • Kings university master classes • Global food/ Primary Transition project • Staying Safe including first aid courses. • Emergency Services • (Fire, Ambulance and Police input) • Health and well being day • Science practical assessments • Sustainability project • Sports day and other competitions
Business and Enterprise	World and Citizenship Studies
<ul style="list-style-type: none"> • Dragon's Den • Democracy day, Academy Hustings and elections of students representatives. • Enterprise Days • Probability Fair • Work Related Learning Role Play • Money Money Money board games • Making a Movie on a theme • Website Design • Work placements • Interview days in the cit • Microsoft courses • Sage accounts course 	<ul style="list-style-type: none"> • Moldova Entrepreneur Day • Creating an enterprising board game • National Bike Day • Black History Day/Month • Healthy Mind and Body Days • Holocaust Day • Rwanda Study Day • Jack the Ripper Tour • Day trips to France • Coaching courses • Raising money for charity • First aid at work course • Working with primary schools • Visits to universities and democracy day.

Both AESE and Harris agree it is vital that Tottenham students have access to all these experiences in order to raise aspirations and broaden horizons. To avoid disruption of timetabled lessons and to ensure all students are involved there will be an annual calendar of these deep learning days involving all students.

Phase 1 - Organisation of Learning

Our Reception to Yr 4 intake will be split into two class groups of 30 pupils per class 2 in each year group. The classes will be mixed ability and teachers will plan differentiated

lessons exceptionally well. Groupings will be used within the classes flexibly in order to stretch and challenge high attaining students and scaffold support to accelerate the learning of any students who may be struggling.

Each class will be provided with a higher level teaching assistant specialising in literacy. This will be in addition to teaching assistants who may be required to work with students on the SEND or EAL profile. Whilst the teacher may have 30 children with different characteristics in the classroom, the emphasis has to be on the investment in highly qualified teachers with proven records of successful teaching, The School will focus on employing fewer staff by employing teachers who can personalise the learning and track the individual progress of each child. Our Phase 1 teachers will be supported by secondary subject specialists in areas like PE, Art and Mandarin. This will give primary specialist teachers greater opportunities to mark books, analyse student data in greater detail and prepare fully differentiated lessons, creating a more personalised curriculum model.

In Phase 2 there will be 60 students in year 5 and year 6 and 180 pupils in year 7 and 8, split into tutor groups of 30 students. The Tutor for each group will be accountable for tracking the behaviour, attendance, enterprise skills and achievement across subject areas, of each of their tutees. They will be the first line of home school communication alerting parents/carers to any potential issues or excellent work.

Students will be set by ability in each subject, meaning a student could be in a higher set for mathematics and a lower set for Art depending on their aptitude in that subject. Students will be set on teacher assessments and movement between groups will be flexible at key points during the year.

At the start of Year 7, 60 students will progress from year 6 and be joined by 120 external students. The new cohort will take an assessment on entry using the same criteria as Harris Free School students so they can be placed in the correct ability set. New students transferring will also complete a week long induction programme to ensure that they understand our ethos for learning and the specialism curriculum that they will be offered. Our own year 6 students will be tasked with co-construction of this induction programme as they welcome new students to the School.

In Phase 3 there will be a core curriculum for year 9 -11 consisting of English, Maths, Science, RE and PHSCE students will be taught in groups set by ability. Additionally students will have received an individual programme of advice and guidance which will have helped them select a pathway of courses that will take them through to Post 16 and beyond. In the transition to Post 16 a further programme will ensure they have re-visited their original plan and are given the opportunity to re-think their future plans when choosing post 16 courses which may be more limiting in breadth.

A detailed breakdown of the curriculum offer can be seen in Appendix C.

D3 - Student Support Services

We recognise that students attending the School will have a wide range of learning styles and some will have **exceptional needs** that will need particular support in order to ensure outstanding progress is made. This could be for a short period of time or may be a longer term need. This may be a student who is struggling to learn effectively in the classroom due to dyslexia or other specific learning difficulties; a student who is finding it a challenge to meet the expectation of at least 95% attendance; or an exceptionally high ability student who needs to be further stretched and challenged in order to reach his or her full potential.

The Role of Student Support Services Manager (SENCO) (see SEN policy at Appendix D)

The Student Support Services Manager is extremely important to the successful running of the school. He/she will be a member of the senior leadership team and will advise the middle and senior leadership on the SEND strategy and monitor, evaluate and review the school's success in this area. He/she will coordinate school-based assessments to identify needs, support staff to produce and review Individual Learner Plans (ILPs) and manage a team of teaching assistants (TAs), including higher level TAs (HLTAs) and support staff. This department will run small group interventions targeting needs including literacy, numeracy, social skills, study skills and speech and language. The Student Support Services team will aim to engage parents every step of the way in supporting their child's needs. We acknowledge that the use of quality voluntary sector agencies and corporate volunteer programmes may be a cost effective way of providing capacity to deliver intervention programmes to meet children's additional needs, e.g. paired Reading.

The Student Support Services team will work across every classroom in the School to ensure the needs of all students are met. They will support students and teachers in the classroom, offer additional intervention programmes for students after hours and deliver particular training programmes that will assist teachers in ensuring lessons are fully differentiated to meet the individual needs of all our learners. Coordinators and staff will be expected to use the profile of need to inform planning, delivery and assessment of learning for every type of student.

As a fully inclusive school we welcome and support all children and young people with exceptional needs as a matter of course. We embrace diversity and aim to ensure that while our differences are acknowledged, all children are encouraged to develop strengths that are celebrated, rather than being labelled only by their difficulties and/or disabilities. The term 'exceptional needs' includes special educational needs and disabilities (SEND), categorised broadly as follows:

A. Cognition and Learning	
• SPLD	• Specific Learning Difficulty (SpLD) Dyslexia, Dyspraxia, Dyscalculia
• MLD	• Moderate Learning Difficulty (MLD). We also include Mild Learning Difficulty and Global Learning Difficulty in this category.
B. Behaviour, Emotional and Social Development Needs	
• BESD	• Behaviour, Emotional and Social Difficulty (BESD)
• ADHD	• Attention Deficit Hyperactivity Disorder
• ADD	• Attention Deficit Disorder
C. Communication and Interaction Needs	
• SLCN	• Speech, Language and Communication Needs (SLCN)
• ASD	• Autistic Spectrum Disorder (ASD)

• -	• Aspergers
• PDD	• Pervasive Development Disorder (some delay in development of socialisation and communication skills. The student does not meet the criteria for a diagnosis of ASD)
D. Sensory and/or Physical Needs	
• VI	• Visual Impairment (VI)
• HI	• Hearing Impairment (HI)
• PD	• Physical Disability (PD)

We believe that support for all of our students with exceptional needs begins in each and every classroom. Every student whatever their need must be supported by the classroom teacher and other resources including support staff to access the curriculum offer. This means our staff will need to be fully trained to understand the needs outlined above and supported to plan and deliver lessons that are fully differentiated to include all students. To do this the School will ensure:

- Excellent and specific training in teaching students with exceptional needs. Our yearly in-service training (INSET) diary will include at least one day per year dedicated to “exceptional needs” provision.
- Professional guidance from SEND experts in the classroom that can give advice and guidance on improving support for these students. (SSS Team). This may involve help with seating plans, presentation skills, expectations, use of language, development of resources or help with lesson planning.
- Support from teaching assistants working in the classroom with the teacher to differentiate at an individual level.
- Resources that have been proven to support schemes of work in better differentiation for exceptional needs, for example writing frameworks, colour filters.

Students identified as having difficulties accessing the curriculum and hence making progress will be placed on the SEN profile at “Action” and will be monitored more closely by the Coordinator and the SSS team in order to assess possible barriers to learning and put in place any additional support that is appropriate, this could be additional catch up lessons after school, a speech and language intervention group, some specific literacy or numeracy support, a series of counselling/mentoring sessions etc.. Any student who is assessed as having a particular exceptional need which continues to be a barrier to learning for more than a term, despite the additional support in place will be moved to “Action plus”. This will trigger a more detailed assessment of needs and specific resources will be allocated to support the student. This could be in the form of focused teaching assistant or mentor support, it could also mean assessment or support from external agencies for example a speech and language expert. Students on action plus will have an Individual Action Plan with targets for improvement and this will be reviewed every 6 weeks. It is likely that the support in place at this stage should ensure improvements, however if there is not adequate improvements over a school term, then a full assessment will be commissioned from an educational psychologist who will advise on the appropriateness of strategies being used, train staff involved with the student and if necessary support the school and parents/carers in a full statutory assessment.

As well as identified learning needs we are also aware that the term SEND includes children with emotional and environmental barriers to their learning, such as the effects of bereavement or parental separation. We would view these children as requiring learning support if the effects of these potentially stressful situations adversely impact on their learning.

The Student Support Services manager will use the 6 weekly assessment data to track the progress of potentially vulnerable groups like **looked after children, refugees, poor attenders, those on free school meals and those whose behaviour makes them at risk of exclusions**. It is important that the progress of these students is monitored closely and that intervention is put in place the moment there is any sign of less than expected progress. In this way the leadership team can ensure that there will not be differences in outcomes for these students as is the national picture. The school will have a range of strategies in place to support our more vulnerable students for example:

- Catch up classes after hours
- Breakfast club mentoring sessions
- Mentor from leadership team
- Family support sessions “how to help your teenager achieve examination success”
- Referral to drugs, alcohol, gangs advisors
- Residential study trips in preparation for assessments
- YISP referrals
- Partnerships with Business/Sports mentoring programmes
- Referral to external agencies, e.g. bereavement counselling, young carers foundation
- Support with travel arrangements
- Access to additional funding for necessities
- Peer mentoring programme, pairing with a Post 16 buddy
- PEP intervention meetings additional support for students looked after
- Anger management referral
- Additional EAL support
- Referral to EWO

The Lamb Inquiry (2009) reported that SEND can sometimes be ‘unhelpfully collated’ with ‘falling behind’. We acknowledge this and understand that all barriers to learning need an individualised approach for each student’s circumstances. We are, however, mindful of trends such as persistent absenteeism and child poverty correlating with children ‘falling behind’. We will strive to address the underlying issues when children present with such concerns and work alongside parents to improve outcomes.

We will adhere to the Special Educational Needs Code of Practice (2001) and acknowledge that outcomes from the most recent Green Paper (Support and aspiration: A new approach to special education needs and disability, 2011) may alter the way we are required to meet the needs of our students and funding of this support.

Children will gain access to this support through our adherence to our SEN Policy and establishment of a transparent system of appropriately graduated support through which we will ensure that we identify difficulties early, monitor progress in school through our tracking system and support children who are experiencing temporary or more enduring barriers to learning. We will aim to put in place the most appropriate interventions at the right time, as discussed with the parents, relevant staff and the student or young person. We also aim to review interventions regularly to ensure they are working and are value for money, and alter our approach or gradually withdraw support if and when necessary.

List of organisations providing support:

- Education Welfare Service
- Educational Psychologist

- CAMHS
- School Nurse
- Social services
- PCT Speech and Language Therapist
- YISP
- YOT
- Alternative Provision Programmes

AESE have links with a number of these and many other local agencies – easing access for the Free School to local support. We are also aware that there are many voluntary agencies in the community such as bereavement support charities and mentoring schemes that will contribute significantly to student support and we are committed to harnessing the talents of these local people through the work of the student support services.

Accessibility

For children and young people with physical disabilities we will ensure that all our rooms are accessible and that we have appropriate facilities to be able to manoeuvre specialist equipment, should this be necessary. We will have a lift and ensure our building conforms to the necessary standards outlined within the Equality Act 2010.

English as an Additional Language (see policy at Appendix E)

We are aware that children who speak English as an additional language (EAL) will need support to access the curriculum and that local schools typically have 60% to 70% of their students for whom English is not their first language. We will have an EAL strategy successfully used across the Harris group. However, we are also aware of the need to have onsite specialist EAL support teacher provision if necessary to ensure these students make progress. Funding for this role will be delegated from the teaching budget.

Provision will be in place according to need and includes:

- Student Information Sheets outlining Language In Common levels, details of previous education and language fluency and suggested strategies for the teacher, student and parents to enable language development and progress.
- Reviews of progress made in developing language competence and in subject areas.
- Partnership planning involving the class teacher and EAL teacher to support the development of language competence and academic progress for EAL students.
- Partnership teaching involving the class teacher and EAL teacher.
- In-class support by TA's.
- Withdrawal for small group, or individual work, with a support teacher or Learning Support Assistant for targeted, short-term intervention.
- Induction Programme.
- Lunchtime and after school clubs to help with homework.
- Pre- and post-school and lunchtime reading sessions.
- Outreach support, Liaison with Outside Agencies.
- Alongside whole school systems, the progress of EAL students in the acquisition of competence in the English language will be monitored. In addition, more advanced bilingual learners, with a good working knowledge of English are monitored to ensure they are progressing at the same rate as other students in their class.

Gifted and Talented (see policy at Appendix F)

We recognise that we will have some exceptionally gifted and talented students at the School and take seriously our duty to offer significant stretch and challenge to guarantee that expected targets are not only met, but surpassed. Gifted students will be identified in accordance with government guidelines, using achievement data, with profiles of need adjusted accordingly. Criteria for identifying talented students will be devised by Coordinators in performing arts, PE and DT, with progress data used regularly to update lists and provide intervention as required.

As a school with a specialism in Sport there will be a focus on recognising and supporting exceptional sporting talent both inside and outside school (in conjunction with AESE). Where necessary the individual curriculum will be modified to support extra time in training and competition if during the school day. The School will work very closely with a variety of sports clubs, offering support for our students to engage at national level where talent is recognised. Any student competing at national level will be recognised on a roll of honour.

Our specialism in Entrepreneurship will create an opportunity to develop enterprise skills in our students; additionally we will set up young enterprise projects to run after hours, giving the most talented in this area opportunities to run real projects in partnership with the local community.

Gifted and Talented Students will be identified on entry to Phase 2. Students in the top 10% of the ability range will be designated Gifted and will be set on a pathway of learning that will offer opportunities for stretch and challenge across all subjects. Talented students will be identified in each subject area and there will be an expectation that these students will be given additional opportunities to develop their talents through the subject area, this is likely to be through enrichment opportunities as well as challenging tasks within the curriculum. The progress of these students will be monitored, evaluated and reviewed 6 weekly by a teacher with responsibility for Gifted and Talented. We will develop a programme to allow students to identify talents in each other by developing models of what “talent” could look like with the students themselves assisting to define what talented means. At the end of each academic year the students on these profiles will be reviewed and additional students can be added. The School will also work closely with London universities to offer unique opportunities to Gifted and Talented students in Science that will accelerate learning right from reception up to Post 16.

Transition and induction to Year 7

To help to manage transition from primary school to secondary school – especially in the early years of the Free School’s existence – we will look to run through AESE a specially designed transition and induction programme. This will need to be funded through Lead-in budgets before the Free School opens (and is therefore dependent on the availability of funds). This will include visits to the children transferring in their primary schools, getting to know their individual needs and strengths, a Summer School to help them to be ready for the Year 7 organisation and curriculum and critically 12 weeks of individualised follow up support. The outcomes will be individualised, a brochure describing this programme is attached as Appendix G (InTransit Transitional Programme). This will be vital in the opening of the Academy since we will have few staff prior to opening who can visit children in their primary schools. As the Free School establishes itself it will take over the running of this programme using its own staff working with AESE. In time, as both the Free School pupils reach Year 5 and Year 6 and also the Free School works more closely with Coleraine Park School staff, pupils will need to be readied for transfer in changing programmes and with changing emphases. So this needs to be a developing and adapting provision.

Information and Communication Technology

ICT is vital in supporting and enhancing all aspects of student development and learning across the School. Every subject area will provide opportunities for students to access a range of outstanding packages and resources made available through the Federation which have been designed to complement the classroom environment. The Harris Federation have created their own 'Private Cloud'. This strategy will mean that the new Harris Free School Tottenham will immediately gain access to the Harris intellectual property that will include schemes of work and resources, as well as valuable networking opportunities with other schools. This new innovation will provide a fast and secure communication highway for students and teachers to experience new learning opportunities from virtual classrooms all over the world. Learning links can be made with external agencies; other schools and Academies; businesses; and entrepreneurs from all four corners of the globe who will further enhance the opportunities of our students.

D4 Measures of Success and Accountability

Tottenham is one of the most deprived areas in the country with poor standards of education and high levels of unemployment. The recent riots in England began in Tottenham and spread throughout the Country. AESE and Harris Federation believe a new high-achieving school for local children, would help to lift and regenerate the Tottenham community in numerous ways. This proposal is a positive response to the riots, by creating a School at the heart of the community that will significantly increase aspirations and achievement in the area, preparing our young people for lives that are equipped to contribute to a vibrant future for Tottenham and the wider community. Both Harris and AESE place outstanding outcomes for all children regardless of demographics firmly at the centre of all policies and approaches. By working together we will significantly improve life chances for local young people and close the current "gap" which exists in outcomes between disadvantaged and vulnerable children and their peers.

The **Aspirations for Achievement** of the Free School are by 2019:

- For at least 80% of our students to achieve 5+A*-C grades with English and Mathematics; (Haringey average 57%).
- For 50% of Year 11 students to have achieved the English Baccalaureate; (Haringey average 14%).
- For Students at the end of each phase to have achieved the **minimum entitlement mapped through our enterprise curriculum**, this will encompass progress in developing the core skills of **Resilience, Reciprocity** and **Resourcefulness** as well as key **Literacy, and Numeracy capabilities** related to high employability capability.
- For the proportion of students reaching expected levels of progress at each key stage to be at least 85% in Maths and English. (Haringey average English 78%, Maths 73%).
- For 85%, of our year 13 students, to be obtaining places at universities.
- Attendance above 95% (currently Haringey average 93.5%).
- Fixed term exclusions less than 4% of the school population (currently Haringey average is 9.70%).
- No students leaving school as NEET (Not in Education Employment or Training).

- For 80% of our students in exit polls to agree with a statement that they had been well prepared for employment or higher education.

The Harris Free School Tottenham will be committed to ensuring that outcomes for all students are excellent regardless of their demographic profile. We will use the very successful Harris Federation Assessment policies and procedures for target setting, assessment and tracking progress, including recently re-designed and streamlined student information systems relating to the use of assessment data. The School will track students meticulously, as individuals and as part of a variety of demographic groups (see Appendix H for Assessment policy)

Learning in each subject will be broken down into short term motivational modules, each lasting six weeks. Students and parents will receive feedback at the end of each module on how well students are doing and what they need to do to improve their work further. This will be in the form of an attainment grade which will be an NC fine level or GCSE fine grade. Students will be assessed on their progress towards subject specific targets by a range of different methods, including: formal exam assessments; extended homework projects; controlled assessments; oral presentations and completion of classwork. A holistic grade will then be awarded, taking into account the progress and standards each individual student has made.

All students will be set annual targets based on national expectations of progress plus two fine levels which will ensure targets are aspiring. Student's progress towards these targets will be recorded centrally by each subject, every 6 weeks and any underperformance will be acted on swiftly. This six weekly set of data will be fully analysed for any patterns that may indicate a particular group of students are underachieving and cross School intervention strategies will be put in place at an early stage where this is the case. Each year targets will be reviewed and where progress has exceeded targets for any subject targets will be increased further for future years. Only in very exceptional cases would targets be reduced for example if a student had been absent for a long term serious illness.

Targets will also be set for extra-curricular activities and for personal development – encouraging and recognising involvement in clubs, other community activities and volunteering. AESE will be involved in this through their after school activities and links to community groups.

The school will be a data rich environment, where teachers use data effectively to plan for each individual student's learning and progress, where leaders use data effectively to track the progress of groups of students planning effective intervention swiftly, whether this be adding stretch and challenge for the more able or supporting students where progress is not reaching expectations. Additionally students and parents will have a clear understanding of current progress data and targets, it will be important for students to be actively engaged in a dialogue with subject teachers and tutors about how to improve further to ensure aspirational targets are reached.

The leadership team will be accountable for ensuring assessment data is accurate and is being used effectively. To do this, leaders, supported by federation subject specialists, if required, will routinely drop into lessons and spot check the appropriateness of standards being taught, the quality of written assessments, the use of assessment for learning strategies and the engagement of students in understanding their progress and targets. This rigorous monitoring evaluation and review of classroom practice will ensure the progress data analysed and acted upon is robust and valid.

Tracking and developing a mindset for learning

Our specialisms of Entrepreneurship and Sport will also be embedded in our assessment cycle. Students will be assessed in the 3 Rs. We will expect students to improve their Enterprise learning scores which be a measure of their progress towards becoming exceptional learners. The scores will be reported to students and parents 6 weekly alongside progress grades. They will combine the capabilities of Resilience, Resourcefulness, Reciprocity, alongside other factors that are required for outstanding learning capacity. Through this we will encourage our students to adopt an aspirational and “can do” attitude to their studies and their preferred future.

HARRIS FREE SCHOOL TOTTENHAM - CORE SCORE DESCRIPTORS, ATTITUDES TO LEARNING
(R1+R2+R3 = Enterprise Score assessed 6 weekly by all teachers in all subjects)

Score from 5	R1- Resilience	R2-Resourcefulness	R3-Reciprocity
Summary statement of each element	Students will demonstrate perseverance even when learning tasks are challenging and are able to manage distractions to enable deep learning to occur. Students are able to recognize barriers but still overcome them, applying a systematic and logical approach to completing tasks, to allow full absorption in the learning process.	Resourceful students exploit the widest range of stimuli to aid learning and learning outcomes. Students are able to use analytical, disciplined and inventive thinking and to be able to take risks and experiment, forging links between disparate themes and concepts. A determination to discover new phenomena and unearth ground breaking concepts is a key motivating factor.	Reciprocity involves developing the skills required to be an effective and efficient collaborative learner, demonstrating leadership and partnership skills to produce the best possible learning outcomes. They show sophisticated skills of empathy, using enquiry, investigative and experimentation.
5	Virtually 100% attendance and punctuality, behaviour is excellent, through their attitude they make as much progress as can be expected during lessons, they work exceptionally hard and as a result are on course to exceed their target grades. Student is 100% focused in class and can systematically absorb him/herself in learning. Stretching challenges are welcomed as the determination to exceed targets and discovering fresh potential is evident. Students know their targets, which are challenging. They have clear ideas about what they need to do to reach them and a “can do” approach to meeting aspirational targets.	All homework is completed on time. Taking into account their individual potential, students homework is completed to the highest possible standard, they actively ask for help and students will never submit any work they know is below standard, eg, leaving questions out if they are unsure. They attend any additional lessons and embrace enrichment activities. Student can create sophisticated, precise and methodical plans to maximize own learning journey. Student can critically assess own and others’ work with exactitude, and have a flexible approach to altering plans to maximize learning outcomes.	Student is an inquisitive, inventive learner who asks complex questions and can forge sophisticated, innovative links between skills, concepts and subjects. Student’s adventurous imagination leads to risk-taking and experimentation which creates unique and ground-breaking outcomes. Student can balance interactive and solitary learning effectively, able to maintain autonomy even when collaborating. Student can identify external and internal influences on others’ and emulate the skills and mental strategies of others to improve own understanding and progress. Students have a real “buzz” about their attitude to lessons and will often motivate others to take part.
4	Attendance and punctuality is very good with only a few absences and no recorded lates. Behaviour is	All homework is completed on time and to a very good standard. Students will, on the whole, be very good independent	Student can use own brain in an inventive and evaluative way and can judge the best resources to be used and experimented

	generally very good, they respond immediately to teacher intervention and re-gain a focus on their work. They make very good progress during lessons and are on track to achieve or exceed their target grades. Student perseveres, even when tasks are challenging, as fulfilling potential is a key motivator. They enjoy and respond to new challenges during lessons and show a creative side in solving problems.	learners but will need some teacher direction. They are very resourceful, eg, whether it's using their parents or teachers in helping them to develop their understanding. They make use of any relevant after school sessions in order to take responsibility for their progress. Student can create a precise route map to organize own learning and can effectively self and peer assess objectively and with accuracy, to improve the learning outcomes. Students can transfer skills across different concepts.	with to guarantee a high quality, innovative result. Students show a strong level of interest in their learning, they will often volunteer answers and ask questions, the hand often goes up. They work well during group, pair or individual work by making very good contributions and sharing their ideas. They have a positive attitude and show a real sense of enjoyment in their learning. Student can absorb the strategies demonstrated to produce high quality outcomes
3	Overall attendance is good but there may be one or two recorded lates during the 6 weekly period. Behaviour in lessons could be described as good and as a result students make good progress. Achievement in the subject will be in line with their target grade. Student can concentrate throughout the lesson, engaging in the learning aims fully. Student is aware of areas for improvement and can focus in a logical way on reaching targets. Student's imagination can be used in an active, exploratory and receptive way to discover new concepts.	Homework is generally completed on time and the quality of the work is good. Students show some independence in their learning. They make some use of additional support whether it be teachers, parents or additional after school lessons. However the student could take more responsibility, eg, they could be doing more revision or research to improve the overall quality of their class or homework. Student can make a clear plan to organize own learning and can self and peer assess against learning objectives with some precision. Student knows own learning skills and potential.	Students will answer questions but generally need to be asked to make a contribution rather than volunteer answers. They will ask for help when needed. During group, pair or individual lessons they make some contributions and share some ideas but this is not consistent. They have a good attitude to their learning but they could give more and need to step up to the next level. Student is a curious, experimental learner who can use verbal and non-verbal questions. Student understands when independent or collaborative learning skills are needed and is able to share ideas coherently and show empathy skills. Student has the capacity to experiment through investigation and enquiry.
2	Attendance is satisfactory but due to some absences the student is struggling to keep up with class work. Punctuality needs to be improved.	Homework is completed, sometimes it might be late, the quality of it is satisfactory and there is definite room for improvement. Students have often	Students tend not to ask questions when they need help and will not volunteer any answers unless prompted. During group, pair or individual lessons they need to be

	<p>Behaviour is not good enough and limits progress during lessons. Achievement is generally below target. Student can pay attention for most of the lesson and respond to targets, though is easily distracted from fulfilling learning aims. The approach to learning is not systematic; therefore outcomes are not always logical. Student can ask exploratory questions to help progress learning and understand that there are connections in own learning.</p>	<p>had to be placed in detention for late submission of work. There is less independent learning and more teacher direction. Students tend not to ask for help and will submit or complete class work that is below their level of ability. They do not attend any relevant additional support sessions and show some motivation when new activities are introduced – there is a reluctance to take part! Logic and imagination can be used and awareness of different resources is apparent. Student can use a basic plan to help organize learning and is able judge the quality of own work with some precision, changing it along the way as required.</p>	<p>encouraged either by the teacher or other students to become more involved. Attitude is generally satisfactory but students need to take more responsibility and become more involved in lesson activities. Student has some capacity to work with others and as a team member and can listen to others and understand different points of view. A level of enquiry is evident when the student is approaching new topics and concepts. Students can detect general strengths and areas for improvement in own and other’s work.</p>
1	<p>Poor attendance and punctuality is preventing any progress from being made. Behaviour needs to be improved and this is disrupting the learning of themselves and other students. Lack of progress being made during lesson, achievement is below target level. Student can pay some attention in class though fails to commit to completing learning tasks. There is an understanding of targets set, but an unwillingness to meet them. A failure to apply a logical approach to learning opportunities, results in inadequate outcomes.</p>	<p>Homework completion is rare and when it is the quality is not in line with student’s potential. Students never ask for help and support to complete work and it would seem that the teacher does all the work and the student make no attempt to be an independent learner. When new activities or lesson approaches are introduced there is no motivation to participate demonstrated in group, individual or paired work. Student takes limited responsibility for learning and therefore fails to achieve targets. Planning is imprecise and lacks clear method; students fail to detect how to improve own standards of work.</p>	<p>Attitude to learning is disappointing. There is no sense of willingness to become involved in class activities. Teacher needs to monitor participation in any activities as student will come off task and will often not make progress. Student rarely asks questions or detects relevant resources. A reluctance to experiment or be inventive results in low standard outcomes. Occasionally, the student can be influenced by positive role modelling to engage in learning. Student struggles to enquire meaningfully into new learning.</p>

Accountability and Performance Management

The Harris Free School Tottenham is committed to providing students with the highest standard of educational provision and therefore, we are dedicated to ensuring that all teachers are self-reflective learners who understand their responsibility to and accountability for student progress and attainment. We believe that rigorous and systematic self-review is critical in order to secure improvements in the Free School, raise the achievement of all our students and provide worthwhile professional development for our staff. Monitoring, evaluation and review will form a natural element of our journey towards excellence and form the foundation of our professional culture. The Free School welcomes external evaluation to inform our internal processes and development and we are committed to working with our Federated schools to develop and share best practice.

We will have in place rigorous and meticulous procedures for monitoring evaluation and review of the quality of teaching and learning alongside student progress. There are very clear lines of accountability in the staffing structures and the outcomes for students are uncompromisingly used as a measure of staff performance.

We will also frequently monitor evaluate and review student progress data, student attendance, behaviour and exclusions, in addition to using monthly management accounts to monitor spending. Frequent and robust monitoring with swift intervention will mean we will routinely achieve our targets year on year and outcomes **for all students** will be outstanding.

See Appendix I for Monitoring, Evaluation and Review policy.

A highly effective and well resourced programme of Professional Learning will be crucial to our success. The Harris Free School Tottenham's Professional Learning policy will be a central strand in the achievement of a learning culture for **all**. This includes the School Leadership Team, teaching and non-teaching colleagues. The central platform upon which we will build this learning community is based on cohesion between individual professional development and the new School's needs.

AIMS OF CONTINUING PROFESSIONAL DEVELOPMENT IN THE SCHOOL

- To have a core focus on providing Professional Learning that will make the greatest impact on raising standards of teaching and learning;
- To establish a learning community, both within the School and through our contribution to the Federation, that recognizes and builds in the capacity for staff to learn together;
- To make clear and tangible links between the provision of Professional Learning with sustained individual, faculty and School performance;
- To provide opportunities for teaching staff to engage in action research that encourages professional reflection, intervention and evaluation of new teaching practices that will ultimately improve standards;
- To encourage all staff to embrace Professional Learning and make available the opportunity to embark on Professional Learning that will lead to accreditation.

Performance Management

Performance Management means a shared commitment to high performance. It helps to focus attention on more effective learning in order to raise the quality of teaching and support in a way that benefits students, teachers, support staff and the School as a whole. Our Performance Management Policy (see Appendix J) will set out the framework for a clear and consistent assessment of the overall performance of staff including the Principal and for supporting their development needs within the context of the School's Improvement Plan and their own professional needs.

There is a central assumption that performance management of all staff will synchronise with the School priorities, subject/faculty priorities and individual roles and responsibilities detailed in their job description. This is used together with contributions made to the life of the School and performance related to standards of dress, loyalty, punctuality, attendance and commitment to the aims and objectives of the School. Four grades will be used by reviewers to judge the overall rating of performance for teachers across the academic year, as follows:

Outstanding

This category is reserved for that select group of staff whose all round performance can be said to be **truly outstanding**, where the key performance targets are achieved in full and where wider contributions are in tune with the aims and objectives of the School.

- All lessons observed as part of the Performance Management process are judged good or better with some outstanding features.
- Challenging student performance targets are met or exceeded.
- All other work observations in relation to performance objectives are judged good or better with some outstanding features.
- Key accountabilities are performed to a Good standard with outstanding features.

Good

Good and consistent all round performance. Key targets are achieved to a good extent, all objectives are met and some may be clearly exceeded. This category of grading will be considered the minimum level of performance for teachers on the upper pay scale who are eligible for progression as well as those on M5 and M6 of the main pay scale in relation to the entering the upper pay scale.

- All lessons observed as part of the Performance Management process are judged as at least good.
- Challenging student performance targets are met.
- All other work observations in relation to performance objectives are judged at least good.
- Key accountabilities are performed to a Good standard.
- Meet Post threshold standards (applies only to those M5 or above).

Satisfactory

Key accountabilities are performed to a satisfactory standard, with sufficient targets being met to offset shortfalls in others. This is an expected performance, otherwise deemed as

satisfactory.

- All lessons observed as part of the Performance Management process are judged at least Satisfactory.
- Student performance targets are met.
- All other work observations in relation to performance objectives are judged Satisfactory.
- Meet the Core standards for teachers.

Inadequate

Performance in relation to the stated targets and/or key accountabilities is not satisfactory, i.e., key targets are not achieved, with achievement in relation to some targets not sufficient to offset serious shortfalls in others. Effort is misdirected, with performance and attitudes out of step with the aims and objectives of the School.

For teaching staff:

- One or more lesson observation is judged inadequate.
- Student performance targets are not met.
- Some other work observations in relation to performance objectives are judged unsatisfactory.

D5 – Admissions Policy

The Admission Policy is designed to enable the Free School to serve the area of Tottenham that suffered in the riots and where the greatest deprivation exists. Because the aim of the Free School – as a result of the consultation – is that it will serve Tottenham we wish to use a central point in Tottenham from which to measure distance for Year 7 entry rather than find that our catchment area is defined by the site chosen. Harris Academies in built up areas like South Norwood are filled by children who live less than a mile away. **This will ensure the free school delivers to the analysis of demand and fulfils the Vision to create a new high-achieving school serving the Tottenham area with a strict approach to behaviour management, a focus on entrepreneurship and sport and close connections to businesses and the local community.** For primary pupils it is more important that the school is local to their home and they can walk less than a mile to school.

We will also use banded admissions to ensure that children of all abilities are admitted and there is no danger that it becomes dominated by parents of less deprived children who can “work the system”; and give siblings priority to ensure the school is a true community school.

The proposal is that the Free School opens in September 2013 with a published admission number of 60 Reception places. The Free School will also admit 180 students to Year 7 and have a limited sixth form open focused on business and enterprise related courses – with 100 places in the first year of operation. The Free School will follow the School Admissions Code and the School Admission Appeals Code, and participate in the LA coordinated admissions process at Reception and Year 7 levels. We will probably not participate in coordinated arrangements for casual admissions but consider applications to year groups with a PAN as they are presented direct to the Free School – and if there is a place admit the child. If there is more than one applicant for a place we will use the admissions criteria which applies to either Reception for Years R to 6 or to Year 7 for Years 7 to 11.

Eventually when full the Free School will admit 60 children at Reception and 120 at Year 7 (plus any vacancies if less than 60 children move through from Year 6 to Year 7). The sixth form will, when full, admit 30 external applicants with 110 students moving through from Year 11 to Year 12 (and again any vacancies if less than 110 move through being offered in addition to the 30 places to external applicants).

At primary level (Yr R to Yr 6) after admitting pupils with Special Educational Needs the admission criteria will be:

- 1. Looked after children (as defined in the Admissions Code);**
- 2. Siblings of children who will still be on the roll of the free school when the child starts;**
- 3. Straight line distance from the front entrance of the Free School to the applicants home.**

We may need to change the definition of the point from which we measure distance depending on the site we finally adopt. This is more likely to be the front door of the Free School than at secondary level (see below). We will define how we will measure the distance, how we will determine that the address given is the genuine home of the applicant and how we will determine which flat in a block of flats will be given priority. If it is impossible to determine between two applicants for the last place we will draw lots. These definitions will

also apply to Year 7 entry.

At secondary level (Years 7 to 11) after admitting pupils with Special Educational Needs places will be allocated by requiring applicants to undertake non-verbal reasoning testing to place the applicants in 9 ability bands and then allocating places in each band by the national distribution of ability. The number of places within each band will be allocated to applicants using the following admission criteria:

- 1. Looked after children (as defined in the Admissions Code);**
- 2. Siblings of children who will still be on the roll of the free school when the child starts;**
- 3. Attendance at a Harris Primary Academy in Haringey;**
- 4. Straight line distance from Tottenham Town Hall to the applicant's home.**

Because the aim of the Free School – as a result of the consultation – is that it will serve Tottenham we wish to use a central point in Tottenham from which to measure distance rather than find that our catchment area is defined by the site chosen. Harris Academies in built up areas like South Norwood are filled by children who live less than a mile away. **This will ensure the free school delivers to the analysis of demand and fulfils the Vision to create a new high-achieving school serving the Tottenham area with a strict approach to behaviour management, a focus on entrepreneurship and sport and close connections to businesses and the local community.**

By admitting children attending other Harris primary provision nearby we will be able to work on accelerating learning there and preparing the children to transfer so that they are on a par with Free School pupils at age 11. At the current time we will be sponsoring Coleraine Park Primary School and it is likely that we may sponsor another primary school nearby.

Children with SEN and Looked After children will be asked to take the test but will always be allocated first in each band and will not be discriminated against if they fail to take the test.

For admission to the sixth form there will be annually published criteria for overall entry to the sixth form and entry to individual courses. Those applicants who cannot fulfil those criteria will not be offered places. When the school has its own students transferring into the sixth form the same criteria will apply to internal and external entrants. **If there are more applicants who fulfil the admission criteria than places the following criteria will be applied to determine who will be offered the place:**

- 1. Looked after children (as defined in the Admissions Code);**
- 2. Siblings of children who will still be on the roll of the free school when the child starts;**
- 3. Straight line distance from the front entrance of the Free School to the applicant's home.**

All those who are not offered a place at the end of any of the application processes will be offered the right to appeal in accordance with the School Admission Appeals Code. **The Harris Federation is familiar with the requirements of admission policies and the DFE model policies.**

D6 Behaviour and Attendance

Excellent Attendance (see Appendix K for flowchart summary)

The Harris Free School Tottenham is clear that attendance and punctuality to the School is vital to the well-being and future prospects of all our students. Attendance and punctuality will be intrinsically linked to our School strategy for raising achievement. We have developed a robust framework, within which all staff, parents, pupils, carers and external agencies can contribute to the development and maintenance of a learning environment where high attendance and excellent punctuality is the “norm”. Our policies and procedures will be clearly communicated to students, parents and carers and all staff, ensuring consistency in our approach to improving attendance.

The School learning ethos will ensure an environment where students are encouraged to attend regularly and to be punctual because they feel they are making progress, are valued, safe and secure.

As with other Harris Academies a “Student Information Centre” (SIC) will be established, managed by non-teaching staff, who will focus solely on student attendance and welfare. Teaching staff and Leadership will be kept well informed with rich data on attendance. Roles and responsibilities will be very clear in that all staff will be accountable for high levels of attendance and punctuality. We will also buy in the services of an excellent education welfare officer to oversee and train staff and to work with students and families of our most persistent cases of poor attendance. Where support has been offered and improvement is not forthcoming the School will take issue fixed penalty notices and proceed with court action.

Excellent Behaviour for Learning (see Appendix L for flowchart summary)

In order for students to learn and reach high standards as well as enjoy their education, a calm, purposeful environment is essential. This is the case both inside and outside the classroom. Students will be expected to follow the code of conduct and safety rules as well as implement the School Policies for equal opportunities. All of these are summarised in the student’s diaries.

Staff and students at Harris Free School Tottenham will develop an understanding of good learning behaviour that relates to our specialism of Entrepreneurship and Sport. Whereas we may understand a few students may as yet lack the “moral compass” required for successful engagement in learning, we do not accept that they can be allowed to disrupt the learning of others. Consequently, it is very important that we teach students behaviour for learning strategies both implicitly and explicitly, that expectations and consequences are clearly explained to students, parents and carers and consistently applied by School staff.

We will adopt the very successful Harris model to support the development of good learning behaviour in all our students; additionally we have invested in a new student information system that will streamline the collection of data concerning student’s rewards and sanctions. This will enable us to identify strengths and areas for improvement that can be acted on swiftly and reduce the risk of exclusions.

We recognise that students do not always behave appropriately, we also know that poor behaviour detracts from learning. Our over-riding principle regarding behaviour is that we will

deal with it in a consistent and positive way in partnership with the parents. Our approach to discipline is based on creating a culture of respect where clear expectations of behaviour are set out with parents and students. Positive behaviour and work will be rewarded simply, clearly and publicly whilst negative behaviour will be dealt with calmly, quietly and consistently according to a consistently applied consequences.

Prior to joining our School, parents of prospective pupils will be required to sign our School Parent Agreement which will include a copy of our Behaviour and Attendance Policy and Code of Conduct and which will also set out our arrangements for safeguarding and promoting the welfare of children who are pupils at the school in line with 3 and 4 of schedule 1 of the Education (Independent School Standards) (England) Regulations 2010.

Our Code of Conduct will be monitored and evaluated on an annual basis and will be ratified by our local governing body, with the input of students and teachers, and also with rigorous parental consultation e.g. on anti-bullying, anti-racism, rewards and sanctions.

The Harris Federation has detailed, tried and tested discipline policies and procedures that are supported by excellent on- line student information systems which allow for detailed tracking of both positive and negative events. This means we will be able to analyse student's behaviour data half termly and take swift action where intervention is required. This could be for individual students or specific groups like gender, ethnicity, SEN stage FSM or other demographics.

Discipline will be also promoted through the focus on high standards of achievement and the rigorous learning ethos. These are pre-requisites to achievement and should be shared values of parents, teachers and the school governing body. Each child will be viewed as an individual whose needs must be met through an entitlement to an appropriate and personalised curriculum. We recognise that exciting and relevant lessons, that are engaging for students will mean that poor behaviour is minimised.

D7 Community Engagement and the local context

Local context

Tottenham is an area of deprivation similar to others in which the Harris Federation works. Typically 60 to 70% of students do not have English as their first language and around 40 % of students will qualify for Free School meals. The systems for supporting students with barriers to learning and similar social issues set out in full above take rigorous account of these needs and have been proven to be effective.

Engagement with the community is vital for the Free School: The role of AESE in working with the Harris Federation to develop the Free School will ensure that it links well with local community organisations and businesses and designs its curriculum in detail to meet local parental demand. AESE will have 3 members on the Governing Body whose role will be to challenge the Free School Leadership to ensure the needs of the local community are being fully met by the Free School's curriculum. They will also link to outside institutions to provide the best learning resources, skilled workers and support networks to input into curricular and extra- curricular activities and to meet the identified personalised needs of individual students, where appropriate. We aim to use the AESE links to Faculties creatively in this process. Please see AESE statement of commitment attached at Appendix M.

██████████ of AESE has commented:

“High numbers of students having free school meals and from one-parent families point to the levels of social needs in the Tottenham area. The curriculum simultaneously also focuses on students with high levels of bilingualism as well as extremely high aspirations of education.

These high aspirations in education and employability were evident in consultative meetings with parents, both before and after the recent riots. In all such meetings the issues of lack of access to sporting activity, poor standards of education and low levels of employment were the key areas targeted by parents. Local charitable organisations such as the Academy, the Turkish Parents Association and the Caribbean Centre are targeted as a couple of the facilities where students can gain placements related to the experiences of employment as well as social responsibility, for example as administrative assistants. Such opportunities which target areas of clear social and other needs are in keeping with the Equality Act 2010.”

It will be seen above that the fundamental lessons of the AESE consultation – that parents want a school which provides business skills and will accelerate learning as well as providing opportunities for sporting excellence – have been fully taken into account in the design of the curriculum and have been further developed by the student entitlement recognition system. The admission policy proposed will ensure the Free School is and remains a local school for Tottenham.

Parental engagement

There will be an established Parent's Panel for the school, with representation on the Governing Body. Meetings of the Panel will be organised on a termly basis. There will be a standing agenda which includes all aspects of community engagement but with an emphasis on sports and employability. The panel will be informed by DfE and Local Authority statistics on deprivation, distance to school, distance to employment of parents, distance to sports facilities for pupils and local authority ward based information. The school's plans for sixth-form education will include adult education and, with it another opportunity for consultation on the educational needs and aspirations of local parents.

Haringey LA and neighbouring LAs: The school will engage with the LA on admissions and local initiatives. It will particularly develop relationships with local primary schools to work with them on curricular initiatives aimed at accelerating achievement in Years 1 to 6.

Businesses and business organisations: AESE offers good linkage with new and existing local businesses to build 'social partnerships'. This will benefit the school and wider community, through the creation of training, employment opportunities and supporting the regeneration of 'the built' environment. AESE aim to develop a forum for local businesses and organisations to engage with students, parents and educators to promote more interaction; building a sense of social responsibility in sustaining local employment. By working with local businesses and organisations supporting them in developing 'local workforces' this will build better community engagement alongside providing opportunities for cross-sector partnerships bringing investment into the community at large.

As a school specialising in entrepreneurship, engagement with national and international businesses is also essential. For example, once operational, AESE has been invited to make a formal application to PriceWaterhouseCoopers for consideration of partnership opportunities.

Charities and other community groups: The values of the school encompass those of social inclusion and community engagement. The school will work closely with local charitable and other community organisations to bridge the gap between engagement and social cohesion. Building a strong community vision for the school, sharing and appreciating the diversity of people from different backgrounds and circumstances can only work towards enhancing learning opportunities and promoting positive relations between communities. The School will encourage community involvement by students by recognising and rewarding volunteering through the entitlement awards.

We are of course aware of our responsibility to act in line with the Equality Act 2010.

Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e. $D = ((B+C)/A) \times 100$.

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	60	41		68.3%	60	41		68.3%
Year 1					60	41		68.3%
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	180	180		100%	180	180		100%
Year 8					180	180		100%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of demand and marketing – part 2

AESE carried out full research into demand for their earlier bid for a 2012 opening and this is reproduced below under the heading **AESE research for the 2012 application in purple to distinguish it from the rest of the section** which covers demand for 2013 and 2014. **The 2013 AESE entry evidence remains valid for this bid** but we do not have signed up interest to cover 2014. It is understood that the DFE at that stage accepted the demand had been established in their feedback to AESE on the earlier application.

AESE approached the Harris Federation in late October about joining with them in partnership to open this Free School. The arrangements for this were agreed after negotiation and due diligence by both parties in late November (and are described in greater detail elsewhere in this application). Harris Federation appreciate that the demand is established for a Free School but that the nature of the Free School technically changes with their sponsorship – even though the specialisms and key features will remain. There has not been time to gather another set of signatures for a Free School specifically run by Harris Federation. Instead the Federation has commissioned an independent polling company to undertake a poll of parents of primary and pre-school children to validate the demand that AESE has evidenced and at the same time to attest that the support would still be there for a Free School run by the Harris Federation. **In doing so we have interviewed parents of children eligible for entry in 2013 and 2014 so have closed off the missing year in the AESE survey.** The summary report is attached at Appendix N.

Populus interviewed 322 parents of nursery and primary school children in Tottenham between Monday 30th January and Tuesday 14th February 2012. 122 were parents of nursery school children with ages which meant they would be admitted in September 2012 or September 2013; and 200 were parents of primary school children due to enter secondary school at the same times. Please note that Populus is a member of the British Polling Council and abides strictly by its rules. The evidence it has obtained is therefore entirely independent.

The support for the questions they asked about the ethos and aims of the Free School was significantly high.

Their Executive Summary concluded:

- A majority of parents in Tottenham worry about getting their children into good primary and secondary education. Many are particularly worried about getting their children into good secondary education in the local area, and three-fifths feel there are not enough good primary or secondary schools in Haringey.
- A clear majority of parents would be interested in sending their children to a Harris Free School in Tottenham and most also think it is likely that the Free School would be their first choice. These sentiments strengthen after people have been told about the Harris Federation's proposals for the school.
- More than 90% of parents agreed that the Harris Free School should combine traditional values with the best of modern teaching methods and technology and that it should provide extra tuition for children who need it. Indeed, there was overwhelming support for each of the Harris Federation's proposals other than the proposal that the Free School

should open up its new facilities for the community to use when they are not being used by students (which 76% still agreed with).

The key statistics so far as demand for places is concerned is that:

34% of the **122 nursery parents interviewed** said they were very likely to put the Free School down as a first choice on the Haringey school application form and 32% said they were quite likely to put the Free School down as first choice - **adding up to 68% who said that they were likely to put the Free School down as first choice**. This supports the findings of AESE on support for the Free School and when spread across the population of parents seeking places means the Free School should have no problem in being oversubscribed at age 4 to 5. Just from these parents it implies that there will be 83 applications spread over the two years – or 2/3 of the places available. **We have therefore used 41 in the table above although we feel the evidence here supports much higher numbers.**

For parents of Year 4 and Year 5 pupils it was a similar story. The 200 interviews covered 11 local primary schools (with a combined student age group of just over 600 – if all were full it would be 628. 28% said they were very likely to put the Free School down as a first choice on the Haringey school application form and 41% said they were quite likely to put the Free School down as first choice – **adding up to 69% who said that they were likely to put the Free School down as first choice.**

So in terms of demand for secondary places and using 600 as the student population 414 applications are likely for September 2012 and 2013. This is not surprising given the Federation's academies do frequently get applications higher than that number for 180 places. Again this supports the AESE findings. **We have therefore used 180 in the table above.**

In addition the Federation held a public meeting on Saturday 21st January in Tottenham Town Hall which was advertised in local newspapers and on local radio stations. This was attended by around 200 people.

It should also be noted in respect of the demand for secondary places that during the writing of this application Harris Federation has been invited to sponsor Coleraine Park Primary School in Tottenham and may be asked to sponsor another primary school. If so there will be close links developed with these schools and the admission arrangements will be changed to name them as feeder schools making a major difference to demand at age 11. These schools were not included within the schools polled by Populus – so their inclusion in the Harris Federation increases demand further.

AESE research for the 2012 application

To support their application to open in 2012 (which was ultimately unsuccessful), AESE carried out Statutory Consultation through research undertaken locally asking members of the local community including families, Councillors, their MP, Haringey Council, other local Schools and local businesses, to provide their opinions “on the question of whether the arrangements should be entered into” with regard to opening our type of Free School in Tottenham. AESE asked supporters to sign their Petition to show their support, and/or to

complete their research or questionnaires to confirm that they would be prepared to send their child to the Free School. AESE also asked a couple of the local primary Schools to send their questionnaires out to parents of their year 5 and 6 students on their behalf.

AESE set out details of their proposed type of Free School and were inundated with support from parents and members of their community in general. Some of the quotes from parents included comments such as:

"I could not get my child into a School in Haringey so she has to travel to School outside the Borough"

"Great, it is about time we had more choice"

"How soon will the new School be open?", and

"We don't want more of the same, we want change".

AESE first asked at the top of the questionnaire for parents to:

Please complete this questionnaire and hand it to our member or return it by email to [REDACTED] if you agree that there is a need for a new School in Haringey and that AESE should apply to open a new Primary and Secondary School focussed on academic achievement, entrepreneurship, and sporting excellence.

The questions specifically relating to the proposed School which AESE posed in their questionnaire, pertain to three areas:

1. Academia

- a. Would you like your child to take GCSE's at the end of year 9?*
- b. Would you like your child to take A-levels in years 10 and 11?*
- c. Would you like your child to study employment related courses?

2. Entrepreneurship

- a. Would you like your child to study personal and business finance?
- b. Would you like your child to learn how to start up and run their own business?
- c. Would you like your child to understand how the stock market works?

3. Sporting Excellence

- a. Would you like your child to receive professional coaching in a variety of sports?
- b. Would you like your child to be tutored in health and nutrition?
- c. Would you choose a School that focuses on the physical wellbeing of your child?

AESE presented the proposed School as an attractive and viable provision and a great level of interest was expressed by the local community, many of whom are disadvantaged and socially/economically deprived and reside in arguably the poorest section of one of the most officially recognised areas of deprivation, not only in London but in the Country as a whole.

The socio-economic statistics for this area reflect the lack of social, economic and educational opportunity available locally.

In an effort to gauge interest, support and potential intent, AESE marketed the proposed School to the local community through the use of the following strategies:

1. Consulting interested/prospective parents and other members of the community through the use of questionnaires
2. Meeting with the appropriate members of Haringey Council Education Department
3. Discussion/Dialogue with supportive or sympathetic Haringey Schools
4. Liaising with sections of the local business community

Their methodology included the use of:

1. Questionnaires
2. Word of Mouth
3. Website
4. Local Media
5. Direct Marketing
6. Networking
7. Leaflet/Posters
8. Statutory consultation with prospective parents

AESE had over 450 people expressing their support including around 350 parents who expressed an interest in sending their child/ren to the School, out of which we identified over 60 expressions of interest from families who would be prepared to send their child/ren to the Primary School and over 120 expressions of interest from families who would be prepared to send their child/ren to the Secondary School and who would be eligible to start at AESE in 2012 and 2013 as set out in the following tables:

AESE asked parents whether they agreed that there is a need for a new School in Haringey and that AESE should apply to open a new Primary and Secondary School focussed on academic achievement, entrepreneurship and sporting excellence and AESE asked them to complete their questionnaire if they would consider sending their child to their new School.

Age of child/ren	Postcode
1. 10	N17
2. 10	N9
3. 10	N17
4. 10	N21
5. 10	N15
6. 10	N17
7. 10	N18
8. 10	N17
9. 10	N17
10.10	N17
11.10	N17

12.10	N17		
13.10	N17		
14.10	N17		
15.10	N17		
16.10	N17		
17.10	N17		
18.10	N17		
19.10	N17		
20.10	N19		
21.10	N22		
22.10	N9		
23.10	N8		
24.10	N17		
25.10	N17		
26.10	N17		
27.10	N17		
28.10	EN3		
29.10	N17		
30.10	N17		
31.10	N17		
32.10	N22		
33.10	N18		
34.10	N17		
35.10	N17		
36.10	N17		
37.10	N17		
38.10	N17		
39.10	N17		
40.10	N17		
41.10	N17		
42.10	N8		
43.10	N17		
44.10	Not stated, telephone number given		
45.10	EN3		
46.10	N17		
47.10	Not stated, telephone number given		
48.10	N9		
49.10	E4		
50.10	N17		
51.10	N17		
52.10	N17		
53.10	N17		
54.10	N16		
55.10	Email given		
56.10	N22		
57.10	N17		
58.10	Not stated, telephone number given		
59.10	N17		

60.10	N19 [REDACTED]
61.10	Not stated telephone number given

AESE asked parents whether they agreed that there is a need for a new School in Haringey and that AESE should apply to open a new Primary and Secondary School focussed on academic achievement, entrepreneurship and sporting excellence and AESE asked them to complete their questionnaire if they would consider sending their child to their new School.

Age of child/ren	Postcode
1. 9	N18 [REDACTED]
2. 9	N17 [REDACTED]
3. 9	N17 [REDACTED]
4. 9	N4 1 [REDACTED]
5. 9	N1 [REDACTED]
6. 9	N17 [REDACTED]
7. 9	N15 [REDACTED]
8. 9	N17 [REDACTED]
9. 9	E4 [REDACTED]
10.9	N17 [REDACTED]
11.9	N17 9 [REDACTED]
12.9	N17 [REDACTED]
13.9	N17 [REDACTED]
14.9	N17 [REDACTED]
15.9	N17 [REDACTED]
16.9	N17 [REDACTED]
17.9	N15 [REDACTED]
18.9	E9 [REDACTED]
19.9	E17 [REDACTED]
20.9	N15 [REDACTED]
21.9	N17 [REDACTED]
22.9	N22 [REDACTED]
23.9	N4 [REDACTED]
24.9	N17 [REDACTED]
25.9	N17 9 [REDACTED]
26.9	N19 [REDACTED]
27.9	E4 [REDACTED]
28.9	E4 [REDACTED]
29.9	E17 [REDACTED]
30.9	Provided email
31.9	Provided email
32.9	N22 [REDACTED]
33.9	N17 [REDACTED]
34.9	N15 [REDACTED]
35.9	N17 6 [REDACTED]
36.9	N17 [REDACTED]
37.9	N15 4 [REDACTED]
38.9	N15 [REDACTED]

39.9	N17 7
40.9	N4
41.9	N17
42.9	N18
43.9	N17
44.9	N17
45.9	Provided email
46.9	N4
47.9	N17
48.9	N17
49.9	Not stated, telephone number given
50.9	N15
51.9	N15
52.9	E4
53.9	N8 0
54.9	N17
55.9	N17
56.9	N22
57.9	Not stated, telephone number given
58.9	N22
59.9	Provided email
60.9	N15 6
61.9	N17
62.9	N17

AESE asked parents whether they agreed that there is a need for a new School in Haringey and that AESE should apply to open a new Primary and Secondary School focussed on academic achievement, entrepreneurship and sporting excellence and AESE asked them to complete their questionnaire if they would consider sending their child to their new School.

Age of child/ren	Postcode
1. 3	N17
2. 3	N17
3. 3	N13
4. 3	N17
5. 3	N18
6. 3	N17
7. 3	N17
8. 3	E5
9. 3	N15
10.3	N17
11.3	N1
12.3	N17
13.3	E17
14.3	N17

15.3	Not stated, telephone number given	
16.3	N15	
17.3	N17	
18.3	N17	
19.3	N17	
20.3	N17	
21.3	N15	
22.3	N17	(twins)
23.3	N17	
24.3	N15	
25.3	N15	
26.3	N17	
27.3	N15	
28.3	N17	
29.3	N17 9	
30.3	Not stated, telephone number given ²	
31.3	N8 0-	
32.3	N9	
33.3	E17	
34.3	N17	

AESE asked parents whether they agreed that there is a need for a new School in Haringey and that AESE should apply to open a new Primary and Secondary School focussed on academic achievement, entrepreneurship and sporting excellence and AESE asked them to complete their questionnaire if they would consider sending their child to their new School.

Age of child/ren	Postcode	
1. 2	E9	
2. 2	N15	
3. 2	N17	
4. 2	N17	
5. 2	N15	
6. 2	N15	
7. 2	N15	
8. 2	N17	
9. 2	N17	
10.2	N17	
11.2	N15	
12.2	N17	
13.2	N17	
14.2	N17	
15.2	N17	
16.2	N15 4	
17.2	N15	
18.2	N17	
19.2	N17	

20.2	N18	
21.2	N17	7
22.2	N15	
23.2	N15	6
24.2	N15	
25.2	N17	
26.2	N17	
27.2	N15	
28.2	N15	
29.2	N17	
30.2	N18	
31.2	N17	

Populus Survey – other expressed support

It is also worth noting that the Populus Survey showed strong support for the following aspects of the Free School offer:

- 96% agreed “the Free School should combine traditional values such as good manners, strong discipline and smart uniforms, as well as the best of modern teaching methods and technology”.
- 94% agreed “the Free School should provide extra tuition, either in small groups or on a one-to-one basis for children who need it” and
- 89% agreed “the Free School should open in the early morning so children can come for breakfast and stay open in the evenings for study clubs and activities”.
- 76% agreed “the Free School should open up its new facilities for the community to use when they are not being used by students”.
- 90% supported the proposals that “the Free School should give students aged nine and ten a head start in the secondary curriculum, by having specialist teachers to teach them subjects such as history, science and modern foreign languages early”.
- 96% agreed “the Free School should give younger children extra lessons in literacy and numeracy to ensure they are at or above national standards”.
- 95% of Parents of primary school children agreed (74% strongly) with the proposals that “the Free School should encourage students to develop skills for life in work and at university, and promote an ethos of making a contribution to their community”.
- 91% agreed that “the Free School should have a well-rounded curriculum, but there should also be a special emphasis on Entrepreneurship and Sport”.
- 89% agreed that “the Free School should enable some students to start exam courses early and enter them early for GCSEs and AS Level”.

Other Evidence of Need

Further evidence of demand for the need for a new Secondary School is demonstrated by Haringey Secondary Schools GCSE Results from 2008 to 2011 which show the very low levels of attainment, below the national average, which for 2011 was 58.2%. Haringey’s figure was 57.3% of students achieving 5 A* – C grades including English and Maths. 2011 was a considerable improvement on previous years. (See Figure 1)

Figure 1: 5+ A* - C including English and Maths (East Haringey in italics)

School	2008 5+ A* - C incl E& M	2009 5+ A* - C incl E& M	2010 5+ A* - C incl E& M	2011 5+ A* - C incl E& M
Alexandra Park	60	62	66	69
Fortismere	70	73	73	79
Gladesmore	42	46	41	54
Greig City Academy	30	40	30	37
Highgate Wood	46	51	46	68
Hornsey School for Girls	42	51	53	58
<i>John Loughborough</i>	39	34	31	29
<i>Northumberland Park</i>	38	35	40	39
<i>Park View</i>	30	31	45	53
<i>St Thomas More RC</i>	36	30	31	54
<i>Woodside High</i>	28	38	47	58
Haringey	42	45.7	48	57.3
England Average	47.6	49.7	53.1	58.2

In contrast Harris Federation with a similar number of secondary schools achieved an average of 68% of students achieving 5 A* – C grades including English and Maths in 2011. The area we will be serving is East Haringey and is deprived compared with the rest of

Haringey. If we compare the Harris Academies performance with schools in East Haringey we see:

East Haringey schools	5 A – C inc Eng and Maths 2011 as %	Harris Academies	5 A – C inc Eng and Maths 2011 as %
Northumberland park	39	Crystal Palace	96.2
John Loughborough	29	Peckham	50
Park View	53	Bermondsey	64
St Thomas More RC	54	Girls East Dulwich	67
Woodside High	58	Merton	75
		South Norwood	75
		Falconwood	57
		Purley	61

To show that this better performance does not simply relate to serving less deprived communities we can compare CVA for 2010 – see table below which lists Haringey schools by CVA performance and does the same with Harris Federation Academies (there were 8 academies with Year 11 at June 2010). It can be seen that the lowest CVA score for a Harris Federation Academy was 1025 while only 2 Haringey schools bettered the lowest Harris Federation CVA.


Haringey schools	2010 CVA	Harris Academies	2010 CVA
Gladesmore	1044	South Norwood	1063
<i>Northumberland Park</i>	1028	Merton	1053
<i>Woodside High</i>	1026	Girls East Dulwich	1049
Alexandra Park	1014	Crystal Palace	1042
<i>Park View</i>	1010	Falconwood	1037
Greig City Academy	1008	Bermondsey	1032
Fortismere	1006	Purley	1026
<i>John Loughborough</i>	1000	Peckham	1025
Highgate Wood	987		
Hornsey Girls	984		
<i>St Thomas More</i>	980		

(Schools in italics are in East Haringey)

Published statistics for total absence in 2010 at each Haringey School also show relatively high levels of absence with (of 9 schools) – 5 schools above 7%, of which 4 have 7.3% or above; 2 schools were in the range 6.4 to 6.8% with the other two in the range 5.2% to 5.8%. The national average is 6.55%. Again the Harris Federation – with similar challenging intakes - can show better management of student absence with only 1 of its (then) 9 schools in 2010 over 7% (at 7.2%); 3 in the range 6.6% to 6.9%; 3 in the range 5.3% to 5.9% and 2 in the range 4.3% to 4.5%.

The DfE Statistical Release Bulletin dated 17 March 2011 regarding Secondary Applications and Offers sets out statistical information which reveal that of the 2337 children applying for places in Secondary Schools in Haringey, 6.4% of students or approximately 150 children did not get into any of the 6 Secondary Schools of their choice.

Please click on the link below to access the Statistics of Education, School Destinations of Secondary School Pupils Resident in London Boroughs 2010, for further information on the situation relating to the destination of Secondary School students in Haringey in 2010. The table at Fig2A on page 4, clearly shows that less than 75% of Haringey Secondary School students currently attend School within the Borough.


The School Place Planning Report for Haringey for 2011 is attached as Appendix O.

This makes clear that demand for primary school places is increasing and only being met by opening bulge classes in existing schools as emergency measures. They accept (para 16.4) that demand could be met by opening Free Schools. Para 16.5 sets out that the likely shortfall will be 2 fe in September 2013, 4 fe in September 2014 and 5 fe in September 2015 without increasing the permanent size of 3 primary schools in the borough from 2 fe to 3 fe. The opening of the Free School which this application proposes enables 2 of these primary schools to remain at their existing 2 fe.

At secondary level the report recognises that demand for Haringey secondary places from within the Borough will rise from around 2014. The graph at para 17.4 shows this exceeding available places in 2017/18. However, this graph assumes that the 400 to 500 students who currently find places outside Haringey will continue to do so. The evidence they give in Appendix 9 to their own report shows that:

- In Barnet GLA forecasts show demand for secondary places increasing by 17% while current surplus places are only 5%;
- In Enfield (the closest Borough to our preferred site) the loss of its BSF programme leaves it needing a new secondary strategy and having on current forecasts 9 forms of entry less than it had planned; with substantial new housing developments planned on top;
- Waltham Forest is forecasting that its secondary schools will be under pressure from rising numbers.

It is clear from this that Haringey students will not be as successful in future, as catchment areas tighten, in obtaining places outside the Borough – and that the need for additional places is understated by Haringey's assumption that uptake of secondary places in the borough by its Year 6 students will continue at previous percentage levels. The 6 forms of entry proposed in this Free School application will clearly be required in the context of wider demands across boroughs. Haringey seems to assume that demand can be managed by allowing its existing secondary schools to expand. It does not consider that the performance of these will become even more difficult to manage if they expand to sizes which are too large to organise easily. It is far preferable to allow greater choice of good and outstanding schools of ideal size than to expand schools which are underperforming.

5.2. Consultation

Before entering into a Funding Agreement with the Secretary of State, in relation to a Free School, Harris Federation together with its community partner AESE will carry out a Statutory Consultation as set out under Section 10 of the Academies Act 2010, in order to complete our legal duty to 'consult such persons as [you] may think appropriate.'

This will build on our previous consultations and will include the following groups:

- (i) Parents and Carers,
- (ii) The Local Authority (LA),
- (iii) Community Groups,
- (iv) Potential Feeder Schools and Nurseries,
- (v) Local Schools and Education Providers,
- (vi) Sixth Forms and FE Colleges,
- (vii) Higher Education Institutions,
- (viii) Nearby LAs.

The information, that we will provide, will be given through: written documentation, open meetings and focus group discussions.

Our consultation will address a number of issues:

- (ix) The reasons why we propose to establish a Free School.
- (x) The relevant statistical information which support our claims.
- (xi) The mission and values of the Free School.
- (xii) Our proposal offer in terms of curriculum and organisation etc.
- (xiii) Our Admissions Policy.
- (xiv) We will seek to identify the extent of support from local people for the Secretary of State's intention to enter into a Funding Agreement to establish the Free School.

The groups with whom we will consult will be given 20 working days in which to respond to our consultation by any convenient method.

1. As part of our marketing strategy, a series of further public meetings will be advertised and organised to inform a wider section of the community than we had time or resources to previously engage. Parents and Carers who had been originally contacted will be invited to attend also. At such meetings the public will be informed of our plans and progress in regard to the setting up of our Free School.
2. It is our intention to work closely with the LA and as far as possible to align planning of the schools time cycles in line with the LA's processes. If the approval process allows time we would seek to consult on and agree our Admissions Policy to allow it to be included in the LA's booklets for 2013 admissions due to be published in September (but with deadlines for entries to be submitted in July 2012).
3. A significant aim of our school is to make our premises resources available to the wider community through a programme to be operated by AESE. As such we would be

consulting with community groups to establish the extent to which their needs could be met by AESE and reciprocally the extent to which such community groups could provide support to the school's curriculum.

4. Potential Feeder Schools and Nurseries are integral partners for the success of our school, especially when considering our Admissions policy-criteria and curriculum progression.
5. Where practicable some resources may be shared on projects of mutual interest.
6. Consultation with local schools will provide the opportunity to gather and share information, and to develop proposals for joint working.
7. Higher Education institutions offer powerful inspiration to students, motivating and guiding their aspirations, to achieve their full educational potential leading to improved opportunities in the world of work. Harris Federation would wish to build on its existing relationships with Higher Education institutions and extend the agreements with Kings College to offer places to Harris Federation students in preference to other candidates with the same grades.

Response to Consultation.

We would respond to the feedback from the public, by inviting those interested to public consultations, at which their responses would be addressed and where necessary written responses will be sent to groups or individuals. Every effort will be made to take into account the views of all those who respond to our consultation and reviewing our curriculum offer and the organisational arrangements for the Free School.

5.3 Marketing Strategy

1. When planning our Marketing Strategy, we will consider our target audience to include all those groups with whom we consulted and others. (See 5.2)
2. We will use the Federation's marketing consultants, [REDACTED], to help plan and deliver the marketing and will focus on:
 - Making sure local people know the Federation's reputation for running very popular schools, with a no nonsense approach to the management of behaviour and unrivalled academic success;
 - Emphasising the key principles of good and outstanding teaching and learning and close management of students' progress by setting and monitoring of targets;
 - Focusing on a system which ensures that the same people are in charge of students' academic and pastoral care – so the students are treated holistically and seen in the round – and that they are well known by the teachers who are in charge of their welfare;
 - Making the most of the unique partnership with AESE as community partners who will run wrap around services and use the premises for community activities and events, but critically will provide a proactive conduit with the local community in the planning of services and the Free School's offer.
3. We will also make good use of the sister Academy on the Olympic site and the fact that both schools will be run in partnership, supporting each other.
4. We propose to keep our supporters updated on the progress of our application to start a Free School by staging meetings and open events, where participants will engage in activities of common interest. At some such meetings the Federation and as appropriate the Principal Designate will participate and promote the school explaining the ethos and curriculum. AESE have pledged to support the Federation at such meetings, distributing printed matter and by also spreading the message of our vision for the new school. They will also support the Principal Designate by keeping in contact with our known supporters and parents. The previous section referred to a Parent's Panel for the school, with representation on the Governing Body. We will set up a shadow panel during the year prior to opening to allow engagement on curriculum design and the offer of the Free School but with an emphasis on sports and employability. We will also consult on the school's plans for sixth-form education and on the educational needs and aspirations of local parents.
5. Interested local community supporters and parents who have been signed up to send their children to our school, would be encouraged and supported in playing a significant role in the marketing plan, through word of mouth and net-working, by helping to distribute printed material.
6. The materials which we plan to use in our Marketing Strategy include:
 - a. Prospectus - This will be updated as required.

- b. Brochures - These will be reviewed for relevance and updated.
 - c. Posters / Flyers - These will be extensively used as required, to advertise meetings, and provide information as the situation develops.
 - d. Website and E-mail - This will facilitate easier local and national communication and advertisement.
7. We will use further forms of marketing, such as paid or free marketing and local and national media. We will also market through places of worship, out of school clubs, nurseries and other community organisations.
 8. AESE will hold a range of events, including weekly coffee mornings to network with parents, supporters and friends. Monthly open meetings will seek to engage the wider community.
 9. We will advertise our school via the local and national media and they will be kept informed of our progress and will be invited to attend our open events. Exposure via the national and regional media is also important in order to make staff aware of the opportunities to work in the Free School – and we will also use joint recruitment with the Chobham Academy to make advertising cost efficient.
 10. Our Marketing Strategy will be very much influenced by the constraints of the Budget and the opportunity to ensure value for money through joint work with the Chobham Academy and using the economies of scale brought by the Harris Federation.

Section F: Capacity and capability

Please refer to pages 24-27 of the 'How to Apply' guidance for what should be included in this section.

The Harris Federation have in depth experience of setting up new schools and converting existing schools to academies. They have in-house expertise in HR, Finance, Educational leadership, ICT, admissions, marketing and project management (both of building projects and of the process of opening a new school) and managing the legal processes. They have experience of working with DFE on preparing schools for opening and know all of the procedures. Harris Federation rather than AESE will lead on the educational readiness to open while AESE will focus on community engagement and consultation and the links needed to the community – and in particular the business and sporting community, so that the Free School's offer is well aligned with local need and local resources. The AESE links will be especially useful connecting the Federation into the areas of the community that are more deprived and traditionally do not have a strong voice in influencing developing provision. We will agree an action plan with AESE on the relative areas of work and monitor respective progress through a project plan with milestones.

Education preparation

The Federation will not appoint a Principal until nearer the opening date but will second one of their existing Principals to lead the educational planning. This is a system well developed now when they are preparing to open new Academies whereby an Executive Principal from an existing Academy oversees and leads on development of the educational offer. They will also make use of the nearby Chobham Academy which will open at the same time and share and adapt materials produced for Chobham – offering opportunities for value for money in the development of both schools. In opening the sixth form the Federation's Sixth Form Director will provide direct input and support to the design of courses and the marketing.

The educational leadership and drive to set up the Free School will come from [REDACTED] who will be Executive Principal. She is the successful former Principal of Harris Academy South Norwood which she took from a failing boys secondary school to an Outstanding mixed academy within 4 years. It serves a very similar area of educational need to Tottenham. She is currently Executive Principal leading 2 associate principals in our new academies of Harris Academy Beckenham and Harris Academy Bromley, both of which should take less of her time as they establish themselves in their second year of operation from September 2012. [REDACTED] will also lead on preparation for opening of the Harris Aspire (alternative provision) Free School in the Croydon area, and will be able to dedicate a day and a half a week to each new Free School. She will be supported by the Federation's subject leaders in Maths, English and Science and will use the existing specialist support services in our academies to prepare materials and policies.

[REDACTED] will also be supported by the Federation Primary Adviser, [REDACTED], who starts with us at Easter 2012. [REDACTED] has been a successful Head for 23 years. He has had two previous Headships both schools with Outstanding OFSTED reports and is currently Head of a three school federation, with the main school being outstanding. He is a National leader of Education and one of his schools is a National Teaching School and National Support School. He has acted as a DfE Education Adviser in the Academies division and is also the Primary Operational Director for the London

Leadership Centre. We will be able to set aside 1 day a week leading up to opening for [REDACTED] to support and quality assure the recruitment of primary staff and the writing of primary curriculum materials.

We will recruit a Principal in January 2013 to assist with preparation for opening. For post 16 provision the Head of the Federation Post 16 will support [REDACTED] in making the preparations for the opening of the sixth form and recruiting students.

[REDACTED] [REDACTED] as Chief Executive will have regular reviews with [REDACTED] yn of preparation and readiness to open.

Financial

[REDACTED] [REDACTED] will continue to work on the financial viability of the Free School as a specialist management accountant who has supported the opening of 3 of our academies and worked on two other well established academies. She understands the requirements of the Academies Financial Handbook and is fully experienced in managing school finances. She will be able to allocate 2 days a week to the financial planning of the Free School until we recruit a Finance Assistant, around April before opening. We operate a system of using our most experienced accountants on new schools and once we have them operating soundly move them to new accountants we recruit and train up.

This ensures that academies and free schools are operating consistently to the standards expected in the Academies Financial Handbook but is cost effective by splitting costs of specialist expertise across more than one school. It is likely that the same management accountant will work on this Free School and the Chobham Academy. They produce long term as well as short term financial plans. Reporting on finances would be to, and key decisions would initially be undertaken by, the Project Steering Group (see below) and the Federation would set up a Local Governing Body about 2 terms before opening.

We have all required expertise in-house and can provide in-house support where required in terms of setting up contracts.

Other Expertise

The Federation has in-house HR expertise and has two staff who support all of our academies. We will shortly be recruiting a third and can confirm we have more than enough HR time to support the establishment of the new Free School and the recruitment of staff.

We also have a specialist ICT team again resourced to cope with the additional schools we are planning. We have a call down contract with RM to provide project management of any capital works and procurement of equipment.

The Federation has a very experienced Projects Director who has experience of more than 12 academy projects – creating new academies as well as conversions. He is assisted by a Project Manager and again the resourcing is sufficient to deliver the projects for new academies currently planned. If required the Federation has good relationships with project management companies like Mouchel, EC Harris, Capita and with individual project managers so can call down additional support on a short term basis if required.

The projects team also have links with property professionals including architects, planning consultants, building surveyors, quantity surveyors and mechanical and electrical engineers. They have in depth experience of managing building projects and can call down support from a number of the above professional companies at short notice. More details of the companies concerned can be provided if required. We have recently successfully procured 3 building projects with one at [REDACTED] and 2 between [REDACTED].

Project Management and Team working

The Federation's Projects Director will lead a Project Steering Group which brings together all the key stakeholders including AESE representatives. The Projects Director will model the project management systems on the Academies product breakdown structure and divide the work into workstreams with clear programmes. A risk log will be set up and risks actively managed to reduce their impact or eliminate them.

AESE have identified local professionals who will give time to working with [REDACTED] in ensuring the educational offer will meet local needs and linking to community resources – and the Projects Director will set up focus groups to support key areas of activity as required.

The Federation has a contract in place with 8hwe to provide marketing expertise and support and [REDACTED] of 8hwe is already heavily involved in the project, as well as helping the Federation with PR and consultations in connection with the Coleraine Park Primary School sponsored academy conversion.

It has 3 sets of solicitors with whom it has worked successfully and will tender the legal work to get the best value for money.

The Harris Federation commits to provide the staff to deliver the opening of the Free School on time and to the highest expectations of the DFE. The Federation has the resources to deliver four new schools or converting Academies a year. This and Chobham Academy are the only 2 commitments for 2013 so far and will have priority – and there are economies of scale in the work shared between the two schools. The Federation's expertise is recognised by the DFE in setting up support for sponsored academy conversions. Please feel free to confirm this with [REDACTED] in the Academies Team.

Staffing Structure

The staffing structure (see Figure 2) of the school is driven by the Educational Plan and is set out in the Education Plan – with a long term senior structure of:

- Principal
- 2 Vice Principals
- 6 Assistant Principals (1 x Phase 1; 4 x Phase 2/3; 1 x sixth form)

In year 1 we would have of these only the Principal, 1 Vice Principal, 1 Assistant Principal for Phase 1 and 1 Assistant Principal for Phase 2/3. The remaining posts would be appointed as numbers built up and finances allowed. See Appendix C for the staffing structure in 2013 and 2014 and eventual staffing rationale and curriculum plans.

The support staff structure will be developed during Autumn 2012 but will follow Harris Federation established principles – except for the pastoral leaders whose roles will include to link the faculties with AESE and community engagement in the Free School and are an innovation for the Federation.

The staffing structure has been costed and is viable.

Core to the educational plan is the establishment of 4 faculties. Eventually these will be led by the 4 Assistant Principals in Phase 2/3, but in the first year the 4 senior staff will each lead a Faculty and cover other responsibilities. As more senior staff are appointed these responsibilities will be reallocated so there can be more specialisation. The Federation will add capacity in the early years by using its subject consultants and senior staff from other academies to support the free school as it grows. (These costs are not charged out and provide additional Value for Money).

It will be seen from the staffing structure build up that the same principles will apply to other posts and that staff both teaching and support staff will cover more than one role in the first year or two as numbers build.

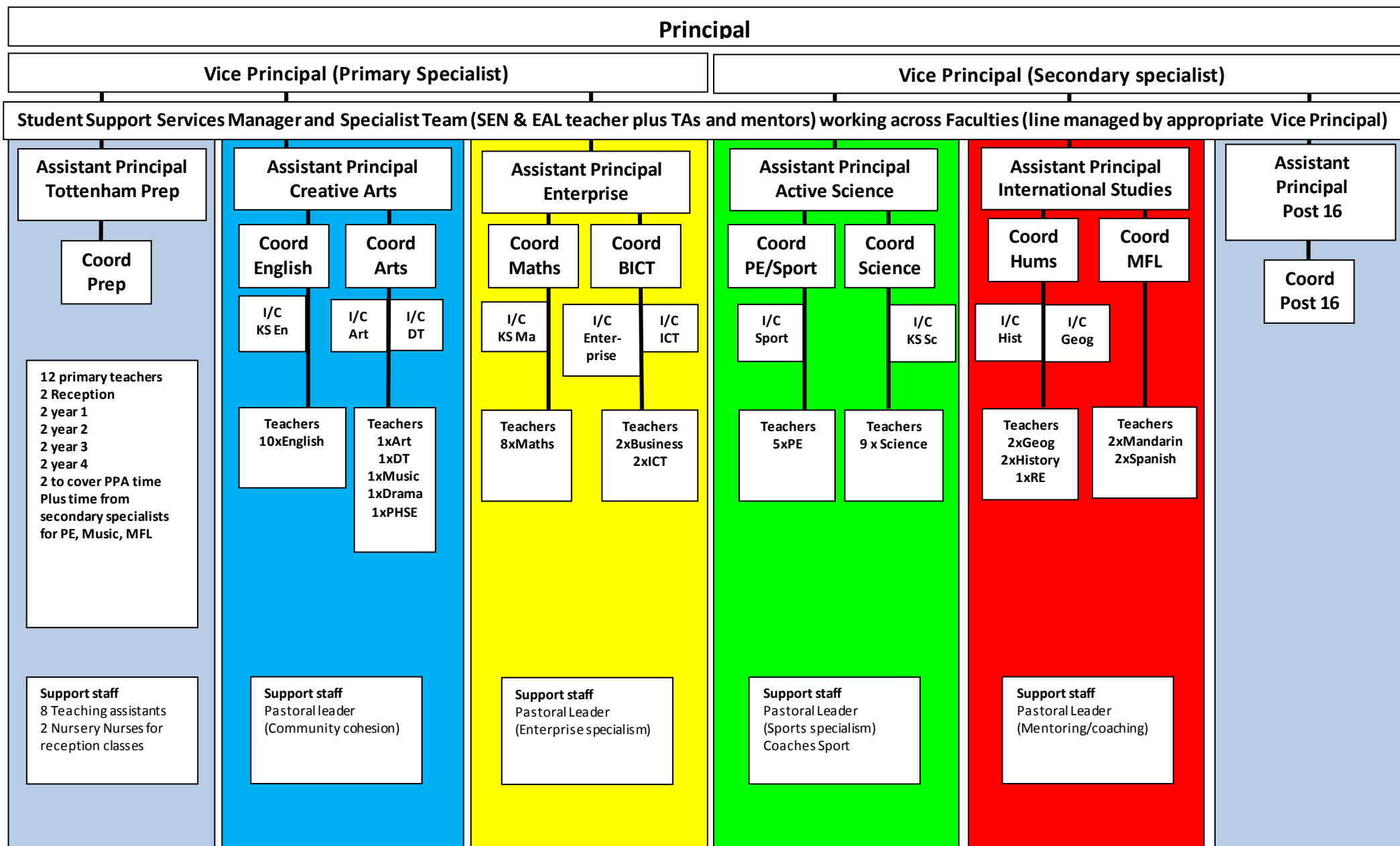
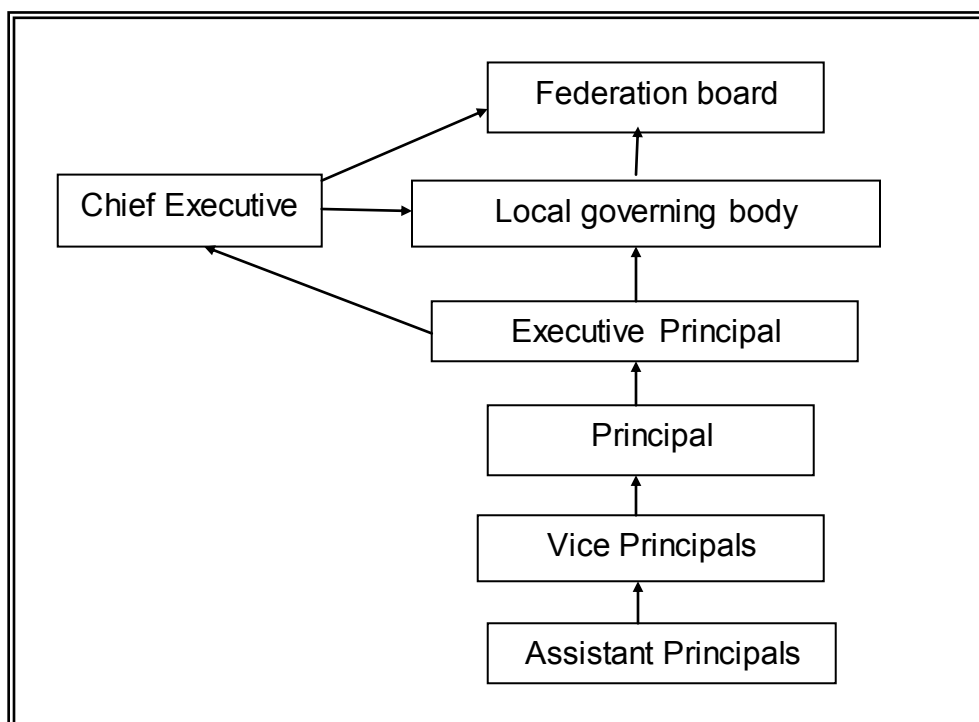


Figure 2: Staffing structure

Accountability

The staffing structure is very clear on accountability which for both academic and pastoral matters is through the Faculty Structure. The Federation's success is built in no small part on clear and unambiguous systems of accountability with a focus on student progress. This will be established one day one and staff will be held to account if they do not deliver to expectation.

The Principal will be held to account by the Federation's Chief Executive and they will both be held to account by the Local Governing Body and the Federation Board. Key KPIs and targets will be set and rigorously monitored (and in turn delegated to the responsible staff) and reported on. If issues arise and are not addressed at senior level the Federation Chief Executive, on behalf of the Federation Board, will intervene to take action. It is clear that the Federation's accountability system is effective given that 80% of Harris Academies which have had a full inspection as a Harris Academy have been judged to be Outstanding compared to 17% nationally.



Recruitment

As set out above the Principal will not be recruited to start until 2 terms before opening but [REDACTED] [REDACTED] as Executive Principal will put in place preparations for opening until the Principal starts in post. Recruitment would be planned early in the Autumn Term 2012 to allow time for interviews to take place and if necessary a second round of advertisement and interviews take place if an appointment cannot be made at the first attempt. There would be some informal headhunting among contacts the Federation has and a series of high profile adverts. The Federation also has some high quality Vice Principals that are ready to take the step up to principal positions. The Federation will put together a recruitment strategy and programme not only for the Principal but for other senior staff and teaching staff. The Federation has recently implemented such a strategy for Chobham Academy – where the Principal starts in

the Summer Term 2012, joining from another academy chain. Once appointed, and before starting, the Executive Principal will involve the Principal elect in key decisions, and after appointment commences will oversee the establishment of the Free School for the first few years.

Governance

The Local Governing Body will be relatively small – probably a maximum of 15 – including staff and parent governors. 8 of these Governors would be appointed by [REDACTED] from people he knows are sympathetic to Academies and Free Schools and 3 of the other Governors will be appointed by AESE. The AESE governors will provide a link to the community and make sure the Free School is delivering and continues to deliver a high quality of provision for the local community. As mentioned above a Steering Group would be formed to take key decisions until the Local Governing Body begins to operate just under 2 terms before opening. The Federation is experienced in training Governing Bodies and ensuring that Governors take on the key roles of monitoring and challenging the senior staff of the free school to deliver an outstanding school. It is also experienced in making sure that the local governing body maintains and acts on a risk register. We may as we have been doing elsewhere have a joint local governing body (technically an advisory body) for both the Free School and Harris Academy Coleraine Park, this requires further thought. We would expect the Clerk to the Governors to be shared between Chobham Academy and the Free School and also Coleraine Park.

It is important to be clear that roles, responsibilities and authorities are very different in the Harris Federation than in a stand-alone free school or academy. In this instance the Chief Executive has the role of true Chief Executive – being the Federation Board’s chief operating officer and holding Principals to account for the performance of their schools. The local governing body is an advisory body and final responsibilities lie with the Federation Board of Directors. The Chairs of Governors of the advisory bodies are also the Directors of the Federation Board so also hold each other to account and agree policy together, but the Chief Executive is the lead professional in the Federation and carries the Board’s authority in agreeing targets with the Principals and holding them to account for performance. Equally though he is held to account by the Principal Sponsor, as Chair of the Federation Board if performance drops at any Academy or Free School. The success of this model of governance and accountability cannot be challenged given the excellent performance of the Federation.

Section G: Initial costs and financial viability

Please refer to pages 28-32 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

G1 – Financial viability and value for money

The financial plan (see Appendix P) based on full uptake and the area average for free school meals shows the free school will be viable in the short term and long term. The surplus in the first year is very small though we have [REDACTED] in a capital purchases and contingency budget that year which gives a little flexibility. It is far more robust in the later years and if the total start-up was given as a lump at the opening of the free school we could guarantee to manage within the total start up and manage risks across the first few years. To some extent the tightness of the budget in the first year is because we have minimised calls on start-up grant (see below).

We have based our predicted costs on a thorough analysis of costs across our academies – doing this intelligently, as individual circumstances and accounting traditions differ meaning that treatment of costs is slightly different in some academies – so we need to adjust for individual circumstances.

We have implemented the staffing structure and staffing build up illustrated elsewhere in the bid – which will deliver the curriculum plan. This staffing plan has been constructed in detail for the first two years and for the final full state. There will of course be slightly different approaches adopted by the Principal as the Free School develops and it is clear that there is plenty of contingency in the capital purchases and contingency budget to allow this to happen after Year 2.

The Federation has a policy of assessing risks and building up a cumulative surplus to manage those risks. The cumulative surplus shows a larger sum at steady state than the 10% to 12% of annual income that the Federation would typically wish to see to cover all risks, but at this stage when actual costs are uncertain we are happy with the level of surplus shown. In reality when costs settle down (and we can test the quality of the AESE provision) it may be that we will increase the allowance made for subsidising the after school activities that AESE offer to meet the targets of learning out of school in Enterprise and Sport activities. Within the plan we have allowed a figure of [REDACTED] above Year 3 to subsidise after school activities delivered by AESE. This will pay for 2 hours of activity assuming ratios of 15 students to each coach or tutor and costs per hour of [REDACTED] including administration costs.

As well as the remainder of the staffing required to deliver the teaching and support staff establishment we need to run the Free School and deliver the aims and objectives, we have included for the four support staff roles in each faculty which combine specific educational leadership with a role linking and liaising with AESE to ensure community engagement in the design and delivery of the curriculum.

We have tried to ensure value for money by:

1. Gradually building up senior staff posts over the first few years – sharing responsibilities out between staff in the early years ;
2. Reducing the percentage of 3 of the senior staff counted against start-up to reflect the fact that they will be covering other responsibilities and teaching more than in the steady state;
3. Providing support from the Post 16 Principal free in the first year as a subsidy from the Federation – thus the normal charge is reduced by 40% in the first year;
4. Reducing the normal Federation percentage charge for overheads by 50% in the first year as a subsidy from the Federation.

It needs to be borne in mind that although start-up costs still look substantial this is in fact two schools opening in one with a primary school and a secondary school in effect both admitting students.

G2 – Financial sustainability

It is clear from the above and the attached plan in Appendix P that the free school is sustainable once full and no start-up remains. Indeed the level of surplus shown gives some ability to increase areas of activity if costs are as assumed.

We have set out our assumptions and have carried out an exercise benchmarking the Federation costs (see Appendix Q). Please note the point above concerning differences in treatment between different academies which sometimes give major variances from the norm. This means the interpretation of the analysis needs care and an understanding of the different circumstances. Nevertheless it gives the Federation a good base from which to predict costs – with a number of our schools in very similar circumstances and contexts. We have based our expectations of percentage of free school meals on an analysis of schools serving East Haringey in 2010:

sec school	pupil number	FSM number	FSM %
Northumberland park	1030	548.0	53.2
john loughborough	245	56.1	22.9
Park View	1210	471.9	39
St Thomas More RC	840	259.6	30.9
Woodside High	885	486.8	55
east haringey total/ave	4210	1822.3	43.3

We have included a contingency sum of [REDACTED] in the capital purchases and contingency line after Year 1 – which as set out above is our tightest year (to ensure VFM in terms of start-up grant).

G3 – alternative scenario

We have assumed in the alternative scenario (see Appendix R) that:

1. Numbers admitted at reception and Year 7 are 90% of planned admission number;
2. That percentage of free school meals is reduced to 35 % (please see the table above – the only two schools with lower free school meals than that in East Haringey have a religious

affiliation and recruit from a wider area – St Thomas More is Roman Catholic and John Loughborough Seventh Day Adventist);

3. That sixth form admissions are much slower to build up to full capacity – taking 4 years rather than 2 years to reach capacity and having only 50 intake in the first year which as set out above is the tightest. We know from our other academies that this is a very realistic minimum figure to recruit to high quality Sport and Enterprise courses.

We have not reduced other income from lettings as the assumptions on this are modest to start with.

We have managed to balance the budget and keep the Free School in surplus by:

- Reducing teaching staff at a similar ratio per student as per the first case scenario so this will still deliver the curriculum plan but with fewer sixth form groups
- Reducing the central charge for the Business Manager, ICT Cluster Manager and Executive Principal to 50% of the full value in year one. In effect this is the Federation subsidising these posts/costs and covering the Business Manager role part time – probably by the Business Manager at the Chobham Academy in the first year of operation.
- Reducing the contingency from [REDACTED] for all years from year 2 onwards.
- And increased the usage of the VP and AP from 50% to 75% in year one to increase the Start-Up funding to help cover some of the costs. Start up funding actually goes down because of the pupil number driven elements falling in the first two years. We may need to revisit this because we have so little contingency in the first two years and consider whether we charge 100% of these posts.

It is extremely tight in Year 1 and very tight in Year 2. Year 1 really doesn't have any contingency and therefore we may as mentioned above look again at start-up and have to claim full entitlement with no reduction for VFM. Year 2 has [REDACTED] contingency, and at Year 3 we have a surplus of over [REDACTED] as well as [REDACTED] contingency. Indeed if we are able to have the start-up budget in a lump sum we can as suggested above use later surpluses to manage our risks.

The assumptions are again set out briefly but fully in the spreadsheet of the alternative scenario (see Appendix R).

G4 and G5 – realistic and consistent plans with evidenced assumptions

As set out above the costs are based on the staffing structures and curriculum plans set out elsewhere in the application. In addition the Federation has analysed costs across its schools and benchmarked for realistic assumptions. Most of our schools have similar ethnic and socio-economic intakes to that in Tottenham. See the benchmarking exercise attached.

Within the plan we have allowed a figure of [REDACTED] above Year 3 to subsidise after school activities delivered by AESE. This will pay for 2 hours of activity assuming ratios of 15 students to each coach or tutor and costs per hour of [REDACTED] including administration costs. In the financial plans this is included under other payroll costs described as Extra-Curricular Enterprise and Sport.

As well as the remainder of the staffing required to deliver the teaching and support staff establishment we need to run the Free School and deliver the aims and objectives, we have

included for the four support staff roles in each faculty which combine specific educational leadership with a role linking and liaising with AESE to ensure community engagement in the design and delivery of the curriculum.

Section H: Premises

Please refer to pages 33-35 of the 'How to Apply' guidance for what should be included in this section.

AESE have undertaken a thorough analysis of possible sites in the area.

Due to the size of the all through school with a sixth form it would have required 12,700 sq m of gross area under the relevant building bulletins. At 85% of this area it still requires 10,795 sq m. This is a large set of premises.

AESE have consulted Haringey LA but they have not been able to suggest any premises.

There appear to be two possible options:

1. Tottenham Hotspur Football Club (██████████) are redeveloping the area around their football stadium. It is possible that the free school could be included in this development and sited above a super-store or elsewhere in the regeneration of the area and/or in the space expected to be vacated by the existing supermarket. Brief discussions have been held with the Football Club and their agents Wey Education (consultants) and they have indicated that it would be possible to site the Free School here but they would require commercial rents in the order of ██████████ to agree that this could proceed. They would also require the headlease to be with the DFE. At this early stage they are not prepared to commit to support this proposal although they would give it very serious consideration if the decision was taken to proceed with the Free School. There are in fact 3 or 4 options within the area to be redeveloped – including having parts of the free school separate but sited nearby. Clearly at ██████████ for this size of school this would not fall within the normal value for money considerations applied to Free School premises, unless there is a view that other funds can be accessed or there is greater priority to support this development in the middle of Tottenham following the Riots. It is understood that PFS are already in discussions about siting the approved EACT free primary school in this redevelopment – and discussions would need to follow on from that lease if agreed. It appears as stated above that there are ways both free schools could comfortably be accommodated within the size of the development and the regeneration of the surrounding area. The regeneration will include substantial numbers of new homes too.

The advantages of the site are that it is relatively central to the area the Free School aims to serve and offers major opportunities to develop joint educational and community programmes with the Football Club. The travelling to Chobham Academy for joint or shared activities would be more difficult than the alternative site.

2. AESE have also identified a combination of premises near Tottenham Hale station on ██████████ ██████████ N 17 – see Appendix S. These are:
 - The Berol Building – 5400 sq m let on short term leases (2 to 3 years) and suitable for some general teaching rooms;
 - The Warehouse Building (██████████ ██████████) – 3600 sq m on short term let (2 to 3 years) which might be suitable for more specialist teaching but would probably need a complete rebuild;*(Both of these buildings are in the same ownership)*

- Plus Lee Valley Technopark is next door and in the ownership of Haringey with up to 9100 sq m – understood not to be fully occupied and mostly on short term leases.

The combination of both the first two buildings with part of the Technopark could provide good accommodation, with the older students being taught in the Technopark. A park nearby is underused and offers possibilities of playing field space. PFS ([REDACTED] [REDACTED]) looked at this site previously as a possible site for the AESE free school when it was subject of an earlier application – although that would have been a smaller school.

Although this will probably not provide such integrated and fully purpose designed accommodation it does have the advantage of being close to Tottenham Hale station with quick links to Stratford and the possibility of students moving between the Free School and Chobham Academy campuses in about 30 minutes.

Appendices

If there is any additional information that you wish to submit as part of your application please include it here.

- Appendix A: Examples of AESE programmes
- Appendix B: AESE Sample after school timetable
- Appendix C: Staffing structure and curriculum offer
- Appendix D: SEN policy
- Appendix E: English as an additional language policy
- Appendix F: Gifted and talented policy
- Appendix G: AESE in transit summer school programme
- Appendix H: Assessment policy
- Appendix I: Monitoring, evaluation and review policy
- Appendix J: Performance management policy
- Appendix K: Attendance flowchart
- Appendix L: Behaviour flowchart
- Appendix M: AESE statement of commitment
- Appendix N: Populus summary report from poll of primary and pre-school parents
- Appendix O: Haringey school place planning report 2011
- Appendix P: Financial plan – based on full uptake and area average of free school meals
- Appendix Q: Tottenham Free School Analysis v5 – average costs across all Harris academies
- Appendix R: Financial plan – alternative scenario
- Appendix S: Appraisal of potential premises on [REDACTED], [REDACTED]

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