

Free Schools in 2013

Application form

Alternative provision Free Schools

Completing your application

Before completing your application form, please ensure that you have read the alternative provision 'How to Apply' guidance carefully (which can be found [here](#)) and provide all the information and documentation we have asked for – failure to do so may mean that we will be 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 an alternative provision Free School. There is a separate downloadable form for this information. This will be available from 28 November, [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 alternativeprovision.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 templates**) 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 hardcopy 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 an alternative provision 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 under 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	No
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	<input type="checkbox"/>
Section C: Education vision	x	<input type="checkbox"/>
Section D: Education plan	x	<input type="checkbox"/>
Section E: Evidence of demand and marketing	x	<input type="checkbox"/>
Section F: Capacity and capability	x	<input type="checkbox"/>
Section G: Initial costs and financial viability	x	<input type="checkbox"/>
Section H: Premises	x	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	x	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	x	<input type="checkbox"/>
5. You have provided written evidence from commissioners to support your evidence of demand	x	<input type="checkbox"/>
6. Existing providers which are registered as independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
7. Existing providers only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
8. All relevant information relating to Sections A-H of your application has been emailed to alternativeprovision.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	x	<input type="checkbox"/>
9. 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	x	<input type="checkbox"/>
Checklist: Section I of your application		
10. 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.	<input type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: ██████████
2.	Address: Harris Federation, ██████████, ██████████, ██████████, Croydon, ██████████
3.	Email address: ██████████
4.	Telephone number: ██████████
About your group	
5.	Please state how you would describe your group: <input type="checkbox"/> x Academy Sponsor
6.	If Other, please provide more details:
7.	Has your group submitted more than one Free School application in this round? <input type="checkbox"/> Yes
8.	If Yes, please provide more details: All through Free School in Tottenham – Harris Free School Tottenham
9.	In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation? <input type="checkbox"/> No
10.	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:
Details of company limited by guarantee	
11.	Company name: Harris Federation
12.	Company address: Harris Federation, ██████████, ██████████, ██████████, Croydon, ██████████
13.	Company registration number: 6228587
14.	Does the company run any existing schools, including any Free Schools? YES
15.	If Yes, please provide details: Harris Federation currently runs 13 Academies – 12 secondary and one primary; and is actively in preconversion management phase of two

other primary and another secondary schools all to join the Federation by September 2012. It is also in 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] and [REDACTED] as junior sponsors) which opens as an all through school in September 2013.

Of its existing Academies 11 have now had full inspections as a Harris Academy and 8 of these have been found to be Outstanding.

Company members

Members of the company are its legal owners. We require that there are a minimum of three members. 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.

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 so in effect there are three.
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
	4. Name:
	5. Name:
	6. Name:

Company directors

Directors are appointed by the members and will eventually form the governing body that will oversee the management of the alternative provision Free 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: [REDACTED] ([REDACTED])
	2. Name: [REDACTED]
	3. Name: [REDACTED] ([REDACTED])
	4. Name: [REDACTED]
	5. Name: [REDACTED]
	6. Name: [REDACTED] ([REDACTED])
	7. Name: [REDACTED]
	8. Name: [REDACTED]
	9. Name: [REDACTED]
	10. Name: [REDACTED]
	11. Name: [REDACTED]
	12. Name: [REDACTED]
	13. Name: [REDACTED] ([REDACTED])
	14. Name: [REDACTED]
	15. Name: [REDACTED]
	16. Name: [REDACTED]
19.	[REDACTED] – [REDACTED] and as can be seen above a Member and on the Board. Has very close relationships with the Chairs of the other Harris Academies that would be using the Free School.

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 commercial or non-commercial organisations.	<input type="checkbox"/> No
21.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • describe 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.	<p>Is your organisation an existing provider wishing to become a Free School?</p>	<p><input type="checkbox"/> No</p> <p>New provision for us as a stand alone alternative provision centre</p>
24.	<p>If so, is your organisation registered as an independent school?</p> <p>An organisation should be registered as an independent school if it provides full time education for:</p> <p>a) five or more pupils of compulsory school age; or b) one or more such pupils with a statement of special educational needs (SEN); or c) one or more such pupils who is looked after (within the meaning of Section 22 of the Children Act 1989). Under the Children's Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24hours by the authority.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
25.	<p>Is your organisation an existing provider wishing to establish a separate alternative provision Free School?</p>	<p><input type="checkbox"/> Yes See 31</p>
26.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a separate alternative provision Free School?</p>	<p><input type="checkbox"/> No</p>
27.	<p>If Yes to any of the above questions, please provide your six digit unique reference number here:</p>	
28.	<p>If you are an existing provider, an independent or state maintained school or an Academy please state the age range and the current number of pupils on roll and your capacity:</p>	

29.	<p>If you are an existing provider, an 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> <p>If you are an existing provider that is not registered as an independent school but you have been inspected as another type of provider please also provide details of your most recent inspection (including a link where applicable):</p>
30.	<p>If you are an existing provider, an independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p>
31.	<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>See answers to questions 11 to 15 above.</p> <p>We are an existing provider of academies and free schools (and as such include in-house provision for those at risk of exclusion) but this will be our first stand alone alternative provision free school.</p> <p>Of our existing Academies 11 have now had full inspections as a Harris Academy and 8 of these have been found to be Outstanding</p>

**Please tick to confirm that you have included
all the items in the checklist.**

X

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 an alternative provision Free School in accordance with the requirements outlined in the 'How to Apply' guidance, the requirements of the legislative framework for alternative provision Free Schools 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 Aspire Academy
2.	Proposed academic year of opening:	2013/14 (September 2013)
3.	Proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 14-19 <input checked="" type="checkbox"/> Other If Other, please specify: 11 - 19
4.	Cohort of pupils you intend to cater for (please tick all that are appropriate):	No Children with long term illnesses <input checked="" type="checkbox"/> Yes Children with behavioural issues <input checked="" type="checkbox"/> Yes Excluded children No Severely bullied children <input checked="" type="checkbox"/> Yes Teenage mothers <input type="checkbox"/> Other (please specify below) If Other, please specify:
5.	Proposed number of pupils when at full capacity:	Full time (FT): 90 Part time (PT): Please specify the full time equivalent (FTE) for PT pupils over the full academic year. For instance a pupil attending two full days a week throughout the academic year is 0.4 FTE.
6.	Date proposed school will reach expected capacity in all year groups:	Sep 2014 or early during 2014/15 academic year
7.	Will your proposed school be:	<input checked="" type="checkbox"/> Mixed
8.	Do you intend that your proposed school has a faith ethos?	No <i>Please refer to the 'glossary of terms' in the 'How to Apply' guidance for more information about religious character/designation/ethos.</i>

9.	If Yes, please specify the faith denomination, etc, of the proposed school (please be as specific as possible):	
10.	Postcode of the preferred site of the proposed school:	TBC – Croydon/Bromley boundary
11.	Local authority area in which the proposed school would be situated:	Croydon or Bromley
12.	If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:	Above plus Merton, Lewisham, Southwark, Lambeth
13.	This application form is designed to be used for alternative provision applications (as defined in Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of 'alternative provision' but does not fit the definitions of mainstream, 16-19 or special 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.	

Section C: Education vision

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

Harris Aspire Free School will establish a high quality alternative provision for students who are not succeeding in mainstream schools. Places will be available for any child and commissioning will be open to all education authorities and local schools. Students will be given opportunities for reflection on their aspirations and specialist targeted intervention in their learning which will succeed in helping them to return to mainstream education or join the world of work, successfully and with new aspirations, attitudes and skills. We aim to re-engage disaffected youngsters not only participate in learning but to contribute positively. We recognise that students referred to the Harris Aspire Academy will have complex barriers to learning and will need a very clear process of assessment and personalised learning pathways to meet their needs. A key part of our vision is that we can offer this through the extensive work already trialled in several of our academies and the work we have done with external agencies. The Harris Aspire Free School will engage students in different ways than mainstream schooling but will retain a focus on achievement and ensure our students graduate to further education, higher education, training or employment.

It will be a school of 90 students with 30 places at key stage 3, 30 places at Key stage 4 and 30 post 16 places.

We are looking to site the Free School in the Croydon and Bromley area. We know from published statistics that students who have been excluded from school in Croydon, Bromley and surrounding areas are unlikely to receive high quality placements and will reach the end of Year 11 without much if any formal qualifications. See demand section for more details. Alternative provision in the area is currently poor, in that it does not offer a high standard of education for students. The demand section of the proposal makes it clear there is a need for us to provide places in alternative provision for our own academies. Admissions will also be open to other schools choosing to commission places additionally. Existing alternative providers perform very poorly in terms of outcomes for students - in 2009/10 only 1.4% of students in alternative provision nationally achieved 5+A*-C grades with English and Mathematics, in the local authorities close to our academies this was only 0.8%, this compares with a national figure of nearly 60%. Each academic year hundreds of students join their communities with poor examination success and little chance of employment.

These students are being failed by the educational system and by the LAs and schools who are happy to offer often substandard alternative provision. These students are primarily from areas of deprivation or have special educational needs, often unrecognised; boys significantly outnumber girls:

- Pupils with SEN with statements are around eight times more likely to be permanently excluded than those pupils with no SEN.
- Children who are eligible for free school meals are around four times more likely to receive a permanent exclusion and three times more likely to receive a fixed period exclusion than children who are not eligible for free school meals.
- The permanent exclusion rate for boys was approximately four times higher than that for girls. The fixed period exclusion rate for boys was almost three times higher than that for girls.
- Nearly 900 children are suspended from school for abuse and assault every school day.

We have already agreed commissioning with local Harris academies and will fill places initially from these so that we know that by opening in the Croydon/Bromley area we can not only be in

an area of need but can guarantee support with significant numbers of placements from Day One. This Harris Aspire Academy will give local parents and commissioners a choice of a school place which will offer something different and of high quality. It is clear that parents and students are desperate for that choice, while the current system does not give them a voice unless they are affluent enough to get legal support. It is easier to switch off and disappear out of the system with no qualifications. The attitude of schools will change when they have to report the qualifications achieved by such pupils and they will then have an interest in ensuring there are good outcomes from placements. The level of achievement of Harris Aspire Free School will ensure high demand for places.

The distinctive vision and ethos of this alternative provision Academy is that it retains the unrelenting focus on achievement that is distinctive of the Harris Federation but does this by addressing the individual needs of the students, breaking down barriers to learning and personalising the curriculum.

We are confident that we can set up a provision which will raise standards of alternative provision nationally, by showcasing an example of good practice. The Harris group are keen to transfer the success in our mainstream academies to excellence in alternative provision which will be a strong competitor in the new market being created to improve the life chances of our most vulnerable young people. We also uniquely offer the opportunity to learn from the Aspire Academy and improve provision in our mainstream academies.

See chart below:

Harris Alternative Provision a new Vision

High expectations for excellent behaviour, smart uniform and good manners

No compromise on outstanding outcomes for all Harris students

Learning comes first and aspirations are high for all staff and students

EXISTING HARRIS STRENGTHS	WHICH WILL BE BUILT ON FOR THE HARRIS ASPIRE ACADEMY
Harris has strong foundations to build on and a proven track record of success.	A Flagship alternative provision will create opportunities to develop further.
Harris has a high proportion of outstanding teachers committed to making a difference for ALL students	Additional training on speech and language, literacy and other specific needs enabling greater differentiation for all needs in the classroom.
Harris has succession planning built in and will attract recruit and retain high quality staff through an innovative new leadership structure.	The introduction of new SLEs specialising in “closing the gaps” who will lead our Alternative provision but will also disseminate good practice to mainstream education through our Teaching school and Federation.
Harris staff have invested highly in developed outstanding schemes of work and resources for every subject area, especially En, Ma and Sc.	These valuable resources can be further developed to differentiate for students with exceptional needs in our alternative provision, this will further improve mainstream curriculum.
Harris has excellent data systems for tracking student’s progress meticulously	Improved screening for and analysis of progress in relation to specific needs, measuring impact of new strategies that support the accelerated progression of our most challenging students.
Harris has a team of successful Principals with a commitment to this exciting project which will be a flagship for alternative provision.	An agreed calendar of Harris outstanding teachers and resources committed from each Academy, that will ensure the best of Harris Federation provision is realised for the benefit of these vulnerable students.
A tenacious sponsor in [REDACTED] who wants to make this happen	A board of Governance who share this vision to support our more vulnerable students to achieve their potential.
Harris has a “smart” back office structure that offers exceptional value for money and economies of scale, cutting cost of alternative provision as a small school.	The development of the “Harris net cloud” to incorporate on-line learning and resources that will ensure learning opportunities 24/7

The **Aspirations for Achievement** of the Free School are by 2015:

- For at least 25% of our Year 11/12 students to achieve 5+A*-C grades with English and Mathematics;
- For 10% of Year 11/12 students to have achieved the English Baccalaureate;
- For 100% KS3 students to successfully complete their education without being permanently excluded.
- For 100% of key stage 3 students to make measureable progress during the intervention programme but also continue to do so once they are re-integrated.
- Attendance above 90%
- No students leaving school as NEET (Not in Education Employment or Training)

Our Vision and Ethos for our students

Our experience is that many students whose behaviour is challenging have problems with articulating their views and feelings and sustaining a discussion with peers and adults. This can be addressed by focusing on giving them language and communication skills (**Oracy**). They also lack resilience in their personal lives – events knock them off course easily. We believe by teaching them to be enterprising in their personal lives and giving them strategies for coping with setbacks, and by setting targets and building success which they can celebrate, we can assist them to succeed. This is personal **Enterprise**. By combining the Specialisms of **Enterprise and Oracy**, the Harris Aspire Academy 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. To achieve this we will create an “Enterprising ethos” in line with all our Academies, in which the concepts of **High Aspirations and a “can do” attitude** can flourish. But whereas in our Academies goals and targets can be stretching, in the Free School goals and targets will be equally challenging but broken down into shorter targets that are simpler and easier to attain these will gradually stretch as successes are built on and celebrated. In our Academies monitoring and reporting is half termly with modules but in the Free School it will be more frequent –weekly for KS3 and fortnightly for KS4.

Personalization of provision is a key to success in terms of achieving high outcomes, this is not only the course offer but the personalization in each learning block, targeted support for identified needs like dyslexia, ADHD and speech and language development as well as appropriate stretch and challenge for more able students that have fallen behind. We recognise that students referred to the Harris Aspire Academy will have complex barriers to learning and will need a very clear process of assessment in order to offer the best provision. A key part of our vision is that we can offer this through the extensive work already trialled in several of our academies and the work we have done with external agencies. The Harris Aspire Academy will benefit from the “best” of our mainstream academies, courses, teaching, SEND provision, EAL provision, external providers, educational psychologists, speech and language experts, 1-1 mentoring etc. At the core is a shared understanding of the students needs by the staff who teach him/her alongside personalised targets that build **Oracy and Enterprise** into their lives – within school and outside it.

This Vision and Ethos feeds into the development of the curriculum by building in more regular one to one tutor time and mapping through all subjects the opportunity to build Oracy and practise Personal Enterprise. To ensure achievement in numeracy and literacy that enables success in the workplace or access to further and higher education there will be more time given to English and Maths – and a narrower curriculum. To give students who at Key Stage 4 need to be able to spend time on practical activities and to succeed in non-academic ways we will build in

substantial time in vocational subjects.

Harris Aspire Academy - Mission Statement

“Aspire to Achieve”

A Harris Aspire Free School 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 eg. 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;
- 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 Aspire Free School Student:

- Accepts personal challenge and wants to do well;
- Is actively involved in their own learning and takes part in different activities;
- Confronts barriers to learning and work with staff to overcome them;
- 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;
- Takes risks in learning;
- Recognises the crucial acquisition of proficient skills in Literacy, Numeracy and Enterprise
- 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;
- Understands the importance of “learning” and is motivated to acquire the skills that will make them good learners in any setting.
- Can self-regulate behaviour for learning, recognising that a ‘can do’ approach achieves the best results.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each Key Stage at the point of opening and an explanation of how pupil numbers will expand to fill the school by the end of the third year, at the latest. If you are an existing provider, please use the first column to show how many pupils you currently have. Pupil numbers should be given as full-time equivalents (FTE) over the academic year. For example if you have fifteen pupils who attend for one day a week for a term (in a school that has three terms in an academic year), that counts as one FTE pupil.

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
Key Stage 1								
Key Stage 2								
Key Stage 3		15	30	30	30	30	30	30
Key Stage 4		15	30	30	30	30	30	30
16-19: commissioner referred								
16-19: pupil application		15	30	30	30	30	30	30
Totals		45	90	90	90	90	90	90

Section D: Education plan – part 2

Please refer to page 16 of the 'How to Apply' guidance for what else should be included in this section.

D Education Plan

Summary

The Harris Federation are committed to the following principles to deliver our educational vision for the Harris Aspire Alternative provision.

Our Principles:

- The Harris Aspire Academy will build on the success of the Harris Federation group of Academies, replicating some core attributes that will be recognisable by students as the “Harris Way” for example the enterprise specialism, Student Learning Commission (Note 1), faculty system, assessment and reporting procedures and attendance and punctuality policies and procedures. This will mean **students at Harris Aspire Academy will clearly be part of the Harris Federation** which we believe is important.
- We have exciting plans in place for innovative and personalised learning pathways that will inspire and **re-engage** all the students that we are commissioned to educate.
- **Our staff will be highly trained experts** in working with students that have exceptional needs, these staff will be recognised as experts across the Federation and the strategies and resources they develop will not only ensure rapid improvements in outcomes for students at Harris Aspire but in all our Academies and other schools in our Teaching School Alliance.
- We will **work proactively with external agencies** including the police, youth offending teams, gangs advisory service, social services and health services to ensure a joined up approach in supporting our students and ensuring they have all the support they need.
- There will be an **unrelenting commitment to ensuring that all students make good or better progress** 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. We will always benchmark our students against national expectations.
- The Academy **specialism, in Enterprise and Oracy**, will not only permeate every aspect of the Academy and raise aspirations, but also contribute fully to improving achievement which included educational outcomes and employability skills.
- 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 and experts from the Federation will monitor evaluate and review the quality of teaching rigorously with the expectation of teaching and learning being good or outstanding in every classroom.

- **Traditional high standards of good behaviour**, smart dress code, courtesy and care for others will be the expectation for all, both in the academy and the local community.

Note 1 - 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 Harris Vision for Curriculum Design

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 Aspire Academy is keen to embrace this practice and has begun work on a unique curriculum design for alternative provision that will effectively raise achievement.

- The flexibility to create “personalisation” in the curriculum will be fundamental. The wide range of different needs of students and likelihood of previous and long term underachievement impacting on attainment at entry will need addressing rapidly.
- Detailed assessments and screenings on entry will be key to well differentiated lessons that will meet the needs of all students. This will ensure all our staff have a clear understanding of the challenges students face and clear strategies on how to remove any barriers to learning.
- We will maximise the time allocated to English and Mathematics both by additional discreet allocation of lessons and by cross curricular development. Accelerated progress will be a key priority for these critical subject areas, related to expected outcomes.
- The Harris “ICT cloud” will be used extensively and students will have full use of an academy lap-top whilst in lessons. This will enable full use of ICT and safe quick storage of students work on-line. Students will be able to store portfolios of their work which they can take with them when they move on to the next stage of their education.
- At KS3 a Unique Masterclass offer for foundation subjects, History, Geography, RE, Art, DT Drama, MFL and Music. Plus PHSCE and Careers will use a combination of Harris teaching school SLEs, mainstream teachers and external agencies that are experts in their field.
- At KS4 and Post 16 as well as the core curriculum offer students will have the choice of a practical vocational course in construction or catering or an apprenticeship in our local family of academies as we are intending to become a full provider next year.
- Harris Aspire Academy will work with the Harris Student Learning Commission, actively engaged in curriculum redesign. They will have a key role in developing the Harris model for Alternative provision.
- There will be a longer than normal taught school day at KS4 and Post 16 which will allow for “catch-up time” (27.5hours).
- Student options will allow for industry standard qualifications to be obtained for example Microsoft courses, First Aid or Lamda Oracy examinations. In this way students will benefit from the rewards of achieving some recognised and positive goals in the shorter term.

- There will be opportunities for students to join mainstream classes at a local Academy for subjects like MFL and History where numbers may be very small in the alternative provision.
- Entrepreneurship will permeate all subjects as will Spiritual, Moral, Social and Cultural development, trips and visits that bring the curriculum alive and give it relevance will also be planned for in a way that emphasises students' development in these areas.
- There will be 2 double lessons of sport each week within the curriculum, this will be compulsory and focused on health and wellbeing activities, as well as competitive sport.

This 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 Enterprise and Oracy. 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. Key Stage 3 – Year 7, 8 (and 9)

The KS3 programme will be a 6-12 week intervention programme for students that are identified as “not coping” in mainstream. They are likely to have one or more of the following indicated:

- Several fixed term exclusions for persistent disruption and/or defiance
- A warning that they are at risk of permanent exclusion
- Attendance below 75%
- Committed a single serious incident which may warrant them being educated elsewhere for a period of time.
- Awaiting a place in mainstream having moved into the area, this could be a student from abroad where English is a new language.

The curriculum offer will include a high proportion of English, Mathematics and Science teaching. All students will also be expected to participate in two double lessons each week of PE. As well as this weekly core curriculum there will be a programme of master class activities that cover the foundation subjects and create opportunities for deeper learning that will engage these often disaffected learners. It will be important to have subject experts teaching these classes and we will create a bank of teachers, SLEs and external providers that can offer the best provision available across the intervention period. Enterprise, ICT and SMSC will be taught within other disciplines and will be assessed 6 weekly. Literacy and Numeracy will be incorporated into all subjects as well as taught discreetly. The Harris Academies have a wide range of tried and tested deep learning packages that have been used very successfully and this will be of great benefit for our curriculum offer.

Additionally to the timetabled curriculum students will engage with a personalised intervention programme of support that will target identified specific learning needs, this may be building self esteem, reading and/or spelling, anger management, dyslexia, speech and language support or mentoring and could be individual or group work. The Harris group of academies have developed

a range of intervention programmes which have proven to have a rapid and positive impact on our students, these would be used as tried and tested strategies to remove a range of barriers to learning. The intervention programmes will be inextricably linked to the curriculum and teaching staff will be trained using the outcomes of the intervention programmes, particularly in speech and language intervention (one of the Specialisms) where we feel impact can be significant where all staff training is of a high quality.

Students will be timetabled in lessons for 6-12 weeks and then will be re-integrated into mainstream if they are ready. "Readiness" will be measured by the success of each student in meeting agreed targets set at the start of the programme. They will be supported in their re-integration by the HLTA/Mentor who has worked with them during the programme. Clear strategies for support will be disseminated to all the student's teachers along with a congratulatory meeting with the Principal to be welcomed back. Where students are not able to return to their previous Academy/School the Student Support Services manager will broker managed moves with other commissioning schools and Academies. In some instances it may be necessary to carry out statutory assessment in order to secure a place at a special school which would be more appropriate. This alternative provision will ensure that this process can be fast-tracked where required.

We understand the importance of high aspirations for these students and we will need to actively engage students in developing their own self esteem by broadening their horizons, setting them short term goals that build success, and helping them to develop their spiritual, moral, social and cultural capital. Students will graduate from Harris Aspire Academy with a set of experiences that they will be able to reflect on and use in their chosen futures, building resilience and providing coping strategies.

2. KS4 (Predominately Year 11)

This course will be a full time course for students that can no longer engage with KS4 courses in mainstream, these could be students who have several exclusions are at risk of permanent exclusion or have been permanently excluded. However the provision will also be for students who have arrived in the area and cannot find a place at a local school or for those who have become disaffected and need a fresh start.

Students will study GCSE English (Language and Literature) and GCSE Mathematics and we will maximise time allocated to these vitally important subjects. They will also study Science and have the option of this being GCSE or Vocational. There will be PE lessons each week and students ICT skills will be developed through a cross curricular programme of contracted units. All students will have the use of a PC tablet in lessons which will give them access to the Harris net "Cloud", where they can download resources and save their work safely throughout the day. Additionally to this core curriculum students will choose Options and these could be GCSE or rigorous and practical vocational choices.

The Aspire Academy 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, to increase achievement and secure high attainment for these particular students that are likely to have quite specific learning needs in order to make progress. Students, parents and carers will receive high quality advice and guidance in order to ensure a personalised curriculum pathway is in place. Whether this is the new EBacc qualification, a combination of academic and rigorous vocational subjects as well as a specialised course in preparation for the world of work. The Aspire Alternative provision Academy will offer **construction and catering** as practical vocational provision, these being overwhelmingly the two most popular subjects, chosen currently. However there will be options to take vocational subjects at other Harris academies where numbers are small e.g. in hairdressing

or car mechanics at Harris Academy Peckham.

Students will be assessed carefully on entry and pathways will be planned that give them the best chance of achievement. As with KS3 students will also be screened for any exceptional needs and this will ensure staff are well prepared to differentiate lessons appropriately. The KS4 curriculum offer will mirror the Post 16 offer which will give more flexibility for setting and allow for a broader option offer to both cohorts who can be taught together.

Post 16 Provision

Our Post 16 provision will be part of the Harris Federation Post 16 (Note 2). This will allow us to offer a far wider range of both academic and vocational courses in conjunction with the nearby Harris Academies. The Aspire Academy will focus initially on students that have not completed KS4 courses and therefore have not met entry requirements in the normal way. It will uniquely offer an Ebacc qualification or English and Maths with a vocational qualification course. 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 curriculum offer for Post 16 will mirror the offer to KS4 and this will enable a wider range of choices and opportunities for setting.

We are moving towards provider status for Apprenticeships and will by 2013 be able to offer this as an additional pathway for both level 2 and level 3 students. If we are successful in our bid we would plan to use the Harris Aspire Academy as the delivery base for the key skills components. Students would carry out the work placements in our own group of academies as premises staff, technicians, classroom assistants and administration staff.

Raising achievement through our specialisms

By combining **Enterprise and Oracy** as our specialisms, we will create a vibrant learning community in which the concepts of personal best, innovation and ground breaking achievement can flourish.

Oracy Specialism

The Oracy specialism will focus staff and students in the academy on the importance of language and communication skills. There has been much recent research in this area and it seems clear that language and communication disorders unaddressed with younger students translate to behaviour disorders in secondary schools, often remaining undetected and resulting in permanent exclusions. Research has shown that approximately 70% of permanently excluded boys and young offenders have undetected language or communication disorders. All staff at the Academy will have specialist training in understanding and dealing with speech, language and communication disorders within their teaching plans. The Harris Academies have already begun work in this area with some initial findings that show this training is having a positive impact across all subject areas. Additionally we are very aware that communication skills are at the top of the list for employability skills and we must ensure that our students can communicate exceptionally well to a range of audiences.

Enterprise Specialism

We will be embedding an enriching, challenging Enterprise curriculum through all phases which will have a strong emphasis on developing positive attitudes to learning. The key skills embedded within realising the CORE skills (see below) will be strategically incorporated within lesson planning and delivery to guarantee students are swiftly and consistently trained in

developing these capabilities. It will also be core to target setting and review with students to ensure they know what they are trying to achieve and celebrating progress.

C - Commitment

I AM HERE TO LEARN

This will involve a judgment on the students' attendance and punctuality, their overall work ethic including having a real focus during lessons to make progress, the level of their commitment to high standards of behaviour, their overall determination to fulfil their potential and the extent to which they show a commitment to achieve or exceed their target grades.

O - Optimism

I HAVE A POSITIVE ATTITUDE

This will involve teacher judgment on student's ability to adapt to changing conditions or unexpected/new situations. This should include students pushing themselves outside of their comfort zone to achieve required outcomes. It will also include students embracing new ideas and technologies to further improve the outcome of their work and their learning.

RE - Resourcefulness

I WILL MAKE IT HAPPEN

This will involve teacher judgments on the extent to which the student demonstrates their ability to be independent learners, their record in completing homework, whether they ask for teacher/additional support in completing their work, whether they take advantage of extra classes on offer, their ability to adapt to new challenges and takes part in a wide range of activities. The student makes it happen for themselves.

Homework and study support

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.

Extra-Curricular and Enrichment

A range of extra-curricular revision and study support opportunities will be scheduled after hours this will not only be at the Aspire Academy but also in other academies across the Federation where there will be the possibilities of a greater range of opportunities to shine by joining sports teams or music, drama or media clubs. There will also be a breakfast club running from 8am every day.

During our KS3 intervention programme we will aim for all students to:

- Visit an Art Gallery
- Visit a Museum
- Participate actively in a range of PHSCE activities which have explicit learning goals

- Given a professional presentation to an adult audience and their peers about their preferred future and milestones to achieve this. This will include an evaluation of their progress towards targets.
- Have identified evidence of improvements in the CORE enterprise skills Commitment, Optimism and Resourcefulness.
- Made measureable progress in Maths, English and Science.

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. Using the current in vogue metaphor the Harris Federation have created their own ' ICT Private Cloud'. This strategy will mean that our new alternative provision 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. It will also allow Harris Aspire students to participate remotely in learning programmes and lessons in specialist subjects run by other Harris Academies.

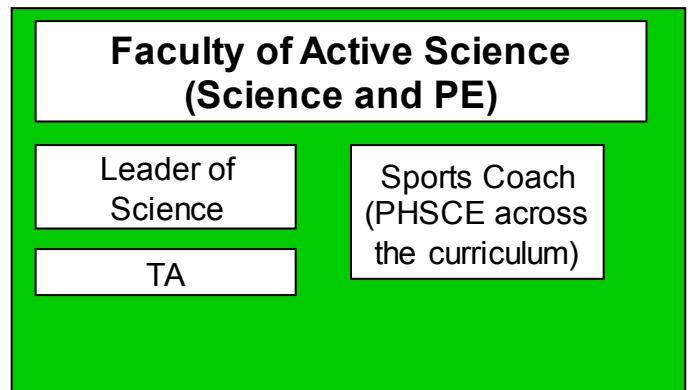
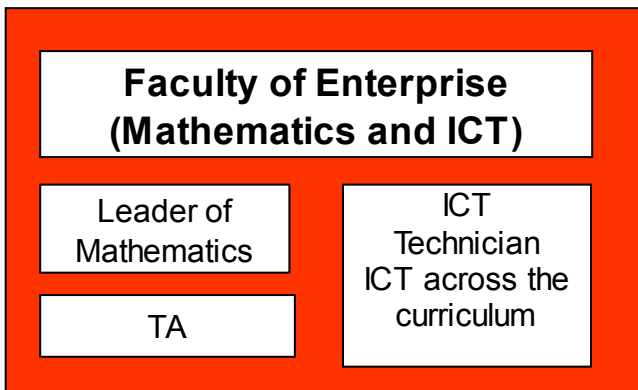
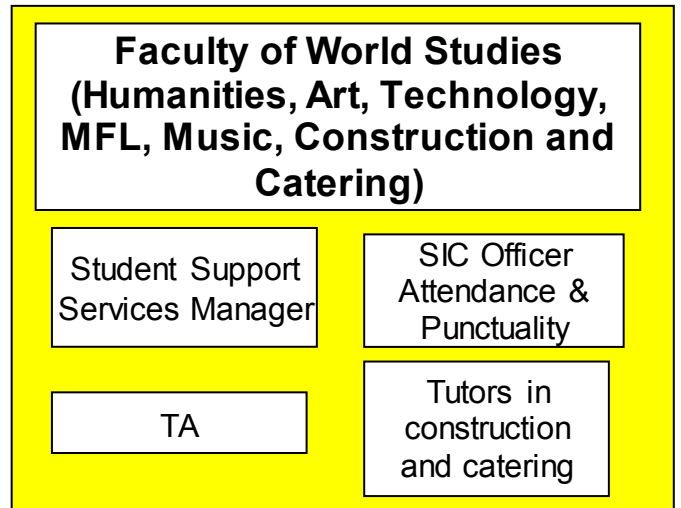
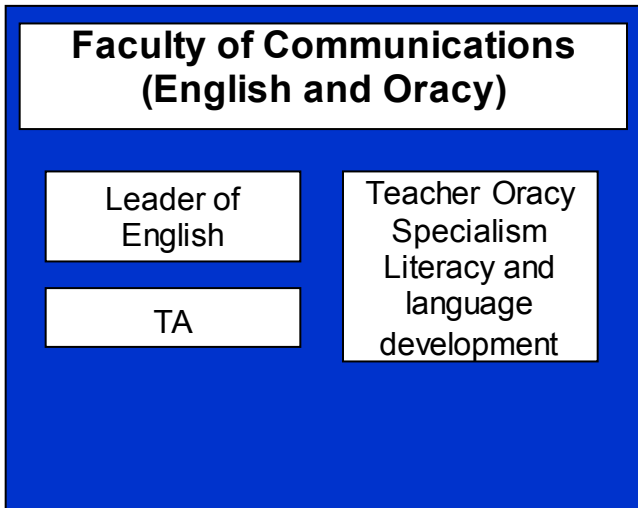
Qualification/Assessment outcomes by year group:

We recognise that there are a wide range of qualification routes available and will personalise these to the individual needs of what will be a diverse group of students.

Our intervention programme at KS3 will assess student's progress and attainment through KS3 levels, as well as reading and spelling ages. There will also be progress measures in the areas of Enterprise (attitudes to learning) and Oracy (Speech and Language).

At KS4 and Post 16 students will be assessed at the end of their courses through the national frameworks for GCSE, BTEC, NVQs and a range of industry standard qualifications.

D2 – Harris Aspire Academy – Organisational structures



The Harris Aspire Academy will be led by a successful existing Harris Academy Principal (whose time will not be charged to the Free School) and a Student Support Services Manager (first among equals on Middle Leader scales). There will be 4 faculties as with all other Harris Academies and each will be led by highly successful qualified teachers (Maths, Science and English, SSS Manager) as Faculty Heads Faculty Heads with additional responsibility for curriculum development and cross curricular tracking. Uniquely these Faculty Heads would also be closely linked to each of 4 of our Harris Academies which will commission a majority of the students and will retain some (limited) responsibilities in their mainstream school. They would also have roles in leading development of personalising provision for our most challenging students across the Federation. We believe these would be highly competitive posts giving these teachers the opportunity for some excellent professional development and curriculum leadership with students that really need a chance to re-engage with education. Students will belong to a faculty where the leaders will be responsible for their academic achievement and welfare, but they will be taught by all faculties who will be accountable for provision in designated subject areas. There will be opportunities for students from different year groups within each faculty to work together. This will allow older students to act as role models and give support to younger students. Students will be tracked meticulously throughout their time at the Academy. The rewards system for achievement and enterprising attitudes to learning will reflect the faculty structure, as will the sanctions procedures to ensure learning comes first.

Students in the KS3 intervention programme will be taught as a single group by a range of specialist subject teachers and supported by a teaching assistant. Students will be taught English, Mathematics, Science, PE, and ICT by staff in the alternative provision structure . However the

Humanities, PHSEE, Art and Design, Music and Drama will be taught through a series of deep learning experience by outstanding teachers seconded from Harris academies. In this way we can ensure a broad and balanced curriculum for these students, which is taught by subject specialists with the skills to re-engage learning.

Timings of the School day

Our school day will follow national trends in relation to School holiday and term times.

In KS3, our core hours will be 9:00am to 4:00pm. A breakfast club will be available from 8:30am. One break of 20 minutes mid morning and a 30 minute break for lunch.

For KS4 and Post 16, our core hours will be 8:30am – 3:40pm. Students will be timetabled for 7 lessons of 50 minutes per day on Tuesday – Thursday and 6 lessons on Monday & Friday. One break of 20 minutes mid morning and a 40 minute break for lunch. There will be extended days for vocational activities which may involve travel to other sites.

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 students in the Harris Student Commission have been very clear is important to successful learning. 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. **“Longer intensive learning experiences 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. Ideas from students include:**

Creative Arts	Active Science
<ul style="list-style-type: none"> • Running a news room for a day • Poetry Slam • Spelling Bean • A View from the Bridge • Coursework and exam intervention • 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 • Staying Safe including first aid courses. • Emergency Services • (Fire, Ambulance and Police input) • Health and well being day • Science practical assessments
Business and Enterprise	World and Citizenship Studies
<ul style="list-style-type: none"> • Dragon’s Den • Democracy day, • Enterprise Days • Work Related Learning Role Play • Money Money Money board games • Making a Movie on a theme • Website Design 	<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 • First aid at work course

It is vital that these vulnerable 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 a calendar of these deep learning days involving all students.

KS3 - Organisation of Learning

Each class of 15 will be taught by a subject specialist teacher who has had additional training on working with students with special needs and challenging behaviour. Each class will also be provided with a higher level teaching assistant specialising in literacy. The HLTA will be accountable for monitoring student's progress across subject areas and will report to the Student support services manager daily regarding the impact of interventions and progress being made.

The subject teacher may have 15 children with very different and often challenging characteristics in the classroom, hence the emphasis has to be on the investment in highly qualified teachers with proven records of successful teaching in challenging classrooms. The School will focus on employing fewer staff by employing teachers who can personalise the learning and track the individual progress of each child expertly.

In KS4 and Post 16 there will be 15-20 students each class. 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 core subject, meaning a student could be in a higher set for Mathematics and a lower set for English 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.

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 A.

D3 - Student Support Services

We recognise that students attending this alternative provision will have a wide range of learning styles and **exceptional needs** that will need particular support in order to ensure good or better progress is made. As a fully inclusive school we welcome and support all children and young people with exceptional needs as a matter of course. We will embrace diversity and aim to ensure that while our differences are acknowledged, all students 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)

However, 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.

How our specialism in Oracy will improve provision for those with exceptional needs

SLCN is often hidden. Many students with SLCN appear just like other students. This means that instead of communication difficulties people may see students struggling to learn, showing poor behaviour, having difficulties learning or socialising with others. Some students become withdrawn or isolated, others find they are more likely to get excluded or at risk of permanent exclusion. Research shows their needs are often misinterpreted, misdiagnosed or missed altogether. We often take language and communication skills for granted, but many children struggle to communicate. A child with speech, language and communication needs:

- Might have speech that is difficult to understand
- They might struggle to say words or sentences
- They may not understand words that are being used, or the instructions they hear
- They may have difficulties knowing how to talk and listen to others in a conversation

Speech, language and communication are crucial for reading, learning in school, for socialising and making friends, and for understanding and controlling emotions or feelings. We are aware that

a high proportion of students that we are commissioned to educate will have been disadvantaged by this area of special needs and we believe that by becoming experts in this field we can make a big difference to students in this alternative provision then, as a consequence of this intensive work in mainstream education.

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.

All of our students will be placed on the SEND profile by the very fact of the referral to alternative provision - it is recognised that they will need support above and beyond the mainstream offer. A majority of students will be on Action Plus although a few may be on Action. Any students with statements would need to be referred through the local SEN panel and this would usually be in exceptional circumstances.

On entry students will be screened for any language or literacy concerns alongside cognitive ability and assessments in English and Mathematics. A detailed evaluation of their school files will be summarised and external agencies contacted to ensure a clear picture of the students history has been recorded.

Additionally to the curriculum pathway that will be discussed, students will also have their own individualised plan agreed for intensive intervention in any key areas identified. This may sometimes be in 1-1 or small group sessions but will for a majority of the time be within the classroom. Class teachers will have full access to plans and will have a repertoire of appropriate interventions to use with each individual in the classroom.

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 likely that this will be almost all students at KS 3 and KS 4.** It is important that the progress of the 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 faculty heads 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 Harris group have already established a collection of excellent service providers to work with our students when required. We would additionally use the services of:

- Education Welfare
- Educational Psychology
- CAMHS
- Healthcare trusts
- Social services
- PCT Speech and Language Therapist
- YISP
- YOT

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

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 specialist EAL provision on site. We would use current successful provision for students new to English from our current academies. This would mean we could offer more economical and targeted provision to new learners in compatible groups which would have a potentially faster impact.

Students in the early stages of EAL in the local area could join this new Harris alternative provision as a group and embark on an appropriate course enabling them to enter mainstream and engage with learning more quickly. This additional time could also be used to carry out more accurate assessments on ability and support required

Gifted and Talented

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 on entry, using achievement data and background information from student reports. It will be an important part of the screening process to measure innate ability as there is likely to be a long term history of underachievement which may mask a student's ability to achieve very highly.

Talented students will be identified through tutors and there will be an expectation that these students will be given additional opportunities to develop their talents in some way. 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 the tutor. Our Post 16 Federation will mean our higher ability students can move to traditional A-level subjects in other Harris Academies and have the opportunities to visit university and spend time with others who are on track to meet these expectations.

D4 Measures of Success and Accountability

The **Aspirations for Achievement** of the Free School are by 2015:

- For at least 25% of our Year 11/12 students to achieve 5+A*-C grades with English and Mathematics;
- For 10% of Year 11/12 students to have achieved the English Baccalaureate;
- For 100% KS3 students to successfully complete their education without being permanently excluded.
- For 100% of key stage 3 students to make measureable progress during the intervention programme but also continue to do so once they are re-integrated.
- Attendance above 90%
- No students leaving school as NEET (Not in Education Employment or Training)

This Alternative Provision Harris Academy will be as committed to ensuring that outcomes for all students are excellent regardless of their demographic profile as we are in our mainstream academies. 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.

Learning in each subject will be broken down into short term motivational modules, each lasting six weeks. Students and parents and the “home school or Academy” 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 targets based on national expectations of progress plus two fine levels which will ensure targets are aspiring, particularly where there has been historical underachievement year on year. 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. Scaffolded targets will also be set individually which will give students shorter term goals where the gaps between their achievement and aspiring targets have developed into chasms due to previous underachievement.

The school will be a data rich environment, where teachers use data effectively to plan for each individual students’ 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 Enterprise and Oracy will also be embedded in our assessment cycle. Students will be assessed in **Commitment, Optimism and Resourcefulness = Enterprise** a skills set we believe will lead to a successful and enterprising attitude to learning. We will expect students to improve their Enterprise learning scores which be a measure of their progress towards becoming exceptional learners. Targets will be agreed and the scores will be reported to students and parents 6 weekly alongside progress grades. Through this we will encourage our students to adopt an aspirational and “can do” attitude to their studies and their preferred future. **See Charts Below** which will be shared by all staff and students.

HARRIS ASPIRE ACADEMY - CORE SCORE DESCRIPTORS

Score out of 5	C = Commitment	O = Optimism	RE = Resourcefulness
Summary statement of each element	This will involve teacher judgment on the students' attendance and punctuality, their overall work ethic including having a real focus during lessons to make progress, the level of their commitment to high standards of behaviour, their overall determination to fulfill their potential and the extent to which they show a commitment to achieve or exceed their target grades.	This will involve teacher judgment on student's ability to adapt to changing conditions or unexpected/new situations. This should include students pushing themselves outside of their comfort zone to achieve required outcomes. It will also include students embracing new ideas and technologies to further improve the outcome of their work and their learning.	This will involve teacher judgments on the extent to which the student demonstrates their ability to be independent learners, their record in completing homework, whether they ask for teacher/additional support in completing their work, whether they take advantage of extra classes on offer, their ability to adapt to new challenges and takes part in a wide range of activities. The student makes it happen for themselves.
5 (Excellent)	Virtually 100% attendance and punctuality, behaviour is consistently excellent. The student is committed and therefore makes as much progress as can be expected during lessons. As a result of determination they work exceptionally hard and are therefore on course to exceed their target grades.	The student gets really involved in lessons, their hand is always up, they are keen and eager to ask and answer questions, they challenge new ideas and step outside of their comfort zone. The student is always engaged in the task at hand and makes excellent contributions to share their ideas. Students have a real "buzz" about their attitude to lessons and will often motivate others to take part.	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 the student will never submit any work they know is below standard, eg, leaving questions out if they are unsure. They attend any additional lessons where relevant eg, extra curricular, revision or support. They readily adapt to new teaching approaches and challenges.

<p style="text-align: center;">4 (Very Good)</p>	<p>Attendance and punctuality is very good with only a few absences and they arrive to lessons on time. Attitude to learning is generally very good and the student is normally focused and engaged in lessons. The student is determined and therefore makes very good progress during lessons and is on track to achieve or exceed their target grades.</p>	<p>Students show a strong level of interest in their learning, they will often volunteer answers and ask questions, the hand often goes up. Student will often step outside of their comfort zone to embrace new ideas and further learning. 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.</p>	<p>All homework is completed on time and to a very good standard. Students will, on the whole, be strong independent learners but will need some teacher direction. They are very resourceful, eg, whether it is using their parents or teachers in helping them to develop their understanding. They enjoy and respond to new challenges during lessons and show a creative side in solving problems. They make use of any relevant after school sessions in order to take responsibility for their progress.</p>
<p style="text-align: center;">3 (Good)</p>	<p>Overall attendance is good but there may be an odd late during the six weekly cycle. Commitment in lessons could be described generally as good and as a result student makes good progress. Determination to succeed is generally good and therefore achievement in the subject will be in line with their target grade.</p>	<p>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 but can be reluctant or find it difficult to step out of their comfort zone. They embrace new ideas but can be inconsistent in using these ideas to further learning. They have a good attitude to their learning but they could give more and need to step up to the next level!</p>	<p>Homework is 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.</p>
<p style="text-align: center;">2 (Satisfactory)</p>	<p>Attendance is satisfactory and needs to be improved to keep up with class work. The student shows a lack of commitment and determination to learning and, this is limiting progress during lessons. Determination to</p>	<p>Student tends to stay within comfort zone within lesson and does not ask questions or challenge new ideas in class discussions. Student will not adapt to new ways of learning and therefore needs to take more responsibility for</p>	<p>Homework is completed, sometimes it might be late, the quality of it is satisfactory and there is definite room for improvement. Students have often had to be placed in detention for late submission of work. There is</p>

	succeed could be improved and therefore achievement is generally below target.	learning in order to become more involved in lesson activities.	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!
1 (Poor)	Poor attendance and punctuality is preventing any progress from being made. The student shows very little commitment to standards of behaviour and therefore attitude towards learning needs to be improved as this is disrupting the learning of themselves and other students. Lack of determination means little progress is being made during the lesson, achievement is below target level.	Attitude to new ideas and topic areas can be disappointing. There is no sense of willingness embrace new ideas to improve outcome of learning. The teacher needs to monitor participation in any activities as student will come off task and will often not make progress in group, individual or paired work.	Homework completion is rare and when it is submitted the quality is not in line with the student potential. The student never asks for help and support to complete work and it would seem that the teacher does all the work and the student makes no attempt to be an independent learner. When new activities or lesson approaches are introduced there is no motivation to participate demonstrated.

Accountability and Performance Management

The Harris Aspire Academy will be 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 improvement and continue to raise achievement for 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 new academy will value external evaluation to inform our internal processes and development.

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 will be very clear lines of accountability in the staffing structures and the outcomes for students will be used uncompromisingly as a measure of staff performance. The Principal (of another mainstream Harris Academy) will hold the faculty heads to account and challenge them to improve the performance of their faculty.

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.

A highly effective and well resourced programme of Professional Learning will be crucial to our success. The Harris Aspire Academy's Professional Learning policy will be a central strand in the achievement of a learning culture for **all**. The central platform upon which we will build this learning community is based on cohesion between individual professional development and the needs of our students. The vision is that the professionals responsible for students learning and progress in this specialist provision will become recognised experts in working with challenging students in other academies and schools. The strategies they develop will be used in classrooms across the local area and beyond as students are re-integrated and joint training days are used to disseminate good practice. The Harris Aspire Academy's professional development will be integrated in Harris Federation cross academy INSET activities.

AIMS OF CONTINUING PROFESSIONAL DEVELOPMENT IN THE SCHOOL

This alternative provision will specialise in re-engagement strategies for disaffected learners and the development of speaking and communication needs that may be creating barriers to learning in mainstream. The leaders responsible will have the unique opportunity to work closely with specialists in these fields (eg. i-can education) to develop resources and strategies that will then be disseminated to other teaching and support staff through our Federation and Teaching 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, academy, Harris group and teaching 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 Policy 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.

D6 Behaviour and Attendance

Excellent Attendance

The Aspire Academy will make it 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.

We understand that some of the students who join the Aspire Academy will have developed bad habits in terms of attendance and will ensure through induction meetings and initial target setting that we break through this and establish new norms. We will involve parents and carers in this so that the strategies are supported and consistently applied.

The School learning ethos will ensure an environment where students are expected 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 an Academy attendance officer. Staff 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 a highly qualified 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 as appropriate.

Excellent Behaviour for Learning

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 Aspire Academy will develop an understanding of good learning behaviour that relates to our specialism of Enterprise and Oracy. 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 students rewards and sanctions.

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 and published series of consequences.

It is clear that many of the students we will be commissioned to educate will have poor patterns of behaviour and will have complex barriers to learning including emotional needs due to circumstances beyond our control. These students will need specialist intervention as appropriate and this will mean the Academy having the resources to work individually with students to keep them on track. As far as feasibly possible we believe this needs to be in the classroom environment, where the priority is learning to learn.

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. 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.

Commissioning Places

The proposal is that the Harris Aspire Academy opens in September 2013 offering:

- 15 KS3 places.
- 15 KS4 places.
- 15 Post 16 places.

This will be doubled in each key stage for September 2014 which will then be at capacity.

Places will be commissioned by:

- Harris academies.
- Local secondary schools.
- Local authorities through parental choice.

We will link in particular with the 5 closest Harris Academies – Harris Academy South Norwood; Harris Academy Bromley; Harris Academy Beckenham; Harris Academy Crystal Palace and Harris Academy Purley. The initial Principal will be the Executive Principal of the first 3 of these Academies. We will link our Faculty Heads with 4 of these Academies and expect them to spend half a day a week in those Academies as well as ensuring that students referred from them are fully assessed before joining the Aspire Academy, there are regular reports on progress of students placed there, and support reintegration of any students returning to mainstream education.

We will develop a brochure that explains the offer of the Aspire Academy and sets out for local schools and LAs the systems we will put in place to assess students before joining, the targets we will set for the students and the regular reporting to the school on student progress against the initial targets and any revised targets set. We will in particular describe the ways in which we will support students returning to mainstream education and cooperate in setting reintegration targets and agreeing any continuing support required.

We will then meet the LA officers responsible for fixed term and permanent exclusion in Croydon and Bromley and market the Aspire Academy, seeking their views on what they would wish to see the Academy provide and ways in which we can keep them informed on the progress and success of the Free School.

We will also offer to meet local secondary school Heads and similarly explore their views on what they would wish the Academy to provide and the opportunities for commissioning. We will allocate a Faculty Head to liaise and link with individual schools – both in marketing and eventual client servicing.

We will develop the principles of schools and LAs as commissioning clients while our customers

will be students and parents. All are equal stakeholders in the success of the Harris Aspire Academy.

Local context

The Harris Federation typically serves areas of high deprivation. 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.

At the same time we know that numbers of permanently excluded students are high and their achievement is very low. 2010 data shows the following:

Local Authority	Number of Students permanently excluded	% Achieving 5+A*-C with En & Ma	% Achieving 5+A*-G
Bromley	66	0%.	16.7
Croydon	139	2.9%	19.4
Greenwich	80	.0%	8.8
Merton	17	0%	.0%
Lewisham	98	.0%	17.3
Southwark	95	.0%	25.3

The other information set out above shows we recognise the research showing the extent to which hidden communication difficulties lie behind into the needs of many of these children and that we have good strategies for meeting these needs.

We know the needs of the students well as many of them attend our academies.

Engagement with the community

We will build on the good links of Harris Academy South Norwood; Harris Academy Bromley; Harris Academy Beckenham; Harris Academy Crystal Palace and Harris Academy Purley with their local communities and local businesses. We will make use of Harris Academy South Norwood's links in particular with the local business community and with Croydon's business development team to develop opportunities for students to have periods of work experience and opportunities to win apprenticeships. We will appoint Governors to the local Governing Body from local business and from the 5 Harris Academies we will be serving. The Head of Faculty for World Studies and the Head of Faculty for Enterprise will share responsibility for engaging the community in the life of the Free School and designing visits which engage the students in both the business community and local charities.

The students' personal development targets will include that they commit to undertake a period of community or public service charity work and ask the charity/school/public body to feed back on their CORE scores, so they are developing a commitment to community contribution and showing that they have the key characteristics of good learners in other aspects of their life outside school.

Community cohesion

The Free School will develop community cohesion through assemblies and the PCSHE curriculum. Opportunities will be taken to celebrate diversity through students leading celebrations of their own cultural special days and events. Students' achievements will be regularly celebrated in assemblies and in tutor time, and the opportunity will be taken to discuss key news items. Leaders of local community groups will be invited in to talk to whole school assemblies.

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 anticipated demand from your commissioners or, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be 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 provider applying to become an alternative provision Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the anticipated demand from your existing commissioners or, for 16-19 year old students, the number of students already on roll at your school.
- In **column C** please provide the anticipated demand from your additional commissioners, if applicable, and, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be 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
Key Stage 1								
Key Stage 2								
Key Stage 3	30	15		50%	30	30		100%
Key Stage 4	30	15		50%	30	30		100%
16-19: commissioner referred								
16-19: pupil application	30	15		50%	30	30		100%

Totals	90	45		50%	90	90		100%
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Section E: Evidence of demand and marketing – part 2

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

Section E – Demand and Marketing

1. Overview

We expect initially to fill our key stage 3 and key stage 4 places from our own academies in the area. Over time we will use our learning on what improves engagement and behaviour in the Free School to improve our practice in our mainstream academies and expect within 5 years that as a result demand from our own academies will be reducing. By then we will have established our success in raising achievement and will have marketed the Free School to other schools. We will aim to make available a limited number of places for other schools from 2015 and gradually increase that so that we can move to a position by 2018 where half the places in the Free School are commissioned by other schools.

The post 16 offer will be part of the Federation Post 16 coordinated sixth form application process and we will recruit students from all 5 of our local academies mentioned above together with a sixth in Harris Academy Merton who want to stay on into the sixth form but currently cannot meet minimum admission criteria. We know we have more than 15 such students each year and have attached an affidavit (see Appendix C) from the [REDACTED] confirming this demand together with letters from Principals that support her statement.

2. Referral and application process

The referral process will be managed by the Student Support Services Manager who will liaise with Principals from our academies initially concerning students they would feel are suitable for referral. This is likely to be a student that has:

- Several fixed term exclusions for persistent disruption and/or defiance
- A governors warning that they are at risk of permanent exclusion
- Attendance below 75% or a school refuser.
- Committed a single serious incident which may warrant them being educated elsewhere for a period of time.
- Been permanently excluded
- Awaiting a place in mainstream having moved into the area, this could be a student from abroad where English is a new language.

Before decisions to offer a place there will need to be a detailed assessment of the student's history and background. It is possible that there may be gang membership or details of past history that may make it impossible to place the student with existing students in the Free School (e.g. existing students may be members of rival gangs). In such cases placement may have to be refused – but will always be explained clearly to the commissioner.

Once agreed to admit, meetings will be held with parents/carers and other agencies involved at Harris Aspire and a full case history established. Parents will be interviewed together with the

student about the new opportunity being offered and invited with the student to sign up to codes on behaviour and attitude to learning, and attendance .

Full details on academic progress and achievement will be gathered and of course for Harris Academies having the same assessment system will ease this process. On starting the students will be given an induction interview with their Faculty Leader in which initial targets will be set with short and longer term goals designed to build early success which leads to high achievement.

The Free School will complete a weekly tracker report on a centralised CMIS system linked to the commissioning school systems. This will feed back progress against a series of targets and for Key Stage 3 students preparation will begin soon after half way through the placement for integration back into the home academy, with visits from home school staff and an agreed programme of work and support once returned to the home school.

Communication between the Harris aspire and the commissioning Academies will be very important and a student information system will be established (along the same lines as our federated post 16). This will enable weekly updates on progress towards targets, in the form of an agreed tracker, to the commissioning school.

Having relatively small teaching/tutor groups at KS3 (max 15) will ease transition where there is high turnover of students and the first lessons in any 12 week module will include ice breakers and activities to break down barriers and integrate new students fast. Part of the tutor programme will be to encourage socialisation through structured activities and will use older students (not only from Harris Aspire but other Harris Academies)to mentor the younger ones. There will be a recognition of achievement by having graduation ceremonies when KS3 students leave to return to their commissioning school in which the mentor will be recognised as well as the graduating students. Some mentors may be encouraged to get involved in follow up work with the student to ensure a successful re-integration.

Our admission policy for post-16 students will be part of the coordinated post-16 admissions arrangements administered on behalf of Harris Academy South Norwood, Harris Academy Crystal Palace, Harris Academy Purley, Harris Academy Bromley, Harris Academy Beckenham and Harris Academy Merton (among others). The published admission number will be 15 in year 1. We will specify a minimum grade criteria for our courses which will all be level one or two. The Academy will be unique in the offer of full time Maths, English and Science GCSE in the area and our research shows that each year the Federation has a lot of interest in these courses that do not currently exist for Post 16 students.

The admission arrangements will be advertised in the Federation Post-16 brochure – widely distributed to schools in the area – and will be administered in accordance with the School Admission Code and the School Admission Appeals Code. Where the Academy is oversubscribed students will be admitted as follows:

- a. A 'looked after child' or a child who was previously looked after but immediately after being

looked after became subject to an adoption, residence, or special guardianship order¹. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989).

- b. The distance of the applicant's home from the Free School with those applicants living closest being given priority.

Any student not offered a place will be informed of their right to appeal.

3. Evidence of demand

We expect the Free School to be full by early in 2014/15 academic year given the indications that we have from our academies on their needs to refer students. We will be able to fill places after that as soon as they become available and will operate a waiting system as well as liaising closely with schools letting them know when places are planned to come free. 15 places will be filled in 2013 at KS3, and 15 at KS4 as well as 15 at sixth form. We will release a further 15 in KS3 and KS4 in 2014 and will admit a further 15 sixth formers – assuming most of our sixth form will be completing a 2 year course.

Attached to the application are letters from the Principals of the 5 closest Harris Academies (see Appendix B – B4) committing to placing a minimum number of fulltime equivalent Key Stage 3 students and Key Stage 4 placements. They undertake to be commissioning these numbers in 2014/15.

We know that currently there are large numbers of permanently excluded students in the home and neighbouring local authorities and that achievement is low for these students. The table below illustrates this. Most of these students are at Key Stage 4, but for many their issues could have been addressed at Key Stage 3. We are confident that when we can demonstrate good levels of success for the Free School we will be able to sell places to other schools – who by then will have to report s achievement of their excluded students. Thus as demand reduces from our own academies as we are able to improve provision within mainstream academies we will be able to market the Free School and sell to other schools.

2010	Permanently excluded students	Of these	Of these
Local Authority	Number of Students	% Achieving 5+A*-C with En & Ma	% Achieving 5+A*-G
Bromley	66	.0%	16.7
Croydon	139	2.9	19.4
Greenwich	80	.0%	8.8
Merton	17	.0%	.0%
Lewisham	98	.0%	17.3

¹ An adoption order is an order under section 46 of the Adoption and Children Act 2002. A 'residence order' is as an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

Southwark	95	.0%	25.3
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4. Sixth Form Demand

Because we operate a Federated Post 16 admission policy we have good information on the number of students who apply for places but do not achieve the requisite grades for level 3 courses. **Attached is a letter from our Head of Post 16** setting out the research she has carried out and that there will be demand for at least 15 students per year for a post 16 course which focuses on getting at least Grade C in English and Maths in tandem with vocational qualifications in either construction or catering or an Ebacc qualification. Many of the Principals also mention the demand for these courses in their letters.

We have not carried out a consultation exercise outside the Federation because we know with the quality of information we have across the Federated sixth form application arrangements that we have demand for these courses.

5. Further Consultation and Community Engagement

We will carry out statutory consultation through our existing academies to engage parents and students and the local community in understanding the provision we will be making and how to access it. We are uniquely placed to consult through 6 academies and engage through their Governing Bodies, parents and their community links, together with other local schools and local authorities. We will seek feedback on:

- a. the admission policy for post 16 and if it meets local needs;
- b. if we have the correct balance of vocational experience at KS4 and post 16;
- c. how to involve local businesses in engaging with the Free School and ensure businesses are represented on the local governing body;
- d. how to involve local community groups when we are serving such a large area;
- e. how to involve local charities in offering opportunities for students to provide community service;
- f. reporting and accountability to customers (parents and students) and clients (commissioning schools and academies);
- g. how to involve local authority representatives and non-Harris Schools in observing and influencing what the Free School offers;
- h. the best way to disseminate good practice to local schools
- i. if there is demand to hire out the premises – once these are determined – for community use.

We will undertake the consultation in September 2012 closing it at the end of October. This will enable us to fine tune our plans for opening in September 2013 and will coincide with the marketing of the sixth form places.

We will in particular use the feedback to finalise the organisation and offer of the Free School and its governance and community engagement arrangements.

The Free School will develop community cohesion through assemblies and the PCSHE curriculum. Opportunities will be taken to celebrate diversity through students leading celebrations of their own cultural special days and events. Students' achievements will be regularly celebrated in assemblies and in tutor time, and the opportunity will be taken to discuss key news items. Leaders of local community groups will be invited in to talk to whole school

assemblies. Students will be expected to contribute to their local communities through voluntary work and will be scored on their CORE descriptors. Achievements in community outreach will be celebrated through assemblies and presentations.

6. Marketing

We will produce a brochure of what the Free School can offer and initially our marketing will be within the Federation and through the Federation's academies to our potential sixth form students. In the longer term we will be marketing based on our successes to other schools and updating our brochure with achievement data. We will seek through our local authority contacts to keep other schools in touch with the progress of the Free School in advance of this and create the demand through word of mouth and interest in this initiative. We will seek to set up processes with local schools to let them know of developments at the Free School through regular newsletters in which students will be involved in writing and editing.

Section F: Capacity and capability

Please refer to page 26 of the 'How to Apply' guidance for what should be included in this section.

Section F – Capacity and capability

1. Educational

The educational leadership and drive to set up the Free School will come from [REDACTED] who is [REDACTED]. She is the successful former [REDACTED].

[REDACTED] will also lead on preparation for opening of the Harris Free School Tottenham and will be able to dedicate a day and a half a week to each new Free School. She has good links with leading providers of alternative provision and will be supported by the Federation's subject consultant leaders in Maths, English and Science and will use the existing specialist student support services in our academies to prepare materials and policies. We will recruit 2 faculty leaders at Middle leadership level to assist with preparation for opening and aim to appoint within the Federation to enable early release at half term in the Summer term of existing staff by their academies to work full time on the project liaising with schools and personalising programmes for identified students.

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

2. Financial

[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 a day a week to the financial planning of the Free School until it is moved under the care of a Finance Assistant based at one of our existing local academies and falls under the overall management of one of our management accountants on a permanent basis. 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. We have all required expertise in-house and can provide in-house support where required in terms of setting up contracts.

3. 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 £400,000 and 2 between £1.5M to £2M.

4. Staffing Structure

In the Summer term before opening 2 faculty leaders and an SSS manager will be released from Harris Academies in order to set up the new alternative provision. This will include ensuring excellent provision is in place and that students recruited have been inducted and assessed ready for a September start. It is likely that our year 11 cohort will begin some intensive catch-up work during the summer term as there will be a lot to do if they are to complete their GCSE courses in one year.

On opening the 4 faculty leaders will be appointed and we feel they need to full-time at that point to make the posts attractive and to build in development time in the first year as systems are trialled and tested and adapted, and curricular materials produced. . We see this as an attractive recruitment opportunity for a type of school which may traditionally find it difficult to recruit high calibre English, Maths and Science teachers. The long term staffing structure can be found at Appendix D.

The Harris Aspire Academy will be led by a successful existing Harris Academy Principal – and initially this will be [REDACTED] - whose time will not be charged to the Free School and a Student Support Services Leader (first among equals on Middle Leadership scales). There will be 4 faculties as with all other Harris Academies and each will be led by highly successful qualified teachers as Faculty Heads with additional responsibility for curriculum development and cross curricular tracking. Uniquely these Faculty Heads would also be closely linked to each of 4 of our Harris Academies which will provide most of the students and will retain some (limited) responsibilities in their mainstream school. They would also have roles in leading development of alternative provision across the Federation. We believe these would be highly competitive posts giving these teachers the opportunity for some excellent professional development and curriculum leadership with students that really need a chance to re-engage with education.

Students will belong to a faculty where the leaders will be responsible for their academic achievement and welfare, but they will be taught by all faculties who will be accountable for provision in designated subject areas.

Students in KS3 intervention will be taught as a single group by a range of specialist subject teachers and supported by a higher level teaching assistant. The number of teachers will however of course be much smaller than in a mainstream school ensuring greater consistency and stronger relationships to be developed in smaller teaching groups. Students will be tracked meticulously throughout their time at the Academy. The rewards system for achievement and enterprising attitudes to learning will reflect the faculty structure, as will the sanctions procedures to ensure learning comes first.

The staffing structure has been designed to have each faculty led by outstanding practitioners and to provide enough teachers and support staff to ensure high quality support and relatively small group sizes while keeping costs to a realistic minimum.

5. Leadership

The [REDACTED] will be [REDACTED]. See section 1. above for details of why she will be outstanding in the role. We will recruit excellent young teachers, primarily within the Federation, with the attitude and aptitude to work with challenging young people, to take on the Assistant Principal roles. We are keeping links with mainstream academies and basing them there for at least half a day a week, so that these excellent middle leaders will see the posts as opportunities to build careers rather than putting themselves into specialist roles which reduce opportunity for advancement in mainstream schools. We will build their roles so they have good visibility and status across the Federation and will use this package to help recruit them.

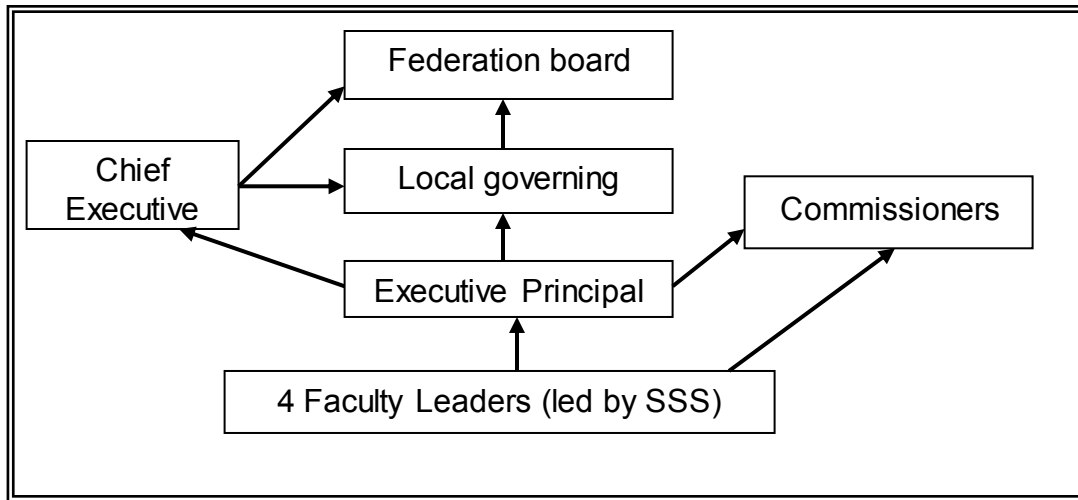
We generally appoint our Governors to the local governing body (LGB) relatively late on and close to opening and want to explore the LGB membership we adopt for this unusual school in the consultation we undertake. However we do wish to have Governors who are also on the LGBs of the academies we are serving – to provide specific governance links.

The [REDACTED] will be [REDACTED] who is [REDACTED], serves on the Federation Board and has strong relationships with all the local Harris Academies. He acts as [REDACTED]

6. Accountability

Our systems of accountability are well developed and involve all staff taking responsibility for the progress of the children in their care. We have good assessment and reporting systems and regularly review student progress individually and as groups. The 4 Faculty Leaders will be held accountable by the Executive Principal and the LGB will have regular reports to ensure that they are challenging the senior staff to continuously improve. Separately the Chief Executive of the Federation has a responsibility for quality control and will hold the Executive Principal to account, agreeing targets, reviewing progress and reporting to the LGB and the Federation Board on performance. In the initial stages the Chief Executive will gather qualitative feedback from the client academies as part of target setting and review. In the longer term the faculty leaders will be responsible for relationships with Commissioners with the Executive Principal overseeing, quality assuring and being the person to whom issues are referred if there is a complaint or need for

escalation of an issue.



Section G: Initial costs and financial viability

Please refer to page 30 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 at [here](#). Please use this section for the narrative.

G1 – Financial viability and value for money

██████████

The surplus in the first year is very small. The costs in the first year are high per student because we only have half the students but need fulltime appointments of the faculty heads given they are also subject teachers and it will be very difficult to recruit the exceptional teachers we need on a half time basis. These staff will also need time in Year 1 to establish and refine systems of working and spend more time on liaison than when systems and modes of operating are established – so they need the extra non-contact and planning and liaison time. The surplus 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.

██████████

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 then of course operates as the steady state.

We have tried to ensure value for money by:

1. Providing overall leadership and challenge by a Principal of one of our other Academies at no or little charge.
2. Providing a raft of services that provide back-office support by another academy and recharging a notional sum – this will be much more cost effective than employing staff to fill those roles part-time.
3. Subsidising the first year costs to the tune of at least ██████████
4. Although we need full start-up grant we only need it for two years because we are then full.
5. We are planning on selling training and INSET to provide income and at the same time spread good practice after 2 years of experience.

G2 – Financial sustainability

It is clear from the above and the attached plan (see Appendix E) that the free school is sustainable once full and no start-up remains. Indeed the level of surplus shown suggests some ability to reduce charges

We have set out our assumptions and have carried out an exercise benchmarking the Federation costs. We have then applied this to the numbers of students and size of premises for the Free School.

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 and is at around 15% by 2018. At this stage when actual costs are uncertain we are happy with the level of surplus shown and would have to look at reducing the charges slightly as set out above once we had a rolling reserve of around 10% .

We have included a modest contingency sum each year to cover against risks in addition to building a rolling reserve.

The Federation is experienced at managing risks and budgets and taking the sensible decisions to ensure a deficit does not occur.

G3 – alternative scenario

██████████
Fortunately there is no risk here as the Federation's own academies have signed up to commission all places in the first few years.

G4 and G5 – realistic and consistent plans with evidenced assumptions

We have based our predicted costs on a thorough analysis of costs across our academies and then downscaling to a small school of c 700 sq m. Where it is possible to use an amount per pupil this is based on averages across the academy adjusted for the special circumstances of these children. We have assumed that they will not be paying for meals on the basis a good number of them may qualify for free school meals and the free meal allowance is in the charge being paid.

As set out above the costs are based on the staffing structures and curriculum plans set out elsewhere in the application.

As well as the staffing required by the curriculum analysis we have allowed for:

- A Speech and Language Specialist for 3 days a week to ensure there is rapid progress on the core aim of increasing Oracy – both with individual pupils and training the staff to deliver this in lessons;
- Enrichment and deep learning provided by other teaching staff bought in from elsewhere in the Federation;
- ASTs to deliver the non-core subjects in a Foundation programme covering the other subjects;
- An extra teacher (or teaching time) for 3 days a week to give a day a week of management time (in addition to normal non-contact time) for the faculty heads who also teach English, Maths and Science – this will also enable them to spend time in their linked Academy.

All the key assumptions are set out in the plan.

Section H: Premises

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

The Free School ideally needs to be in the South Norwood, Central Croydon or Beckenham area, or in between, with good links to the other Harris Academies. The work we have done suggests that we will need around 725 sq m of accommodation broken down (as set out in the room and space analysis in Appendix G).

We have recently asked agents to look for suitable spaces but they have not identified anywhere suitable yet.

We have not been able to pursue options until recently because we have been unclear what numbers would be viable – which impacts on the space requirements – and how the Free School will be led by an Executive Principal – so how close it might have to be to an existing Academy.

We feel that we can be quite flexible and could site the general teaching separate to the vocational facilities – which may make sites easier to find and indeed may be able to site the general teaching on a school site if we can separate the area of the Free School from the mainstream school entirely. In that case we would need just over 500 sq m for the general teaching and admin. This might be possible in office space in Central Croydon if we can get the usage changed for planning and then we need to find an industrial unit within reasonable travelling distance of around 200 sq m or just over – or negotiate 2 days use of other construction or catering teaching spaces.

We also did some work on the option of creating the general teaching space in former car showrooms and offices in South Norwood near the train station – although the relatively poor condition of the building meant that it was expensive to bring up to standard and it was difficult to create the largest spaces like dining and assemble hall and science lab.

We are confident that sites exist to suit but feel there is little point in doing more to search until PFS are on board and can comment on value for money.

We do have teaching space in which we could house the Free School for the first year, though do not have the vocational space, at Harris Academy Beckenham. This will eventually be taken up by rising numbers but is surplus until the numbers on roll recover. However if Harris Academy Beckenham is rebuilt under the Priority School Building Programme we would hope that this would include construction and catering facilities. It would be possible to build an alternative provision Free School in general teaching accommodation as a stand alone facility on the Harris Academy Beckenham site and then use the construction and catering facilities on 2 days a week. This would offer value for money in joint use of specialist facilities although would involve new build

Accommodation for the remainder of the space. [REDACTED]. The Federation has just procured 2 buildings of this nature which are now under construction.

Appendices

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

Appendix A: Curriculum and staffing plan

Appendix B – B4: Letters from principals of 5 closest academies

Appendix C: Letter from head of post 16

Appendix D: Staffing structure

Appendix E: Financial plan full uptake

Appendix F: Financial plan alternative scenario

Appendix G: Room demand and space analysis

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