

Free Schools in 2013

Heron Hall Academy Application form

A Mainstream Free School

Completing your application

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

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


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

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

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

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

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

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

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

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

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

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

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

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

Data Protection

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

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to [REDACTED] between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED] Edmonton London [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	<p>Please state how you would describe your group:</p> <p> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input checked="" type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </p>
6.	If Other, please provide more details:
7.	<p>Has your group submitted more than one Free School application in this round?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p>
8.	If Yes, please provide more details:
9.	<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>Place Group – Personnel from this Project Management Company have provided ‘pro bono’ help in the completion of this application form. If successful with our application, we will appoint a PMC from a competitive tendering process using the DfE PMC Framework.</p>
Details of company limited by guarantee	
11.	Company name: Cuckoo Hall Academies Trust
12.	Company address: [REDACTED] Edmonton

	London [REDACTED]
13.	Company registration number: 7355559
14.	Does the company run any existing schools, including any Free Schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.	If Yes, please provide details: Cuckoo Hall Academy Woodpecker Hall Primary Academy Kingfisher Hall Primary Academy
Company members The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.	
16.	Please confirm the total number of company members:
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: [REDACTED]
	5. Name: [REDACTED]
	6. Name: [REDACTED]
	7. Name: [REDACTED]
	8. Name: [REDACTED]
	9. Name: [REDACTED]
	10. Name: [REDACTED]
	11. Name: [REDACTED]
	12. Name: [REDACTED]

Company directors

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

18. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name: [REDACTED]

2. Name: [REDACTED]

3. Name: [REDACTED]

4. Name: [REDACTED], [REDACTED]

5. Name:

The above are the names of the Heron Hall Shadow Governing Body and the Chair of the Governing Body is a member and director/trustee of Cuckoo Hall Academies Trust

19. Please provide the name of the proposed chair of the governing body, if known:

A Chair of the shadow Governing Body will be appointed during the first meeting of the Governing Body in the summer term 2012.

Related organisations

20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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21. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- the role that it is envisaged they will play in relation to the Free School.

[REDACTED] is the [REDACTED], a graphic design company. Cuckoo Hall Academy has used

	the company for some limited work in the past, but Cuckoo Hall Academies Trust has no intention of using [REDACTED] for any of the work associated with this proposal. Any such transactions have in the past been recorded in the statutory accounts for Cuckoo Hall Academies Trust.	
22.	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).	
	None	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of students on roll and your capacity:	
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	

30.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>We are a multi-Academy sponsor (company registration number 7355559) having initially established ourselves from the Governing Body of Cuckoo Hall Academy and now run also Woodpecker Hall Primary Academy and are planning to establish Kingfisher Hall Primary Academy in September 2012 (subject to identifying suitable accommodation)</p>
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<p>Please tick to confirm that you have included all the items in the checklist.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>

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

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

Signed:

Position: Chief Executive Officer and member of the CHAT Board

Print name: [REDACTED]

Date: 24th February 2012

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:	Heron Hall Academy
2.	Proposed academic year of opening:	September 2013
3.	Specify the 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 checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	September 2027
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

9.	If Yes, please specify the faith, denomination, etc of the proposed school:	
10.	Postcode of the preferred site of the proposed school:	██████████ Formerly ██████████
11.	Local authority area in which the proposed school would be situated:	London Borough of Enfield
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	London Borough of Barnet
13.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education vision

Introduction

Cuckoo Hall Academies Trust (CHAT) is delighted to submit this free school application for Heron Hall Academy. The vision for the Academies Trust is in line with the vision of the Free Schools programme to raise standards. We seek to:

- drive up quality of provision and standards – through establishing new “free schools” in areas of deprivation and where existing schools are underperforming;
- provide parents with greater choice about the school their child attends;
- provide an alternative to a local authority community school seeking to support innovation and having a clear focus on the quality of learning;
- share resources, expertise and provision across the family of CHAT schools ensuring value for money Academies and seeking to support the DfE to drive system-wide change; and
- be a self-sustaining and self-improving group of schools, relying far less on central government intervention and more on school leaders, teachers and parents themselves to ensure a good quality of education for all.

Rationale

Cuckoo Hall Academy was one of the very first outstanding Primary schools to convert to Academy status in September 2010. Cuckoo Hall had the strong vision to implement the new Academy freedoms to build upon its outstanding educational provision for children in Edmonton, a challenging and disadvantaged area in North London. In realising the aim to extend outstanding education to as many children as possible, and to meet parental demand for excellent school places, Cuckoo Hall established itself as an organisation that would look at opportunities to open additional academies.

The Cuckoo Hall Academies Trust (CHAT) was formed in 2011 as an overarching body to lead and manage Cuckoo Hall itself, and any other additional Academies set up by the Trust. CHAT successfully opened a Free School, Woodpecker Hall Primary Academy, in September 2011 and has been approved to open a second Free School, Kingfisher Hall Primary Academy, in September 2012.

Cuckoo Hall Academies Trust has ensured that children leave at the end of Year 6, at the age of eleven, with exceptionally high levels of achievement. This is despite the very low levels of attainment when children join the

Academy. There is clear evidence of consistently high standards year on year, with the vast majority of children achieving the expected standards in English, Mathematics and Science by the end of Key Stage 2, and a high percentage achieving above expected standards in these subjects.

In 2011, Cuckoo Hall itself was among the top 200 schools nationally for attainment. All children achieved Level 4 in Reading, Writing, Mathematics and Science. Fifty Two percent of children achieved Level 5 in English, 67% Level 5 in Mathematics and 60% Level 5 in Science. This is despite 33% of children in the year group being entitled to Free School Meals, 58% having English as an Additional Language and 23% identified with Special Educational Needs. There were no discrepancies in achievement between the pupil groups, with FSM pupils achieving as well as non-FSM. Targets set for the achievement of children joining our additional academies (Woodpecker Hall and Kingfisher Hall) are equally ambitious and we expect all children to achieve similar outcomes to those of the children at Cuckoo Hall.

There will be a shortage of secondary school places in the borough: in the last two years, Enfield has received three emergency funding grants from the Department for Education. The first amounted to £6.9m (2009), the second £10m (2010) and the third £5.5m (2011). Regarding the three adjoining Boroughs to Enfield: Barnet which is closest, Waltham Forest and Haringey, will have a shortage of secondary places by 2014 and by 2015 the increase in birth rate and other demographic trends will result in even greater pressure in Enfield and its neighbours.

This is a situation that is common across London with the London Council's report in April 2011 on "School Place Shortages in the Capital" indicating a growth of 100,000 primary age pupils between 2010/11 and 2014/15. This obviously translates into additional secondary students across London with the increased demand starting in 2015/16 and rising subsequently.

As a result, in addition to offering cost-effective high quality education for parents and pupils to choose, we are meeting basic need in the area for many years into the future.

Children and Young People in Enfield



Enfield has relatively high numbers of children and young people compared to London overall (33% under 24) and pupil numbers in the Borough's schools have increased by 12% in the last 12 years (BSF documentation). Since

2002, many families new to the area and often new to the country have placed additional strain on pupil place planning “above predictable numbers”. Looking more closely, Enfield pupil place planning has determined (Strategy for Change) that the greatest demand for secondary places is around Edmonton, which is where, in terms of a geographical area, our pupil recruitment will be centred.

Parental Choice

Governors and the [REDACTED] ([REDACTED]) have held long-term concerns that although children leave at Year 6 with very high levels of achievement the majority join local secondary schools that have very low overall standards. In the immediate catchment area for Cuckoo Hall and Woodpecker Academies there is only one choice of Secondary School where traditionally our children move on to. This school has extremely low outcomes for attainment including English and Mathematics GCSE at A-C, with results significantly below the national average. As a result, the school has difficulties in filling places at Year 7 and is not a popular choice for parents.

In the London Borough of Enfield as a whole, 59.5% of pupils achieved 5 or more A*-C at GCSE including English and mathematics which is slightly above the national average of 58.2%. This result does not however reflect the less positive picture when secondary school results for Edmonton alone are examined. In 2011 the % GCSE A*-C including English and mathematics for the four Edmonton schools (Latymer, Edmonton County, Nightingale Academy and Aylward Academy) was 59.8%. This percentage is significantly reduced if The Latymer School is removed (as it is a selective school with the majority of places awarded on the basis of a competitive exam); taking the Edmonton average to 47.0%, well below borough and National averages.

As a result, pupils are leaving an educational environment where results are among the top 200 schools nationally and entering secondary education provision with a significantly limited track record of attainment. We believe this does not reflect or facilitate sustained levels of progress and that as a result, parents’ and carers’ choice and diversity of provision becomes effectively reduced. We would like to offer all parents in the area an outstanding level of provision and meet the challenge of adding to excellence in secondary education in Enfield. This is backed up by a constant stream of requests from parents/carers every year asking us to provide some secondary provision.

To reflect the importance of English and Literacy development in gaining access to the full curriculum, this will be a specialism of the Academy curriculum and we will develop a centre of excellence in this area.

Continuity and Progression

Heron Hall Academy will provide a seamless continuity for excellent educational provision by offering outstanding education for children from the Primary stage through to Secondary. This would ensure that the high achievement of children at Year 6 was continued and built upon, year on year

throughout the Secondary phase. This provision would be an extremely popular choice for parents in the area of Edmonton where (as illustrated above) there is a serious lack of good secondary schools.

We believe that all children can succeed beyond Year 6 at the age of eleven if given the same high quality educational provision at the Secondary stage that is provided at CHAT Primary Academies. This will be provided by outstanding teaching to build upon high achievement, high expectations for learning and behaviour and excellent pastoral care for children moving from a safe and inclusive ethos provided by Cuckoo Hall Academy and associate Primary Academies such as Woodpecker Hall.

Heron Hall Academy will have the same high levels of aspiration and expectation: – in parallel with our primary academies we will be setting very high standards for students and staff with a ‘no excuses’ approach to achievement, behaviour and overall performance outcomes. This will be alongside a caring and sensitive ethos, modelled on that which our students will have experienced in our Primary Schools, in which pupils thrive and succeed.

Measures of success we will use include academic and non-academic indicators, at individual and whole-school level. These include:

- 3 levels of progress from Primary to end of Key Stage 3;
- A strong correlation with KS2 SATS results and success at achieving 5+ GCSEs at levels A* to C including English and mathematics i.e. 100% level 4 = 75% 5+ GCSE: A* to C incl English & maths, with a clear upward progress year-on-year;
- High expectation outcomes for all e.g. SEN (P levels) and an expectation that our most able students will gain 3+A*/A grades at GCSE;
- EBac success rate which is significantly above the national picture;
- All students achieving their minimum target grades;
- Very high levels of attendance and excellent behaviour ;
- Personal development including social, moral and cultural aspects;
- A determination to achieve zero NEETs; and
- Attitudes developed, including a love of lifelong learning and personal development.

At whole school level, this means that we will remain significantly above DfE floor standards at all times, as we aim to be in the top echelon of secondary Academies, with pupils whose personal development is also outstanding.

Vision

Our vision is simple: to create a secondary school we would all want our children to attend.

Within our primary Academies in the Cuckoo Hall Academies Trust (CHAT) we have Ofsted-judged ‘Outstanding’ provision. Our aspiration is that pupils,

including those children in our primary Academies who want to, can progress into a secondary academy where they will receive high quality care and optimal progress in learning, enjoying unprecedented levels of satisfaction and achievement. The quality of learning provided by this new Free School will be 'world-class'. The Cuckoo Hall Academies Trust has the very highest aspirations for every student to enjoy learning, make excellent progress, achieve outstanding results and be able to confidently progress onto further education, employment or training.

The school will empower students to achieve to the best of their abilities and will, by all relevant measures, achieve excellence in a wide range of areas: academically, socially, creatively, linguistically and in sport. Teaching will be consistently outstanding, inspiring and make use of best practice: for example, through personalisation, to ensure that students' learning and progress are also outstanding.

Mission

'Together we can succeed.'

We will teach all children to acquire and develop knowledge, skills and understanding needed to succeed at all stages of their education and equip them with high aspirations for their future learning and life as a responsible and contributing member of society.

Ethos

Cuckoo Hall Academy Trust imbues a strong moral purpose and a unique ethos of warmth and respect to educate children who:

- Respect themselves and show respect for others
- Understand the importance of learning
- Understand the importance of making a positive contribution to the community and society as a whole
- Communicate well with others and show consideration for others' beliefs and points of view
- Present themselves with confidence and pride
- Take responsibility for their own actions
- Develop the ability to show compassion and give support to others

Every student is important. Through a range of measures including: an individual mentoring programme, use of data, increased curriculum choice, personalised support and increased partnership with parents, the Academy will provide each student with the learning, curriculum choice, extended school activities, support and guidance which will help to ensure that they are happy, safe and importantly enjoy school.

Partnership with Parents and Carers is fundamental in raising aspiration and achievement: Heron Hall Academy will involve all parents fully in the education of their children by providing clear information, on a more

regular basis to help parents understand what their children are learning and how they can support them at home. Another key element will be pastoral organisation, so that children from the same family will be within the same form group where appropriate, in this way the relationship between the school and families will be significantly strengthened. As the majority of our children will move from our primary academies into Heron Hall Academy, we will seek to use the information and same familial groups that were used in our primary academies. We believe this is one of the huge strengths Heron Hall Academy will have – a seamless progression from primary to secondary, building on the strengths of our primary academies.

Needs Met

As set out in Section D, our curriculum model is appropriate for the full range of pupil ability intake we expect and is in keeping with our vision and ethos. It will secure high academic standards while developing rounded, responsible individuals well-prepared for the next phase of their lifelong learning journey, who are enthusiastic about the future and the positive contribution they can make.

Fundamentals

The fundamentals underpinning our distinctive Free School vision are:

- High educational standards reflected in student outcomes;
- Focus on English and literacy;
- Personal development for a rounded education;
- All students are known, valued and achieve to their full potential;
- High expectations of staff and students in a 'no excuses' culture;
- Excellent teaching and pastoral care;
- Supportive, safe and stimulating learning environment; and
- Curriculum model & curriculum delivery meet the needs of our intake

Section D: Education Plan – part 1

Rationale for student numbers

Heron Hall Academy will offer students a quality of learning, progression and achievement which fully coherent with that offered by Cuckoo Hall Academy; which is broadly 'Outstanding' by any critical measure, for example as judged by Ofsted or in terms of attainment.

The Trustees of Cuckoo Hall Academies Trust see the establishment of a secondary academy, to continue the high levels of support, challenge and attainment which pupils in our primary academies experience, as being a logical next step; building on the success of the Trust's three primary academies: Cuckoo Hall, Woodpecker Hall and Kingfisher Hall. Heron Hall Academy will grow to support the growth of its three partner Trust academies and will increase in size over a number of years to provide this seamless level of care, support and challenge. Within the area of Edmonton in the London Borough of Enfield secondary provision is broadly inadequate. By providing an academy which has the same ethos, high aspirations and relentless focus on excellence, Heron Hall Academy will support students in a seamless provision from 3 to 19.

The Pupil Admission Number will start at 90 in 2013 and grow progressively over the next six years matching the growth in our three primary academies, to reach its final PAN of 240 by 2019. In conversation with our parents, it is abundantly clear that this academy will have the full support of our parents, as evidenced in part in section E; Evidence of Demand.

The tables below assume the Academy opens in 2013 and then gradually builds up its numbers as demand for places in the secondary sector in Enfield grows and as CHAT Primary Academies have year 6 leavers. We have assumed an 80% transfer into post 16 provision from year 11 and for the sake of completeness have included in 2026 and 2027 the implication (in terms of numbers) of a 100% transfer through to post 16 for years 12 and years 12/13 respectively.

	Current number of students (if applicable)	2013	2014	2015	2016	2017	2018	2019
Year 7		90	90	90	120	120	180	240
Year 8		0	90	90	90	120	120	180
Year 9		0	0	90	90	90	120	120
Year 10		0	0	0	90	90	90	120
Year 11		0	0	0	0	90	90	90
Year 12		0	0	0	0	0	72	72
Year 13		0	0	0	0	0	0	72
Totals		90	180	270	390	510	672	894

	2020	2021	2022	2023	2024	2025	2026	2027
Year 7	240	240	240	240	240	240	240	240
Year 8	240	240	240	240	240	240	240	240
Year 9	180	240	240	240	240	240	240	240
Year 10	120	180	240	240	240	240	240	240
Year 11	120	120	180	240	240	240	240	240
Year 12	72	96	96	144	192	192	240	240
Year 13	72	72	96	96	144	192	192	240
Totals	1044	1188	1332	1440	1536	1584	1632	1680

Section D: Education plan – part 2

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

1. Curriculum Plan

'An engaging and relevant curriculum which promotes the highest levels of student engagement and achievement.'

Our Cuckoo Hall Academies team, led by our (██████████), a National Leader of Education, will ensure that this new Academy offers a curriculum which is relevant to an all-ability intake, in keeping with or exceeding parents' and students' aspirations, is wholly engaging and gives students increasing choice. All students will have a 'core' curriculum which has a powerful focus on English, mathematics, the sciences, humanities and modern languages. At KS4, students will have almost 50% of their time dedicated to options subjects, which will give them access to a range of relevant and enjoyable courses. This will include GCSEs with a rigorous intellectual framework, enabling all students to achieve the EBac standard and the opportunity to take all three sciences, together with a range of vocational courses all of which will all help to promote maximum progression.

'An Academy which has unparalleled levels of student knowledge, transition and support.' The huge strength and unique feature of Heron Hall Academy will be to provide a seamless transition for students from our primary academies to this academy. From our discussions with parents we are absolutely confident that the vast majority of our primary school pupils will want to transfer to Heron Hall Academy, to participate in the same 'Outstanding' level of care, support, learning and progress. As a result, on entering Heron Hall Academy, most Year 7 students and their families will have already spent seven years, from Reception to Year 6, under the care and guidance of our primary academies. Students' 'journey of learning' will reflect this long period of care. We will use this detailed knowledge of our students to place them in ability groups which instantly challenge, stimulate and promote their continued accelerated 'trajectory of achievement'.

'An Academy which forms a strong collaborative partnership with its primary academies'

Not only will Heron Hall Academy seek to use the wealth of knowledge and information from our Primary Academies, to ensure that every student continues to progress without faltering along an accelerated 'trajectory of improvement', it will work more closely with its Primary Academies on a regular and continuous basis. Heron Hall Academy will work closely with Cuckoo Hall and the other primary Academies to organise a range of events and opportunities which seek to jointly share and celebrate learning of the highest standards across all ages, from 3 to 19. Our strong aspiration is that in time, the overlaps, collaboration and co-ordination between Heron Hall and our Primary Academies will be organisationally and educationally seamless. 'Moving up' to Heron Hall Academy will become a term which

carries no concern or issue, as practically, all school communities will be coherently integrated. This concept will apply equally to staff as well as students, in which expertise is freely shared through a range of initiatives, joint working and staff deployment.

a. Focus on Literacy and Numeracy.

Heron Hall Academy will build on the excellent foundations and progress of our primary Academies to promote high levels of literacy and numeracy. Our primary school children already make excellent progress from what is often a low entry standard, triumphing over barriers such as English as an Additional Language (EAL) and poor linguistic skills on entry, to achieve at levels well beyond local and national averages. In recognition of the importance of literacy, our new school will make English and literacy its specialism. We will use the acknowledged expertise in our primary Academies to accelerate students' progress and achievement in these two core areas, so that every student leaves our Academy fully proficient in these two areas, achieving examination success to validate that progress.

b. Curriculum Week and Taught Hours

Heron Hall Academy will operate a twenty-five hour timetabled learning week, organised as five, one-hour lessons per day. In addition, every student will participate in a tutor lesson of 30 minutes which includes daily worship and reflection, assemblies, tutor support and mentoring. The Academy day will be organised dynamically to most effectively promote the engagement and learning of our students, for example by aggregating two or more lessons together to create larger blocks of learning which can be used for project or practical work or enable students to participate in learning off-site at employers' workspaces or at partner institutions.

The Academy day will start well before timetabled lessons, offering a Breakfast Club before school, with students warmly welcome to participate in a simple healthy breakfast and will be available equally to our staff. Learning mentors and other staff will be employed to offer personalised or small group learning at this time, with students having access to our excellent ICT learning platform. After school, on most nights students will be strongly encouraged to participate in an enticing range of enrichment activities consisting of wider learning, cultural, performing or sporting activity. Our strong aspiration is that every student attends at least two enrichment activities each week. Cuckoo Hall Academies Trust and Heron Hall Academy has the strongest aspirations for students to be not only academically successful but equally, proficient in a range of relevant, useful and enjoyable skills and competences.

c. Key Stage Structure

Heron Hall Academy will implement a curriculum structure which has a two-year KS3 and a three year KS4 to promote progression, maximise students' examination success and provide additional choice. In our experience, a two-year KS3 will give greater pace and challenge to students in Years 7 & 8, with the expectation that all students will achieve three levels of progress.

A three year KS4 will give additional time for all students to achieve examination success in core subjects. For those students who complete courses in two years, additional courses such as GCSEs plus a range of AS levels and additional vocational courses will be provided. At every stage of their academy careers, each of our students will participate in engaging learning as a result of consistently inspiring teaching and be able to choose a curriculum which captures their interests and career aspirations.

Our approach will be centred on individuals, so that throughout their academy careers, each one feels safe, valued and empowered to be the very best she or he can be. Some very talented students may be invited to start courses sooner, other students equally may take longer than most to achieve success, but all students will ultimately be successful, leaving the Academy to progress smoothly onto education, further training or employment.

d. Subjects offered

The Academy will seek to offer a wide range of subjects which not only enables each student to successfully achieve national benchmarks such as the English Baccalaureate (EBac); each student will be able to participate in a range of vocational courses and wider-interest qualifications such as First Aid, Junior Sports Leader and other appropriate core skills and employment-related activities.

English

Every student will participate in learning which builds on the progress and challenge she or he experienced in our primary academies, with continued high aspirations, challenge and support, so progress in this critical area is maintained and where possible accelerated, reflecting the Academy's emphasis as a specialist English College. As part of this seamless collaboration, Heron Hall Academy will build on, and where necessary continue to use with selected students the English and Literacy schemes used in our Primary Academies, for example, Read Write Inc 'Fresh Start' part of the Read Write Inc. series will be used with our students who still need additional support, particularly those who have English as an Additional Language. Every student will participate in high-quality learning in this core subject throughout their academy careers. In Year 7, additional curriculum time will be assigned to ensure that the high levels of progress achieved in our primary Academies is confirmed and extended and the Academy has a strong aspiration to have group sizes as small as practically possible to further support this focus. Every student will achieve examination success in English.

Mathematics

In a similar fashion, the Academy will use the mathematics programme successfully used in our primary academies, 'Maths Makes Sense', building seamlessly on this programme and where appropriate, continuing to use it with selected students. At KS3, the Academy will use other study materials which complement 'Maths Makes Sense'. In addition, every student will

participate in a programme of learning in mathematics which seamlessly uses the data around students' primary academy progress to further capture their interests and imagination, so that the progress and achievement of each is significantly above local and national averages in this key area. As a minimum, every student will leave the Academy with a strong grasp of functional mathematics, able to take full advantage of further learning, training and employment, with a strong aspiration that all students achieve a grade C and above in GCSE mathematics.

Science

This is a mandatory subject for every student, reflecting its importance in an increasingly technologically-based world. At KS4, the majority of students will follow a dual science award which enables them to have a strong grounding in all three sciences. For those students who have the interest and aptitude, a third science subject will be offered in the option pools so that three full GCSEs can be achieved.

History and Geography

Every student will have the opportunity to achieve examination success in both Geography and History. History and Geography will form an important mandatory element of the KS3 curriculum. At KS4 and post-16, students will be able to opt for either or both humanities subjects from the three option pools.

Modern Foreign Languages

Our students join us from a rich and diverse cultural background, with many of them already proficient in their parents' mother-tongue: many students have a proud heritage of Turkish or Somali. Heron Hall Academy will offer two foreign languages as part of its core provision (French and German) at KS3 and will seek to offer a range of other languages including Spanish as part of its extended provision. The more able will learn a second language (French, German or Spanish) in Years 8 and 9. At KS4 and post-sixteen, students will be able to continue their studies in one language and if the interest and aptitude is there, take up a second language. We will seek guidance from our parents and the local community on other languages which the Academy could profitably offer. The Academy will also provide resources to enable students to achieve examination success in their parents' mother tongue, helping again to promote the strong partnership between the Academy and parents.

Religious Education

While the Academy will be non-denominational, it will offer a course of Religious Education which aims to give students an appreciation and broad understanding of a wide range of contemporary faiths and beliefs, reflecting the plural society in which our students live. The broad principles of all religions: the need for sensitivity, tolerance, compassion and understanding will be an integral part of the Academy's ethos. The R.E. syllabus will be carefully developed to reflect students' ability and level of maturity and will be broadly based on a strong Christian tradition. In addition they will explore more deeply aspects of the five other main religions followed in the

UK: Islam, Hinduism, Judaism, Sikhism, and Buddhism. We will celebrate and learn about festivals of the other major world religions, such as Eid and Divali, thus enhancing the RE curriculum and students' awareness and tolerance.

Students will participate in 'Thought for the Day' and reflection as part of a collective gathering every day either in their tutor group, year groups or Houses.

Classics

Heron Hall Academy will offer the study of Classics to all pupils from Year 7 onwards. This will primarily follow the Cambridge Latin Course but would also include the teaching of the history and mythology of the ancient civilisations. This course will help pupils to broaden their general knowledge and appreciation of literature, history, religion, politics and philosophy. We will seek to work with Buckingham University and Clare College Cambridge to develop our expertise in the effective teaching of this subject. We feel strongly that pupils from the Edmonton area would benefit greatly from learning a subject that is usually the preserve of selective schools and those in more affluent areas.

ICT

ICT is a core subject for Heron Hall Academy and one which will provide our students and staff with the information and resources to set challenging targets, closely monitor progress, enable collaboration and inspire outstanding learning. The Academy will also help to link our parents with the progress and achievement of their children, providing higher levels of support and information to parents. ICT will be a major enabler of outstanding teaching to ensure effective learning. The Academy will make full use of industry-relevant courses, so that our students are most effectively prepared for smooth progression into employment, training or education. Such is the importance and utility of ICT that it will feature in every subject, it will be a component of all lesson plans and the syllabus will contain a mandatory section which promotes students' progression and increased expertise in this area. At KS4 and post-16, students will have the opportunity to take more ICT-specific courses and achieve examination success, enabling them to progress further onto Higher Education or employment in this area.

Design Technology

Every student will participate in a varied and engaging range of design technology courses in KS3 which includes Food Technology, Resistant Materials and Textiles, with the option to further explore these areas in greater depth at KS 4 and post-16.

e. Percentage allocation of subjects

The school day will be organised into five, one hour lessons each day, with 30 minutes additional time for registration, assemblies, tutor time and mentoring. Each week, students will participate in a minimum of 25 hrs of timetabled learning.

At KS3 (Years 7 & 8) additional time will be dedicated to the core subjects of English and Mathematics to ensure that every student is wholly competent and makes excellent progress in these critical areas of learning. Classics would be taught through the RE & PSHE and History/Geography topics.

At KS4, almost 50% of students' time will be dedicated to option choices: Heron Hall Academy has a firm belief that giving students' real choice, which reflects their aspirations, interests and aptitudes, is an essential component in securing their continued engagement and motivation to do well. The Academy will ensure that students' choices are produced as a result of a carefully co-ordinated programme of information, which will take place over an extended period of time, particularly in the autumn term of Year 8. Parents will be involved and fully informed about Key Stage 4 options, so they feel empowered to support their children's choices. The Academy will involve a range of profession organisations such as Connexions and Prospects, so that both students and their parents can understand the future career opportunities which choosing a course or series of courses may provide. Heron Hall Academy recognises too that students will need varying levels of support and the programme of guided choice will wholly reflect that need.

The Academy will ensure that every student enthusiastically participates in learning which is enjoyable and engaging. In broad terms, most students will complete their GCSE courses in Year 10 – and students will only be entered for courses when they are ready and fully prepared to achieve their most successful examination results. The option structure in Year 11 differs from Years 9 and 10, offering two choices for a greater proportion of the week, (6 hours compared with 4 hours), enabling students to successfully complete these courses within one year.

The option pools will be organised so that students have the greatest opportunity to achieve the EBac qualification, with humanities (history and geography) and modern foreign languages (French and German) being prominent, along with a range of vocational and more bespoke courses such as GCSE Sport, GCSE Performing Art and skills-based courses such as ICT and Design Technology.

(Percentage of curriculum week shown in brackets)

Year /Subject	English	Maths	Science	PE	RE & PSHE	MFL	Hist Geog	Design	Music	Art/ Creative
7	4hrs (16%)	4 (16)	4 (16)	2 (8)	2 (4)	2 (8)	2 (8)	2 (8)	1 (8)	2 (8)
8	4 (16)	4 (16)	4 (16)	2 (8)	2 (4)	2 (8)	2 (8)	2 (8)	1 (8)	2 (8)
KS4 Core					Option 1	Option 2	Option 3			
9	4 (16)	4 (16)	3 (12)	2 (8)	4 hrs per week (16%)	4 hrs per week (16%)	4 hrs per week (16%)			
10	4 (16)	4 (16)	3 (12)	2 (8)						
11	4 (16)	4 (16)	3 (12)	2 (8)	6 hrs per week (24%)			6 hrs per week		

At Post Sixteen, the curriculum will reflect the greater freedoms and choice which our more mature students would expect. All students will participate in 'core' learning taking up 20% of their time, in which Leadership and Personal Development, Critical Studies (includes for example, Classical studies, Logic, Political and Philosophy), Tutor time and PE will be compulsory. Students' remaining time will be divided into four option blocks, in which students will be able to choose from a range of Level 2 and Level 3 courses (GCSEs, vocational courses, BTECs, Apprenticeships and a wide range of 'A' level courses). In order to offer the widest range of courses, the Academy will seek to work collaboratively with other schools and institutions who offer courses with equivalent levels of quality and care. The Academy will seek to capitalise on the excellent relationships it has with the community; working with employers to provide employer-based learning and equally, invite trusted employers into the Academy to work with students as mentors, in careers education and guidance and in vocationally-orientated courses.

f. English Baccalaureate Standard

Heron Hall Academy will first of all ensure that every student is valued, cared-for and achieves to the best of her or his ability. That being said, the Academy will also ensure that the knowledge, skills and qualifications achieved, give each student the best possible opportunity for smooth and successful progression into Further or Higher Education, training or employment. Successfully achieving the EBac standard is one important way of promoting that successful progression and the Academy will work hard to ensure that all our students achieve that standard. The Academy will follow the progress of each student carefully, assessing and reporting on progress every half term. Where a student does not meet the ambitious targets set, this will be quickly picked up by Academy staff and the student's tutor. Where the Academy feels that students cannot successfully achieve at least the English Baccalaureate standard, it will reduce the number of subjects a student is studying or implement a range of support to ensure students' examination success and strengthen the likely attainment

of the EBac.

g. School Organisation: Years, groups, group sizes, setting, learning pathways

At capacity, the Academy will provide outstanding education for up to 1,680 11-19 students (240 students in Years 7-11 (1,200) and 480 students post-16). The Academy will grow in size to reflect increasing numbers of pupils transferring from our primary academies. Initially the Academy will have three forms of entry into Year 7 (3FE) accommodating 90 students, but this Pupil Admission Number (PAN) will quickly increase to meet the demand from parents and our primary academies, with a move to eight forms of entry (8FE, 240 Pupil Admission Number) from 2018

The Academy will be organised predominantly by Year Groups although this will not prevent each student receiving a bespoke programme of learning, to work with older or younger students appropriate to their maturity and intellectual progress. At capacity, there will be up to 240 students per year group.

Year	7	8	9	10	11	12	13
Number of students	240	240	240	240	240	240	240

Core subjects:

English, mathematics, RE and science. In these subjects, in every year group, students will be placed in groups which best reflect their ability. In view of the importance of English and mathematics, group sizes will be smaller than average, to give the personalised support and challenge each student needs. As a general rule, groups will be established for English and mathematics containing not more than 24 students, and other subjects will have group sizes of not more than 30 (apart from Design Technology, which will have group sizes of not more than 22). Because of the critical importance of English and mathematics, smaller group sizes will be organised in Years 7 and 10 to strongly support students' early grasp of these key subjects and more effectively support them to achieve examination success in these subjects

Groups per subject: Assuming an 8 Form Entry

Year/Subject	7	8	9	10	11
English	12	10	10	12	10
Mathematics	12	10	10	12	10
Science	8	8	8	8	8
PE	8	8	8	8	8
RE & PSHE	8	8	8	8	8
Languages	8	8	8	-	-
History / Geography	8	8	8	-	-
Design Technology	11	11	11	-	-
Creative: Art, Music, Drama	8	8	8	-	-

Option Pool Subject Group Sizes (Years 9-13)

Group sizes for option pool subject will be around 20, with group sizes under this number wherever possible and economically sustainable. As a multi-academy Trust, Cuckoo Hall Academies Trust has high levels of expertise around educational leadership and financial management and at all times, provision will be provided within a robust, prudent financial framework, remaining within budget at all times.

Pathways

As students move through the Academy, they will experience increasing choice, in line with their increasing maturity, knowledge and refined career progression aspirations.

At KS3, students will follow a broadly similar curriculum, which will be personalised and differentiated to provide high levels of student engagement and progress.

At KS4, every student will participate in a programme of learning which is expertly taught, reflects their prior progress and skills development, their interests, needs and aspirations. This will provide a bespoke programme of education enabling each student to participate in engaging, stimulating and challenging learning, from which three broad learning pathways can be identified. Students will have no sense of these pathways, nor will they be in any way constrained to these, the pathways merely illustrate the broad learning and opportunities the Academy will make available:

- A. **Academic Pathway.** Some students will opt to choose a range of options and courses which will enable them to progress seamlessly into Higher Education and then into a wide range of professional careers, such as medicine, the law, science and academia. The option pools at KS 4 will contain a broad range of subjects with a strong degree of intellectual rigour and challenge including: a third science, history, geography, French, German, music, IT, Art and Design Technology.

- B. Vocational Pathway.** Many students will wish to combine a mixture of GCSEs with vocationally-oriented courses, reflecting their interests and potential future career choices. The option pool structure gives great choice and flexibility to students and our three year KS4 provides students with additional opportunities to follow a wider range of courses, thus maximising their onward progression. The Academy will offer a range of examination courses, experiences and opportunities which will provide every student with a meaningful and relevant choice of future careers, reflecting the employment opportunities both nationally and internationally. A list of proposed vocational courses is given later and will be revised to reflect students' interests and our collaboration with employers and other providers. Experiences will include opportunities to participate in enterprise activities, either as part of project days by suspending the timetable or over a longer period of time, taking part in Young Enterprise-based activities, which seek to provide real-life opportunities to develop students' entrepreneurial, communication and team-working skills. The Academy will work closely with local and national employers to develop opportunities for our students to work in employers' workplaces on internships and also within the community.
- C. Specialist Pathway.** A small number of students with particular needs will follow a highly specialised pathway which has a focus on the acquisition of core skills: English, mathematics, communication, life and employability skills. We envisage a bespoke curriculum for each of these students, with additional time for English and mathematics, so each student leaves the Academy with at least functional competence in these two fundamental areas. A range of courses will be offered, supported by specialist therapy, where needed, (Speech, behaviour, physiotherapy, etc) which best meets each student's needs and aspirations. Students will have access to vocational courses and work-based learning, in collaboration with our partners.

It is important to stress that every student will be provided with the same high level of support and advice. No student will be treated differently; all will receive the same level of personal care.

Post 16 Learning.

Heron Hall Academy will at all times 'look beyond' the Academy to effectively prepare each one of its students for progression after their Academy careers. The Academy has the strongest aspiration to ensure that every one of its students progresses smoothly into training, employment or education. While three broad pathways can be identified at post 16, the Academy will look creatively at using other resources and programmes, such as Young Enterprise to provide students with a rich range of opportunity, so clear and informed decisions can be taken regarding progression and that students are best prepared to take advantages of the many opportunities beyond the Academy. The Academy recognises that students may follow a number of careers and it will provide a diverse range of information and employability skills, such as communication, team-working and problem-solving, so that students can

take full advantage of the opportunities they are likely to be offered throughout their careers. At Post 16, the same three broad pathways will be available. Broadly speaking, at this level, 'A' levels, BTEC Level 2 and Level 3 courses, and Apprenticeships will be available to students.

Post 16 Academic Pathway

The Academy is seeking to develop strong and collaborative links with Buckingham University, with a view to provide Initial Teacher Education (ITE), enabling a small number of talented ITE students and graduates to work alongside experienced Academy staff and provide additional capacity to support and challenge our students. It may be that this influence is most strongly experienced within this pathway. The Academy will offer GCSEs in English, mathematics and the sciences, to enable some students to improve their grades in these core subjects. 'A' Levels will include: English Language, English Literature, Chemistry, Physics, Economics, mathematics, French, German and Business Studies. Other 'A' levels will be offered by the Academy and also in collaboration with other institutions, which will be defined as students' interests are become clearer. With a relatively larger post-16 cohort, the Academy will be perfectly able to offer a wide and attractive range of courses, which will reflect the interests and aspirations of our students.

Post 16 Vocational Pathway

Heron Hall Academy will seek to use the expertise of the local community and through some of its Vocational Education courses engage far more directly with employers. Whatever courses the Academy offers; they will be directly relevant to employment in the borough and thus give strong and relevant routes to employment or further training. Courses are likely to include BTECs at Levels 2 and 3 in: Business, ICT, Media, Performing Arts, Health and Social Care, Hair and Beauty. Apprenticeships the Academy offers will strongly reflect students' interests and aspirations and are most likely to be developed with employers in Creative and Media, Construction: Plumbing & Electrical, Live Events and Promotion. The Academy will carefully co-ordinate a programme of vocational courses, careers advice and wider experiences, such as enterprise programmes to most effectively prepare our students to take full advantage of the varied career opportunities and progression which lie ahead.

Post 16 Specialist Pathway

These students are most likely to be working at Entry and Level 1. This route will equip students to move onto Level 2 and 3 courses. This pathway will contain three broad elements: Functional skills development (English, mathematics and IT), Leadership and Personal Development (Teamwork, communication skills and enterprise) and Vocational courses: BTEC Level 1 and 2 in Health and Social Care, ICT and Public Services.

h. Academy Specialism: English / Literacy

To reflect the importance of English and literacy development within the Academy, this area will be the main specialism of the Academy. The promotion of outstanding levels of English and literacy, building on the

success of our Primary Academies will be a unifying element and clear focus in every learning experience in the new Academy. This commitment is already seen in the increased amount of curriculum time devoted to English and in smaller group sizes in some year groups. A senior leader will be appointed to lead and co-ordinate the work of all departments to ensure that provision in this area is both innovative and skilfully managed. Every teacher at the Academy will be an accomplished teacher of English and literacy.

More widely, the Academy will seek to organise a programme of events involving whole year groups or Key Stages, or the whole Academy to celebrate and promote the development of English and literacy. Heron Hall Academy will collaborate and share learning opportunities equally with its partner Primary Academies. The Academy's programme of cross-phase collaboration will, over time, comprise a range of initiatives and projects where students and pupils from different age groups will work productively together. While this may happen most frequently with the older pupils in KS2 (Years 6 and 5) with Years 7 & 8, so that very able pupils from Year 6 are able to work productively with Year 7 students, and vice versa. All Cuckoo Hall Academies will collaborate to ensure quality and consistency across all schools. One of the Academy's targets will be for every student to make above average progress and achievement in this key area, reflecting students' performance in our primary Academies. For those students who arrive with low literacy levels, a systematic catch-up programme will be implemented using both traditional and ICT-based learning approaches with the aim of recovering lost ground within two terms.

i. Vocational learning

The Academy will offer a range of courses which captures the interest and imagination of our students. We see this as an essential step in driving up standards of attitude, behaviour and achievement. Where the Academy does not have a suitable course for a particular student, it will work hard to source this from a partner.

Students will be offered an increasing choice as they move through the Academy and at KS4 a significant element of choice is given (48%) and post-sixteen this is even greater (80%). Vocational courses will form a key element in students' range of options.

In order to provide students with the information and skills they need to make informed choices, the Academy will offer Independent Careers Education and Guidance from Year 7 upwards. The Academy will seek to take full advantage of careers advisers commissioned by organisations such as Connexions and Prospects. The Academy is firmly of the belief that widening student' perspectives as early as possible are vital to raise aspirations and equally, provide additional motivation for students to see the relevance of learning and consequently work harder. As a result of this Careers Education programme, which will be broadly based in Years 7 & 8, giving general information, students will be more informed regarding the

choice of vocational course.

Vocational Courses at KS4:

BTEC Level 1 & 2 in Health and Social Care
BTEC Level 1 & 2 in Public Services
BTEC Level 1 & 2 in Travel and Tourism
BTEC Level 1 & 2 in Business and Administration
BTEC Level 1 & 2 in Hair and Beauty
BTEC Level 1 & 2 in Childcare

At post-16 level, the Academy will seek to offer an increased range of options in this area, which in addition to the BTECs above, also offered at Level 3, it will work with employer partners to offer a range of apprenticeships, which will reflect students' interest and is likely to include: Higher Apprenticeships in Business Administration, Creative and Media, Construction: Plumbing & Electrical, Live Events and Promotion.

j. Year 7

For many pupils the move from a small primary school to a much larger and potentially intimidating secondary school is an unsettling time. The Academy will work hard to ensure that every pupil is eagerly looking forward to joining Heron Hall Academy. One of the fundamental reasons for the establishment of this Academy is to continue to provide the high levels of care, progress and quality of teaching and learning which every child experiences in our primary Academies. Heron Hall Academy will work with its partner primary academies; Cuckoo Hall, Woodpecker Hall and Kingfisher Hall, to create a vibrant and coherent academic structure from 3 – 19. There will be no boundary between primary and secondary phase, as coherent, co-ordinated and regular working will form a central element in the life of all our academies. Children of different ages will work together in groups which reflect their level of maturity and intellectual ability to create a seamless community. Working together, our Cuckoo Hall Academies will significantly minimise transition worries more than most schools. The Academy will carefully construct a programme of transition which wholly addresses pupils' often unfounded concerns so they eagerly anticipate moving.

Already in our Primary Academies we are working closely with the University of Buckingham to recruit high-calibre graduates who will work with our staff and pupils to participate in high-quality training within schools where outstanding learning is expected. This same approach will be used at Heron Hall Academy: providing high-quality training for talented graduates, who in turn will provide excellent role models, high aspirations and innovative learning for our students.

In English, Mathematics, MFL and Science, students will be assigned to groups which are more homogeneous in terms of ability, to reflect the increased support and challenge Academy staff will provide. We will also consider this type of grouping for other academic subjects according to the pupils' needs.

The table below summarises Year 7 groups and locations: (8FE)

Subject	English	Maths	Sci	PE	PSHE & RE	Hist & Geog	MFL Fre or Ger	Music	Art & DT
Groups	12	12	10	8	8	8	8	8	11
Setted / mixed	S	S	S	M	M	S	S	M	M
Location	Y7 Base	Y7 Base	Labs	Sports Hall	Y7 Base	Y7 Base	Y7 Base	Music room	Art &DT

k. Use of programmes to develop study skills

As an integral part of each student's support, the Academy will offer a number of courses and programmes which enables students to become more efficient and productive; becoming increasingly self-reliant, self-critical and independent life-long learners. The Academy will adopt a programme such as the RSA's 'Opening Minds' or number of programmes which have been successful, tried and tested in other similar schools, to ensure they provide the high levels of support our students will value.

l. Pastoral Organisation

The safety, well-being and happiness of each student is a major imperative for all Cuckoo Hall Academies. At Heron Hall Academy, each student will continue to experience those same high levels of care and support they experienced as younger children in our Academies, albeit in a more mature format. The Trustees and the Academy recognise the absolute importance for every student to feel safe and happy, with the ideal that each student looks forward to school every day. Many of our students come from homes which are disadvantaged, in terms of economic and social criteria, also in terms of limited aspiration too. The Academy will work closely with parents and families to ensure that these negative influences are overcome. That close relationship with parents and carers is a key element in the pastoral organisation of the Academy.

Students will be placed in tutor groups, where they will meet every day to participate in collective reflection, mentoring and literacy development. The Academy will use the knowledge from our partner primary academies to help define the composition of each tutor group, where possible keeping students together to reflect their friendships and again, aid the process of transition. Where appropriate, the Academy will place students in different groups where it may be beneficial to do so. The composition of each group is important. As far as possible, students from the same family will be placed in the same group, to promote strong relationships between the Academy and families. Heron Hall Academy will fully utilise the experience and expertise of the primary academies. The tutor will become the principal link between the Academy and families. The organisation and staffing of the Academy will reflect and importantly, support that critical relationship, so that a trusting, open and wholly supportive dialogue can be formed.

m. Mentoring

There will be rigorous use of assessment data to enable individual students who may need support or challenge to be targeted by their Tutors.

The Academy will make full use of data and information from our partner primary Academies and schools to set ambitious, but realistic targets.

Students will be assessed every half term and their progress reported on.

The mentoring programme will discuss each student's progress and any deviation from the ambitious 'trajectory of attainment' mapped out for each student will be instantly investigated. Where students fail to achieve their targets, a programme of support and challenge will be instantly put in place to enable the student to 'get back on track'. Where students exceed their already ambitious targets, these individuals will be congratulated and given appropriate support to enable them to continue to improve at this higher level. A wide range of support will be used which could include for example, extension work in their present groups, or move to a more able group.

Parents and carers will be informed each half term of their daughter or son's progress. In order to provide appropriate levels of mentoring support, every member of the Academy staff will be a tutor or a co-tutor. Non-teachers will participate in training which will give them the confidence and skills to be a co-tutor.

n. Student Leadership

There will be an expectation that every student will develop a sense of self-responsibility, personal pride, respects towards others in order to make a positive contribution to the school and wider society. Similar to CHAT primary schools, we will operate a prefect system with Head boy and girl. Each House will have a 'House Captain'.

More widely, the Academy will establish Student Councils in each year group and an Academy Council having elected students from every year group. These meetings will have the power to influence the organisation of the Academy in key areas: examples include uniform, the code of conduct, sanctions and rewards, dining arrangements, curriculum development and general academy improvement. The Academy Council will be chaired by a senior leader, who will feed back directly to the Principal and Governing Body.

2. School timetable and calendar

The Academy day will build upon our experience of our primary academies and offer students and their families' access to high-quality learning and the excellent facilities of Heron Hall Academy which will strongly promote their progress and growth.

a. School day plus extended learning and school week. Breakfast Club

Our students will eagerly anticipate school and it will be open for longer than other mainstream schools, not only during a school day, but it will also extend its opening into weekends and holidays wherever possible, to maximise the opportunities for our students and their families to learn. Core

learning in the Academy will take place in five one-hour lessons, plus 30 minutes each day for tutor, mentoring, daily worship and assemblies. Learning and achievement on a broader scale will take place outside of these times too: with a strong aspiration to offer a vibrant programme of activities and learning before and after school.

The positions of Lesson 1 and tutor time have been carefully considered: the Academy will encourage students to come to school early and it will aspire to offer a simple, healthy Breakfast to all students (and staff). After Breakfast, students can either socialise, complete homework or project work, or participate in small group or individual study. The position of Tutor time at the formal start to the Academy's day is important to provide a valuable time for students and staff to prepare for the day ahead, with mentoring, literacy development and a corporate act of prayer and reflection.

The two timetables below provide indicative examples of a KS 3 and a KS 4 offer. Essentially, the KS3 timetable shown is quite 'granular' in appearance, with separate subjects lasting for an hour.

At KS 4, longer blocks of time are created, to allow for students to participate in longer practical lessons, for science or DT, or provide realistic opportunities for employer- or community-based learning.

One other element which may affect the organisation of the academy day is around lunches. To maximise opportunities for lunchtime clubs and socialisation, the Academy would ideally wish to have a single, common lunchtime. With a relatively large number of students, this aspiration may be impractical, with the need to move towards a split or staggered lunch. This decision may not be possible until the size of the dining room and other practical considerations are known.

Indicative KS3 Timetable

	M	T	W	Th	F
0745	Breakfast Club				
0830	Tutor	Assembly	Tutor	Tutor	Tutor
0900	Maths	English	Science	MFL	Maths
1000	MFL	Hums	Art/Creat	Design	Music
1100	Break				
1115	English	Maths	English	Science	PE
1215	Lunch				
1300	Science	Design	Maths	Music	Hums
1400	PE	IT	Art/Creat	English	Science
1500	After school enrichment programme starts				
1630	End of formal enrichment programme: start of community learning				

Indicative KS4 Timetable

	M	T	W	Th	F
0745	Breakfast Club				
0830	Tutor	Tutor	Tutor	Assembly	Tutor
0900	Option A	Option B	Maths	English	PE
1000		Option C	Option A	Option B	Option A
1100	Break				
1115	Science	English	English	Maths	Option C
1215	Lunch				
1300	English	Maths	Option C	Double Science	Option B
1400	Maths	PE			
1500	After school enrichment programme starts				
1630	End of formal enrichment programme: start of community learning				

Tutor time is an essential element of academy life, with mentoring and literacy development taking place. It is placed at the start of the Academy day to give students a clear focus and direction for the day ahead.

Time	Activity
0730	School opens for individual study, sport and music
0745	Breakfast available until 8.15
0830	Tutor time, mentoring and assemblies
0900	Lesson 1
1000	Lesson 2
1100	Break
1115	Lesson 3
1215	Lunch/ lunchtime activities
1300	Lesson 4
1400	Lesson 5
1500	End of core learning, start of extended activities
1630	End of planned extended activities. Pupil individual study time continues. Start of community access.
1745	Pupil individual study time finishes
2100	End of community access

b. School terms and year

Students will attend the Academy for not less than 190 days per year. Teaching staff will be expected to attend for five additional days, to participate in high-quality professional development. Students' days will be organised into three terms, to reflect the term structure in our primary

academies and other local schools, supporting parents and carers to plan work and holiday commitments.

The Academy will work most closely with CHAT partner primary academies, forming a coherent academic organisation. Where appropriate, the Academy will explore working with other schools and academies in the district which offer similar high levels of provision, particularly around courses at KS4 and post-16 where provision by Heron Hall Academy alone in the early years of its development would be uneconomic.

Once approved by Governors, the calendar will be shared with parents and students at the earliest opportunity, most likely in May each year to enable parents to plan holidays within the Academy's defined breaks.

c. Holiday clubs: Revision, additional learning, sport, culture

Heron Hall Academy will organise a programme of extra-curricular activities which attracts the interest and active involvement of all students, at times and locations which best reflect their lifestyles outside of school. At interview, the agreement of every member of staff: teaching, support and administration; to organise and participate in extra-curricular activities on a regular, weekly basis will be explored and will be included as part of every member of staff's contract. Extra-curricular activities may feature before school, as a Breakfast Club, where students and staff can participate in sport, instrument tuition or study, in addition to receiving a simple, but nutritious breakfast. Activities may also take place at lunchtimes and after school, reflecting students' interests and staff expertise.

Such activities will certainly make good use of the Academy's facilities and include sport, music, school productions (Plays, musicals), clubs (e.g. Science/STEM, chess, IT), and study (Masterclasses for gifted students, catch-up and revision classes, individual support sessions). Recognising the huge value that the Duke of Edinburgh's Award has, the Academy will seek to offer this valuable award at all three levels: Bronze, Silver and Gold and provide resources to enable students to participate. The Academy will work with staff and external providers, including London Borough of Enfield Council to offer a range of holiday courses which support their academic progress (exam study groups) or sporting interests, or wider interests (First Aid, Cycling Proficiency).

The Academy will offer a rich and varied programme of extra-curricular activities, starting well-before timetabled learning begins and beyond, into the late afternoon and also in holidays. Student and staff enjoyment is a key outcome for the Academy: senior staff and Trustees will work indefatigably to ensure that every student and member of staff enjoys learning and the wider elements of Academy life. Student, parent and staff satisfaction and enjoyment will be regularly and robustly sampled by the use of anonymous surveys, such as provided by Kirkland Rowell, or through the Academy's Student Councils or in discussion with parents. Governors will critically review termly reports of student, parent and staff satisfaction Governing Body meetings and any concerns raised are actively

addressed. Of course one benefit of students' enjoyment will be reflected in their excellent attendance, behaviour and overall achievement.

3. Strategy for ensuring needs of all children are met

a. Transition and working with primary schools

To all intents and purposes, Heron Hall Academy will work seamlessly with its partner CHAT Primary Academies and other schools, to function as a single, integrated community. This integrated community will be co-ordinated on many levels: Cuckoo Hall Academies Trust, will set consistently high standards across all of its academies and closely monitor the progress of each. Principals, led by the ([REDACTED]), will work together to develop whole academy-Trust strategies, for example for assessment (Every pupil and student will be assessed on an eight-week cycle and a programme of support and challenge applied, as needed), teaching and learning, Quality Assurance, literacy and numeracy development and ICT. Teachers will collaborate together to devise programmes of study which seamlessly support, challenge and inspire learning. Best practice will be shared within the Academies Trust; with staff from the Primary Academies taking an important lead in many areas including literacy, numeracy, assessment and target-setting. The vast majority of our students will come from our primary Academies and in doing so; will be well-known, confident and well-prepared for their move to 'the big school'. Each new student will be wholly familiar with Heron Hall Academy: the building, the organisation of the Academy, staff and other students. The Academy will not be complacent about this important step in students' education and will work closely with its primary Academies and other potential feeder schools to ensure every student has the highest level of support and preparation. The Academy will appoint a member of staff to have responsibility for transition, so that it is 'seamless' and coherent. Students' journey to the Academy will start long before they start in Year 7.

The Academy will carefully collaborate with our primary Academies; sharing resources and expertise in many ways: Specialist staff from our primary Academies will help to support their secondary colleagues around literacy development. Science, ICT and specialist language staff from the Academy will work in primary Academies, either teaching classes or providing professional development to primary colleagues through the joint development of learning schemes. The Academy will organise class visits, so that primary school pupils can make use of the Academy's specialist facilities, and in doing so, become familiar with the Academy building. Specialist groups such as Gifted and Talents pupils will also be invited to the Academy on a regular basis to take part in 'Masterclasses'.

A more formal programme of transition will be developed, effectively linking learning in Year 6 with that in Year 7, through the development of 'bridging' curriculum units, started in Year 6 and completed in Year 7. One other important development the Academy will be keen to capitalise on, will be to start KS 3 in the primary Academies, once KS2 SATs are completed. With the majority of the Academy's students transferring from Cuckoo Hall

primary Academies, this enables KS3 learning to start in the final half of the Summer term and with reduced student numbers in the Academy in Years 11 & 13, due to suspension of some examinations groups, we expect to have Academy staff working with Year 6 pupils for some of this time, again helping to allay worries. All Year 6 pupils will spend planned time in the Academy, as a number of whole or half days there, having lunch and enjoying Academy lessons, so they are comfortable and confident about joining in September.

b. Initial assessment

Throughout their primary school careers, children are regularly assessed and their progress reported on. As a learning community in a very real sense, Heron Hall Academy will make full use of this detailed data to fully understand the strengths, weaknesses and aspirations of each student. The Academy will seek confirmation from parents that children will transfer to Heron Hall Academy soon in Year 6, so that as soon as practically possible; transition programmes and later in Year 6 pupils can be assigned to groups and staff.

This information, plus the information from the primary schools will be used to compile a comprehensive data profile from which the Academy will derive robust and ambitious targets. These targets will be clearly communicated to students, parents and relevant Academy staff, along with an ambitious 'trajectory of achievement'. Teaching staff in the Academy will make extensive use of this data to allocate students to ability groups and use this to plan lessons which are well-paced, challenging and motivating.

c. Individual Support

The Academy will ensure that the safety, well-being, progress and achievement of every student is met. Through a rigorous programme of transition, every student's strengths, aspirations and areas for development will be clearly known. The Academy will organise a detailed programme of support to provide additional resources and expertise for those identified students, to ensure that every child makes excellent progress. As far as possible, students will work within their established learning groups, using specialist staff (Teaching assistants, Foreign Language Assistants, Speech or Behaviour therapist, etc).

Support will be provided flexibly, with the intention of promoting independence, making use too of specialist software, such as Mathletics where additional support is needed in this area.

d. Safeguarding

The locality where the new Academy is likely to be located has significant social and deprivation issues. The Indices of Multiple Deprivation for England and Wales places Enfield as the 74th out of 354 local authorities in the 2007 survey, a worsening of Enfield's 2004 position. Enfield as a whole is in the bottom 25% of the most deprived areas in the country. While crime is relatively low across the borough, compared with London overall (55 reported crimes per 1,000 citizens, compared with 65 for London and 71.2

for Waltham Forest) Edmonton is one of the crime 'hot spots'. The Academy will ensure that the safety and well-being of all students, visitors and staff is ensured, so that on all occasions, all Academy members feel safe. With regard to safeguarding, the Academy will use a wide range of protocols and systems to ensure the safeguarding of its students. For example, all Academy information, most notably the website and recruitment papers will clearly state the Academy's commitment to safeguarding.

Academy governors and relevant staff will participate in Safer Recruitment training. Protocols around staff identification and communication will promote the highest levels of safeguarding. Staff training in this area will be a regular feature of professional development. An attitude of continuing improvement and an appreciation that instances can still happen in the most thoroughly-prepared environments, will form an essential part of our ethos, so that at all times Academy staff are alert to any potential issues.

e. High quality teaching and learning & CPD

Heron Hall Academy will achieve the same 'Outstanding' levels of teaching and professional practice as in other CHAT Academies. Through a rigorous selection process, the Academy will appoint high-quality and wholly-committed practitioners. All staff will participate in a thorough programme of induction to ensure that every element of the Academy's rationale and operating procedures are clearly understood and consistently employed.

The Academy views its staff as the single most important resource it has to improve the learning and lives of its students and accordingly, will invest significant resources to ensure that professional skills reflect best and emerging best practice. The Academy will develop a co-ordinated strategy which makes extensive use of a wide range of resources to ensure that every member of staff receives the support and skills each needs to become an outstanding practitioner. Presently, Cuckoo Hall Academy supports the professional development of its staff by providing grant funding to enable staff to complete a Masters Degree: this support and opportunity will be offered to all staff at Heron Hall Academy too. Cuckoo Hall Academy Trust is already engaged in discussions with a high-performing university to arrange a broader programme of continuing professional development for all Academy staff and is involved in detailed discussions around Initial Teacher Education (ITE) at this Academy too. The Academy will make use of software to link Performance Management objectives robustly to professional development, to ensure that all needs are coherently addressed. In addition to this, Heron Hall Academy will make use of courses provided by well-respected providers, such as the National College for School Leadership. Examples include; Teaching Leaders, Middle Leadership Development Programme and Future Leaders.

As Ofsted 'Outstanding' schools, our primary academies have acknowledged expertise in a range of areas including literacy and

numeracy and our ([REDACTED], [REDACTED] is a [REDACTED]. The new Academy will make full use of these excellent resources to ensure that teaching, learning and support is consistently excellent. By training our staff, providing a safe and secure environment, with excellent student behaviour we believe that our staff will want to remain with us; providing a stable and productive basis for further improvement.

f. Monitoring of students

The Academy will not only maintain a focus on each student, it will also dynamically review how groups of students; for example, boys, girls, students taking Free School Meals, Looked After Children (LAC) and EAL students perform relative to the whole Academy, other groups and individual students. The Academy will make use of the Department for Education's (DfE) RAISEonline and Performance website, as well as its own internal analysis strategy to ensure that using all analytical tools, students in the Academy are progressing and achieving significantly above local and national norms.

The extensive use of data and its continuous review is a major element in determining the success of students. A range of criteria will be defined, which will be closely monitored: attendance and punctuality, also attitude and behaviour; academic progress. academic attainment. In addition, the Academy is determined to capture students' achievement in a whole range of non-academic areas: sport, performing arts, cultural, Duke of Edinburgh's Award, Junior Sports Leader and community involvement.

All of these areas and achievements will be recorded, reported and celebrated within the Academy and also, importantly, with parents and carers. Each student will build up a comprehensive portfolio of achievement, success and qualifications which will enable them to progress smoothly onto training, education or employment.

g. Gifted and Talented

Every student is important and every student will receive the personalised care, support, and challenge they need to be the best she or he can be. In the previous section, we stated how the Academy would also monitor the progress of particular groups, using RAISEonline and other criteria. As part of our rigorous and continuous assessment and monitoring, the Academy will classify the top 10% of its students as Gifted, recognising that this process is dynamic and this cohort will change. The Academy will welcome nominations from students too, including self-nominations and from staff, recognising that some students may still be under-performing.

The Academy will record those students who are performing successfully in a wide range of sporting, performance, artistic, cultural and social spheres. The Academy will seek to provide additional training and support for these students, to enable them to further develop their talents. The Academy will assign responsibility to a senior leader to monitor and report to Governors

on the progress of this important group of students.

In identifying gifted and talented pupils we will look for recognised characteristics including tendencies to question readily, persevere with challenging tasks, think divergently, communicate fluently, analyse effectively, show creativity, engage readily with complexity, perceive patterns quickly, grasp new ideas rapidly, spot patterns and inconsistencies, make links within and between areas of learning, and perform at an outstanding level.

We will adopt tiered approach to meet the needs of very able pupils:

- Level 1 activities will be classroom based and integral to our way of teaching. We will use differentiation in the form of higher level questioning techniques and parallel activities to challenge students so that they develop their skills of analysis, synthesis and evaluation;
- Level 2 activities will be supplementary activities that add breadth as opposed to depth; and
- Level 3 activities will be for those pupils who show well above average ability in an area, plus perseverance and creativity; pupils will work with mentors and undertake higher level research-based and open-ended activities with a greater degree of challenge.

In addition to these three levels, more fundamentally, the Academy will make extensive use of data to place students in groups which students are of similar ability. We know from experience that this is a powerful strategy; so that staff can prepare work which is tailored to stimulate, challenge and fully engage students' inquisitive nature. Such homogeneous ability groups significantly 'lift' students' achievement and accelerate progress. In addition, Heron Hall Academy will nurture academic strengths such as literary or linguistic ability alongside talent in performance, art, music, or sport through provision which incorporates enrichment and extension activities, and the opportunity for pupils to use their strengths for the benefit of others via pupil leadership.

Working with the SENCO a member of SLT with responsibility for pupil tracking will monitor data to ensure that, as with every subgroup of pupils, G&T pupils make good progress towards high expectation targets set for them and in particular 3+ A*/A at GCSE.

All subject departments will write extension opportunities into their Schemes of Work and the Academy will work with outside agencies that offer opportunities for the Gifted.

h. English as an Additional Language

The student population within our primary Academies reflect a diverse cultural mixture, with many students (58% presently in Cuckoo Hall Primary Academy) having mother tongues which are not English. The Academy will use the acknowledged expertise present in our Cuckoo Hall academies to ensure that every student who has English as an Additional Language is provided with the support and sensitive challenge each needs.

Our EAL learners will be taught within the mainstream curriculum acknowledging that they have a distinct set of challenges. The most significant distinction is that they are learning through a language other than their first language.

Heron Hall Academy will provide targeted support and challenge which reflects that our EAL students have two main challenges which they will be supported to achieve success: they need to learn in English and they need to learn the content of the curriculum. The learning context will have an influence on both of these, as students will be affected by attitudes towards them, their culture, language, religion, and ethnicity. At Heron Hall Academy, every student is important and the Academy will 'flex' to meet the needs of each of our students. Our pedagogy will be to use strategies to meet both the language and the learning needs of our EAL students in a wide range of teaching contexts, helping them to be successful and grow in confidence. For example, the Academy will ensure that every lesson will be well-structured, to provide a range of opportunities for students to practise and expand their English language skills, explaining their ideas and assessing their own learning.

In addition, we will use a range of technologies to support our students, and encourage them to experience the English language through the media of speech, reading, listening and writing. For example, Heron Hall Academy website will have links to a wide range of resources including reading websites and author sites and the creation of book reviews online, which can be shared within the Academy and with other schools. We will encourage children to listen to information through multimedia and a wide variety of written materials. Our student mentors will play an important role, speaking and listening to our EAL students, developing their grasp of English and their ability to learn in this language.

Students with EAL will be supported by a combination of information exchange prior to arrival, diagnostic assessment when attending the Academy, and tailored support in lessons. We recognise that EAL students have distinct and different needs from others, by virtue of the fact that they are learning in and through another language, and that they come from backgrounds and communities with different understandings and expectations of the learning experience.

EAL students will be integrated within lessons for the bulk of the day, with extraction for support at times arranged by our Inclusion Manager. A member of SLT with responsibility for student tracking will monitor data to

ensure that, as with every subgroup, EAL students make good progress towards individual targets set for them. In doing so, they will work closely with our qualified Inclusion Manager and other support staff.

i. Supporting students with Special Needs

A key principle for Heron Hall Academy will be that every student becomes the best they can be by pursuing their own interests and that there is no upper limit for achievement. Heron Hall Academy is also aware that that some children have special needs in some learning areas or activities at the same time as being gifted and talented in others. For example, a child may be dyslexic but also a gifted mathematician. The arrangements for assessing students' learning and planning their learning progression are, therefore, fundamental to meeting the needs of all students, including those with particular gifts or with SEN.

The Academy will have regard to the SEN Code of Practice when carrying out its duties toward all students with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child. The close collaboration which will exist between the Academy and its feeder primary Academies will ensure that students with special needs are uniquely supported and cared-for. The Academy, through its Special Needs Co-ordinator (SENCo), a trained and highly experienced teacher will ensure that every student with special needs has these areas accurately 'mapped', with specialist provision established. The Academy will take particular care to meet with all parents and carers of students with special needs, to provide them with the support and encouragement they need. Within our intake student population there will be students with a range of needs: ASD, emotional and social, behavioural, as well as learning needs including dyslexia, dyscalculia and dyspraxia. Every student will be given the care, support and encouragement to do their very best.

A Graduated response

We will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the issues that a student is facing. When a student is identified as having special educational needs, the school will intervene as described below at School Action and School Action Plus.

These interventions are a means of helping to match special educational provision to individual student needs. We will record the steps taken to meet the needs of individual children. If a student is known to have special educational needs when they arrive at the school, the, SENCO, curricular and pastoral teams will:

- use information from the partner primary school to provide an appropriate curriculum for the pupil and focus attention on action to support the student within the class;

- make sure that observation and assessment provides feedback about student's achievements to inform future planning of their learning;
- ensure opportunities for the student to show what they know, understand and can do through both curricular and pastoral programmes;
- involve the student as far as practicable and sensible in planning and agreeing strategies to meet their needs and targets to achieve; and
- involve parents and carers in developing a joint learning approach at home and in school.

j. Early Identification

Students with special needs will be identified early; well-before they officially start in Year 7, making use of the seamless collaboration between Heron Hall Academy and Cuckoo Hall Primary academies and proactively supported in making good progress. Where students join us who are not from the Trust's Primary Academies, these will be quickly assessed and where specific needs are identified, these will be provided. Most learning will take place in small groups or as 1:1, ensuring that students have a curriculum tailored to their needs. Specialist support will be available within the Academy and from specialists such as speech and language therapists and educational psychologists as required.

The Academy's Inclusion Manager will:

- Support teachers in identifying and planning for students with specific needs;
- Monitor progress across the Academy for students with special needs;
- Support teachers in planning for students with EAL;
- Make arrangements for first language assessments where necessary;
- Train teachers in inclusive strategies;
- Monitor students who may be at risk;
- Co-ordinate specialist support services;
- Co-ordinate multi disciplinary meetings;
- Deliver 1:1 and group intervention using a range of tools and programmes to boost children's outcomes;
- Deliver INSET training on specific strategies; and
- Meet regularly with parents and professionals.

Parents will always be involved fully in all aspects of the school's work with children who have SEN.

Formative assessment, as a continuing process that can identify students who may have special educational needs, is an important element of the identification process. The Academy will measure children's progress by referring to:

- evidence from teacher observation and assessment;
- their performance against level and grade descriptors;
- their progress against individual targets; and
- standardised screening or assessment tools.

The huge value of the detailed and on-going collaboration between Heron Hall Academy and other CHAT Primary Academies will significantly promote high levels of support to ensure a smooth and seamless move for each pupil reflecting their needs and aspirations from the primary to the secondary phase. The Academy will make use of acknowledged programmes and resources to support the needs of each student using the School Action (SA) and School Action Plus (SA+) protocols.

School Action

When a pupil is identified as having special educational needs, the Academy will provide interventions that are additional to or different from those provided as part of the school's differentiated curriculum. This intervention is described as School Action.

The triggers for intervention through School Action include concern, underpinned by evidence, about a student who despite receiving differentiated learning opportunities is still not making the progress expected.

As required by individual cases, we will liaise with external professionals to keep all involved fully informed. If these professionals have not been working with the school, the SENCo, with the parent's permission, will contact them.

School Action Plus

School Action Plus is characterised by the involvement of external services such as special needs specialist teachers, educational psychologists and behavioural psychologists. A request for help from Heron Hall Academy staff involving external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's IEP. At School Action Plus level, the SENCO may seek external advice in addition to consulting subject and pastoral staff on the new IEP, with fresh targets and accompanying strategies, providing more specialist assessments that can inform planning and the measurement of a student's progress, giving advice on the use of new or specialist strategies or materials, and in some cases providing support for particular activities.

Individual Education Plans

These are important documents which all Heron Hall Academy staff will be aware of and use where appropriate. Strategies employed to enable the student to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- the short-term targets;
- the teaching strategies to be used;
- the provision to be put in place;
- when the plan is to be reviewed; and
- outcomes (to be recorded when IEP is reviewed).

k. Deprivation and Achievement

A high proportion of our children come from families with significant levels of deprivation; which is indicated by the high percentage of children in receipt of Free School Meals (35%). Given that our students will come from the same catchment areas of our primary academies, centred around Edmonton, a significant proportion of our students will be drawn from areas which have very high levels of deprivation; in the top 5% of the most deprived as measured by the index of multiple deprivation surveys of recent years.

Heron Hall Academy will use the expertise and experience of our Primary Academies to close any gap in attainment between those students in receipt of FSM and those who are not, using a carefully co-ordinated range of measures. In our primary academies there is no gap between FSM and non-FSM pupils: this will also be the case in Heron Hall Academy. We will ensure this is achieved through a range of measures including:

- accurate assessment of students' strengths, needs and prior progress;
- creating a programme of learning and support which inspires and motivates students to consistently achieve their ambitious targets;
- providing a curriculum which gives students access to courses which reflect their interests and career aspirations;
- a programme of mentoring which provides consistent personal encouragement and support.

Dedicated staff will provide outstanding teaching and professional support to ensure that any weaknesses or underperformance is swiftly addressed. The Academy will work closely with parents and carers too, providing them with the support, encouragement and where necessary resources, to ensure that students receive full support and encouragement at home.

l. Reporting to parents

Our Primary Academies already have excellent relationships which have the trust and full support of our parents and carers. Heron Hall Academy will continue to hold those same high levels of trust and confidence. Moreover, the Academy will work hard to support parents' understanding, around the education and progression of their children, so that they still continue to be empowered and fully involved in the education of their children. The Academy will use a series of initiatives to strengthen our parent partnerships, using our experience which helped the Trust's Academies to gain the 'Leading Parent Partnership Award' (LPPA).

Tutor groups and tutors.

Tutor groups will be established which take into account family groups, using the pupil groups established in our Primary Academies, so maintaining the same family relationships within tutor groups. One important consequence of this is that the tutor will become the single point of contact between the Academy and individual families. Students will remain in the same tutor group for the whole of their KS3 and KS4 careers, promoting strong relationships with parents.

To mirror the structures in our primary academies, tutor groups will be organised into Houses. The learning programmes delivered as part of tutor time will build on the programmes used in the primary phase, developing students' understanding around their role in a plural and multicultural society, and as a sensitive, tolerant member of their families, communities and the Academy. The Houses will provide students with greater identity, as they will remain in the same House for the whole of their Academy careers and also, promote an element of friendly competition. Within each House, there will also be opportunities for student leadership to be developed, through a peer mentoring scheme and through the appointment of House Captains and other posts of leadership.

Increased reporting and communications

In keeping with expectation and best practice, an area of the Academy website will be available for parents and carers to access online, enabling a wider exchange of appropriate information including reporting online. Relevant information will be updated in real time through interoperability with the Academy MIS.

The Academy will report far more regularly to parents/carers on the progress and successes of their children. In line with our Primary Academies, this Academy will operate an eight-week assessment cycle and as part of this programme, a progress report will be prepared for each student, summarising progress and achievement, which parents can access through a secure, password-protected portal on the Academy website, or if that is not convenient, reports can be sent home in paper format. Where students make exceptional progress or achievement, the Academy will inform parents through a range of protocols which will include: e-mails, texts, phone calls, letters or postcards.

At least once each year, parents/carers will be invited to participate in a parents' meeting, where parents can discuss the progress and performance of their children in a relaxed, but informed manner. These meetings will normally last 45 minutes and will take place between the parents and their child's tutor. The tutor will collate all of the information from other staff and in addition, the student will also be invited to attend, to hear first-hand what her or his teachers say.

Finally, the Academy will hold information evenings, to support parents/carers at important times in their child's education, providing information and guidance which will help parents support their children most effectively. Examples include: Prospective Year 7 Parents evenings, Careers Evenings, Year 9 KS4 Option Choice Evenings, Sixth Form Options Evening. Where parents find evening meetings difficult, the Academy will seek to supply information in an alternative way, either through the Academy website, or by holding a separate meeting.

m. ICT

Easy access to appropriate, affordable, personal computing devices will be at the heart of each student's learning and will also perform a number of other functions including school meals, library administration, access / security and back office functions. With access to the Academy's learning platform, virtual learning environment and their e-portfolio available at home, students' learning will be seamless and take place at times and in locations other than at the Academy. This could involve workplace learning or field trip activities in various practical subjects such as science, where data logging and imaging may be involved. Technology has a very large role to play within teaching and learning to enhance the quality of experience and outcomes. It will enable all of our students to learn and achieve more effectively, creatively and efficiently than they could otherwise.

Availability on Demand

We aim to ensure that students at Heron Hall Academy will be able to use an appropriate personal device whenever they need to, in order to access learning technology. This will include access to a Learning Platform (an integrated set of interactive online services) including a VLE, with high speed tunable filtered connection to the internet.

To achieve this aim, students will have access to central hardware together with their own devices and those obtained under a suitable purchase scheme. By employing relevant software, authorised users other than students (e.g. parents) will be able to gain access, as will students when working from home, other schools or in employers' workplace locations. The Academy will enable educational use of Web 2 technology in a safe and secure manner.

ICT also offers a wide range of approaches to support students with special educational needs (e.g. adapted mouse and keyboard, switches, screen readers) and part of the strategy we will adopt involves treating ICT as a major aspect of educational inclusion. Wireless connectivity will facilitate the use of networked technology anywhere in the Academy and outside (within range).

We will work with PfS/EFA to ensure an appropriate, affordable and scalable solution to the Academy's ICT needs is procured.

4. Definitions and measures of success

a. General Statement: Success for every child at Heron Hall Academy

Heron Hall Academy will replicate the outstanding progress and attainment of children in our primary Academies. Success at this Academy will be promoted and assessed in many dimensions, as defined in more detail in the sections below. Fundamental to students' increased success will be a focus on raising aspirations by providing individual mentoring; setting standards of excellence as the norm in every area of Academy, but most importantly with regard to behaviour, teaching and learning, by inviting

individuals who themselves have been successful in a whole range of spheres: sporting, entertainment, cultural into the Academy to talk to students. Finally, the Academy will widen students' horizons by taking them to inspiring venues, such as universities (Cambridge and Oxford), museums (Natural Science Museum, National Art Gallery), sporting venues (Olympic sites) and to areas of outstanding beauty such as the Jurassic Coast and Lake District, as part of trips and residential.

b. Attendance and punctuality: promoting high standards

Attendance in our Primary Academies is already amongst the best in the country; presently across all our Academies attendance is 96.7%. We are not complacent about this and Heron Hall Academy will employ staff with specific responsibility for ensuring our clear aspiration of 100% attendance and punctuality is made increasingly attainable. The Academy will adopt a 'no excuses' approach to all attendance and behaviour-related matters. Dedicated administration and Learning Mentor staff will be employed to energetically monitor attendance and punctuality. Where an issue arises, Academy staff will immediately contact the student and the student's parents using a range of agreed protocols, sensitive to the fact that parents may be in work: text messaging, social networking sites such as Twitter, e-mails and 'phone calls could be used and the Academy will agree with parents and students on the most effective mode of communication.

From the first meetings with students, parents and carers, and in all Academy information, the message that '100% attendance and punctuality is expected' will be strongly promoted. The Academy's Breakfast Club will aspire to offer free or subsidised breakfasts to students and staff and will be a key element in promoting excellent attendance. In addition, the Academy will consistently recognise, promote and celebrate high levels of attendance and punctuality through the use of a rewards system, which will include tutor commendations, Postcards to parents, trips out, achievement awards and coffee with the Principal, to name a few.

The Academy has a statutory obligation to maintain accurate attendance registers as legal documents, and we will ensure that punctuality is monitored as well as attendance. The information in these documents will be monitored and meticulously recorded by staff to check attendance targets are being met. Where students are absent (unauthorised) we will use first day contacting to ensure parents and carers are aware of a student's absence together with their responsibility to ensure attendance unless this is not possible for legitimate reasons. If persistent absence occurs, discussions with the student will take place at the earliest opportunity to explore reasons from the student's perspective and a member of the SLT will arrange a meeting with parents or carers to discuss how attendance can be improved.

c. Behaviour

The Academy will ensure that the highest standards of behaviour from its students and staff is demanded and received. In parallel with other Cuckoo Hall Academies, Heron Hall Academy will have a 'zero tolerance' towards

behaviour or attitudes which are anything less than exemplary. In every element of Academy life: providing inspiring learning, setting ambitious, yet achievable targets, providing high levels of care, guidance, support and challenge, the Academy will support students to show exemplary behaviour. All behaviour will elicit a response from the Academy: good behaviour will be systematically recorded and rewarded. Students who show behaviour which is less than exemplary will be instantly informed and given the appropriate support and guidance they need to set consistently high levels of behaviour. While likely to be rare, in the final analysis, where a student persistently fails to meet the Academy's high expectations or shows serious anti-social behaviour, the Academy will protect the safety of other students and staff by excluding that student either on a fixed term, or very rarely, permanently. At all times, the Academy will seek to work to quickly integrate students fully, so each one is able to take full advantage of the excellent opportunities the Academy will provide. Expectations regarding exemplary staff behaviour will be actively explored at interview, as the Academy expects all staff: teaching and non-teaching to be excellent role models. All students will enthusiastically participate in learning which is interesting, enjoyable and often challenging: in doing so, students' behaviour will be purposeful and positive. Through a clearly communicated rewards system, all good behaviour and achievement will be recognised, recorded and widely celebrated in tutor groups, year groups, on the Academy website and in newsletters. Success and participation will be an integral element of Academy life and the Academy will actively explore opportunities to ensure that every student is successful and feels positive and confident.

This will be done not only in lessons; the Academy will also offer a wide range of extra-curricular activities which appeal to the widest range of students. Student choice will be an important feature of Academy life: in the curriculum and extra-curricular activities, but also with regard to wider school life, recognising the need to raise the aspirations of some young people towards more challenging choices.

In our Primary Academies, our pupils are consulted on a range of issues; so too will Heron Hall Academy students who will be able to comment and influence many elements of Academy life. While formal structures such as Student Councils will form one element of this consultation, with the aspiration that 10% of the student population is actively involved with these through Tutor time.

Through Tutor time, staff will participate in training which enables them to consistently apply all rewards and sanctions, to promote high standards of student behaviour. Where serious acts of defiance or behaviour are demonstrated, for example, violence towards a member of staff or a student, in order to protect others, the Academy will exclude and support this student while excluded. The Academy will seek to employ a Learning Mentor with responsibility for supporting students who are disengaged with the Academy for whatever reason: exclusion, illness or behavioural.

d. Academic

This Academy will demand and receive the same outstanding levels of progress and achievement that CHAT primary academies achieve. In 2011, Cuckoo Hall Primary School was in the top 200 school in the country with regard to attainment. It is our strong aspiration that this Academy will also reflect this level of success. A range of measures will be used to set ambitious targets and monitor these including:

- Four levels of progress from Year 7 to Year 11 (compared with three);
- Achievement of the EBac standard increasing each year;
- Linking performance at KS 2 to performance at KS4, with the aspiration that 100% of pupils achieving level 5 will correlate to 75% of students in 2019 achieving success at KS4, gaining 5 or more GCSEs at A*-C including English and mathematics;
- Linking KS2 performance to post-16 performance and progression

In view of the phased filling of the Academy, the first year where full achievements of the targets will be seen is in 2019.

% of students achieving:	2019	2020	2021	2022	2023
Four levels of progress	75	80	83	86	90
EBac standard	55	60	65	70	75
5 or more GCSE at A*-C inc E and Maths	75	80	83	86	90
3 or more GCSE at A*/A	35	37	40	45	50
Three, level 3 qualifications	50	55	60	65	70

The Academy will be 'data-rich' with staff and students making extensive use of a wealth of information to set ambitious targets and define a personalised ambitious 'trajectory of achievement' which will be regularly checked every half term, to ensure every student is on course to achieve the ambitious targets set. We have already stated earlier in this document that the Academy will make extensive use of information from its primary Academies. This data will be used not only to set ambitious targets, but will be used by teachers to set lessons which reflect students' prior achievement and progress. Every student will make 'outstanding' progress and achieve at levels equal to ambitious targets set.

e. Sporting and cultural

Every student will experience high levels of success, not only with regard to academic performance, but across a wide range of experiences. Cuckoo Hall Academies Trust is firmly of the belief that every student has a range of talents and through a co-ordinated programme of activities, as part of the Academy's curricular and extra-curricular programme, each student will have the opportunity to develop these talents. Sport and PE is a compulsory element of the Academy's curriculum and every student will participate in at least two hours of timetabled sport and PE every week. The PE curriculum will reflect a diverse range of sports and activities and will have an element of innovative sport built into every learning scheme.

The Academy will make full use of the sports facilities in the borough and seek to use the facilities in the locality to promote health, fitness and well-being. The Academy will have a trips and residential education programme, which enables every student to experience life outside of Enfield. Many of our students come from disadvantaged backgrounds, which tend to be very parochial, not venturing far from their family homes. The Academy will enrich the learning of each student from Year 7 onwards by organising day trips to areas of outstanding beauty and outdoor activity centres to raise aspirations, provide new opportunities for leadership and fitness and promote teamwork and communication. The Academy will seek to form a strong partnership with a school in Cumbria, with Heron Hall Academy students taking advantage of the outdoor pursuits and wider opportunities available in the Lake District.

As part of planning the Academy curriculum, senior leaders will work with middle leaders to ensure that SMSC (spiritual, moral, social and cultural) learning opportunities are built-in as an important aspect of pupils' personal development. Again, the strong links with our Primary Academies will ensure that provision at Heron Hall is seamlessly linked to this earlier provision, building coherently on the strong foundations laid down.

With regard to extra-curricular activities, the Academy will establish a vibrant and engaging programme of sports, performing arts (Dance, Drama, music (instrumental and choral), creative arts (2-dimensional, ceramic, wood and plastic work) and communication (public speaking, IT and media) which take place after core learning and equally at weekends (predominantly sports) and during Academy holidays.

Every student's participation in these activities will be recorded, reported and celebrated within the Academy and also with parents and carers, so that every student feels she or he is successful in a range of experiences.

f. Whole school and groups of students

The Academy will assess its progress and success using a range of tools and groups. The focus on the tracking and success of individual students has already been detailed. Senior staff will equally monitor the success of the Academy by rigorously reviewing the progress of the Academy as a whole in terms of its target around academic achievement, attendance,

behaviour, student participation and success in sport and in cultural activities. In addition, a clear focus on how groups of students perform and succeed will also form an integral element of the Academy's performance monitoring and self-review processes. For ease of comparison with other high-performing academies, the Academy will use groups from the RAISEonline profile:

- Gender;
- Looked After Children;
- EAL ;
- Free School Meals – there is no difference in attainment for children in our primary Academies and our strong aspiration is to also reflect that in this Academy; and
- Students' cultural background and heritage

Where deficiencies or inconsistencies are noted, the Academy will quickly investigate the causes of the issue and put in place a series of measures which seeks to most effectively address the issue. The Academy appreciates that some issues such as educational aspiration may require sustained long-term measures; which it will fully implement.

g. Assessment

Assessment is at the heart of ensuring success for students, which supports the use of data to monitor and review the progress of every student. While robust assessment will form the basis for setting initial ambitious targets for individual students and the Academy as a whole, a range of assessment tools and strategies will be systematically and coherently used to ensure that progress, attainment and success is accurately monitored. All subject learning schemes and lesson plans will make clear reference to assessment opportunities and systematic recording of students' progress. The Academy will utilise a Management Information System that robustly captures, collates and communicates information regarding progress. This information will be used by staff and in time, directly by students, who will take increasing responsibility for monitoring their own progress and targets, as independent learners.

Assessment For Learning (AfL).

This important strategy will be used by teachers in all lessons to set clear outcomes, challenge students' knowledge through expert questioning and mark work formatively, in ways which supports students' development. Every lesson plan will contain a mandatory section on AfL and staff competence around AfL will form part of the Academy's Quality Assurance strategy, to help ensure that students are fully supported and make maximum progress.

Summative assessment of students' progress

Along with AfL the Academy will develop a systematic programme of robustly recording each student's progress based on our eight-weekly cycle of testing and teacher assessments, which is already extensively and successfully used in our primary Academies to provide a more periodic and longer-term perspective of students' progress. The Academy will make use

of its Management Information System to make this important assessment tool as robust and simple-to-use as possible, with data from these summative results being used clearly define students' progress. These results will be shared with parents along with other assessments to provide a clear picture on the progress of their children.

h. Quality Assurance of teaching

The Trustees and the Academy have the highest aspirations that teaching throughout the Academy will be consistently of the highest quality: proving stimulating and enjoyable lessons, inspiring students to give their best. The Academy will make use of the excellent practice in Cuckoo Hall Academy and other CHAT Primary Academies to achieve this goal.

Senior leaders within the Academy will be linked to particular departments and will work sensitively with teachers to improve their competence and professional practice. Lesson observations will take place at least once each month and more regularly where needed, followed by a report-back and suggestions for improvement. Academy leaders will regularly take 'learning walks' where they will 'drop-in' and randomly sample a range of lessons. Where there are particular issues, the Academy will make full use of its resources including the support of its Executive Principal and other staff, to help address these along with the support of other partners, such as nominated universities. Teachers will be encouraged to undertake shorter, informal sessions of mutual observation and we will expect adherence to an open door policy with middle and senior leaders' teaching areas. The Academy will have strong expectations regarding the quality of teaching with a strong aspiration that excellence is the norm.

Where deficiencies are identified, the Academy will quickly implement a range of strategies to support a teacher, with the goal of most rapidly improving professional practice. This could be undertaken through a range of strategies including joint lesson planning, or team teaching with an experienced practioners, or observing experienced practioners. The Academy will adopt a personalised programme of support to most effectively promote excellent teaching in every case. In the final analysis, where levels of teaching remain consistently below expectations, the Academy will apply competency procedures and support the member of staff to seek alternative employment.

New national Performance Management procedures and criteria come into force from September 2012 and the Academy will fully reflect these as part of its support for excellence in teaching and learning. Cuckoo Hall Academies Trust welcome the new arrangements which provide clarity around high-quality professional practice, enabling Academy leaders and teachers to most effectively support excellent teaching; an essential, for our students to be successful.

i. Recording and reporting success

Parents and Carers

The Academy views its partnership with parents and carers as being of fundamental importance and it will use the knowledge, relationships and expertise of its other Trust Academies to ensure the success of this important element. The Academy will report on the progress and success of every student as part of an eight-week assessment cycle. It will use a range of media to support a programme of clear and robust information; with the Academy's website being its principal tool. The homepage of the website will contain a 'Parents' Portal' through which parents will find up-to-date information through a unique password-protected route about their daughter or son.

For those parents who find this route problematic, the Academy will sensitively support them by providing information in a more accessible manner: paper reports, or a quick phone call from a tutor or through a short meeting. The Academy will also seek to promote parents' learning too, by offering ICT lessons and parent-child learning. This last strategy has proved very effective in other academies: 'Mums supporting learning' or 'Dads and Lads Clubs' are good examples.

Governors

The role of the Local Governing Body to challenge and support the Academy with regard to its programme of continuous improvement is fundamental to the progress and success of Heron Hall Academy. The Trustees will identify Governors with the commitment, skills and expertise to provide sustained challenge to the Academy to maintain our high standards. The Local Governing Body of Heron Hall Academy, in parallel with other CHAT academies will have governors from the following groups:

- Cuckoo Hall Academies Trust. The Trust has appointed four governors nominated by the Trust. These nominees are well-known to the Trust and have considerable expertise either as governors of other high-performing school, or be experienced school leaders or have strong and relevant experience through service on the Council or as an elected community representative.
- Staff Governor. One staff Governor will be appointed, elected by ballot, where there is more than one candidate. This person will serve on the Local Governing Body for a term of four years.
- Parent Governors. Two parent governors will be appointed through a fair and robust nomination and election process. Nominations will be sought during September 2013 from parents or carers of students attending the Academy and where there are more than two nominees, a ballot of parents/carers with parental responsibilities will be held.
- The Principal and Executive Principal will be ex-officio members.

The Articles of the Trust will allow the Trust to appoint up to seven governors to Heron Hall Academy if required and therefore gives the Trust the flexibility to appoint additional governors as it feels necessary.

All Governors will have a clear remit, provided by Cuckoo Hall Academies

Trustees for monitoring the academic progress of students, groups of students and the Academy as a whole, with ambitious targets which demand continuous improvement. Governors will be provided with clear, robust and accurate information on a regular basis, so that they can review progress and discuss this with the appropriate senior leaders. In addition, the progress of the Academy will form a mandatory item on all Governing Body agendas. The Academy will also provide appropriate training for those governors who require it. It will use the expertise of Cuckoo Hall Academies Trust and the Executive Principal to give guidance regarding provision for this.

Initially, the Shadow Governing Body Heron Hall Academy will comprise of four members nominated by CHAT with further possible appointments to be made. The shadow Governing Body will be established during the summer term of 2012 (subject to DfE approval) and will meet at least twice a term to agree the structure and further detail regarding the Academy, along with the appointment of a Principal Designate for the Academy. Following this, it is expected that the Local Governing Body would be officially established in September 2013 once Heron Hall Academy is open and meet at least once per term (three times per year) with committees with delegated powers, for which a scheme of delegation will be developed, for Finance and Audit, Personnel and Admissions. All other matters, for example, health and safety, curriculum monitoring will be undertaken by the whole governing body.

The Chair of Heron Hall Academy Local Governing Body will be a director and member of the Cuckoo Hall Academy Trust.

Admission and Exclusion Appeals

Admission appeals will be undertaken for the September 2013 intake and each subsequent September as part of a co-ordinated admission appeal arrangements with a number of local voluntary aided schools who are their own admission authority.

Admission appeals outside of these arrangements will be organised and run by Clerks Associates, a company with experience in running Admission appeals and which have the necessary independent people to run the appeal. Cuckoo Hall Academies Trust currently has a contract with Clerks Associates to run Admission appeals for Cuckoo Hall and Woodpecker Hall academies and is very happy with the service offered. Heron Hall Academy would seek a similar contract with Clerks Associates to undertake not only Admission appeals, but also to undertake Exclusion appeals.

Clerks Associates provide admission and exclusion appeals for a range of schools and have fully trained and independent Chairs and panel members with an experienced clerk to operate the meetings. It is expected that due to the anticipated popularity of Heron Hall Academy there will be a number of admission appeals to manage throughout the life of the Academy.

Governor Training

Governor Training will be offered by a range of providers. Heron Hall Academy will ensure that its Governors have the skills and expertise to undertake their role and accordingly, training is deemed to be a high priority for our Governors. Accordingly we propose to adopt a range of options to provide Governors with the training and resources that meet their need. Our experience is that Governors are more energised and motivated by training when it is undertaken on-site or at home and is Academy-specific.

Heron Hall Academy proposes to deliver a range of training courses to suit the training requirements of governors following a training needs analysis to be undertaken at the first meeting of the Governing Body. Training will therefore range from school specific training, on-site training, specialist off-site training and governor networking.

The Academy will make full use of the governor training expertly provided by Cuckoo Hall Academy Trust staff for around half an hour before the start of each Local Governing Body meeting. These will cover school specific issues such as Raise Online, Financial Benchmarking and Child Protection.

Governor training will also be available as an on-line training facility through the Eastern Leadership Centre Governors E-Learning (GEL) facility. GEL has on-line training modules covering a range of areas including:

- Safeguarding - The Governors' Role
- Governors' Visits to School
- Monitoring and Evaluation - The Governing Body's Role
- Health and Safety
- Looked After Children
- Roles and Responsibilities of School Governors
- The Role of the Governor
- Principles of Governance
- Demonstrating the Difference
- Levels of Responsibility
- Organising Work
- Headteacher Recruitment and Succession Planning
- The Role of the SEN Governor
- Monitoring Performance Data and Targets
- Taking the Chair
- Performance Management - the Governors' Role

The Academy will offer training for new governors (likely to be the parent governors) through the National Governors' Association and specifically their "Welcome To Governance" guide. This would be then complemented through Educare's training package providing a "First Certificate in Governance." Safer Recruitment training will be provided for Governors through the Children's Workforce Development Council (CWDC).

Role of Governing Body

To provide coherence with other CHAT Academies and a 'relentless focus' on driving up standards of achievement the Local Governing Body (LGB) of Heron House Academy will be guided by the Cuckoo Hall Academies Trust. The appointment of the Chair of the LGB as a Trust member of CHAT will help to ensure this co-ordination. All CHAT Academies Chairs and Principals will meet with the Executive Principal of Cuckoo Hall Academy and Chief Executive officer to agree and set ambitious targets for each Academy. The Local Governing Body will undertake a monitoring and strategic role in the running of Heron Hall Academy in the light of all comments and targets set it by the Cuckoo Hall Academy Trust with three main roles:

- setting aims and objectives for the Academy;
- adopting policies for achieving those aims and objectives; and
- setting targets for achieving those aims and objectives.

The Local Governing Body will regularly monitor and evaluate progress in achieving the aims of the Academy with the Heron Hall Academy Development Plan providing the main mechanism for the strategic planning process. In order for this to happen, there will be formal Local Governing Body meetings every term and additional finance and personnel meetings each term as necessary. The LGB will appoint individual governors to discharge particular responsibilities on behalf of the Academy which will include: curriculum, safeguarding; health and safety, Special Educational Needs. Importantly, all members of the LGB will be responsible for the monitoring of standards and achievement.

The Academy Principal will have responsibility for the internal organisation, management and control of the Academy and for implementation of the aims and objectives established by the Local Governing body. Governors will not be involved in the detail of the day-to-day management of the Academy.

The LGB of the Academy will receive a termly report from the Principal to provide evidence of performance in a number of areas including; leadership and management, teaching and learning, student discipline, behaviour, standards and achievement with various relevant performance management statistics, such as numbers of SEN students, details of safeguarding training undertaken, numbers of exclusions, etc. The Principal will also report on health and safety matters and other premises-related issues. In addition, the LGB will receive a report from the Chair of the Finance and Audit and Personnel committees each term, along with the minutes of their last meeting. When the Admissions committee, along with other committees, has met, the minutes of these committees will also be reported to the Governing Body. Governors will be welcomed into school on a regular basis to gain a better understanding of what goes on in the Academy and to assist with their monitoring role.

The Principal will discuss all the main aspects of the Academy with the LGB and will expect governors to both challenge and support the Academy.

Governors are often referred to as a “critical friend”, and Cuckoo Hall Academies Trust expects that the Local Governing Body of Heron Hall Academy will offer support and constructive advice, along with questioning proposals and seeking further information to enable them to make sound decisions.

The Executive Principal will provide a formal report each term to the Academy Board on overall performance of all CHAT Academies. The Local Governing Body minutes from all of these meetings will be sent to lead person within the YPLA/EFA and/or DfE if required.

As the ‘lead professional’ in the Academy, the Principal will be responsible for formulating and implementing all policies, for leading the Academy towards the targets and for discharging many responsibilities on the Local Governing Body's behalf, as well as for discharging responsibilities imposed directly on him or her as set out in the Funding Agreement. The Principal will be responsible for formally reporting to the Executive Principal on the internal monitoring procedures, quality of teaching and student performance outcomes at Heron Hall Academy each half-term.

Department for Education (DfE)

The Academy will provide the Department for Education and its officers with regular information on the progress of the Academy in a range of areas, including: student achievement, behaviour, attendance, financial, student numbers and any other indicator the Department requests, along with the required statutory returns including the School Workforce Census. At all times, the Academy will seek to be wholly transparent in terms of its overall progress; informing the Department too, when there may be issues which could later prove to be significant.

j. Self-reflection strategy to ensure continuous and sustained improvement

While the requirement from Ofsted regarding the Self Evaluation Framework (SEF) has been removed, the Academy firmly believes that a systematic programme of self-review and self-reflection is an important element in continuing to drive up standards and the quality of learning and teaching. It will use the expertise from the Executive Principal and its partner Trust Academies to fully implement and use a self-reflection framework which is wholly coherent with one already successfully used in our Primary Academies, so that reporting to Trustees and the Executive Principal is wholly consistent with other CHAT Academies, enabling an accurate comparison and review of students’ progress.

This framework will be used by a range of groups within the Academy, providing clarity and coherence on the present performance of the Academy and importantly, what it needs to do to progress further. The Academy will expect every department to undertake a regular programme of self-review and communicate that to the senior leader who is responsible for Quality Assuring the work of that department. The Academy will use the new inspection framework for Ofsted inspections as part of this self-review

process to ensure it is reflecting national priorities. Key sections include:

- Achievement (including: attainment, progress, student groups, value added, underachievement);
- Quality of teaching (Including: planning, marking, assessment, impact on learning over time, activities outside the classroom: support & intervention);
- Behaviour and Safety (Including: in classroom and in non-timetabled time, attendance and punctuality, procedures, record-keeping); and
- Leadership and Management (Including: capacity for improvement, improving teaching, promoting improvement for all, promoting improvement for specific students).

All departmental self-reviews will be collated and discussed at Senior Leadership and Local Governing Body levels. The Academy will define resources to address targets and issues arising from this self-review process.

k. Accountability for Success

There will be a clearly communicated and robust reporting and accountability framework which starts from the Cuckoo Hall Academies Trust Board, which sets ambitious targets for each academy, with each Academy then setting targets, outcomes and goals which ensure the achievement of the Trust Board's targets. Every Academy department and member of staff will play a full and active part in the achievement of these targets, either directly as a teacher or as a member of our support staff, providing guidance and support to students. Schedules and reporting lines will be clearly defined, so that the 'relentless pursuit of excellence and achievement' will be a continuing priority.

Success will be widely shared and any weakness or failure to reach targets promptly investigated to resolve any issue. Our comprehensive monitoring, evaluation and intervention strategy will ensure, through a carefully co-ordinated programme including lesson observation, work scrutiny, data analysis and benchmarking that the information needed by school leaders to track progress towards our high expectation targets is available. This will be digested and presented in an appropriate form to teachers for use in lesson planning, to ensure continuity and progression and to ensure that an appropriate degree of pace and challenge is delivered via macro-curricular planning. This will be reflected in the plans teachers devise for sequences of lessons.

Teachers will be responsible to their line manager for the performance of pupils against carefully drawn up, data-centred individualised targets, reflecting the Academy's high aims for every pupil. A properly constituted and agreed Performance Management policy will set out how teachers' performance will be monitored and how CPD will be used to maintain the quality of teaching. Our high expectation aim is for teaching to be outstanding.

Our strategy for achieving success, in terms of academic and non-academic aspects, will involve clearly agreed criteria for what an outstanding lesson looks like in each subject area; paired observations where teachers accompany senior leaders and, from time to time, involvement of external specialists such as experienced Ofsted inspectors. Our high expectation aim is to be judged Outstanding by Ofsted.

The Academy will also examine external data for benchmarking purposes, spanning participation rates and destinations (our aim is zero NEETs) and we will make use of Pupil Voice to examine the quality of learning experience we achieve. We will also seek feedback from parents and carers. Surveys will use our success criteria directly to allow us to measure what we do against our explicit aims. We expect to secure a very high satisfaction rating from pupils and parents.

Middle leaders will report to the SLT on the performance of subject areas and other collective performance indicators. Ultimately the Principal will be responsible to the local Governing Body, Executive Principal and Trust Board (as well as pupils and parents of the Academy) for the standards achieved.

5. Admissions policy and how it will be administered

The Academy Admissions policy, will meet the requirements of the National Admissions Code and Appeals Code and related statutory requirements.

Our final PAN from 2019 reflecting our full planned intake will be (planned admission number) 240. If there are fewer applications for a place in the Year 7 class of the Academy than there are places available, everyone is offered a place.

After the admission of pupils with a statement of special educational needs naming the Academy, Governors use the following criteria to decide which children should be offered places when there are more children wanting to go to the Academy than there are places available.

1. Looked after children (as defined by Section 22 of the Children Act 1989) and children who were looked after, but ceased to be so because they were adopted¹, or became subject to a residence order² or special guardianship order³.
2. Children of staff at Cuckoo Hall Academy where:
 - a. the member of staff has been employed at the school for two or more years at the time at which the application for admission is made; or

¹ Under the terms of the Adoption and Children Act 2002, Section 46

² Under the terms of the Children Act 1989, Section 8

³ Under the terms of the Children Act 1989, Section 14A

- b. the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage
3. Children who attended classes at Cuckoo Hall Academy, Woodpecker Hall Primary Academy or Kingfisher Hall Primary Academy at the time of application and remain in their class at their respective Academy until their admittance to a Heron Hall Academy year 7 class.
4. Children with a sibling who is attending Heron Hall Academy at the time of admission and who will still be attending the Academy when the child is admitted. Long term foster children will be accepted as siblings of the foster carers own children and other children in foster care at the same address. The children concerned must be living at the same address and evidence may be required to verify the sibling link.

Priority within this group will be given in the following order:

- a. Children of twin/multiple births living at the same address.
 - b. Other children
5. Children living nearest to the Academy. Priority within this group will be given in the following order:
- a. Children of twin/multiple births living at the same address.
 - b. Other children

If a tie-break is needed to determine who is admitted, under criteria 2-5 priority will be given to children living nearest to the Academy measured as the crow flies, that is, in a straight line from the child's home to the main entrance of Cuckoo Hall Academy (Travel by private car or public transport is not taken into account.)⁴. Random allocation will be used if the distance between two children's homes and the school is the same.

Waiting Lists

In addition to the right of appeal, unsuccessful candidates will be offered the opportunity to be placed on a waiting list. This waiting list will be maintained by the Academy in order of the oversubscription criteria set out above and not in the order in which applications are received or added to the list. Looked after children and previously looked after children will take precedence over those on the waiting list.

⁴ Distances from home to school are calculated by the London Borough of Enfield admissions service. The Governing Body has been advised that the distances provided are calculated by the London Borough of Enfield admissions service using ADDRESS-POINT®. This provides a national grid co- ordinate and a unique reference for each postal address in Great Britain to a resolution of 10cm, with each point falling within the addressed building. In the case of multi-occupancy buildings such as flats where there may be only one address point, priority will be given to applicants whose door number is the lowest numerically or alphabetically.

Parents/carers will be consulted regularly on whether they still wish to remain on the waiting list and the waiting list will be maintained until the end of the Academic year.

Please note that attendance in the classes at Cuckoo Hall Academy, Woodpecker Hall Primary Academy and Kingfisher Hall Primary Academy does not guarantee admission to the Academy for secondary admission and that a separate application must be made for transfer from Primary to Secondary for Heron Hall Academy.

Application Procedures, Late Applications and Timetable for admissions to Heron Hall Academy

Application to Heron Hall Academy is not dependent on any ability test and in order to apply for a place at the Academy for 2013 a standard LA application form must be completed and returned to Heron Hall Academy c/o Cuckoo Hall Academy, [REDACTED], Edmonton, [REDACTED] by [31 October 2013]. Further information is available on the London Borough of Enfield admissions website at <http://www.enfield.gov.uk/admissions> and at [REDACTED]. Parents will be advised of the outcome of their applications on [1 March 2014] or the next working day. Unsuccessful applicants will be given reasons related to the oversubscription criteria listed above and advised of their right of appeal to the independent appeals panel.

Late applications will be considered if a vacancy occurs. If no vacancy occurs then the late application will be added to the waiting list.

The admission of pupils with a statement of Special Educational Needs, where LB of Enfield has agreed to name the Academy on a child's statement (under Section 324 of the 1996 Education Act), is dealt with by a completely separate procedure. This procedure is integral to the making and maintaining of statements by the London Borough of Enfield. Details of this separate procedure are set out in the Special Educational Needs Code of Practice.

After an offer has been made of a place at the Academy, Heron Hall Academy requires 2 proofs of residence of the permanent home of the child to confirm the place. One of these must be a notification of Child Benefit from HMRC unless the parent/carer is not entitled to Child benefit when another proof of residence must be provided. Another proof of residence must be a council tax document, child's medical card, a gas or electricity bill, bank or building society letter or similar less than 3 months old. Confirmation of date of birth of the child will also be required

Siblings

A sibling is defined as a full brother or sister, a step/half brother or sister living at the same address, a child who is living as part of the family by

reason of a court order or a child who has been placed with foster carers as a result of a being looked after by a local authority.

Looked after children

In the case of a previously looked after child, Heron Hall Academy will require a copy of the adoption order, residence order or special guardianship order and a letter from the local authority that last looked after the child confirming that he or she was looked after immediately prior to that order being made.

Note

Unfortunately it appears that there have been some cases where parents have been tempted to supply false or inappropriate information to try and get a place at a particular Academy or school, for example by giving the address of a relative instead of the home address. Information supplied by parents/carers is checked. If it is found that false information has been provided and a place has been obtained because of this, the place offered is likely to be withdrawn. Parents/carers will still have the right of appeal if the place is withdrawn.

The Academy will provide high-quality education for boys and girls of all abilities and it is the intention of the Trustees of Cuckoo Hall Academies Trust that the Academy recruits children from the Academies which comprise the Cuckoo Hall Academies. In terms of a geographical area, this will be centred on the area of Edmonton, in the east of the London Borough of Enfield.

The Academy will grow strongly in the first few years of its opening, to meet the increasing demand from the growing Cuckoo Hall Academies Trust Primary Academies. In 2013, the Academy will have a Pupil Admission Number of 90 for September 2013. In 2016, the Admissions Number will increase to 120 pupils and in 2018 to 180 pupils. In 2019, it will move to its final admissions number of 240, to become eight-form entry (8FE). The London Borough of Enfield will administer applications on behalf of Heron Hall Academy under the common applications form.

6. Behaviour management, student well-being and attendance

a. Our expectations

Fully in line with our primary academies, every student at Heron Hall Academy will be expected to show exemplary levels of attendance, behaviour and attitude. These high expectations will be clearly demonstrated by all Academy staff: the recruitment and selection of staff, staff induction and continuing staff development will result in all staff becoming excellent role models for our students to emulate. Similarly, all information produced by the Academy (for example, on the Academy website) will clearly state the expectations regarding the high levels of behaviour. Bullying in any form, for example: physical, verbal, cyber-

bullying is abhorrent and wholly unacceptable within the Academy. The Academy has an Anti-bullying policy which it will share with staff, students and parents, which clearly defines the Academy's strong rejection of this behaviour. The policy will be available on the Academy's website and will be consistent with those of other CHAT Academies.

b. Role of parents and carers

The Academy will promote the strong development of parental relationships, which it sees as fundamental to improve the aspirations, behaviour and learning of students. The role of the tutor and same-family tutor groups is a key element in this aspiration. The tutor will be the principal line of communication between the Academy and parents, which will strengthen with time, as students will remain with tutors for the first five years (Years 7 -11). The Academy will also appoint specialist staff to liaise closely with parents regarding punctuality and attendance and will agree with parents on the most effective ways of communicating with them.

CHAT Primary Academies currently employ an Education Welfare Officer (EWO) who works with our older pupils in Year 6. As one other element in providing a seamless link between our primary and secondary academies, this postholder will also work with Year 7 parents, carers and students. This will significantly help those parents or students, by providing a strong and coherent programme of support, with the EWO known and trusted.

Information and parents' evenings will promote stronger home-academy links and the Academy will spend significant time, effort and resources to ensure that relationships between the Academy and parents are excellent. To monitor the quality of parental and carer relationships, the Academy will invite parents and carers to anonymously complete surveys to assess the quality of support and information provided. This information will be shared with senior leaders and Governors on a regular basis. More broadly, the Academy will hold social events, such as Coffee Mornings, Academy productions and fund-raising events to engage more fully with parents and carers.

This seamless coherence between our Primary Academies and Heron Hall Academy will also be supported by the presentation of common policies, which clearly reflect the joint ethos of CHAT Academies, promoting consistent high expectations and a consistency of treatment. Two policies in particular will be highlighted for parental inspection: Anti-bullying policy and the Academy's Behaviour policy. All members of CHAT Academies find bullying in any form abhorrent and clear messages will be shared with parents, children and staff regarding our expectations. Any suspected instances of bullying will be immediately and robustly investigated to determine the extent and nature of any incident. Where bullying is confirmed, a range of measures will be taken to address this, which will involve parents and carers and support for the bullied and the bully. With regard to Behaviour; clear expectations and high standards will be set; with the strong emphasis on reward. Our academies will be praise-rich, with positive actions consistently and coherently recorded and rewarded. Where

actions fall below our high expectations, these will be immediately communicated and where necessary, a tiered programme of sanctions progressively used, to promote high standards.

c. Home-school agreement

The Academy will have high expectations for excellence and a 'zero tolerance' of behaviour or attitude which is less than exemplary and will clearly communicate this to our parents and students. To that end, the Academy views the Home-Academy Agreement as a fundamental element in clearly stating the high expectations the Academy has for attendance, behaviour and attitude. This will be clearly communicated to parents at all meetings, for example at Academy Information Evenings or Prospective Year 7 Parents' Evenings, which it expects all parents to attend and as part of this evening, sign this document, which is entirely consistent with our CHAT Primary Academies Home-School Agreement. The Heron Hall Academy Home-Academy Agreement states emphatically the expectations and obligations on parents, students and the Academy. The Academy will insist that the agreement is signed by the parent/carer, the student and an Academy representative, normally the student's tutor. A copy of this agreement will be given to parents, the student and one kept on file by the Academy.

d. Promoting 100% attendance

100% attendance for each student is a target which Heron Hall Academy will commit significant effort and resources to achieve as quickly as possible. Clear information will be given to parents and carers in all the Academy's recruitment information, with the expectation that 100% attendance is the norm; clearly stated by Academy staff in all meetings with parents and in lessons to students.

Heron Hall will seek to reward success, by defining a range of rewards and acknowledgements which strongly encourage students' attendance. Attendance will be a key element of all parental reporting and specialist staff will be appointed to support tutors in rigorously monitoring and where necessary, quickly contacting both parents and students in the event of an issue.

The Academy Code of Conduct will be communicated and prominently displayed throughout the Academy. It will form part of the Home-Academy agreement. It will be in all students' handbooks. Every classroom and learning space will have a copy of the Code of Conduct clearly displayed. All Academy staff as part of their initial induction or on-going professional development will participate in training and further development of the Code of Conduct.

In line with CHAT's Primary Academies, the Heron Hall Academy will apply a 'no excuses' policy to behaviour.

e. Rewards

The Academy will widely publicise to students, staff and parents the wide

range of rewards which appropriately reflect students' effort and achievement. The Academy will be a 'rewards-rich' and a 'praise-rich' school, with the clear intention that rewards will comprise the majority of comments (over 80%) and that every student will be clearly rewarded for their commitment and effort. By providing inspiring teaching, a range of relevant and engaging curriculum courses and opportunities for students' voice and leadership to influence may key elements of the Academy, the CHAT Trustees believe that students will be highly motivated.

The rewards tariff will seek to acknowledge all students' efforts:

- Academy credit: the lowest tariff award, given to any creditable action;
- Academy Reward Postcard: Sent to parents for receipt of 100 academy credits;
- Academy Bronze Badge: Awarded for 250 credits or a single outstanding event;
- Academy Silver Badge: 500 credits – awarded in a Year Group Assembly;
- Academy Gold Badge: 750 credits – awarded by the Principal. Gold Badge holders;
- Prize draw : Termly for all Badge holders: different prizes for different badges; and
- Academy day out: for all students who have achieved 100 credits.

The Academy will celebrate and publicise all examples of consistent and meaningful effort and excellence on the Academy website. All significant rewards will be captured in students' half-termly report to parents.

The Academy will make every effort to ensure that all students are rewarded appropriately, with 'celebration of effort and success' a key component in the life of the Academy.

f. Sanctions and our approach to Exclusions

The Academy will follow national guidance and meet best practice on exclusions and appeals. Our aim is to achieve zero permanent exclusions and zero fixed term exclusions, but the Academy will use exclusions to protect its staff and students, where extremes of behaviour and attitude are shown and impact on the learning and well-being of others. In all instances, our aim will be to re-integrate students back into the Academy, so they can continue to develop.

A range of support strategies will be used to support those small numbers of students who, for one reason or another are excluded. This will include providing work and the use of specialist Academy staff. In all instances of exclusion, parents and carers will be fully involved, to both communicate with and support them too.

g. Student well-being

The safety, health, happiness and well-being of each student is important and a fundamental concern to the Academy. The Academy will develop a co-ordinated strategy to ensure that every student eagerly anticipates

learning and is well-known and confident within the Academy. The implementation of a House system is a key element. To further strengthen the seamless collaboration between our primary academies and Heron Hall Academy, we will use the same Houses in both phases, so that for the vast majority of our children, whatever House they join in our Primary Academy, they will remain in that House at Heron Hall Academy.

Our House structure will provide greater identity, competition and, opportunities for student leaderships. Older students will be trained and encouraged to act as 'co-tutors' too; working closely with younger students particularly on their literacy development, but also with regard to their wider social integration. The inclusion of family members within the same tutor group will significantly strengthen the relationship between the home and the Academy, so that potential issues can be addressed early, with parents having strong confidence in the ability of the Academy to help. Again, the pastoral groupings of children in the primary phase will be retained, for the most part, in Heron Hall Academy, helping to promote students' confidence and well-being.

7. Local community outlined and plans for community engagement

a. Description of community

In our work with the community we will meet the requirements of the Equality Act 2010. The community in the borough of Enfield has already been described: it is made up of a rich and diverse community of many nations, cultures and beliefs: over half the children at Cuckoo Hall Academy (58%) have English as an Additional Language. While the majority of students will most likely be of White British, Black African, Caribbean or Turkish heritage, a significant minority will be of Eastern European or Asian heritage.

Edmonton is an area of high deprivation, with significant economic and health issues, the area is also atypically for Enfield, a crime hotspot, with gang culture present. The first priority of the Academy will be to ensure the safety of all students, staff and visitors, so that all Academy members feel secure and relaxed.

b. Use of school buildings

The Academy will work hard to make our resources, including the building, available to community members. To reflect this strong aspiration, the Academy will seek to appoint more site staff, to enable the building to be available. The Academy will look to create an internet-based community-booking system using the Academy's website. The external sports facilities will also be available, to promote community health and fitness. Conscious of the rich cultural background of its families, the Academy will promote the use of the building for social events such as community productions and weddings.

c. School to promote community growth

Heron Hall Academy is strongly committed to promote the development of community skills and growth; already clearly demonstrated in our CHAT Primary Academies through the use of 'coffee mornings' and vibrant programme of social activity. This provision will continue in Heron Hall Academy, with parents and carers being warmly welcomed on a regular basis: 'coffee with the Principal' will be one regular event, with a range of other social events programmed. The Academy will seek to identify resources from its budget to promote community growth. This funding may be used to employ additional staffing; both site staff and teachers, who could work with community members.

While the Academy's sports facilities may be well-used by the community, the Academy is keen to promote community growth and organise a series of courses to enable those interested to participate in for example; English and mathematics courses, ICT and communication classes and general employability skills-development. The Academy's parents and carers may form the initial focus of our community engagement, through courses such as 'Mums supporting learning', which ostensibly is established for mothers to support their children's learning, it will also benefit mothers' learning too.

d. Collaboration with other schools

The Academy will seek to work most closely with other CHAT Academies, as they have the same ethos and rationale and it will set up a number of liaison groups to fully develop this, for example: curriculum group, transition group, staff development and training group. The Academy also welcomes the opportunity to work with other secondary schools on common issues, for example on the co-development of vocational courses or 'A' level courses or more specialist learning courses, in connection with employability or core learning. The Academy is very willing to share its expertise on a wide range of issues including; literacy, numeracy, leadership development and professional teaching practice with other schools. The Academy term structure has been carefully chosen to ensure the maximum opportunity to work with other schools, so that students from partner schools can take advantage of courses offered by the Academy and vice versa. The Academy will look to offer a common IT-based attendance and reporting module, such as SIMS Partnership Exchange (PX) which will again enable collaboration with partner schools.

e. Collaboration with local employers to promote vocational courses, mentoring and careers education

Cuckoo Hall Academy is a member of the North London Chamber of Commerce and has provided valuable experience for the Chamber's Apprenticeship scheme. Heron Hall Academy will continue with this collaboration, recognising the value of working with local employers. Vocational education will be an important strand in the education of many Academy students and the Academy will work with local employers and where appropriate with others, such as developing its new relationship with Barnet and Southgate College to prepare and offer a vibrant programme of vocational and employer-led provision. The involvement of local employers

is fundamental to the success of the vocational courses offered at the Academy. Heron Hall will work hard to identify employers who will be prepared to commit employee time to co-develop courses and provide work experience placements within their places of work. One of the Academy's post-16 learning pathways is likely to involve Apprenticeships. Recently, North London CiC identified its 100th apprenticeship opportunity: the Academy will work closely with a range of organisations including Prospects, and North London CiC to find suitable placements for its apprentices.

As part of its programme of raising aspirations, the Academy will start its Careers Education programme in Year 7. At KS3, students will participate in a programme which seeks to broaden the career horizons. At KS4, far more specific advice and guidance will be provided, with contributions from employers and the Connexions and Prospects services, giving groups of students' access to a wide range of professions and occupations. The Academy is firmly of the opinion that students' strong appreciation of the world of work is an important element in seeing the relevance of education and learning in school.

- f. Progression and collaboration with Further and Higher Education** The Academy is determined to ensure that every student leaves with a clear appreciation of their future progression pathways, supported by the best educational qualifications she or he can achieve, having successfully participated in a wide range of experiences which is reflected in a Record of Achievement, is a confident and independent learner and has a strong sense of self-worth. The Academy will work with a wide range of universities, colleges and employers to raise students' aspirations. The Academy will organise visits to universities and colleges in the region and equally invite these organisations into the Academy. CHAT schools have established a working link with Clare College, Cambridge to raise aspirations for children in areas of disadvantage. Year 6 pupils attend an annual event at the College.

As part of our preparations to establish a secondary Academy, we have held talks with a university in the region, which has acknowledged strength and expertise in education and Initial Teacher Education. The Academy will continue to discuss ways in which this university and others can enrich provision for our students. We have also commenced discussions with the Principal of Southgate College, as part of the newly amalgamated Barnet and Southgate College, over synergies that could exist between the two organisations and ideas for partnership.

Ultimately Heron Hall Academy, our Free School, will be shaped by the community in which it is located, to ensure we will meet the needs of young adults in the area and provide facilities and opportunities for members of wider community groups.

Section E: Evidence of demand and marketing – part 1

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

If your school is new provision:

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

	2013				2014			
	A	B	C	D	A	B	C	D
Year 7	90	47		52.2%	90	54		60%
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	90	47		52.2%	90	54		60%

Section E: Evidence of demand and marketing – part 2

1. Clear evidence of demand for the first two years of opening and engagement with our community.

The Principal and senior staff at Cuckoo Hall Academy are frequently asked which is the best local secondary school for pupils to attend when they leave Cuckoo Hall Academy and secondly asked why is it not possible for Cuckoo Hall to keep the pupils on roll and provide a secondary curriculum for their children. Previously we have been unable to provide parents/carers with an answer to these two very important questions which can impact on the life chances of their children. It is directly as a result of these ongoing and continuous requests from our local community that Cuckoo Hall Academies Trust has decided to make an application to open a Secondary free school in the Enfield area for our pupils and pupils in the local community area who haven't had the chance to attend a local outstanding Academy.

In order to not raise expectations of our parents and carers too high too soon, the Academies Trust has undertaken a limited pre-marketing exercise amongst our own parents and carers of children attending Cuckoo Hall Academy. We have therefore sought to achieve a first preference for places at Heron Hall Academy from the parents/carers of existing Cuckoo Hall Academy pupils in years 5 and 4 who will make up the intake for September 2013 and September 2014. This has been undertaken just through a single letter to parents/carers asking them to indicate an interest in their child attending Heron Hall Academy, the secondary provision for Cuckoo Hall Academy. We have then followed this up with a meeting after school for those parents/carers who were interested and able to attend in order to gauge the level of interest.

This meeting had around 60 parents attending, lasting an hour. Parents/carers were given an introduction to the proposed Secondary Academy, Heron Hall Academy and were given an opportunity to raise any questions they may have surrounding the proposal. Some of the questions asked ranged from information on holidays; timescale for the announcement; the range of subjects being offered and whether this would tie in with our existing English and Mathematics schemes; and whether there would be a sixth form. As a result of the meeting and the one letter we have achieved a sign-up rate of 52% for September 2013 and 60% for September 2014, which is very positive considering the low profile we have adopted with this proposal.

As a result of the strong interest we are intending to hold further information sessions and include an evening meeting as we are aware that there are a number of parents that were unable to attend the session immediately after school. We will continue to seek to attract interest in a higher profile, with adverts in the local paper for instance and through ongoing communication with our year 4 and 5 parents/carers and their pupils and would be able to announce updated levels of interest, should we be invited to the interview.

We will also seek to raise awareness amongst year 4 and year 5 pupils in neighbouring primary schools by inviting them to attend a parents information evening soon after the Easter holidays at Cuckoo Hall Academy. We will seek to provide them with information on Heron Hall and if they are interested in what we are proposing, we will seek to firm this into a commitment for a place in Heron Hall.

Nonetheless as a result of our limited exercise we have 47 and 54 parents/carers indicating that they would choose Heron Hall Academy for their child in September 2013 and 2014 respectively. We are firmly of the view that through our own pupils and a small percentage from local schools we will be able to show we are oversubscribed by the time of the interview with more than 90 parents/carers stating that Heron Hall Academy will be the first choice for their child for September 2013 and September 2014 respectively.

As these are our existing pupils we are able to identify their ethnic origin and current home address. Where the numbers of students is less than 5 the numbers have been suppressed for data protection purposes.

Ethnicity	2013	2014	Total
Albanian		#	#
Asian and any other ethnic group		#	#
Asian and Black		#	#
Bangladeshi	#	#	#
Black - Congolese	#	#	#
Black - Ghanaian	#	#	#
Black - Nigerian	#		#
Black - Somali	#	6	10
Black and any other ethnic group	#	#	#
Black Caribbean	8	5	13
Black European		#	#
Greek		#	#
Greek Cypriot	#	#	#
Indian		#	#
Iraqi	#		#
Italian		#	#
Kurdish	#	#	#
Other Asian	#		#
Other Black		#	#
Other Black African	#		#
Other mixed background	#		#
Sri Lankan Tamil		#	#
Turkish	12	6	18
Turkish Cypriot	#	#	5
White - English	9	6	15
White - Welsh	#		#
White + any other Asian Background	#		#
White and any other ethnic group	#		#
White and Black African	#		#
White Eastern European		#	#
Grand Total	54	47	101

Heron Hall is therefore likely to have a diverse mix of students with the largest groups coming from Turkish/Turkish Cypriot, White English, Black Caribbean and Black Somalian communities.

Year	E4	EN1	EN3	N13	N17	N18	N22	N9	Grand Total
2014	#	#	6			#	#	43	54
2013		#	8	#	#	#		32	47
Grand Total	#	#	14	#	#	5	#	75	101

From the analysis we can see that nearly 90% of the pupils will come from the EN3 or N9 area.

We are also able to provide details of the number of pupils who are in receipt of free school meals as this information is also held by our existing Management Information System with the number of students broadly in line with the existing Cuckoo Hall Free school numbers at 30%.

Cuckoo Hall Academies Trust is seeking to ensure that all of its pupils currently attending one of its Primary Academies have the opportunity to continue with outstanding teaching and learning that epitomises Cuckoo Hall Academy. As such we expect that the majority of pupils will exercise this option and continue their education with CHAT through Heron Hall Academy. Over the two year groups we currently have 56% of pupils expecting to move into Heron Hall Academy. Nevertheless we recognise the importance of parental choice and do not expect to see 100% of pupils transfer from Cuckoo Hall Academy and the other CHAT Primary Academies to Heron Hall. We will therefore need to attract and incorporate into the Academy a small number of students who had not previously attended a CHAT Primary Academy and it is therefore useful to consider Heron Hall Academy within the wider Enfield context.

The local authority position

There is a strong demand for secondary places not only within Enfield but also in the surrounding boroughs as evidenced elsewhere (see page 13) and this is particularly acute in Enfield where the primary bulge and expansion (of which Woodpecker and Kingfisher Hall are the results of) will by necessity translate into the requirement for additional secondary places. Enfield as part of their 10 year strategy for secondary pupil places discussed and agreed by the Cabinet in November 2011 indicated a significant shortage of places with an additional 24 forms of entry required for year 7 pupils by 2018/19. We believe that CHAT through Heron Hall Academy can support the London Borough of Enfield with meeting that demand. The report summarises the demand for places as follows:

Year	Current agreed permanent capacity	Demand based on GLA forecast and including Meridian Water	Capacity required (plus 2+ % flexibility)	Additional FE required @ 2+%	Additional FE required @ 3+%
2011/12	3865	3719	3794	0 FE	0 FE
2012/13	3850	3740	3815	0 FE	1 FE
2013/14	3860	3755	3831	0 FE	1 FE
2014/15	3980	3895	3973	0 FE	2 FE
2015/16	4100	4112	4195	4 FE	5 FE
2016/17	4100	4297	4383	10 FE	11 FE
2017/18	4100	4470	4560	16 FE	17 FE
2018/19	4100	4640	4733	22 FE	23 FE
2019/20	4100	4770	4866	26 FE	28 FE

The report only presented a flexibility of 2%, but a subsequent revised report on the 10 year primary strategy increased the flexibility from 2% to 3% and Enfield now appear to be working for the higher flexibility within the system. Therefore based on the Enfield projections the borough needs an additional 28 forms of entry for year 7 students by 2019/20. These must be assumed to be accurate figures as, unlike the primary projections, the students have been born and are already in the system and therefore, working on existing cross border transfers of students, these projections appear to be realistic.

As part of the Meridian Waters development the Council is committed to providing a new Academy and while 4FE has already been included within the capacity it is likely that the new Academy will be 6FE or 8FE and therefore a further 2FE or 4FE can be removed from the additional capacity required. We are also aware of at least two other free school secondary proposals that are likely to be submitted with this one for Enfield which, should they all be successful will assist the borough in meeting the expected demand for secondary places. As the table below indicates, even allowing for our slow growth in reaching capacity, there still remains some 20FE of year 7 places to be found by 2019/20.

Year	Additional FE required @ 3+%	Heron Hall current FE proposals	Remaining (Surplus)/Shortfall of places
2013/14	1 FE	3 FE	(2 FE)
2014/15	2 FE	3 FE	(1 FE)
2015/16	5 FE	3 FE	2 FE
2016/17	11 FE	4 FE	7 FE
2017/18	17 FE	4FE	13 FE
2018/19	23 FE	6 FE	17 FE
2019/20	28 FE	8 FE	20 FE

The table above partially illustrates our rationale for starting the size of the Academy as small and building it up to reach capacity for our year 7 students in 2019/20 which is when the borough is itself reaching its greatest demand for places. To expand too quickly and too soon, would not only result in generating a significant surplus of places within Enfield, but would be liable to make some schools and Academies in the remainder of borough possibly unviable.

Discussions have been held with the local authority over the establishment of Heron Hall and they are broadly supportive of our proposals, acknowledging that the location of the free school is critical. As an existing Academy in the area we have ongoing discussions with admissions and will continue this with Heron Hall.

Engaging with parents and the wider community

Many children will come to Heron Hall Academy from families which experience significant deprivation and disadvantage. Heron Hall intends to involve parents closely in supporting their children's education by engaging in a productive partnership with the Academy in a similar manner to what is occurring with CHAT Primary Academies. Parents will be informed of their child(ren)'s progress each term and on more frequent occasions when the child is experiencing temporary difficulties with learning or has SEN. They will be helped to understand what they can do to become more effective in their parenting. In addition, Heron Hall will want to help parents who experience difficulties with their own literacy or numeracy skills to improve their confidence and competence in those areas.

Heron Hall will also play its part in the development of educational opportunities more broadly in the local area and will do so in collaboration with a range of other local providers.

CHAT wants to see the students from Heron Hall develop and become constructive members of the society in which they live. We expect our students will play an active part in their school community and also in the immediate community surrounding the school and further afield. In particular, the Academy will also reach out to children from less-advantaged backgrounds and areas of deprivation through community groups, communication and co-operation with other agencies, for example, Gingerbread, Community groups, Sure Start and others.

Heron Hall Academy, in common with all other CHAT Academies, will have a strong commitment towards promoting a cohesive and inclusive ethos within a community which will include many families from diverse cultures and ethnic backgrounds. The school will hold regular events to encourage community harmony and promote U.K. democratic values, for example Christmas and Summer fairs, Harvest Festivals, community evenings, cultural and arts events.

2. Marketing and communications strategy to attract a wide spectrum of parents and students

CHAT has in the previous two free school applications sought to utilise the work of professional marketing and communication specialists and we would want to continue these arrangements as this has worked successfully in the past. In order to ensure value for money we would seek quotes for the work from three specialists in this field, two of whom we will have worked with on the Kingfisher and Woodpecker Hall marketing and communications strategies, Communitas and EMPRA.

Should Heron Hall Academy be successful in its free school application we would ensure the successful marketing and communications specialists, in conjunction with our own in-house Project Manager/Marketing specialist David Littlejohns, would implement the marketing and communications strategy for the Academy. This would have two obvious aspects to it with an internal marketing strategy for our existing Cuckoo Hall Academy parents/carers and their pupils and externally to attract students who are currently attending other primary schools and Academies.

We also need to be mindful of the need to undertake the statutory consultation for the Academy and this is one of the first priorities contained within the marketing and communications strategy.

Consultation:

As with its establishment of Woodpecker and Kingfisher Hall Primary Academy's, we will consult with all relevant, appropriate and interested parties to ensure that they are in agreement with our new free school being funded directly by the Department for Education, rather than by the London Borough of Enfield. We would ensure the consultation is conducted correctly meeting all the requirements from the Academies Act 2010, Education Act 2011 and Equalities Act 2010.

Our consultation process will be targeted to ensure that key stakeholders are involved in the consultation process both at a local level, involving the immediate local communities that would be impacted by the development of a new school, and at a strategic level involving local and national organisations, partners and individuals associated with the current Cuckoo Hall Academy/CHAT.

We will appoint an experienced and relevant Consultation and Marketing Agency with strong educational experience in order to achieve the following:

- Raise public awareness and understanding across the local community of the proposals to develop a new Secondary Academy in Enfield;
- Ensure stakeholders understand what the proposed new Academy would mean for the children who would attend in the future, communicating the Vision and Ethos developed by CHAT;

- Stimulate and understand interest in, and the potential take up of, a new Academy in the area;
- Capture feedback from stakeholders;
- Facilitate the stakeholders' input into the development of the Heron Hall Academy proposals, in particular in the areas of community use, building development and environmental approach.

Our target stakeholder groups at the local level will be:

- Parents/carers, staff, and governors at Cuckoo Hall Academy;
- Parents/carers, staff, and governors at local primary and secondary schools as well as children's centres;
- Local ward councillors and local Members of Parliament; and
- The wider community, including: local residents, businesses, community groups and partners (such as the local CAP2 group, religious groups (all faiths), health providers (doctors/dentists etc') and sports organisations).

At the strategic level the following partners, organisations and individuals across Enfield will be consulted:

- Headteachers of local secondary schools and special schools;
- Local authority officers in respect of children's services, community cohesion in Enfield;
- North London Chamber of Commerce; and
- Trade Union representatives.

Media relations

Central to the Consultation campaign will be media relations. This will create awareness of the Secondary Academy and its core benefits as created by the involvement and support of CHAT and its achievements at Cuckoo Hall and how this can be fed through into secondary provision. The approach will use key messages to drive home the benefits of the free school and how it can enhance children's potential.

We will target the following type of media outlets:

- Local newspapers;
- Local online news and community websites;
- Local radio and TV; and
- Local magazines, general interest as well as those focused on families and parenting.

A press release initially distributed to Cuckoo Hall parents, announcing that CHAT is inviting applications for places from parents interested in a new Secondary Academy that will operate and work with the same vision and ethos of Cuckoo Hall Academy. This will contain a call-to-action for parents to apply for a place as soon as appropriate via the Heron Hall Academy website.

Communication Materials

(a) Website

In the coming months, we will be creating a simple website (“micro- site”) which can be hosted from the Cuckoo Hall Academy website. This micro-site will act as a vital resource for those parents who want more information once we have met them in our face-to-face work (see below).

The micro-site is likely to be initially just under a dozen pages, comprising:

- Home page - about the project;
- Vision and Ethos;
- Meet the CHAT Team;
- Admissions Policy;
- “Application for Place” / “Register an Interest” Form;
- Subjects offered;
- Proposed location for the Academy;
- Policies of the Academy;
- FAQs; and
- Contact

(b) Leaflet

We will produce a minimum of 2,000 information leaflets which will be distributed in the proposed area of the Academy to households within the catchment area with the appropriate demographics. The leaflet will be a double-sided A5 sheet and will contain basic information, a call-to-action to visit the website and attractive, impactful graphics.

(c) Face-to-Face Marketing

We will also carry out face-to-face marketing through parent information evenings and afternoons at local primary schools to explain what the vision and ethos is for Heron Hall Academy;, what the curriculum will look like; details of a typical day, etc to meet the needs and concerns of a typical parent who may be considering sending their child to Heron Hall Academy.

We would also seek to organise some sessions at neutral venues and at weekends in order to be able to attract parents/carers who may not be able to attend mid-week meetings.

Our prime marketing will nonetheless be to the parents/carers and their children who currently attend Cuckoo Hall Academy and a separate marketing and communication strategy will be developed specifically to meet their needs.

We will seek to encourage parents/carers to complete an admissions application form as soon as reasonably possible in order to ensure we are full as early as possible in the academic year.

(d) Telephone hotline

We will also establish a telephone hotline, whereby parents can leave messages / enquiries for us to arrange a call-back to them.

Equality of Opportunity:

We know from our previous experience that in order to ensure equality of opportunity we will need to embark on an iterative, ongoing process of dialogue with local residents and target prospective parents in order to establish the specific range of issues that affect the local community, and therefore, by extension, our new pupils, parents and carers that we will be welcoming into Heron Hall Academy.

As we embark on the consultation process, we will implement measures and metrics that allow us to identify and address specific issues of sub-groups within the population, such as by gender, by religious belief, by sexual orientation or by disability.

Marketing the School

CHAT employs an in-house senior marketing expert, [REDACTED] (see 'pen portrait' CV in Appendix 1), who has 25 years' experience of devising and implementing marketing strategy, for multi-national blue-chip clients in the private sector, and who has also spent the last five years working exclusively in the academic sector.

The appointment of [REDACTED] is in recognition by CHAT of the importance of marketing its schools within the Academies Trust to a variety of stakeholders and target audiences, including parents/carers, pupils, governors, teaching staff, government bodies and influential opinion-formers, including local and national press.

The marketing strategy that CHAT will adopt for the new Heron Hall Academy will embrace both traditional "offline" marketing channels (e.g. print media, signage etc) and newer "online" routes (email marketing, website etc).

A detailed Marketing Plan for Heron Hall Academy has been produced by CHAT. The following provides a synopsis of what is planned:

All activities share the common aim of positioning Heron Hall to the target groups outlined above as:

- "Front-of-mind"
- Fresh & New
- Relevant
- Dynamic
- Communicative
- Responsive
- Responsible

Activities can be grouped into **Pre-Launch** and **Post-Launch** (i.e. ongoing, once opened), as follows:

(a) Pre-Launch:

- Strong Logo Branding / I.D. for School
- Media Relations: Local PR / National PR
- Informational Website
- Launch Prospectus
- Local Community Communications (Print Media):
 - Informational Leaflets
 - Newsletters
 - Posters
 - Advertising (only if required)
- Staff Communication: Newsletters / Bulletins / Posters
- Events: Open Afternoons / Presentations / Consultation Sessions / Induction
- Email Marketing (only to signed-up, interested parties)
- Impactful Signage (on Proposed Site of School)
- Video Footage / Senior Leadership Interviews (for Website)
- Issues & Crisis Management

(b) Post-Launch:

- Dynamic (i.e. Fully Content-Manageable) Website:
 - Instantly Updatable (for regular, timely updates)
 - News Stories
 - Image Galleries
 - Video Footage
 - Audio Clips
- School Policies & Information Pack (constantly updated)
- “Visual Marketing” within School:
 - Branded Signage (perimeter and within school)
 - Large-Format Photoboards / Wall Displays, celebrating core values, diversity etc
 - Photo-Slideshows of Events on TV Screens
- Open Evenings / Performance
- Ongoing Media Relations: Local PR / National PR

3. Monitoring and measuring the effectiveness of our marketing

Clearly the effectiveness of our marketing is shown through a full Academy with no vacancies in year 7 each year at the start of the Academic Year in September. If some pupils and their parents/carers choose another Secondary provision, not provided by Cuckoo Hall Academies Trust, then we will want to know why. As the pupils and their parents/carers are already within the Academy we would be able to ask as part of an exit questionnaire why they have chosen another school and not opted to continue their child's education with Heron Hall Academy. This can be followed up in a parents consultation evening towards the end of the term if no response is received or where further clarification is required. This provides us with an enormous opportunity to seek to shape and adapt the future Secondary provision to ensure that it meets the needs of our existing parents/carers and their children.

This exit questionnaire may also indicate where future awareness training is required for parents/carers, where there are strong pedagogical reasons for undertaking this and what we are proposing is clear government policy, but despite this parents/carers do not see the benefit of this proposal. We can obviously then build this awareness training into future parental consultation events.

Where we are advertising the Academy, and we have an initial enquiry of interest (from outside the existing CHAT Primary Academies) we will be able to ask where they had first heard of Heron Hall and log this. Over a campaign period of marketing, our Project/Marketing Manager will be able to gauge the effectiveness of the various placements and outlets of the marketing that we have already undertaken. This can then be utilised to ensure more cost effective and efficient marketing for the future. Moreover we are not starting from a blank sheet of canvas and already have our experience of marketing with Woodpecker and Kingfisher Hall.

Section F: Capacity and capability

Introduction

It is proposed that Cuckoo Hall Academies Trust (CHAT) will set up and run this new secondary school, Heron Hall Academy (HHA). CHAT has a successful track record in running a large outstanding primary school in Edmonton and was successful in managing its conversion to become one of the first Primary Academies (Cuckoo Hall Academy). CHAT also manages Woodpecker Hall Primary Academy which opened in September 2011 and was one of the first Free Schools in the country. The Department for Education has also approved the opening of an additional Primary Free School, Kingfisher Hall, to be opened by CHAT in September 2012.

A. Educational Leadership

Heron Hall Academy will take full advantage of [REDACTED], [REDACTED], who is a [REDACTED]. [REDACTED] will provide valuable strategic support and advice to the Academy's Principal, helping to set clear and ambitious targets in a range of areas including: behaviour, punctuality, quality of teaching and learning and attainment. More widely, the Executive Principal will ensure that there is consistency and continuity of excellent-quality educational provision and exceptional standards at Heron Hall Academy as well as in the CHAT's other Academies at Cuckoo Hall, Woodpecker Hall and Kingfisher Hall Academies. The Executive Principal will be accountable to the CHAT Board of Directors to ensure consistency and quality assurance across all schools.

Prior to the appointment of the Principal Designate, to support the rapid development of the Academy, Cuckoo Hall Academies Trustees will seek to second a Senior Leader with substantial experience of supporting the development of other secondary academies. The Trustees would wish to make this appointment as soon as possible, once they have received approval for this application.

B. Financial Expertise

The Executive Principal and Business Director of CHAT will take responsibility for managing the planning and opening of Heron Hall Academy with the support of staff seconded from its other academies and experienced senior leaders with relevant secondary experience. [REDACTED] (Executive Principal) is a [REDACTED] and [REDACTED] ([REDACTED] worked extensively on the financial planning. CHAT will seek to appoint from the Department for Education's Project Management Framework under competitive tender an experienced Project Management Company (PMC) which has extensive expertise and experience in project management, marketing and school financial management in the secondary school sector. Once appointed, this PMC will be able to support [REDACTED] and [REDACTED] with the development of Heron Hall Academy, enabling ([REDACTED] to effectively manage and lead the other projects CHAT is working on. Résumés for [REDACTED], [REDACTED], [REDACTED] and other key CHAT personnel are attached as Appendix 1.

CHAT will seek to use the efficiencies of running a number of academies to make best use of the resources available, maximising the resources dedicated to learning. In order to provide the detailed management and rigorous monitoring of the new Academy's budget, CHAT will appoint a dedicated Finance Manager to have operational management. This person will participate in a programme of induction, so that reporting and accounting systems across CHAT are consistently and robustly applied in Heron Hall Academy.

CHAT envisages that a significant proportion of the routine administrative work would be undertaken through a service level agreement with Cuckoo Hall Academies Trust which employs a significant number of experienced and well-qualified administrative staff. CHAT will propose service level agreements for HR, Admissions, Finance, ICT and FM support. In this way we are able to appoint specialists to support work across all Cuckoo Hall Academies. Since the establishment of Woodpecker Hall Primary Academy and most recently Kingfisher Hall Academy, CHAT has appointed a number of staff to provide additional expertise and management. New associate members of staff appointments include: a dedicated project manager/marketing manager, a HR/Finance specialist and a finance officer to support the work of CHAT with new appointments of a Finance Director and finance assistant scheduled to be advertised and appointed in the next two month will work with CHAT's Business Director on the financial aspects of HHA and to take over day-to-day responsibility for financial management of HHA as it grows.

HHA will use the same auditors as other Cuckoo Hall Academies, who can advise, if required, on the set-up of the Academy.

All legal aspects of the work will be undertaken by [REDACTED] who are the legal advisers to CHAT. CHAT would seek to use [REDACTED] and [REDACTED] as the technical advisors and consultant architects on the premises-related aspects of the building, having worked successfully with these two organisations with Woodpecker Hall and Kingfisher Hall Primary Academies.

Regarding the proposed site for the new academy, CHAT has undertaken significant research to identify suitable sites. We are still in discussions with key stakeholders such as the DfE, PfS and the London Borough of Enfield Council and have identified our preferred site for the new academy at Trent Park, where there is suitable vacant accommodation. This will require some refurbishment to ensure it meets current Health and Safety standards, and to make it appropriate for Secondary age pupils, as well as cosmetic improvements, but despite this should significantly reduce the funding needed.

We have worked well with representatives of PfS and DfE with the development of our other two academies; Woodpecker Hall and Kingfisher Hall and look forward to continue our strong and productive collaboration with them for Heron Hall Academy.

C. Experience of running a school

██████████ joined ██████████.

Under ██████████'s leadership, ██████████

A contractor has been appointed to build Woodpecker Hall Primary Academy and is on target to partial handover in August 2012, for the pupils to move into the new Academy in September 2012 and full handover in November 2012. Woodpecker Hall is already successfully operating with a full pupil roll (60 Reception age pupils and 30 Nursery pupils), and is oversubscribed. Strong parental support has indicated that Kingfisher Hall Academy will similarly be full, when it opens later this year, in September.

██████████ will provide additional experienced capacity at a secondary school level to provide interim support to ██████████ and the CHAT team during the pre-opening phase of the academy. ██████████ is ██████████

██████████ has ██████████

██████████ has ██████████

Pen portraits of the above four members of the team are included in Appendix 1.

D. Staffing Structure

It is intended that staff for HHA will be appointed through the Cuckoo Hall Academies Trust, with staff appointed by CHAT able to work in any of the CHAT Academies. Contracts have already been amended to reflect this. By appointing staff to CHAT rather than an individual school or Academy, CHAT is able to make effective use of existing experienced 'good' and 'outstanding' teachers and teaching assistants at other CHAT schools, to be able to work in HHA, sharing their expertise and enthusiasm for learning. We believe this is a unique and fundamental step to continue to raise students' achievements and equally, achieve a successful and seamless transfer from our primary academies to high-quality secondary education at Heron Hall Academy. So, some of the staff our children see in their primary academies will also be working at various times in HHA, particularly around literacy and language acquisition. This will ensure a strong foundation to start up the new academy and also ensure that Cuckoo Hall's very successful approaches to teaching are embedded straight away.

The proposed staffing structure of HHA is shown as Appendix 2 In overview, at capacity, Heron Hall Academy will provide outstanding learning for up to 1,680 students aged 11-19. The phased student intake has been carefully devised to ensure a robust and sustainable growth, enabling all our primary academy pupils who express a desire to transfer seamlessly into this new academy.

While the detailed student and staffing models are included in Appendix 3,

indicative numbers for the first few years of the academy's growth and the final numbers at capacity are shown below. Significant efficiencies will be promoted through the use of CHAT's teaching and 'back-office' team. In particular, in the early years of the Academy's opening, members of staff from CHAT's other schools will support curriculum delivery in subjects such as English, mathematics, Sport and PE and in Modern Foreign Languages. At all times the aim will be to give our students inspiring teaching and learning within a highly efficient financial model.

The academy will take 90, Year 7 students from September 2013 and each year will increase numbers, with the first post-16 cohort in 2018. The academy will increase in size to reflect the growth of pupil numbers in CHAT's three primary academies.

Heron Hall Academy Staffing 2013 - 2027

	Year 1	Year 3	Year 5	Year 7	Year 9	Year 15
	2013	2015	2017	2019	2021	2027
Students 11-16	90	270	510	750	1,020	1,200
Students 16-19	0	0	0	144	168	480
Total students	90	270	510	894	1,188	1,680
Senior Leaders	2	3	4	5	6	6
Teachers	5	14	26	42	57	88
Total	7	17	30	47	63	94
Support Staff*	17	23	31	40	44	49
Total staff	24	40	61	87	107	143

*A significant proportion of support staff will be part-time, which artificially inflates numbers shown here

We have prepared a detailed recruitment plan for Heron Hall Academy to ensure that we are able to effectively plan for the appointment of new staff to the Academy. Our experience in appointing staff to our other two new Free Schools over the past 18 months has proved invaluable in preparing this.

E. PD Recruitment

A priority for Heron Hall Academy is that in Year 1 there is sufficient capacity and expertise to ensure a successful and robust start for the new Academy. CHAT will seek to appoint an outstanding Principal Designate through the Shadow Local Governing Body in September 2012, or as soon as possible regarding the success of this application, with the Principal Designate starting as soon as possible in their full-time role in early 2013, ideally in January. CHAT intends to advertise externally using the most effective protocols to attract an outstanding Principal Designate for HHA, to reflect the different experience and expertise needed to successfully lead a secondary academy. We intend that the Principal for HHA will have achieved or be studying for the relevant higher professional qualifications needed to successfully lead Heron Hall Academy, and who is able to demonstrate a clear understanding of our unique vision and ethos for the future success of a secondary school in the Edmonton area.

CHAT is highly experienced in recruiting Principals, teachers and support staff as a result of its establishment of two new schools, Woodpecker Hall and Kingfisher Hall. The recruitment process and subsequent appointment

procedure would reflect best practice and be designed to ensure that the most suitable candidate was appointed. The Principal's post would be clearly communicated through a range of protocols which included national advertisements but also the use of specialist recruitment companies, if needed. All advertisements would contain clear references to Safeguarding and the need for all mandatory requirements around identity, qualifications and medical fitness.

CHAT would expect to call on the services of its Executive Principal and also on Education Advisers from the Department for Education, thus helping to ensure the selection of a high quality candidate.

Once appointed, CHAT will expect the Principal Designate to take a strong and active lead with CHAT's Executive Principal, in recruiting the remainder of the Academy's staff, reflecting the ethos of CHAT, the curriculum and the phased student intake. Accordingly, CHAT would expect this postholder to be appointed from January 2013 to start this critical phase in the Academy's development.

F. Understanding of Academy Governance

The existing Articles of Association for Cuckoo Hall Academies Trust provide clear guidelines for governors of Heron Hall Academy to be appointed to Cuckoo Hall Academies Trust and for the establishment of a Local Governing Body for Heron Hall Academy. CHAT will seek to appoint a number of local community leaders to the HHA Governing Body. A number of elected representatives have already been approached and are supportive of the proposals. Should the application for the establishment of HHA be approved by the DfE, they will be formally approached to join the Local Governing Body. We would also seek to ensure political balance by inviting a member of the opposition party in Enfield to nominate a representative for this Governing Body. These personnel will be appointed as members of CHAT's nominees, in addition to other existing CHAT directors to the Governing Body of HHA. CHAT would want one of these to become the Chair of the Local Governing Body. We would then seek to appoint one member of CHAT staff to the Governing Body along with two parent representatives from amongst the names of parents/carers who expressed an interest in sending their children to HHA. The Executive Principal, Cuckoo Hall Academies CHAT would also be a member of the Governing Body along with the Principal of HHA when appointed.

The membership of HHA Governing Body will therefore be:

4 CHAT appointments, which will include representatives from the community and also from local employers. CHAT will also seek to use its membership of the North London Chamber of Commerce, of which it is a member to invite appropriate employer representatives

1 Representative from Further or Higher Education

1 Cuckoo Hall Academies CHAT staff member

2 Parent representatives

1 Executive Principal, Cuckoo Hall Academies Trust

1 Principal, Heron Hall Academy

The Governing Body would be initially clerked by Clerks Associates who currently provide a clerking service to other Cuckoo Hall Academies. We would seek in time to appoint a clerk specifically to provide services to all our Academies and believe that this could provide an efficient cost-effective solution.

Members of CHAT overview

As an example the following short pen portraits are provided for a number of CHAT Trustees

Cllr Chris Murphy

Long Standing Edmonton (London Borough of Enfield) .Councillor and former Justice of the Peace. Governor of Cuckoohall Academy (and school) for over 20 years. Main interest the impact of deprivation and disadvantage in the education system.





Section G: Initial costs and financial viability



Teacher Teams

1. Senior Leadership Team

At capacity, SLT will be six-strong:

- Principal
- One Vice Principal
- Four Assistant Principals. Each will have leadership for a critical area of the Academy's organisation:
 - i. Curriculum – this postholder will lead on developing a curriculum which is relevant and provides clear and meaningful progression pathways, linking closely to our primary academies too, ensuring seamless transition
 - ii. Teaching and Learning – this postholder will be responsible for Quality Assurance of teaching. To support the development of outstanding learning, professional development will also be a key role for this postholder.
 - iii. Student Development – this postholder will be responsible for ensuring that every student is provided with the care, support, guidance and challenge each needs to be the 'best they can be'. The pastoral organisation of the Academy, safeguarding, mentoring and target-setting will be key elements in this person's role
 - iv. Partnerships – this postholder will first of all confirm, support and strengthen the Academy's partnerships with its parents, to create strong and collaborative links. Links to employers, other schools, universities and careers agencies will feature highly in this person's job specification, helping to raise every student's aspirations.

To reflect the increase in student numbers and be sustainable, the Senior Leadership Team will increase progressively, over the first five years of the Academy, as illustrated in the table below:

	2013	2014	2015	2016	2017	2018	2019
Principal	1	1	1	1	1	1	1
VP	0	1	1	1	1	1	1
AP: Curriculum	1	1	1	1	1	1	1
AP: Student Development				1	1	1	1
AP: Teaching & Learning					1	1	1
AP: Partnerships						1	1

To maximise the use of the Academy's resources, CHAT envisages that Senior Leaders, including the Principal will teach a small number of lessons, to set a clear example around high-quality teaching, with an expectation that over time, these leaders will adopt more strategic roles within the Academy.

2. Middle Leader Team

The middle leader team will comprise four Curriculum Area Leaders (CAL) with responsibility for leading the four main curriculum areas of the Academy:

- English and MFL
- Mathematics, Science and Technology, including IT and Business Studies
- Humanities
- Creative and performing arts, including PE, Art, Music, Drama.

To provide additional focus in key subjects, 12 Subject Leaders (SL) will be appointed, to ensure that outstanding teaching, learning and student progress is delivered.

- English
- Modern Foreign Languages
- History
- Geography
- Classics
- Science
- Mathematics
- Sport, PE and Dance
- Design Technology and Art
- IT and Vocational
- Music
- Religious Education and Personal Education

Middle leaders will be appointed in a phased programme, to provide capacity for sustained growth as well as being affordable from the academy's income. To make maximum use of the Academy's resources, in the first year, SENCo provision will be established through a Service Level Agreement with CHAT. This makes eminent sense, as it is likely that the majority of students will be known to the SENCo, who will have worked in CHAT's other academies and this postholder will have a good knowledge of most students' strengths and needs. A permanent full-time SENCo will be appointed from Year 2, to support our new students, helping to promote their learning, accelerated progression and well-being and in the early years of the Academy, provide another teaching resource. This postholder will be a qualified teacher with the relevant experience and professional qualifications, who will provide a useful support for colleagues too. The Academy will offer an engaging, broad and balanced curriculum to every student when it opens. It will seek to use the resources and expertise of CHAT's other schools to access specialist teaching expertise where necessary in the early years of the Academy's opening, setting up Service Level Agreements with CHAT to provide these services.

Middle leader recruitment

Post / Year	2013	2014	2015	2016	2017	2018	2019
CAL English	1	1	1	1	1	1	1
CAL Maths & Science	1	1	1	1	1	1	1
CAL Humanities	1	1	1	1	1	1	1
CAL Creative	0	0	1	1	1	1	1
SL English	0	0	1	1	1	1	1
SL MFL	SLA	1	1	1	1	1	1
SL Hist	0	1	1	1	1	1	1
SL Geog	0	0	1	1	1	1	1
SL Classics	0	0	0	0	1	1	1
SL Maths	0	1	1	1	1	1	1
SL Science	1	1	1	1	1	1	1
SL PE	SLA	1	1	1	1	1	1
SL DT & Art	1	1	1	1	1	1	1
SL IT & Vocational	0	0	1	1	1	1	1
SL Music	SLA	SLA	SLA	1	1	1	1
SL RE	0	1	1	1	1	1	1
SEnCo	SLA	1	1	1	1	1	1
Totals	5	11	15	16	17	17	17

3. Main Professional Grade Teachers

CHAT will seek to appoint a range of suitably qualified range of teachers with the appropriate skills, qualifications and experience necessary to provide students at Heron Hall Academy with inspiring and consistently outstanding teaching. In effect, this will entail recruiting teachers with significant experience and also newly-qualified teachers, who will bring energy, enthusiasm and the latest pedagogy.

CHAT is already working with Buckingham University, to develop Initial Teacher Education (ITE) courses and at an appropriate time, once the Academy is working at a secure high level, trainee teachers will be able to work alongside our teaching team. We see this as entirely consistent with CHAT's approach; to share our skills and experience with other partner organisations: the trainee teachers benefitting from participating in a school which offers excellent levels of teaching and learning and our students benefitting in working with a number of enthusiastic and well-qualified trainee teachers. Because the Academy will phase in student numbers sustainably over a number of years; recruiting first senior and middle leaders, main professional grade teachers will be recruited from Year 4 (September 2016) and after that the first set of trainee teachers.

CHAT will consider working with TeachFirst and recruit TeachFirst graduates to work with our students and staff, once the Academy had reached an appropriate size and where this did not conflict or cause problems for our innovative ITE programme. Where necessary, the Academy will employ part-time staff to ensure that the Academy's resources are most efficiently used, through the development of a robust audit of the curriculum and staffing.

	2013	2014	2015	2016	2017	2018	2019	2020
Professional Grade Teachers	0	0	0	4	10	18	25	33
	2021	2022	2023	2024	2025	2026	2027	2028
Professional Grade Teachers	40	48	53	59	64	67	71	71

Contracted Teaching Provision

At all times the Academy will make best and most efficient use of its resources, wholly in line with other CHAT Academies and will use the expertise of our Executive Principal, CHAT's Business Director, Heron Hall Academy Principal and CHAT's 'back-office' team to do so. The Academy will employ part-time staff and also set up Service Level Agreements (SLA) with CHAT and other professional organisations to provide targeted, high-quality provision. This will be particularly so in the early years of the Academy's opening: relatively small numbers of students may not justify the appointment of full-time or part-time staff, so the establishment of SLAs may be most efficient. The Academy will ensure that all staff procured through this route are excellent practitioners, who have the appropriate levels of safeguarding

checks. It is the Academy's intention to seek to employ teachers from within CHAT, as we can be assured of quality and safety. It may be that some specialist support is still required, due to the older age of our students and the greater complexity of a secondary school curriculum. In the first instance, we see three teaching SLAs established, as defined in the table below:

Year	Subject	Hours per week		Total Hours
		Year 7	Year 8	
2013-2014	MFL	8	NA	8
	PE	8	NA	8
	Music	4	NA	4
2014-2015	Music	4	4	8

Support and Administration Staff

In order to make most efficient use of its resources, Heron Hall Academy will work closely with CHAT. In particular, it will take advantage of the expertise which exists within CHAT, which is currently being used to successfully manage its other three schools. The Academy envisages establishing SLAs with CHAT to provide highly cost-effective provision, as well as professional excellence in a number of areas:

- HR
- Admissions
- Payroll and Personnel
- Finance and auditing
- Recruitment
- Media and communications
- ICT services
- Facilities Management and site services

Personnel for all of these functions exist within CHAT and where capacity is at a premium in one or more of these areas, CHAT will seek to make cost-effective appointments to benefit HHA and all other CHAT Academies. At all times accounting at HHA will be perfectly transparent, robust and prudent, fully meeting all relevant protocols and regulations for example in line with the new Academy Financial Handbook, Coketown accounts and AAR, and would seek to ensure 'Best Value' in all its procurements. For instance by collectively purchasing all paper for all four Academies for 3600 pupils and students through collective purchasing arrangements we should ensure good value for money. In view of the phased student numbers, the Academy will establish some short-term SLA's to procure the services of administration personnel who will be needed as full-time employees once student numbers are at capacity.

The table below provides an indication of these SLAs and other administration team roles:

Administration staff appointments 2013-2019

	2013	2014	2015	2016	2017	2018	2019
Business Manager	SLA with CHAT	SLA with CHAT	SLA with CHAT	SLA with CHAT	SLA with CHAT	SLA with CHAT	1
Finance Officer	1	1	1	1	1	1	1
Receptionist	1	1	1	1	1	1	1
Receptionist 2 / secretary	0	0	0	0	1	1	1
MIS Manager	SLA with CHAT	SLA with CHAT	SLA with CHAT	1	1	1	1
MIS Administrator	1	1	1	1	1	1	1
Principal's PA	1	1	1	1	1	1	1
Student Helpdesk	0	0	0	1	1	1	1
Exams Officer	0	0	1	1	1	1	1
Cover Supply Officer	0	0	0	0	0	1	1
Totals							

As a result of these 'pan-academy' economies, a reduced number of administration support staff will be employed to work within the Academy. One major benefit of this approach is that any savings made through this increased efficiency will be directly transferred to promote students' learning and progression. All staff appointed to the Academy will be expected to be wholly flexible in terms of their roles, particularly in the early years of the Academy. For example, CHAT expects that at busy times during the Academy day, the Finance Officer will support the Receptionist at the Academy's reception and for example, the MIS Administrator will also act as Cover Supply Officer until a permanent appointment is made in 2018. The Principal's PA is likely to be appointed Office Manager, to again create maximum efficiency and co-ordination. All of these posts will be regularly reviewed and where additional appointments or efficiencies are necessary, they will be quickly made.

3. ICT

CHAT recognises the huge value of a robust, secure and scalable ICT system to provide high-quality communication and resources for students, staff and parents. ICT will also provide a high-quality Management Information System (MIS) which enables information and data to be transferred robustly and seamlessly between all of CHAT's Academies, with appropriate levels of control and permission, to ensure that at all times, staff and students are provided with information which enables ambitious targets to be set and, staff to prepare lessons which are appropriately targeted at students' current

understanding and prior attainment. The Academy's aspiration is that every student will enthusiastically participate in engaging learning which is interesting and precisely designed to stimulate and challenge, so that each student gives of their best. The Academy's partnership with parents and carers is particularly important and will be a prominent element which helps to define the ethos of Heron Hall Academy. Consequently, the Academy's Learning Platform will have a 'Parents' Portal' which will enable parents to make use of the Academy's learning resources, to support their children. In addition, parents will be able to access regular reports (up to five times per year, based on our eight-week assessment cycle) on the progress and success of their children.

In terms of learning, Information and Communication Technology (ICT) skills are vital as they will enable our students to participate in a rapidly changing world in which education, training, work and leisure activities are constantly being transformed by access to innovative technology.

To meet this challenge, ICT will be a fundamental part of education at HHA, mindful of the need to establish and maintain e-safety for our students. We will ensure that appropriate use of technology supports teaching and learning, with a particular focus on supporting our specialism of English and Literacy. Pupils with Special Educational Needs will be supported to access the curriculum in ways which will exploit the benefits of ICT, while effective communication with parents will also be supported by online reporting.

CHAT will work closely with Partnerships for Schools/Education Funding Agency (Pfs/EFA) concerning the procurement process for capital elements of ICT expenditure. We will develop an ICT provision including MIS that meets the needs of students, staff at all levels; senior and middle leaders, teachers, management and administration, parents and carers, and wider community partners. Our approach will ensure that overall provision is able to accommodate our planned increase in student numbers over time, offers value for money and, in addition to being financially sustainable, has the scalability to cope with the inevitable growth in demand from streamed media and rapid developments in ICT generally. We will also ensure that there is sufficient capacity for secure home access to relevant areas of the anticipated Learning Platform and Virtual Learning Environment (VLE) so that parents and carers are able to effectively use the resources to support their children's learning from the Academy website.

Applying the professional judgement of school leaders and teachers, provision will consist of discrete and cross-curricular delivery, with specific approaches selected according to the needs, aptitudes and interests of our students. ICT will effectively create a safe but 'transparent' academy, where students can access, with appropriate safeguards, a wealth of educational resources from a range of outstanding and trusted sources. Whenever and wherever relevant, our students as increasingly independent learners will be encouraged to use an appropriate personal device in their learning activities.

In the Academy, students and staff will have fast and filtered access to the internet via a broadband connection, and a high quality virtual learning environment (VLE) within the academy's learning platform which will support curriculum delivery in lessons and outside school. Students will establish their own e-learning space and e-portfolio when they are ready to do so. Web 2.0 technologies will be exploited to the full, including safe and secure social networking, blogs and wikis.

In this way, students will be guided on appropriate, safe use of ICT throughout their academy careers, which will extend into their lives outside school. The Academy will make e-safety a priority and include anti-cyberbullying strategies in our approach. As a result, our students will be well-equipped to use current and emerging technologies safely, creatively and positively to enhance their learning and improve future life chances.

4. Premises

With the support of Partnerships for Schools (PfS) CHAT has carried out a survey of potential sites for the new Academy. As a result of a high-level options appraisal, CHAT is firmly of the view that the site at (██████████), formerly occupied by Middlesex University is by far the best site for the new Academy. The proposed site is still within the London Borough of Enfield and is approximately 7 miles from Cuckoo Hall Primary Academy. This site has a number of features which CHAT sees as especially advantageous:

- As a formed educational campus, (██████████) is perfectly suited, with the minimum of adaptation and minimal cost to function initially as a secondary school.
- It is a very attractive site on the edge of Enfield, bordering the green belt. This type would not only raise the aspirations of the students attending there, but would provide a unique opportunity for the children in this very challenging area to be educated in an attractive environment that is in direct contrast to the environment that they are forced to grow up in.
- It was in Edmonton and Tottenham where last summer's riots actually started. Children going on to secondary schools in this area are subject to a range of negative and harmful influences that include criminal activities and gang culture. To break this cycle, in part by locating the new academy in (██████████) would not only be giving our children real opportunities to succeed in life but would be hugely beneficial to society as a whole.
- The preferred site is also adjacent to Trent Country Park; an area of outstanding natural beauty. The majority of our students will come from locations of significant disadvantage in terms of income, access to high-quality cultural activities and the natural environment. Locating the new Academy at (██████████) would also give them access to a significantly extended range of experiences.
- If Cuckoo Hall Academy Trust was to acquire this site, the children from Cuckoo Hall, Woodpecker and Kingfisher would be provided with a bus service to ensure that ALL of our children were able to consider our own all through Secondary School as a viable option.

- An all through school at ([REDACTED]) would provide endless opportunities to take our vision further – and would be an absolute accolade for the coalition government’s genuine commitment towards closing the educational gaps between poorer children and those with affluence and advantage.

CHAT is determined that the best possible site for the new academy is found. In order to enable this to happen, and enable any refurbishment or re-building to take place it will seek to use accommodation which it currently owns for the first two years of the Academy’s opening, so that by September 2015, high-quality accommodation will be ready for occupation by the Academy.

Section H: Premises

The identification and obtaining premises and land is one of the most critical aspects of any free school application. The Cuckoo Hall Academies Trust (CHAT) knows this from our bitter experience in seeking to obtain premises and land for our previous two free school applications. Indeed CHAT are still negotiating the 125 year lease on a brownfield site, that was previously a school and had stood empty for two years previous to our interest in this site, 18 months after the local authority agreed to the transfer. Nonetheless, the building of Woodpecker Hall Primary Academy has commenced and we are expecting a partial move into our new purpose-built school in September 2012. The original building identified for Kingfisher Hall Primary Academy (KHPA) did not materialise, nor the proposed second building and despite a comprehensive review of 25 properties from an original list generated by [REDACTED]. A subsequent review by [REDACTED] that we identified for the final land/building for KHPA was not on any list. It was identified and within a week we agreed that this was the most suitable location for our new free school.

It is for these reasons that in our premises proposal for Heron Hall Academy we are realistic to assume that we need to have contingency plans, should our premises proposals not materialise for a variety of reasons. For this reason we would propose that in the first year of operation (ie from September 2013) we would seek to ensure that the first 90 pupils into Heron Hall remain on the Cuckoo Hall campus in either Cuckoo Hall or Woodpecker Hall classrooms. Due to the expansion of both Academies and the fact that neither Academies have yet reached their full size yet, there will be a number of classrooms that can accommodate Heron Hall students for their first year. Although we recognise that the majority of students attending Heron Hall Academy will have attended Cuckoo Hall Academy beforehand, it is likely that some will not. This proposal will therefore allow these students to experience and 'absorb' the Cuckoo Hall ethos, while providing them the opportunity to settle in within the safe and secure environment of the existing Primary Academy.

Indeed, with the establishment of Kingfisher Hall Primary Academy as a 2FE school on the Enfield College site from September 2012 as a new build, will provide a further two years for Heron Hall to find a permanent solution with temporary arrangements being possible (in an extreme situation) for the Heron Hall pupils until September 2015. We are therefore in a fortunate position to be able to wait (within a reasonable period of time) for the most appropriate location to be identified in the event that our existing proposals do not prove possible.

For our proposals for a 8FE Secondary 11-19 Academy, we will require a significant area using Building Bulletin 98 (BB98) with the minimum site areas and utilizing the calculations for secondary schools in confined areas we will still require a minimum net site area of 8,800 square metres and a likely site area of between 11,500 and 14,000 square meters, although these figures are

based on a 62.5% staying on rate to 6th form. In our calculations we have assumed an 80% staying on rate due to the changes in the leaving age, which had not been foreseen when BB98 was published, and eventually moving to a 100% staying on rate which would increase the minimum net site area to 9,520 square metres. Whilst we understand that the requirements of BB98 are no longer mandatory, they nonetheless give us an indication of the size of the site we require. To this end we have concentrated on identifying sites of this size.

We have identified three possible locations for the Academy and we consider each of them in turn:

- [REDACTED]
- [REDACTED]
- Land bordering Enfield College

[REDACTED]

Middlesex University has concluded that the 21-hectare [REDACTED] is nearing the end of its economic life and has conducted a series of operational examinations to identify ways in which the University can continue to provide high quality and competitive further education for the 21st century. The result of the analysis has been the decision to rationalise the University's operations and focus on its principal campus facility at The Burrough's, Hendon. The University's [REDACTED] has therefore been identified as being surplus to their requirements and its disposal was approved in December 2011. The University is planning on leaving [REDACTED] in the summer of 2012 and we believe there is an opportunity to retain and enhance the site as setting for Heron Hall Academy.

Whilst we acknowledge this is some distance away from the location of our three primary Academies we believe the many advantages this site bring offset the disadvantages. We believe that educating pupils outside an area that suffers from crime and serious gang culture would provide benefits and opportunities to break the cycle of deprivation and a potential future of repeat offending. A site such as [REDACTED] would raise aspirations for young people who have no choice but to grow up in an area that perpetuates disadvantage. At secondary stage young people in the Edmonton area are at their most vulnerable in being susceptible to the negative influences that are so obviously around them – we will not forget that last summer's riots originated in the locality of Edmonton and Tottenham and many of our children witnessed the criminal and anti-social behaviour. Our strong vision is to provide enriched experienced outside of the immediate area that will offer an attractive and uplifting environment in which to study and succeed.

Reasons for choosing the location	The location is completely different from the streets of Edmonton. We want to move our students away from the gun and knife carrying gangs that exist just outside the school gates and which recruit students as soon as they walk out of the
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	school.
Address and Postcode	[REDACTED], London [REDACTED]
Current use	The site is currently one of [REDACTED]. They are vacating the site at the end of the summer term 2012.
Current freeholder	([REDACTED])
Brief description of the site	The campus currently occupies a total of 15,663 sq.m (168,596 sq.ft) of site area providing approximately 29,925 sq.m (321,993 sq.ft) of total floor space. There is in total 21 hectare of land. We are seeking to establish an 8FE 11-19 secondary Academy with a maximum of 1680 students.
Availability of the site	[REDACTED] are organising the sale of the campus and bids for the site have to be submitted by 30 th March. We are aware of at least one other free school expressing an interest in this site.
Why suitable	The site offers space, green fields and leisure facilities that students in Edmonton do not experience. This site will enable us to transport our students into a learning environment that is supportive, safe and stimulating. The majority of the buildings are already being utilised as teaching spaces for the University and therefore only remodeling work is likely to be required in order to make it suitable for secondary provision.

[REDACTED]

██████████ – ██████████

With the merger of the ██████████ in November 2011, the College has looked at rationalisation of some of its property and has decided that an element of the (██████████ – the ██████████ that comprises the ██████████ and its grounds should be disposed of.

Reasons for choosing the location	The location is a significant distance from the streets of Edmonton. We want to move students away from the gun and knife carrying gangs that exist just outside the school gates and which recruit students as soon as they walk out of the school.
Address and Postcode	██████████, ██████████, ██████████, ██████████, Enfield ██████████
Current use	The site is currently one of five ██████████ College Campuses.
Current freeholder	██████████, a further education corporation
Brief description of the site	The site is the (██████████ until its merger with (██████████. At that time the site was transferred to Southgate College, who also operate from the premises over the other side of the High Street. The site as identified below comprises a main building and a number of other properties linked to the main building with extensive grounds. We are seeking to establish an 8FE 11-19 secondary Academy with a maximum of 1680 students.
Availability of the site	The College has been trying to sell the land and buildings for some time and would, we understand, be interested in an offer from an educational establishment.
Why suitable	The site offers space, green fields and leisure facilities that students in Edmonton do not experience. This site will enable us to transport our students into a learning environment that is supportive, safe and stimulating. The majority of the buildings are already being utilised as teaching spaces for the College and therefore only remodeling work is likely to be required in order to make it suitable for secondary provision.



The diagram below shows the size of the land and buildings associated with the site.

[REDACTED]

[REDACTED]

The proposed location for Kingfisher Hall Primary Academy (KHPA) has recently been identified as land to the south of Enfield College in [REDACTED]. KHPA is intending to utilise part of the site identified in the diagram below as [REDACTED] as a playing field. However it may be possible to utilize part of the site and [REDACTED] towards [REDACTED] as a site for the new Heron Hall Academy buildings.

[REDACTED]

Reasons for choosing the location	The location is next to one of feeder Primary Academies and in an area of the borough on a main bus route from Cuckoo Hall and Woodpecker Hall Academies. Hence it would be a simple route for students to take to attend the Academy. As there is no building on the site, we would require a new build which could be designed to meet the Academy's requirements for group work and be designed as an Academy fit for the 21 st Century.
Address and Postcode	[REDACTED], [REDACTED], Enfield, London.
Current use	The site appears to be used infrequently by staff and students from the College of

	Haringey, Enfield and North East London
Current freeholder	██████████, ██████████. Some of the site may be Metropolitan Open Land
Brief description of the site	The site is currently set out as a playing field with two football pitches marked out. We are seeking to establish an 8FE 11-19 secondary Academy with a maximum of 1680 students.
Availability of the site	The land is not currently being offered for sale
Why suitable	The site is in an ideal location in an area where students from all of the three feeder primary Academies can easily reach, through public transport or walking. The building will have to be a new build as there is no current building on the site. This affords us the opportunity to ensure a cost effective, energy efficient, good value for money building that will operate efficiently. Furthermore it will ensure that the building is designed to meet the pedagogical needs of the Academy and the key aspects of our teaching and learning can be built into the development.

Annexes

Appendix 1: Strategic CVs of Cuckoo Hall Academies CHAT Personnel

[REDACTED],
[REDACTED]







[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Appendix 2: Senior and Middle Leader Structure

Principal

Vice Principal

Assistant
Principal
1

Assistant
Principal
2

Assistant
Principal
3

Assistant
Principal
4

Curriculum
Area Leader
Eng & MFL

Curriculum
Area Leader
Humanities

Curriculum
Area Leader
Maths &
Science

Curriculum
Area Leader
Creative

SL
English

SL
MFL

SL
Maths

SL
Science

SL SL SL SL
Hist Geog RE Classics

SL SL SL
PE DT & Music
Art

Appendix 3

Heron Hall Academy

Phased Staffing numbers 2013-2027

1. Phased Student Numbers

Table below assumes a two-year Key Stage 3 (KS3) and a three-year Key Stage 4 (KS4).

Post 16 numbers initially assume 90% of students transferring to post 16 education, with 100% progression in 2026 (Year 11 into Year 12).

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
KS3	90	180	180	210	240	300	420	480	480	480	480	480	480	480	480
KS4	0	0	90	180	270	300	330	420	540	660	720	720	720	720	720
16-19	0	0	0	0	0	72	144	144	168	192	210	306	384	432	480
Total	90	180	270	490	510	672	894	1044	1188	1332	1410	1506	1584	1632	1680

2. Teaching Staff

Teaching staff are categorised into:

- Senior Leadership Team: Principal, one Vice Principal and up to four Assistant Principals
- Middle Leaders: Includes four Curriculum Area Leaders (CAL) and up to 12 Subject Leaders (SL) plus the Academy's Special Educational Needs Co-ordinator (SENCo), who will be an experienced teacher with appropriate qualifications.
- Professional Grade Teachers (PGT), which are likely to include Newly Qualified Teachers (NQTs) and Advanced Skills Teachers (AST)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
SLT	1	2	3	4	4	5	5	5	6	6	6	6	6	6	6
CAL & * SL	5	10	14	16	16	17	17	17	17	17	17	17	17	17	17
PGT	0	0	0	4	10	18	25	33	40	48	53	59	64	67	71
Total	6	12	17	24	30	40	47	55	63	71	76	82	87	90	94

3. Support Staff

A number of posts will be provided through service level agreements with Cuckoo Hall Academies CHAT. Where this is the case, funding has been identified to resource this. Some post holders are part-time, which inflates the staffing numbers in the table below.

Five teams are defined.

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
a. Admin	4	4	5	7	8	9	10	10	10	10	10	10	10	10	10
b. Educational support	3	3	4	6	6	7	8	8	9	10	10	10	11	11	11
c. Technical	2	3	3	5	5	6	6	6	7	7	7	7	7	7	7
d. Catering	4	5	6	7	7	9	9	9	9	10	11	12	12	12	12
e. Site	4	4	5	5	5	7	7	7	8	8	8	9	9	9	9
Total	17	19	23	30	31	38	40	40	44	45	46	48	49	49	49

4. Total Staff

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Teachers	6	12	17	24	30	40	47	55	63	71	76	82	87	90	94
Support	17	19	23	30	31	38	40	40	44	45	46	48	49	49	49
Total	23	31	40	54	61	78	87	95	107	116	122	130	136	139	143