

Haringey Free School

Business Case

Primary 4-11

Eleri Crowly

10 November 2014

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Section 1: Applicant details

As Companies Limited by Guarantee, certain details will be publicly available on the Companies House website. However, personal information will be treated in accordance with the Data Protection Act 1998.

We realise that not all of this section will be relevant or appropriate to existing Academy sponsors.

Details of Company Limited by Guarantee
Name: E-ACT Free Schools Trust
Company address: [REDACTED] London, [REDACTED]
Main Contact
Name: [REDACTED]
Address: [REDACTED] London, [REDACTED]
Email address: [REDACTED]
Telephone number: [REDACTED]
Members and Directors
Please confirm the total number of (a) Company Directors <input type="checkbox"/> and (b) any other members of the Governing Body <input type="checkbox"/> appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Name: [REDACTED]
Position: [REDACTED]
Name: [REDACTED]
Position: [REDACTED]
The E-ACT Group will seek to vary the E-ACT Free Schools Trust Model Articles with the DfE's agreement, in order to replicate the E-ACT governance structure for Academies in its Free Schools.
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? Yes
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:
E-ACT: Registered charity number: 1124189
E-ACT is the Parent Company. There will be a Tripartite agreement between E-ACT Free Schools Trust, E-ACT and the DfE that governs the relationship between E-ACT Free Schools Trust and E-ACT.
If your organisation is an existing independent school, please provide your six digit unique reference number: N/A

Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful the Company will operate a Free School in accordance with the requirements outlined above and the requirements of the Independent Schools Standards* and the Funding Agreement with the Secretary of State.

Signed:

Print Name:

Date:

Each Member and Director of the Company should also complete and return the personal information and declarations from Section 9 (which is in a separate downloadable form).

* The requirements of the Independent Schools Standards are not applicable for 16-19 Free Schools.

Section 2: Outline of the School

Proposed school name:	Haringey Free School							
Age range:	4-11							
Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the School over time. If your application includes nursery provision, please add additional rows as appropriate.		2012	2013	2014	2015	2016	2017	2018
	Reception	60	60	60	60	60	60	60
	Year 1	60	60	60	60	60	60	60
	Year 2	0	60	60	60	60	60	60
	Year 3	0		60	60	60	60	60
	Year 4	0			60	60	60	60
	Year 5	0				60	60	60
	Year 6	0					60	60
	Year 7							
	Year 8							
	Year 9							
	Year 10							
	Year 11							
	Year 12							
Year 13								
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	N/A							
Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).	No – the School will not have a religious character							
Is this an application for a single-sex school? If so, please tick the relevant box.	No – The School will be co-educational.							

Local authority area in which the School would be situated (and if near to a LA boundary please include names of neighbouring LAs).	London Borough of Haringey
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Being designated as a school with a religious character will allow you to admit pupils or recruit some teaching staff on the basis of religious belief. The Funding Agreement requires you to teach Religious Education according to the tenets of your faith. You do not need to apply for religious designation as part of the application process, but this will be necessary if your application is approved. The Religious Character of Schools (Designation Procedure) (Independent Schools) (England) Regulations 2003 (as amended), available here <http://www.legislation.gov.uk/uksi/2003/2314/introduction/made>, sets out the procedure for Independent Schools and Academies to be designated as schools with a religious character. As Free Schools will legally be Academies they will need to follow the same process.

Section 3: Educational vision

The educational vision should describe why you are setting up *this* Free School and its defining features and ethos. This is your opportunity to tell us in your own words about the overarching vision for your school.

Information required

- Set out why you are establishing your Free School – the rationale for this age range/ curriculum offer/ location / pedagogy; and
- Identify what will make the School distinctive in its vision and ethos.

Evaluation Criteria

Minimum Criteria:

- A clearly focused vision that underpins the application; and
- Aligns with the aims of the Free Schools programme (as set out on page 3).

Section 3.1: Set out why you are establishing your Free School – the rationale for this age range, curriculum offer, location and pedagogy.

Rationale and the partnership with Highgate School

E-ACT Free Schools Trust's mission is to provide 'Excellence in Education for All' and our ambition is to develop a group of Free Schools that ensure that the life chances of every single student are enhanced, regardless of the socio-economic characteristics of the catchment area.

Working with Highgate School as a key strategic learning partner, E-ACT's proposal is to establish a two-form entry non-denominational Free Primary School, in the East of Haringey, which will follow the local Admissions Code and is planned to open in September 2012. It will be high performing, with a distinctive ethos that would motivate all learners and gain the support of pupils, their parents and the wider community.

The mission of E-ACT Free Schools Trust is to:

- Develop Centres of Excellence through innovative approaches to teaching and learning, to ensure that all students achieve their personal and academic potential;
- Provide the highest quality of educational experience and widest opportunities for all, irrespective of ability, gender, faith or race;
- Invest in the community to improve opportunities for everyone.

The key objectives of the E-ACT Group are:

- High attainment and achievement;
- Improved social mobility and inclusion;
- Strong student employability.

The Free School will be a member of the E-ACT Group of Schools and Academies. Although Highgate School is a key partner, the Haringey Free School will not be a satellite or branch of Highgate School. However, the E-ACT / Highgate partnership will make it possible for Highgate's "educational DNA" to be incorporated into the Free School for the benefit of the pupils, teachers and families of the Free School – and also of the pupils, teachers and families of Highgate School. An informative analogy can be drawn with the valuable relationships between schools that have been created and nurtured by the Keys to Success and the City Challenge programmes.

The Free School established in Haringey by the E-ACT / Highgate School Partnership will bring the following benefits:

- The partnership between E-ACT and Highgate School, which provides the bond between their separate DNAs:
 - A unique blend of complementary strengths – Highgate’s traditions of academic excellence and a strong, caring and supportive ethos, coupled with E-ACT’s values and its record of success in planning and opening effective and successful schools since 2008;
 - E-ACT and Highgate have a successful track record of partnership: they have worked together to establish the successful Crest Boys and Crest Girls Academies, which opened in 2009 and both of which achieved a significant improvement in GCSE examination results in the summer of 2010;
 - High attainment and social cohesion are at the core of the ethos of both individual partners.

- There is a significant shortage of school places for children of Primary age across Haringey, but particularly in the eastern part of the Borough, which will be addressed by the provision of this proposed new Free School.

- It provides a real opportunity to transform lives for disadvantaged children: the Free School will serve an area of poverty and need:
 - 39.2% of children in Haringey are deemed to live in poverty. This is the 8th highest proportion of children in poverty in the UK;
 - The proportions of children “living in poverty” in the eastern wards are: White Hart Lane 56.9%; Northumberland Park 53.1%; Tottenham Hale 51.8%.

- It provides an opportunity to narrow the gap of educational attainment.

- A Free School is the appropriate solution – it offers flexibility and the potential to be innovative.

During the Business Case and plan stage, E-ACT Free Schools Trust will carry out a needs analysis with stakeholders to ensure that the Free School meets local needs, making the best use of the facilities available.

The Free School’s beliefs and values would be centred on the principles of equality for its students, success for all, high standards, excellent provision and enjoyment of learning. E-ACT Free Schools Trust would:

- Work with and gain the confidence and support of local parents, pupils / young people, staff and the wider community before the Free School opens and beyond;
- Develop the Free School as a Centre of Excellence, drawing on the best practices in teaching and learning from Early Years through to transition into

Secondary phase, and support these with a robust philosophy that maximises educational opportunities to ensure that all pupils achieve their personal and academic potential;

- Provide the highest quality educational experience and widest opportunities for all, irrespective of ability, gender, faith or race, acknowledging the value that diversity brings to the Free School.

The E-ACT – Highgate School Partnership

The key indicators of the E-ACT Free School as a Centre of Excellence are:

- Vision and values that are shared and owned by all stakeholders – students, staff, parents, community;
- An ethos that is conducive to and celebrates learning and achievement – order, respect, shared values;
- Outstanding qualities of leadership throughout the Free School, including student leaders;
- Excellent communications throughout the Free School and with stakeholders;
- A robust quality assurance framework which covers all aspects of the performance of the Free School;
- Clear systems and operating procedures, which are understood by all and operated consistently, resulting in outstanding standards of student behaviour, care and personal development ;
- A state-of-the-art data-rich environment that supports the tracking and monitoring of the learners’ progress and the personalised provision of interventions as appropriate – learners will not be left to sink or swim;
- Target setting taking place at the pupil / young person level, so that all learners are aware of what stage they are at on their Learning Journeys and their eventual destinations;
- An appropriate curriculum that fulfils the needs, aspirations and entitlement of students and community;
- Outstanding teaching and learning throughout the Free School;
- Outstanding standards of student attainment and achievement, which are reflected in outcomes at all Key Stages;
- Clear lines of accountability, encompassing Sponsor, Partners, Governors, DfE, Ofsted, students, parents and other partners.

Highgate Aims for the Free School are;

- A place for learning and scholarship;
- An exemplar for the healthy life;
- A reflective community.

These are explained further on the following website:

<http://www.highgateschool.org.uk/about-us/ethos-and-aims>

Highgate and the E-ACT Group in partnership would provide a Free School based on the following principles:

Pupils

- A commitment to ensuring that every child aspires to reach the highest standards;
- A care structure based on inclusive behaviour management that addresses issues and problems and provides solutions – not a sticking plaster approach. Within this care structure there will be high-quality, healthy food and extra-curricular / enrichment activities;
- Pupils treated as individuals. One of E-ACT's core values is that all pupils should be known, supported and celebrated as individuals. The proposed structure and organisation of the Free School will deliver this;
- Learning, teaching and social development strategies that are focused on the whole child;
- High quality pre- and after-school care.

Leadership and Teaching

- High quality inspirational leaders, with a clear strategic vision within the context where a key value is to develop leadership at all levels, including the children;
- Highly qualified teachers and the recruitment strategies to attract and retain them;
- The appropriate regular engagement of external quality assurance through the E-ACT Education Team and trained inspectors on Highgate School's staff;
- High and contractual expectations of teachers (e.g. length of school day and term)';
- Engagement with Teach First, and support for Teach First trainees;
- Support for NQTs and those following the GTP (for example, with experienced Highgate School teachers as mentors and coaches);
- A positive and developmental approach to performance management / appraisal, and the CPD provision to support this;
- High quality teaching assistants who are sensibly used and well supported;
- The benefits of the professional dialogue that will develop between teachers from different learning cultures in the Maintained and Independent sectors of education;
- An opportunity to develop skills that are cross-transferable.

Parents

- Parents will benefit from the indirect benefits of wrap-around care provision. The Free School will be open from 8.00am to 6.00pm. Parents will be able to work;

- The possibility of Highgate Sixth Form students providing ICT classes for parents has been explored and will be progressed;
- The provision of holistic parental support: e.g. health visitors (including mental health), nutritional advice, counselling services, legal advice (e.g. for victims of domestic violence), financial advice (for small businesses as well as individuals);
- High-quality governance that is made accessible to parents and carers, using their main community language;
- It is intended that over time the range of the skills and experience of Highgate parents (2,500 in total, with a professional skills set) will be enthused and organised to provide pro bono advice and support for Free School parents through “advice surgeries”. The Free School will become a community hub.

Ethos

- The importance of image and branding. The Free School will have a distinctive uniform design that is chosen in consultation with stakeholders. It will be symbolic of high standards, which are modeled in the community;
- The School environment will be clean and litter-free, providing an example for the community;
- The “Respect Agenda”: one of the key core values will be “respect for self, others and for learning”;
- A proactive approach to socialising and play: pupils will be taught these, with the appropriate use of “Play instructors”;
- A reflective learning environment.

Curriculum

- Explicit and substantive Highgate / Free School curriculum links: Music, Drama / Performance links, which could draw on subject specialists from Highgate and use of Highgate’s facilities;
- Healthy lifestyle embedded in curriculum;
- Importance of competitive sport;
- Extra-curricular / enrichment activities. A plan is being explored to deploy ex-Highgate students on gap years within the Free School in a variety of supportive, mentoring and coaching roles;
- Trips and visits, which are appropriate to age. A residential experience will be an entitlement for older pupils;
- Outside speakers and visitors; “Book Weeks” which bring well-known authors into the School;
- There is a plan to have shared (Highgate / Free School) support staff in key areas;
- In order to address the Healthy lifestyles issue, it will be explored whether support staff in key areas (e.g. catering) can be shared;
- ICT integral to whole-school learning, organisation and management.

Key underpinning features

The E-ACT Free Schools Trust Haringey Free School will be a Centre of Excellence for Early Years and Primary practice, which develops learners who are confident in their own ability to learn and be successful and who are able to exercise increasing levels of independence. By the age of 11, a pupil leaving Haringey Free School will be:

- Confident, disciplined and successful, keen to face the challenges of new learning and master new skills;
- Secure in their ability to relate to adults and their peers;
- Able to apply their learning to different contexts, drawing on knowledge and skills learned across the whole curriculum;
- Passionate about their learning and eager for new experiences;
- Highly literate and numerate, able to transfer their Literacy and Numeracy skills to new contexts with confidence;
- Able to articulate their views cogently and expressively, whether in writing or orally;
- Well equipped to become leaders in their new school community;
- Able to use ICT with confidence in any aspect of their learning.

A commitment to the emotional and intellectual well-being of children will permeate all aspects of school life. The School will recognise and nurture a child's desire to discover new things and learn by developing a framework that enables and supports learning, providing guidance and direction, without detracting from learner autonomy. E-ACT Free Schools Trust recognises that the Haringey Free School will not be able to achieve this on its own. Engagement of parents and families will be central to the life and work of The School. This will take the form of open and genuine engagement with parents, seeking to understand what they need from the School and how the School can be part of their community and its future development. The School will also recognise, celebrate and support the work of numerous voluntary groups that already operate locally and will aim to both support and enhance their work. E-ACT Free Schools Trust will seek to establish a 'Community Steering Group' as soon as the Business Case is approved, which will act as a sounding board and the voice of the community in the lead up to August and equally importantly, once the E-ACT Free Schools Trust Haringey Free School is open.

Teaching and learning

The curriculum at the Haringey Free School will be governed by the same fundamental principles as the best of Primary learning in England. Teaching and learning will be based upon the Early Years Foundation Stage Curriculum and the National Curriculum. The School will also draw on the best of Primary learning from

the international community. This will include thinking, research and practice, in particular, from the Charter Schools in the US and innovative practice from both New Zealand and Australia. Teaching and learning will be based on sound, proven educational principles which, when rigorously applied, will also provide fertile ground for well-conceived innovation.

Pupils will be taught in the appropriate year group for their chronological age and teachers will plan and deliver lessons as appropriate to the age / stage of the learners in their class. This will not only ensure a clear continuum of expectation and learning that is well understood by parents and the community, but will also maintain the momentum for children to progress. Expectations within each class and year group will be set at a standard above the National Curriculum minimum and the framework for learning will provide explicit opportunities for teachers to understand and develop new approaches to pedagogy and learner autonomy. Assessment for Learning will inform all teaching and learning and be integral to planning. Teachers will become highly skilled in differentiating learning for different groups and individual children and all learning will be characterised by high quality pupil talk and interaction. Children will regard ICT as part of the normal repertoire of learning strategies and will select the most appropriate tool from among them as easily as they would pick up a pen.

The most powerful tool for all learners is the belief that they can and will master new learning. This requires certain attitudes and behaviours on the part of teachers and other staff. Primarily, it necessitates a belief that ability is not fixed, but can be incrementally developed. Secondly, it requires teachers to capitalise on a child's natural inclination to learn, discover and explore. Experience has shown that some learners will need additional support to become confident and successful mastery-oriented learners, whatever their starting point. We will put in place a variety of measures to ensure that each child has the opportunity to develop the same skills as others especially those with SEN or EAL.

The School will provide a curriculum that is characterised by:

- A relentless focus on the development of the core skills of Literacy and Numeracy will characterise the curriculum for all ages;
- Explicit teaching of Thinking Skills;
- Opportunities to make connections in learning through the use of the International Primary Curriculum;
- Use of assessment data to inform the next steps in learning;
- High quality outdoor provision and visits;
- The teaching of a Modern Foreign Language from the age of 5.

Professional development

Teachers will plan weekly, in year group teams, in four hours of PPA time allocated outside the core hours of learning. This will be complemented by time allocated during core hours for peer observation, team teaching, modelling and coaching to secure the highest quality teaching and learning. Regular scrutiny and triangulation from the Principal and Vice Principal will further support this. Regular CPD will ensure that all teachers are well versed in Assessment for Learning strategies, the use of data to inform learning, and differentiation to meet the needs of all learners including those who are Gifted and Talented.

The School day and year

E-ACT Free Schools Trust recognises the critical role the School will have in contributing to community cohesion through the provision of high-quality extended services that meet the needs of children and families from 8.00 a.m. to 6.00 p.m. for at least 38 weeks of the year. The School will also explore with the local community ways of making provision in holiday periods, particularly during the traditional mid-term holiday periods.

Enrichment and extension activities will be available for all children throughout the year. Enrichment will not be an optional part of curriculum provision. All children in Key Stage 1 will be expected to attend one enrichment activity a week, either at lunchtime or after core hours, with children in Key Stage 2 expected to attend two.

The School will operate a breakfast and teatime club ensuring that wrap around care is available for those parents who choose to access it.

E-ACT Free Schools Trust proposes that the Haringey Free School will operate a six term year, with shorter Summer holidays and longer breaks in between terms one and two, three and four, and five and six in the knowledge that children tire towards the end of very long terms and require longer time to rest before returning to the demands and challenges of learning. Further detail will be provided on this in Section 4 – Educational Plan.

Improving standards through leadership and management

The Free School is committed to providing and developing outstanding leadership at all levels. A rigorous programme of review and self-evaluation would underpin the Free School's planning and development.

The Free School's workforce would be its most important resource and the Free School would be committed to a fair, caring and responsible approach to staff. All members of staff would be provided with opportunities to gain professional satisfaction and fulfilment from their jobs. Continuing Professional Development

opportunities would be achieved through engagement in National College for School Leadership programmes, the SSAT and the Future Leaders programme.

Improving standards through teaching and learning

The Haringey Free School would mirror the values of E-ACT Free Schools Trust and establish a distinctive innovative ethos that would underpin the drive to transform learning and raise achievement. It would:

- Treat all pupils / young people as individuals, ensuring each has an explicit and clearly understood learning path for success which is uninterrupted by Key Stage transitions and which is actively and regularly reviewed;
- Aim for, reward and celebrate high achievement in all aspects of school life;
- Monitor and evaluate the quality of teaching to ensure that there is no unsatisfactory teaching and that all lessons are judged good or better;
- Ensure that each pupil has effective guidance and support to succeed in their learning and achieve the highest standards of which they are capable;
- Establish a structure of regular assessments, flexible timetabling and the provision of support for pupils who are in danger of falling behind;
- Set stretching and ambitious targets for students at all levels. By the end of Key Stage 2, the aim would be for all pupils to achieve Level 4 functionality to enable them to access the Secondary curriculum.

Teachers at the Free School would have excellent subject knowledge, particularly in strategies to develop Literacy and Numeracy skills. They would personalise learning so that all learners make at least expected progress at all stages. In addition, the quality of teaching and learning would be substantially enhanced by the involvement of a team of support staff and external agencies.

Classroom learning experiences would be routinely outstanding, characterised by careful planning and structure to ensure rigour, challenge and pace. They would be based on clear objectives, which would be shared with the pupils.

The Free School would provide an ICT-rich environment with an optimised carbon footprint that ensures sustainable school environments for the future, which is based on a flexible modern architecture that supports:

- Easy change and innovation;
- Teaching and learning throughout all years and curriculum areas;
- Learning anytime, from any location, including from home;
- Access for parents / carers to the key aspects of their children's learning.

A strong CPD programme will be provided for staff so that they are confident and skilled in order to make the most effective use of ICT to enhance teaching and

learning, motivate and engage learners, and raise achievement across the Free School, whilst reducing workload.

An effective mentoring and coaching system, appropriate to the age of the learner, would ensure that pupils regularly review and evaluate their progress in collaboration with teachers and other staff and that appropriately challenging targets for their future learning are set. Student engagement, participation and behaviour would be outstanding.

The Free School recognises that many pupils will require additional support with learning or behaviour because of recognised disabilities or Special Educational Need. All students would have an entitlement to a regular needs assessment. A personalised model of additional need would be used to identify those pupils in need of additional specialist support.

Improving standards through curriculum development, design and delivery

The curriculum would be based on the concept of a 'Learning Journey'. The Free School would develop a monitoring and assessment framework that would support all learners, from Early Years through to the age of 11 and Secondary transition. This approach would be highly personalised, developmental and incremental. Data would provide the Free School's key planning and assessment tool and would be used to drive the monitoring processes used by pupils, their parents / carers and staff to ensure that everyone is focused on success and galvanise maximum support and engagement to ensure progress.

Improving standards via Quality Assurance: the role of E-ACT Free Schools Trust in sustaining improvement

E-ACT has an excellent track record in improving standards in its open Academies. The Key Academy Improvement strategies employed in the E-ACT Group's open Academies can be summarised as follows:

- **Monitoring:** Each open Academy is allocated an Education Adviser from E-ACT's highly experienced Education Team as a key point of contact. Each Academy generally receives: three Core Monitoring Visits per year, one per term and six Scorecard Visits. Schedules for these visits are published in advance and the agenda is responsive to changing priorities. Newly opened Academies and Free Schools and those with newly-appointed Principals receive more regular visits. Notes of visits are written up and shared with key personnel, including the Principal and Chair of Governors.
- **The E-ACT Scorecard:** This provides a half-termly overview of all the main areas of Academy performance. Progress against these is RAG-rated and

judgments are made in the context of the E-ACT Quality Standards. The basic original E-ACT Scorecard has been appropriately amended in order to better meet local circumstances, including Free Primary Schools and All-through Academies.

- **The E-ACT Quality Standards and the E-ACT Academy Improvement Strategy** are an explicit demonstration of E-ACT's commitment to establish solid professional standards across its Academies within a framework of high expectations and accountability. E-ACT strives to establish stronger Academies, stronger governance and stronger E-ACT systems and structures, with built-in challenge, support and lines of accountability. At the heart of the E-ACT approach is the principle of the Academies working collaboratively to deliver the E-ACT transformation agenda.
- **The E-ACT Quality Standards** contain details of the standards expected across eleven areas of Academy activity and performance, including Teaching and Learning, Governance, Student Behaviour and Attendance. Each section includes **details of the relevant minimum acceptable standards and the criteria for intervention**, if these are not reached. E-ACT is currently developing an alternative set of Quality Standards to more appropriately challenge 'converter' Academies.
- **The E-ACT Academy Improvement Strategy** complements this approach in describing the nature of E-ACT's engagement with its Academies, ensuring a high minimum standard across all aspects of Academy life, and the details of its strategies for challenge and support. This approach is symbolic of E-ACT's commitment to establish stronger Academies, stronger governance and stronger E-ACT systems and structures, with built-in challenge, support and lines of accountability.
- **E-ACT's Intervention Strategies:** These are commissioned in order to build capacity and capability and to secure the improvement of student performance and teacher effectiveness at a pace. They will be triggered by assessment against Quality Standards, be focused, proportionate and bespoke, and monitored and evaluated by E-ACT Education Advisers.
- Where intervention is considered necessary, E-ACT will actively engage the Academy leadership in developing a rigorous Action Plan. Interventions may consist of both commissioned and in-house inputs, and will include
 - Standards, including attainment, attendance, and behaviour;
 - Leadership intervention – additional support and challenge (e.g. Associate Head, Consultant Principal, Executive Principal);

- Teaching – AST support, Good to Outstanding / OTP programmes;
 - Learning – Narrowing the Gap strategies, which includes targeted intervention for particular groups at risk of under-attainment.
- **E-ACT Champions' Groups:** E-ACT has developed a network of formal and informal inter-Academy links and opportunities for collaboration. This ranges from staff sharing best practice to providing mutual support with staff appointments. Champions' Groups meet regularly and make a significant contribution to strategic planning in the following key E-ACT priority areas:
 - Improving attendance;
 - Behaviour management;
 - Data management;
 - Safeguarding;
 - International partnerships;
 - Social and community cohesion.
 - **A Vice-Principals' Champions' Group** has recently been established to provide a forum for the exchange of best practice in the following areas:
 - Raising standards of attainment;
 - Within-school variation;
 - Teaching and learning strategies.
 - **Best practice:** E-ACT has a clear sense of the performance of all its Academies, and has identified 'Academy Hubs' and individual leaders of best and outstanding practice. In addition, three individual colleagues at E-ACT Academies have been identified as Lead Practitioners in English or Mathematics and are working with SSAT to deliver best practice training events in these two curriculum areas.
 - **Principal appointments:** E-ACT has an extremely good track record in appointing high quality leaders to its Academies. This is borne out by:
 - HMI Monitoring Reports, which to-date have all recorded judgements of at least 'Good' Progress;
 - The significant improvement in standards of attainment between 2008 and 2010.

E-ACT has worked with TES Prime, a successful executive search and recruitment consultancy, in order to appoint Principal Designates as early as possible, so that s/he can lead on curriculum planning, structures and organisation. The appointments process is rigorous over two days. It consists of a variety of activities and interview experiences, including a student panel, a lesson observation analysis, an in-tray exercise, small focused panel and full panel interviews. The E-ACT Director General chairs the final appointment

panel on Day Two and the Director of Education and three Education Advisers are fully involved over the two days. Local Authority, DfE and partner representatives are fully involved throughout. A representative from Highgate School will be on the panel that appoints the Principal of the Haringey Free School.

- **Principals' Performance Management:** The Principals are all line-managed directly by either the Director General or the Director of Education.
- **Direct engagement in key decision-making:** E-ACT Education Advisers play a key monitoring and quality assurance role by involvement in the following areas:
 - Involvement in SLT appointments;
 - Attendance at Governing Body and Governors Committee meetings, especially Budget setting ;
 - Target setting – The Education Adviser works with Governors to review and set statutory and non-statutory targets.
- **ICT Central Services:** The E-ACT central ICT provision enables the tracking and analysis of all Academy data and provides the detail to guide procurement and training needs.
- **E-ACT's Corporate Plan:** Academies, both separately and collectively, contribute significantly to delivering the Corporate Plan. Academies are expected to reflect corporate objectives in their annual Academy Improvement Plan. Principals are required to include a corporate target as part of their Performance Management process.
- **E-ACT National Conferences:** E-ACT organises and hosts twice-yearly separate conferences for both Principals and Vice Principals. Their purpose is to develop and sustain inspirational leadership and to provide a forum for the formal and informal exchange of best practice. Conference invitations are offered to the DfE and SSAT. Presenters at recent Conferences have included leading edge practitioners in many areas of Academy performance, including the National College; Teach First; and other Academy sponsors.
- **The E-ACT Board's Strategy Day:** This annual event involves the direct engagement of the Principals, E-ACT Directors and the Education Team. Additionally, at each of the five Board Meetings each year, the Board receives a presentation by the Principal and Chair of individual Academies.

The Benefits for Children's Learning

These will be described in detail in subsequent sections of this document, but can be summarised as follows:

Personalisation

In the Haringey Free School, children's learning would be related to their skills, aptitude and ability. A significant factor would be the use of specialist support staff to support learners and the planning and delivery of subject knowledge as appropriate. The curriculum would be sufficiently flexible to engage children of all abilities and accelerate their learning. This early personalisation ensures no child would remain unchallenged or left behind, and every child would have a relevant and learning experience as they progress through the Free School. For example;

- There would be a whole school Literacy and Numeracy curriculum and strategy within which children progress on a personalised basis;
- Pupils in the Reception Class through to Year 6 would have access to specialist teaching in, for example, Music, PE, Drama, Dance, Mathematics, Modern Foreign Languages, Science and Technology.

Stakeholder Management

E-ACT Free Schools Trust believes that its Free Schools should be at the heart of the local community, serving it and accountable to it. The Free School would therefore build pride in the local community, and encourage the development of talent in the area. The Free School would be committed to working in close partnership with parents / carers, building a common core of trust with them and delivering the type of school they want for their children and the wider community.

Section 3.2: Identify what will make the School distinctive in its vision and ethos

E-ACT Free Schools Trust's ethos is based upon high aspirations, high expectations and the promotion of educational opportunities for all, reflecting an inclusive ethos that actively promotes tolerance and respect for others. This is characterised by diversity, equality, excellence and a commitment to the concept of the Big Society. The expectation is that all learners will develop into citizens who actively contribute towards the building of cohesive and peaceful communities and are able to confidently represent themselves in all aspects of public and community life.

Recognising E-ACT Free Schools Trust's commitment to excellence in education for all, the Free School will develop its curriculum and character in accordance with E-ACT Free Schools Trust's principles and guidance, and in partnership with the E-ACT family of schools. Accordingly, the Free School aims to serve its local community by providing a fully inclusive education of the highest quality and will seek to promote these values through the experiences and opportunities it offers to all its pupils.

A commitment to the emotional and intellectual well-being of children will permeate all aspects of school life. The School will develop a framework that enables and supports learning, providing guidance and direction, without detracting from learner autonomy. This applies equally to the development of social skills as it does to that of thinking skills. While the shape of this approach will change as the pupils mature, the aim will be to develop learners who are confident in their own ability to learn and be successful in that learning and who are able to exercise increasing levels of independence in their learning.

The Free School will recognise that it cannot develop confident, successful learners on its own. Engagement of parents and families will be central to the life and work of the School. This will take the form of open and genuine engagement with parents / carers, seeking to understand what they need from the School and how the School can be part of their community and its future development.

The development of this ethos will require special people to work in the School. They must be confident, capable, and passionate about learning. This will be a fundamental principle in making appointments.

The E-ACT – Highgate School Partnership

This proposal is made particularly distinctive by the very strong foundation of an Academy sponsor – independent school partnership. The relationship between E-ACT and Highgate School began in 2008 when Highgate became E-ACT's strategic learning partner in the conversion of the two John Kelly single-sex schools in Brent

to Academy status, opening as Crest Boys and Crest Girls 11–19 Academies in September 2009. Highgate is geographically close to the Crests, a short journey round the A406 North Circular Road. It is moreover a mixed independent school and is able to support both Crest Boys and Girls.

There has been close collaboration between the two Crests and Highgate School: Crest students attend bespoke classes at Highgate on Saturday mornings designed to improve literacy standards; Crest students participate in residential outdoor pursuits activities and camps with the Highgate CCF; Highgate is represented on both Boys and Girls Governing Bodies.

With particular relevance to this proposal, Highgate School is a co-educational day school for pupils aged 3-18, and includes successful Pre-Prep (Nursery, Reception, Years 1 and 2) and Junior (Year 3 to Year 6) Schools. It is committed to using its experience, expertise and, where appropriate, its personnel to ensure the effectiveness and success of the Haringey Free School.

E-ACT Free Schools Trust

The E-ACT group is recognised as a visionary organisation that believes in providing the highest quality education for its children and students and is uniquely placed to do so. In 2010, academic results in E-ACT's eight open Academies rose by over 19% 5+ A*-C GCSE grades overall, with two rising by 35% and 30% respectively. E-ACT Academies are amongst some of the most improving schools in the country. The E-ACT Group has recent successful experience of opening new schools and has effectively supported those that had previously been categorised by Ofsted.

The E-ACT Group works tirelessly to ensure its Academies and Free Schools are characterised by:

- Outstanding leadership and management and a relentless pursuit for excellence that provides outstanding capacity for improvement;
- Teaching and learning that is routinely good, if not outstanding;
- Confident, lively, enthusiastic learners who demonstrate exemplary behaviour;
- Outstanding curriculum opportunities that enable students to enhance their experiences and personal development, irrespective of ability, gender, faith or ethnicity;
- An ethos that fosters unity, nationhood and citizenship based on respect for people from diverse backgrounds;
- A learning community for the locality that actively seeks to support the development of community cohesion;
- Centres of learning that remain at the forefront of educational developments.

Learning: a key feature of the Free School

All pupils will undertake their own personal Learning Journey as they progress through the School. They will have access to an innovative curriculum, which provides a highly structured approach to the development of Literacy, Numeracy and a rigorous Thinking Skills approach, designed to develop the pupils' capacity to select the most appropriate strategies for specific learning tasks. This will be complemented and further supported by the creative use of ICT and digital media, which will continue to encourage pupil's passion for exploration and discovery. Pupil's achievement and progress will be outstanding as a result of regular and robust tracking, and where necessary early intervention.

Learners will be at the centre of all of the Free School's activities and there will be a demonstrable commitment to providing them with the skills and qualities needed to play fulfilling and productive roles as 21st Century citizens. The Free School will emphasise the personalisation of learning, targeted intervention for the vulnerable and underachieving, additional achievement strands for the most able and a guarantee of extended learning experiences for every learner. Flexible approaches to teaching and learning and the grouping of learners will be a key feature of the personalised learning experience.

The Free School in the context of its community

The Free School will be for all members of the community, with strengthening support for families. E-ACT Free Schools Trust recognises the critical role the Free School will have in contributing to community cohesion through the provision of high-quality extended services that meet the needs of children and families from 8.00 a.m. to 6.00 p.m. for 38 weeks of the year. Enrichment and extension activities will be designed to complement the School curriculum and enable pupils to further develop their self-esteem and confidence through, for example, active play; working with other adults; experience of a variety of social groups; and eating together in a different context. A 'Community Steering Group', which will act as a sounding board and the voice of the community, will inform the nature of this provision and ensure that it genuinely meets the needs of the local community and families, and complements existing provision. The idea of a longer day that fits into the needs of working parents / carers has been widely embraced and will be worked up in conjunction with the Community Steering Group.

The needs of pupils and their learning will drive every aspect of the Free School. This applies to the structure of the School Year as well. During holiday periods which are often too long, pupils run the risk of losing the skills and attitudes that are imperative for high quality learning. We therefore propose to introduce six terms with even breaks in between, thus reducing the length of the three standard terms and, particularly, the long summer holiday. This will create the opportunity for rest periods

that are of a suitable length to enable pupils (and staff) to reflect on their learning, returning to school refreshed, fully ready and motivated to re-engage in the excitement and challenges of learning and working together.

The Haringey Free School will:

- Become a Centre of Excellence for Early Years, Primary and Secondary practice;
- Develop pro-social, emotionally competent independent learners;
- Be fully inclusive, with all pupils achieving highly;
- Be an accredited Thinking School;
- Excel in the area of personal development;
- Provide an innovative and forward thinking, world-class curriculum that prepares children for the 21st Century;
- Respond to and be supportive of the needs of the community.

E-ACT Free Schools Trust's commitment to the stakeholder groups in the Free School is to;

- Work with other providers to support the development of a strong and vibrant learning community;
- Provide a world-class learning environment and facilities;
- Provide exemplary learning and assessment opportunities;
- Provide outstanding levels of care, development and involvement of all stakeholders;
- Work tirelessly to remove barriers to effective participation, progress and attainment.

There will be an expectation of high standards of behaviour, attendance and participation and support for learners to assume significant responsibilities in the life and work of the Free School. The Free School will also inculcate an ethos of high expectations and ambition. It will help develop links with local and national colleges and universities and support families to encourage their children to aspire to Further and Higher Education.

E-ACT Free Schools Trust recognises that to give young people full access to employment, the involvement of local businesses will be crucial, as will an enterprise ethos promoting a full range of learning, problem solving and life skills.

E-ACT Free Schools Trust believes that its staff is its most important resource and recognises the importance of continuing professional development in achieving its core aims and values.

Organisational structures and systems aimed at delivering high learner achievement will be in place, monitored and improved as part of ongoing self-review processes,

supported by the collaboration and sharing of best practices generated by the E-ACT network of schools.

Vision

The E-ACT Free Schools Trust's vision is to provide 'Excellence in Education for All' by ensuring that the life chances of young people are enhanced. E-ACT Free Schools Trust will ensure that the learners in the Free School become successful global citizens who contribute fully and effectively to the economic and social well-being of the wider community.

The E-ACT Free Schools Trust's aims are to:

- Ensure that all learners achieve their personal and academic potential;
- Provide the highest quality of educational experience and widest opportunities for all, irrespective of ability, gender, faith or race;
- Establish schools that foster unity, nationhood and citizenship, based on respect for people from diverse backgrounds;
- Invest in communities to improve opportunities for everyone.

The Haringey Free School will be high performing. It will be in the upper quartile of similar schools within three years of opening. The Free School will provide safe, well ordered and purposeful learning environments where learners participate enjoy and achieve. Lessons will be routinely outstanding.

The Free School will develop within all learners, a clear understanding and commitment to citizenship, locally, regionally, nationally and internationally. Central to the vision will be the preparation of learners for the future through an increasingly personalised curriculum, caring yet effective academic, pastoral and management structures, and the provision of a high quality learning environment, all enhanced by a network of business contacts and wider partnerships.

ICT will be central to all aspects of transformational learning in the Free School, including a Virtual Learning Environment (VLE) to facilitate anytime and any-place access to teaching and learning resources, the assessment and monitoring of each learner's progress, and enhanced communications between home and school.

The Free School will make a significant contribution to the transformation of its local area by providing a world class learning establishment that will be a beacon of educational achievement characterised by high levels of engagement with parents / carers. This will be complemented by an enhanced range of learning and leisure opportunities open to all to establish the Free School as a focal point for community transformation and learning.

E-ACT Free Schools Trust will add value to the local learning community, ensuring a sound and sustainable Primary educational provision with:

- Strong leadership capability and capacity;
- High quality of teaching and learning;
- Maximizing the life chances of learners;
- Ensuring challenge and support across all key stages;
- Engaging parents / carers in their children's learning.

The Free School will provide flexibility in curriculum design and delivery, especially around personalisation of the curriculum and at times of transition and transfer into the next stage. Free School will provide an opportunity for a wide range of learning opportunities, including opportunities to group by ability and interests, where it is appropriate. This will assist in maximising the opportunities for “excellence in education for all” for every learner. Collaboration by practitioners and learners from all phases will challenge current assumptions about learning and teaching.

Ethos

E-ACT Free Schools Trust's ethos is based on high aspirations, high expectations and the promotion of educational opportunities for all, reflecting an inclusive ethos that promotes tolerance and respect for others. This will be characterised by diversity, equality and excellence. The expectation is that all learners will develop into citizens who actively contribute towards the building of cohesive and harmonious communities and are able to confidently represent themselves in all aspects of public and community life.

Core Aims and Values

The Free School will:

- Strive to achieve high educational standards for all learners;
- Nurture greater integration and community cohesion;
- Reflect a culturally inclusive ethos;
- Actively seek to collaborate and establish partnerships with organisations that will contribute to the development of our ethos;
- Fully involve parents / carers, key stakeholders, partners and communities;
- Ensure that all staff are positive role models for learners, alongside community mentors and champions;
- Provide a programme of high quality continuing professional development and training for all staff to underpin and sustain improvements in teaching and learning;
- Emphasise in learners the traditional values of self-discipline, responsibility, respect, trust and co-operation.

Section 4: Educational plan

The educational plan should describe the structure of your school and the experience that pupils will have whilst attending it. You should set out what pupils will achieve, how they will achieve it and how the School will evaluate performance, both of individual pupils and the School as a whole.

Information required:

- Admissions
- Curriculum and organisation of learning
- Organisation of pupils
- Pupil development and achievement
- Behaviour and Attendance
- Community Engagement

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Admissions

The Admissions policy for the E-ACT Haringey Free School will, in common with the E-ACT Group Academies and Free Schools, reflect the Admissions policy of the Local Authority in which it is located – Haringey. This will ensure full compliance with the Admissions Code and will ensure that the School is able to play a full part within the local family of schools. The School will therefore not select by ability. It will adopt the over-subscription criteria currently employed by Haringey Local Authority. If there are more applications than places available the over-subscription criteria will be as follows:

- “Looked after” children, that is children who are in the care of Local Authorities as defined by Section 22 of the Children Act 1989, and who are confirmed by that Local Authority to be expected to be still in public care when due to be admitted to school;
- Children, where it is agreed that it is essential they be admitted to the School on exceptional medical, or psychological grounds;
- Children with siblings who are already on roll at the School and will still be on roll when the child is admitted, and;
- Children living nearest to the School as measured by the shortest measured walking distance, as measured by a Geographic Information System, from the child’s home to the main entrance of The School using public roads and recognised footpaths.

Indication from the Evidence of Demand survey and from Haringey Local Authority suggests that there will be sufficient demand for places in August 2012. The School would open with 120 pupils on roll – 60 in Reception and 60 in Year 1.

E-ACT Free Schools Trust aims to provide as much information as possible to parents / carers and the local community to enable them to make informed decisions. Once approval for the Business Case has been given, a website will be launched immediately, providing parents / carers and the public with details about the School and how it will operate. This will include information on pupil organisation, the proposed curriculum, staffing and how the School will grow year-on-year. This will take the form of an online prospectus. This will be complemented by hard copies of the prospectus and frequent opportunities for prospective parents / carers to engage with the Principal when s/he is appointed, the Governors and other staff of the School. Meetings, wherever possible, will be held in the proposed site for the School and parents / carers will be encouraged to raise queries in whatever forum suits them best, whether this is in person, in writing, telephone calls, or via the website. E-ACT Free Schools Trust is keen to provide the right information at the right time, rather than swamp parents / carers with information that they do not need immediately. Equally, we will respond swiftly to requests for information from concerned parents / carers and members of the public and update the website with

regular bulletins, locating these also in areas such as public libraries. These will also be available in community languages.

E-ACT Free Schools Trust wishes to maintain as much consistency as possible with current policy and practice in Haringey. The Local Authority currently administers the Schools appeal hearings in line with the procedures contained in the current Government School Admission Appeals Code. We propose to adopt the Haringey Appeals process in its current format.

Curriculum

The curriculum at the Free School will be governed by the same fundamental principles as the best of Primary learning in England, whilst also drawing on the best international learning practices. This will include strategies, thinking and research, drawing in particular on the Charter Schools in the US and innovative practice from both New Zealand and Australia. Teaching and learning will be based on sound, proven educational principles which, when rigorously applied, will also provide fertile ground for well-conceived innovation.

Pupils will be taught in the appropriate year group for their chronological age and teachers will plan and deliver lessons as appropriate to the age / stage of the learners in their class. This will not only ensure a clear continuum of expectations and learning that is well understood by parents / carers and the community, but will also maintain the momentum for pupils to progress. Expectations within each class and year group will be set at a standard above the National Curriculum minimum and the framework for learning will provide explicit opportunities for teachers to understand and develop new approaches to pedagogy and the autonomy of learners. All E-ACT schools provide a curriculum that:

- Is personalised to meet the needs of each child;
- Ensures a focus on learners' core skills in Literacy and Numeracy;
- Harnesses up-to-date technologies;
- Is fully inclusive and offers appropriate routes for all pupils with a wide variety of abilities, needs, gifts and talents;
- Motivates, engages and sustains pupils;
- Raises aspirations and encourages all learners to maintain a commitment to education and lifelong learning;
- Emphasises the global dimension where communication is rapid, patterns of work are changing and cultural diversity is the norm;
- Makes learning enjoyable;
- Is dynamic and constantly developing in order to increase opportunity and raise standards;
- Is based upon strong pedagogy and careful pedagogic interventions.

The E-ACT Haringey Free School will be no different: the curriculum at the Free School will be innovative and forward thinking; personal and emotional well-being will be seen as the key to unlocking and promoting the social and intellectual potential of each pupil and ensuring their entitlement. The Free School will achieve excellence and ensure this entitlement by:

- Achieving a high level of basic skills, including ICT;
- Ensuring that academic attainment and progress are both high;
- Providing an innovative and forward thinking curriculum;
- Providing outstanding teaching and learning;
- Providing an entitlement to residential opportunities and a regular programme of learning outside the classroom for all pupils;
- Ensuring high quality outdoor provision;
- Engaging parents / carers in their child's education;
- Developing pupil's creativity;
- Achieving the National Healthy Schools Award and making full use of Health professionals;
- Offering a wide variety of enrichment and extension activities and vigorously promoting sport;
- Using Learning Mentors;
- Providing an outstanding PE and PSHE curriculum.
- Implementing rigorous policies and practices for safeguarding pupils;
- Developing and using a Green School Travel Plan;
- Using 'CoolTalk' parenting skills programme;
- Effectively implementing an Anti-Bullying policy and providing regular training opportunities;
- Developing "pupil voice" and establishing and empowering a School Council;
- Developing thinking skills, through programmes such as Philosophy 4 Children;
- Supporting local and national charities and contributing to the Big Society;
- Offering adult education and family learning;
- Opening between the hours of 8.00 a.m. and 6.00 p.m.;
- Achieving high rates of attendance.

The School will use a "Team Around the Child" (TAC) approach to ensure an appropriate personalised response to the needs of individual children and contribute towards achieving excellence in both the academic achievement of children, and also their personal development.

E-ACT Free Schools Trust's strongly held beliefs and values are centred upon the principles of equality for learners, success for all, high standards, excellent provision and enjoyment of learning within the context of a strong partnership with parents / carers and the local and wider community. E-ACT Free Schools Trust is committed

to achieving both social inclusion and community cohesion within the Free School and envisages the Free School making a significant contribution to community cohesion through its wider activities and community strategy. A cornerstone of E-ACT Free Schools Trust's values is the absolute belief that the Free School should be an asset for the local community, both serving it and being accountable to it.

The School will seek to ensure that a learner's chances of success are not related to his or her socio-economic background, gender or ethnicity and every effort will be made to remove barriers to participation, learning and progress. It will motivate and engage the disaffected, hard to reach learners and their families who may feel that they have little to gain from education.

Learners at the Free School will have a personalised curriculum that is broad, balanced and offers flexibility and choice. They will be actively involved in shaping the nature of provision within a robust framework, which specifies key learning outcomes that are differentiated to individual needs and age appropriate.

Working with families and community stake holders, the Free School will have high standards of achievement to provide the skills and qualities needed to enable learners to play fulfilling and productive roles as 21st Century citizens.

Professional development for all staff will be both creative and rigorous, drawing on a wide range of partners, locally and nationally, including other E-ACT Group Free Schools and Academies elsewhere in the country.

Curriculum Policy and Principles

The Haringey Free School, as an 'E-ACT Free Schools Trust Centre of Excellence' will be characterised by:

- Vision and values that are shared and owned by all stakeholders – learners, staff, parents / carers and the community;
- An ethos that is conducive to and celebrates learning and achievement – order, respect, shared values;
- Outstanding qualities of leadership throughout the Free School, including student and pupil leaders;
- Excellent communications throughout the Free School and with stakeholders;
- A robust quality assurance framework that covers all aspects of the life of the Free School;
- Systems and approaches that result in outstanding standards of learner achievement, participation, behaviour, care and personal development;
- Clear systems and operating procedures, which are owned and understood by all, and implemented consistently by all;

- Clear lines of accountability, encompassing the E-ACT Free Schools Trust,, Highgate School, Governors, DfE, HMI monitoring, learners, parents / carers staff and other partners;
- Significant progress, improvement and effectiveness at all levels, that is sustainable and based on the concept of 'high reliability', where failure is unthinkable.

A learning culture for all

The Free School will:

- Provide inspirational learning for all – learners, staff and members of the wider community. The culture of the Free School will ensure respect for all learners and for the principle of learning. All the adults and young people involved in the Free School will be encouraged to work in a spirit of co-operation and partnership, respecting each others' values, skills and strengths;
- Be open, responsive and welcoming. Inclusivity will be implicit in the Admissions Policy and in all other aspects of policy and practice. High attendance and punctuality targets will be set for all learners and the link between good attendance and high standards of achievement will be stressed to young people and their families;
- Recognise that all staff contribute to its ethos and culture and will use its entire staff as a substantial learning and teaching resource;
- Be committed to using the exclusion of learners only as a last resort. This will be achieved by the successful implementation of the Free School's Positive Behaviour for Learning Policy, clear target setting and active engagement with parents / carers. The Free School will work closely with the Local Authority and other stakeholders to avoid exclusion particularly for those with additional needs or statements of SEN, looked after children, and those for whom there are child protection concerns;
- Work with and in support of parents / carers who may require help to modify their child's behaviour, including setting up parenting contracts.

Securing Progress

The curriculum will be tailored to enhance the personal learning journey taken by each child at the School. This will be achieved by staff using their thorough knowledge of the sub-levels of the National Curriculum to facilitate the next steps in learning. Alongside this will be careful planning and regular assessment of work by staff and children leading to an understanding of what is required to make progress. This approach to curriculum design will be complemented by outstanding provision for the care and well-being of each child and will lay the foundations for the School to become a centre of excellence for Early Years and Primary practice.

Regular, rigorous and robust tracking of children's progress, drawing on the work of Carr's 'Learning Stories' and the 'Making Children's Learning Visible' project from Pen Green Research, Training and Development Base will underpin the teaching in the Early Years. Learning Stories will be used to capture the context of the learning environment and identify what is enabling or constraining learning. Learning Stories will be written regularly by teachers and thus show progress over time and identify the next steps in learning for an individual child. They will inform the teacher and support guided learning for the very young child. Making Children's Learning Visible will complement this approach by stimulating teacher debate about their image of a child. Both strategies are rooted in practitioner-led research and will support teachers in closely monitoring the progress of individual children, as well as constantly challenge their expectations of what an individual can and should achieve.

Teachers will use an online tracking system called 'i-track' to record and monitor the progress of individual children. This will be updated every six weeks and will be monitored closely by the Principal and Vice Principal to ensure that pupils are making expected, or better than expected progress. This will enable early intervention if, for any reason, a child is falling behind. The system records sub-levels and enables filtering to scrutinise the progress of different groups of children, as well as individuals.

Class teachers will be expected to use APP, or Focus, a similar tool, to assess learning on an ongoing basis. One member of the teaching staff will be asked to lead on the use of APP, ensuring that teachers are confident in its use, are using it appropriately and that it is genuinely supporting learning. Each teacher will be expected to identify three pupils in their class, one of higher ability, one of middle ability and one of lower ability and moderate their progress and their standards of achievement with other teachers. The Principal and Vice Principal will undertake a similar exercise, scrutinising the work of three pupils (high, middle and low ability) through co-lesson observation, scrutiny of work and discussion with the pupil to ensure the accuracy of judgements and that progress is being made. This will form a key part in ongoing professional development and dialogue with individual teachers.

All lesson observations, including peer observation, will focus on the quality of Assessment for Learning, which will also be a prominent feature in all planning. There will be a whole school policy on marking that will challenge pupils to think about their work and will provide opportunities for reflection and celebration. Marking and other forms of assessment will provide the basis for regular conversations with children and their parents / carers about progress and how pupils can improve. Year 6 will do optional SATs each year. This will be followed by a formal meeting with parents / carers in January to discuss the levels of attainment and how children can improve their performance before the SATs in the Summer.

Thinking Skills

Children will be introduced to a repertoire of tools to support their thinking skills from the earliest age. Various tools will be used, each of which is drawn from a national and international research base; all of which have been shown to work in practice. These include:

- **Thinking Maps:** These are visual tools that help pupils (and adults) to organise their thinking in all areas of the curriculum. Pupils will be introduced to each map and are then encouraged to use them independently as appropriate to the specific task. These will be particularly helpful in supporting structured writing, as well as enabling pupils to fully rehearse what they are going to say or write. They have proved to be particularly good at supporting boys writing;
- **Philosophy 4 Children:** P4C will encourage children to develop their questioning skills, helping them to reason before taking action and reflect on what they and others have said or done;
- **Six Hat Thinking:** This will encourage pupils to see things from different perspectives and develop their ability to empathise with others;
- **Habits of Mind:** The Sixteen Habits of Mind will encourage children to develop a positive attitude to life and learning.

This approach will permeate all aspects of the curriculum as well as the extension and enrichment programme. Learning about them and how they can be used in teaching will be a key feature of all professional development for staff and will feature in programmes for parents / carers. The School aims to be accredited as a Thinking School by Exeter University within 18 months of opening.

Literacy and Numeracy

A relentless focus on the development of the core skills of Literacy and Numeracy will characterise the curriculum for all ages.

Literacy

The School's approach to Literacy development will be based on Write from the Beginning (WftB), a structured approach that develops confidence and expertise in writing from the first day that learners start at school. This consists of thorough and rigorous teaching of all the essential elements for writing from the very first mark that a child undertakes to write, to an extended piece of narrative writing. The programme includes both narrative and expository writing and response to literature, and is directly related to the Thinking Maps referred to above. This will support the development of a common language across the curriculum for all pupils and all teachers, which will be critical in removing barriers to understanding at all ages and

across the whole school. This will result in a common, targeted focus and school-wide accountability that will create an expectation of high achievement in writing, both on a day-to-day basis and in national assessments.

This rigorous approach will have numerous advantages:

- Children will become familiar with the terminology and concepts related to effective writing;
- Children will be able to self-assess their writing performance and articulate a plan for improvement;
- Children will use Thinking Maps co-operatively and independently to organise and plan for writing;
- Teachers will become familiar with the terminology and concepts related to effective writing as they apply to Key Stages 1 and 2;
- Teachers will be able to assess individual pupil writing performance, as well as the overall writing achievement of their classroom;
- Teachers will be able to develop mini-lessons focused on individual pupil and overall classroom needs.

Numeracy

The School will develop a passion for Maths amongst learners of all ages. There will be a strong emphasis on practical experience with Number in the Foundation Stage and Key Stage 1, within both the indoor and outdoor learning environment. A daily Numeracy lesson for pupils of all ages will provide regular opportunities for them to actively engage with Number and Problem Solving. Teachers will plan across the year group and work together to ensure that learning is differentiated and offers the right level of challenge to meet the needs of individuals and groups, including those who are identified as Gifted and Talented. The latter group will receive a high profile within The School and their progress in Literacy and Numeracy, in particular, will be closely monitored by the Vice Principal. Pupils will be set according to their ability in Key Stage 2, including across the age range when appropriate. Year 6 pupils identified as Gifted and Talented will access a Year 7 curriculum as and when they are ready.

All children will have access to Mathletics, an internet site that allows them to practise four operations and compete against other children in the UK and abroad, notably children in the Middle East, Australia and New Zealand. Additionally, all children will participate in a Maths Challenge week where the emphasis will be on using and applying Maths and on investigations. This will support teamwork and collaborative learning across the age and ability range. Children of all ages will be encouraged to talk about their learning in Maths, articulating their reasoning and developing confidence in their ability to think through how to solve problems, not just get the answer right.

International Primary Curriculum

This rigorous approach to the core skills of Literacy and Numeracy will be complemented by an equally rigorous, thematic approach to all other curriculum areas. Based on the International Primary Curriculum, this approach will provide an explicitly global dimension to learning for children of all ages. The curriculum will enable children to learn essential skills and knowledge, whilst covering all subjects of the National Curriculum, thus developing an understanding of how each is connected to the others. It will focus on developing the personal qualities that children need to be good global citizens and to develop a sense of their own nationality and culture. At the same time, it will actively support the development of a deep respect for the lives and cultures of others.

Thematic units of work lasting between four and eight weeks will be designed to be meaningful and relevant to children's lives, yet at the same time stretch their horizons, encouraging them to develop an understanding of things beyond their immediate environment. Pupils will develop a sense of awe and wonder through discovery and exploration and will be actively encouraged to take ownership of their learning by directing how they learn in new contexts. This programme will be characterised by high levels of pupil engagement and motivation as children establish connections between what they are learning now and what has previously been learned. The skills-based approach will support the further development of Literacy and Numeracy skills, along with skills of presentation; oracy; co-operation; team-building; and independence.

There will be a clear structure to this work that is pre-determined, but which is also sufficiently flexible to enable both teachers and learners to take advantage of new learning and new ideas. Each unit of work will have an Entry Point, an introduction to the topic. It will also have a clear Exit Point where children present the outcomes of their learning. Both Entry and Exit Points will be characterised by cross-age working; presentation; cultural and educational visits; formal invitations to other adults to participate; or other events such as a performance or celebration. These opportunities will enrich the curriculum by stimulating children's curiosity, celebrating success, sharing experiences, investigating problems, and making learning meaningful, purposeful and relevant.

Developing confident and successful mastery-oriented learners

The most powerful tool for all learners is the belief that they can and will master new learning. This requires certain attitudes and behaviours on the part of teachers and other staff. Primarily, it necessitates a belief that ability is not fixed, but can be incrementally developed. Secondly, it requires teachers to capitalise on a child's natural inclination to learn, discover and explore.

This approach will start with the youngest learners and will characterise approaches to behaviour and social learning. Our approach will be rooted in a parenting programme which recognises that children are capable of, and should be allowed to, solve problems that arise through interaction with their peers, in an age appropriate way, without adult intervention. We do not advocate a laissez faire approach, but are firmly of the belief that children will develop positive behaviour and learning patterns when they are enabled to resolve issues for themselves. All adults will receive appropriate training in order to support enabling conversations. Adopting this approach will empower young learners, will support the development of confidence and the skills to manage their interactions with their peers, as well as manage their own behaviours. This will provide genuine opportunities to exercise independence and a secure foundation for taking risks in their learning when faced with increasingly challenging tasks.

We will make children's learning visible to them, as well as to their teachers and their parents / carers. A common language that is used and understood at every stage of learning; modelling; assessment for learning; the development of thinking and questioning skills; enabling conversations with adults and their peers; and increasing responsibility for their own learning and for their community will all contribute to the creation of successful learners who are ready, willing and able to confront new learning challenges with confidence. Our learners will be well equipped with a toolkit of strategies for learning. Our learners will be confident and successful mastery-oriented learners at every stage of their development.

Meeting the needs of all learners

Experience has shown that some learners will need additional support to become confident and successful mastery-oriented learners, whatever their starting point. We will put in place a variety of measures to ensure that each child has the opportunity to develop the same skills as others.

Teachers and support staff will attend carefully to the emotional and mental well-being of all children, especially when they first join The School. Early identification will enable early engagement with parents / carers and with multi-agency support teams, where necessary. In addition, screening for all pupils in Year 5 will allow us to identify those who may have a poor sense of self-efficacy and a pessimistic outlook. Using a programme called Optimistic Kids, which is based on Cognitive Behaviour Therapy, over a period of ten weeks we will support learners in becoming more aware of their interpretation of events and their beliefs about their experiences. This intervention will reduce symptoms of anxiety and depression and enhance pupils' mastery skills. Evidence to date has shown that this programme has a remarkable impact on both achievement and emotional well-being.

We will identify individual learners with Special Needs on entry to The School, ensuring that their particular needs are well known by staff and that individual plans are in place to address them. Parents / carers will be actively involved in planning and delivery of these plans so that support at home is effectively supporting the learning in school.

For learners who have very special emotional and/or behaviour needs we will develop a nurture group provision, which will enable them to work at a different pace and sometimes in a different place to their peers.

All teachers will be well versed in differentiating learning to meet the needs of all pupils using a variety of strategies, including group work; different reading texts; the use of handheld devices; different tasks focussed on the same topic; support from teaching assistants, in or out of the classroom; or stepped questioning. Encouraging pupil talk as part of their learning will be the key to understanding and responding to the specific learning needs of each individual child, ensuring that teachers know and understand the intellectual, social and emotional needs of every child. The strategies outlined above will ensure that no child remains hidden.

Outdoor learning

All children need the opportunity to learn outdoors. Outdoor space will be at a premium, so this will require a creative use of available space and an imaginative approach to the nature of the equipment, particularly for the youngest children. Purpose made equipment will inform and support children's play, providing ample opportunities for safe, but adventurous exploration and interaction with peers. The youngest children will be able to move seamlessly and when they are ready between the indoors and outdoors, treating the outdoors as a natural extension of the learning environment. Similar equipment will be available for learners of other ages, as they too flourish when they have access to play of this nature.

The School will create an outdoor classroom, which will stimulate children's imagination and provide opportunities for Science learning and spiritual development. Every area within the outdoor environment will provide some opportunities for learning, whether it is measuring for Maths, or describing things in the Modern Foreign Language.

The School will also make use of other outdoor spaces, both locally and further afield. It will adopt a Forest School to encourage awareness of other skills that are useful in life and an appreciation of the outdoors for its own pleasure. The School will also seek opportunities to visit other locations, particularly in relation to the Entry Points for the International Primary Curriculum.

Personalising the curriculum

The curriculum will be sufficiently flexible to engage children of all abilities and accelerate their learning. This early personalisation will impact positively on learner outcomes as no child will remain unchallenged and every child will have a relevant and exciting learning experience as they progress through the Free School. The development of skills and competencies will inform the curriculum at every stage of a learner's progress through the Free School. For the youngest learners this will be rooted in the Early Learning Goals and relate to their personal, social, emotional, creative and physical development, as well as the development of fundamental communication, problem solving and reasoning skills. The development of these skills and learners' knowledge and understanding of the world will continue to inform the curriculum at every stage. At every stage teachers will construct opportunities for learners to exercise independence and choice and to actively practise the skills they are developing; this will include co-construction of learning.

Monitoring Progress

The Free School will develop a comprehensive monitoring and assessment framework that will support all learners, from Early Years through to the end of Year 6 and transition to Secondary school. This approach will bring together the 'outcomes focused' approach of Secondary assessment models and the highly personalised, developmental and incremental approach traditionally used with Primary pupils. The resulting data will provide the Free School's key planning and assessment tool and will be used to drive the monitoring processes used by learners and staff to ensure that everyone is focused on success. Appropriate detailed data will also be shared with parents / carers to engage them as active partners in supporting their child's progress both through regular and virtual reporting mechanisms.

All learners will have an Individual Learning Programme suitable for their needs and aspirations with regular checks made on their progress. At the Foundation Stage and throughout Key Stages 1 and 2, pupil progress will be monitored by class teachers. .

Throughout, there will be targeted intervention for vulnerable and underachieving learners, and learning programmes to extend the most able and talented.

Assessment for Learning

Every learner will have clear achievement targets in each aspect / subject for each stage of their Learning Journey. They will know how well they are doing and what they will have to do to get better. They will know their long term learning and attainment goals and the next stage they are aiming to achieve.

Assessment for Learning will inform all aspects of the Free School. This will be achieved by ensuring that learners:

- Can describe what they can do and know what level they are at;
- Know their long term learning and attainment goals and also the next stage they are aiming to achieve and how they can achieve it;
- Are able to access learning that will allow them to achieve their targets;
- Receive regular and rigorous mentoring which includes feedback on their progress and achievement and have suitably challenging targets;
- Are involved in managing their own learning and tracking their own progress, through the use of individual learning plans and broader aspects of student voice;
- Receive feedback (oral and written) from peers and teachers which highlights strengths and supports future learning and development.

The Free School will develop organisational structures to support an increasingly personalised curriculum, including:

- A data-rich environment;
- Identification of learners' individual needs ;
- Rigorous academic mentoring, tracking of individual learner progress and the identification of targets for future achievement;
- An effective VLE that supports anytime/anywhere learning and the involvement of parents / carers;
- Training for all form tutors to ensure that they can fulfil their mentoring and target setting roles.

Teaching will emphasise the personalisation of learning, targeted intervention for vulnerable and underachieving learners, a high achievement strand for the most able and a guarantee of extended learning experiences for every learner.

Standards

A focus on high standards will permeate all aspects of Free School life at all ages so that it exceeds national benchmarks. This will include a focus on behaviour and attendance to ensure effective learning and progress. A particular focus will be on closing the performance gaps for underperforming groups to ensure that they reach their full potential, thus enabling the Free School to reach its target of ensuring that all learners reach the required Literacy levels by the age of 11.

Effective tracking of learner progress, high quality classroom delivery and effectively targeted intervention, along with regular focussed coaching and mentoring programmes will provide the lynchpin for securing significantly improved standards of achievement.

The Free School will:

- Treat learners as individuals ensuring that each has an explicit and clearly understood learning path which is regularly reviewed;
- Aim for and celebrate high standards in all aspects of Free School activity, whether they are academic, sporting, artistic, practical or social;
- Strive for excellence in both academic and personal learning;
- Monitor and evaluate the quality of teaching and learning through internal and external review to ensure that there is no unsatisfactory teaching and that all lessons are judged good or better;
- Take swift and appropriate action to intervene if any aspect of the curriculum, teaching and learning or learner achievement fails to meet the high standards required;
- Ensure that all learners have effective guidance and support to succeed in their learning, their future employment and lifelong aspirations;
- Establish a structure of regular and rigorous assessment;
- Achieve high satisfaction ratings in evaluation surveys of learners, parents / carers.

Teaching and Learning

Teachers at Haringey Free School will be characterised by their relentless focus on providing high quality teaching and learning. Strategies will be consciously employed to develop thinking. Tasks and activities will be specifically designed to require all learners to think. Tasks will be complex, challenging and will require considerable thought and often considerable discussion. Effective Questioning strategies will develop pupils meta-cognitive skills. Outcomes will enable teachers to assess thinking and the depth of children's' understanding. Learners will be constantly engaged and actively learning and questioning will be open and frequently interactive. Pupils will see the value of thinking and learning, want to engage in it and have real opportunities to do so. In short, Haringey Free School will develop and celebrate a culture where learning is central and where it is discussed at all levels across and beyond the School.

The E-ACT target for the quality of teaching in its Academies and Free Schools is 100% Good or Better; 50% Outstanding. The Free School will therefore routinely deliver outstanding lessons, which will be characterised by:

- Clear objectives that are shared with learners;
- Careful planning and structure to ensure rigour, challenge and pace;
- Learning opportunities which enable learners to make significant progress;
- Teachers who have excellent phase / subject knowledge and understanding of the lesson content and know the children well;
- Activities that are differentiated and well matched to the learners' needs and offers motivation, and achievement;

- Different learning styles, including opportunities for active and deep, immersive learning;
- Effective questioning strategies in order to move learners towards deeper thinking and more profound understanding.
- Close monitoring and tracking of learning to ensure appropriate intervention and support;
- Learners taking an active part in their learning;
- Learners evaluating their progress in collaboration with teachers and setting appropriately challenging targets for the future;
- A creative approach to teaching and learning characterised by coaching and a willingness to engage with thoughtful and research based strategies ;
- Outstanding learner engagement, participation and behaviour.

This will be achieved as a result of rigorous, but supportive quality assurance systems and procedures that will operate throughout all aspects of Free School life and practice.

Creativity and the use of ICT

Creative learning and ICT will permeate all aspects of teaching and learning, as well as form part of the curriculum itself. Both will enrich and enhance provision across all areas of the curriculum and across all age groups. Teachers will provide a wide range of opportunities for children to develop their creative skills, whether this is through Art, Music, Drama, Dance, or through working with artists in residence on a Science project or other creative strategies for engaging in learning. Performance will form part of celebration events and the arts will feature highly within the enrichment programme, drawing where appropriate on the expertise of local artists and community providers.

ICT will be taught as a separate subject to ensure that the repertoire of ICT skills that children bring into school at an early age are extended and further developed. Equally, it will be a natural extension of the whole learning environment used to enhance and extend learning. All children will regard ICT as part of the normal repertoire of teaching and learning strategies and will select the most appropriate tool from among them as from amongst other learning strategies. Use of a handheld device to respond to teacher questioning will be as natural to them as working together in a group and providing a spokesperson to answer on the group's behalf.

Thus, the E-ACT Haringey Free School will provide an ICT-rich environment that supports:

- Teaching and learning across all stages of a learner's development, including the use of generic and specialist subject software and high speed access to the internet;

- Learning at anytime, from any location;
- Learning individually or in online communities, within the Free School or across the globe;
- The assessment, recording and reporting of learner achievement and progress, including support for learning and for Gifted and Talented learners;
- Support for staff development;
- Access for parents / carers to their children's learning;
- The wider community's learning and involvement in the Free School.

The use of new technologies will be a key tool in ensuring that:

- The curriculum is appropriately personalised to meet the individual needs of all age groups of learners;
- Professional development is tailored to the specific needs of learning areas and teams;
- Innovative and collaborative practice particularly within the Gateway Stage is developed and shared within and beyond the Free School;
- The success of learners is regularly shared with parents / carers and the wider community;
- Assessment is managed efficiently and effectively including feedback to individual learners;
- Peer mentoring and support for all learners becomes a part of regular practice;
- The management of relationships with parents / carers is successful and supportive.

There is effective collaboration with the E-ACT Group's community of Free Schools and Academies and our partners to share and develop best practice.

Inclusion

The Free School is committed to the full inclusion of all young people in the educational process.

Lessons will be organised to build on learners' preferred learning styles, with an emphasis on developing independent learning, so that they are highly motivated and keen to learn. The focus will be not only on what learners learn, but also how they learn, ensuring that they are able to apply this learning intelligently and with confidence in different contexts.

All learners will have an entitlement to a regular needs assessment. A stepped model of additional need will be used to identify those young people in need of additional specialist support. This support could be offered within the context of the class / tutor group, the house, whole school provision or in partnership with external services. Any additional support will be documented within the learner's

Individualised Learning Plan, which will be completed in collaboration with parents / carers, learners and Free School staff. They will be key documents supporting the personalisation of learning.

The Free School will have a central learner support team that works across the whole Free School and provides a range of personalised support. This comprises attendance and welfare officers, medical, health and counselling personnel, a Head of Personalised Learning and Support and a team of teaching assistants and learning mentors.

The E-ACT Free Schools Trust recognises that many young people will require additional support with learning, behaviour, recognised disabilities or Special Educational Needs. This support will be driven by the desire to personalise learning and includes in-class and withdrawal support as appropriate to the needs of the learners.

In the case of excluded students a lead member of staff will, with specialist multi-agency involvement, support each excluded learner to:

- Identify any particular learning or personal needs;
- Help them address the reasons for their exclusion, including support in managing their behaviour for the future;
- Liaise with parents / carers, as appropriate, to support the wider family.

Learners identified as Gifted and Talented will, in addition to personalised learning within timetabled lessons, have a range of extension opportunities, such as Master classes and focused visits.

There will be a team of trained teaching assistants in the Free School to support the learning of young people with additional needs. The teaching assistants will also support enrichment and elective activities and develop specific expertise in key areas of need.

The Free School will work with other agencies to supplement, where funding allows, the provision to support learner health, safety and attendance. This will include working with other schools and providers both in the local Learning Community as part of a specific strategy to be more responsive to need at the local level.

A particular focus will be closing the performance gaps for underperforming groups to ensure that they achieve their full potential, for example vulnerable / looked after children, and ensuring disadvantaged families have access to a high quality Learning Journey for their children.

Raising aspirations will play a key role in our inclusion strategy, with a curriculum designed to support learners in stepping outside their personal and familial comfort zone and develop the confidence and maturity to embrace new possibilities. Working to the principle of “every child challenged and no one left behind”, this curriculum approach will be key to raising achievement.

Good learners, good role models, leaders and active citizens

The Free School will emphasise high standards of learner behaviour. There will be clear expectations that learners are punctual to school and lessons, ready to learn and allow others to learn. The Free School will emphasise the development of personal responsibility and self-confidence.

Learners will play a key role in helping to shape their learning experiences through being fully involved in assessment for learning activities and through developing the necessary competences for learning. They will be expected to be active participants in the learning process and increasingly take a more active role in assessing the quality of their learning and the opportunities presented by teachers. There will be regular feedback from learners on what they have learned and whether different learning strategies would have been more effective; training to facilitate involvement in staff recruitment and participation in leadership; and the development of an approach to aspects of the curriculum which is co-constructed with learners.

The Free School will develop learners’ leadership skills through participation in a wide range of daytime and extended activities and through their ongoing involvement in aspects of ‘student voice’. In addition, learners will be expected to engage in broader programmes, where the emphasis is on the development of leadership and team working skills, self reliance, an awareness of the needs of others and being a good citizen. Examples include:

- Caring for older people;
- Working with people with disabilities;
- Involvement in environmental projects;
- Working with younger children;
- Taking part in sporting (particularly outdoor activities), artistic and creative events.

The Free School will develop learners’ awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level. In supporting learners to aspire to a role as ‘leaders in their community’ we will help them to develop an awareness of the global community, their place within it and the responsibilities that this entails. While this will demand a focus on an international dimension to learning and communication, it will also require a commitment to the local community within

Haringey, and wider within London and the UK, so that learners understand, appreciate and help to shape the cultures of which they are part.

The leadership qualities of the Free School's learners and the responsibilities they are given will be maintained as they mature, with the aim of building upon these responsibilities and leadership roles as learners progress through the Free School. The Free School's approach to leadership will be to recognise and celebrate the many facets that lead to the development of personal skills, the acquisition of knowledge and the ability to succeed in life.

Parental and community support for learning

E-ACT Free Schools Trust's goal is that the Free School will be the School of choice for all the children in the community it serves. From the outset, parents / carers and the local community will be engaged in the life and development of the Free School. It will seek to build and maintain a productive and lasting relationship with parents / carers from the time their children first enter the Free School at the age of 4, until they leave. This will create a climate of mutual respect and confidence in the School's ability to provide a high quality education for every child.

The realisation of E-ACT's and Highgate School's vision at the Haringey Free School will be enhanced by an appropriate and innovative wider curriculum, which will be underpinned by commitment to citizenship and community cohesion. This is set in the context of the Free School's network of business contacts and wider partnerships, which will prepare students for the future through a high quality working environment, an increasingly personalised curriculum offer and an effective structure for care, support and guidance.

Extended provision

The Haringey Free School is committed to extending learning for its learners through a range of social, recreational and learning activities that take place during extended opening hours, before and after the School day.

Extended provision and informal learning will be designed to enhance the Free School commitment to developing learner confidence and their thirst for a broad range of experience and new opportunities.

Developing staff expertise

None of this will be achievable without the full commitment and active engagement of staff. E-ACT Free Schools Trust believes that its staff is its most important resource, and attention to their recruitment, retention and development will be central

to the raising of learner attainment. Areas for focused professional development will typically include the following:

- Improving teaching and learning, including the use of achievement data;
- Developing Literacy and Numeracy in learners;
- Mentoring and coaching skills;
- Assessing learner progress and managing interventions;
- Improving the climate for learning, including behaviour management;
- Leading people and teams;
- Using new technologies effectively to support learning;
- Ensuring that staff are skilled in including the voice of learners in everything they do;
- Staff experience.

The Free School will have an excellent professional reputation and be recognised as a rewarding place to work. All staff will have a personal development plan that acknowledges career aspirations and matches these to accredited professional development wherever possible. Staff will be encouraged to be creative and innovative within a framework of high standards and excellence. Middle leaders will receive specific support and coaching to ensure that they are effective in their leadership and management roles and can develop their teams by modelling best practice as a key leader within the Free School. This is an area where Highgate School will make a significant contribution: they have outstanding practitioners who will be able to model best practice, mentor and coach NQTs, etc.

The curriculum and the organisation of learning

Curriculum model

The curriculum model in Figure 1 shows what percentage of time Haringey Free School, proposes to allocate to each subject area over the course of a year. Some subjects, namely Literacy and Numeracy, will be taught every day; some will be taught every week – Science; P.E.; R.E.; ICT; Philosophy for Children; and MFL; while others will be taught in longer blocks of time to facilitate deep learning and skills development within the context of the International Primary Curriculum.

Figure 1

	FS	Y1/2	Y3/4	Y5/6
Literacy	20	20	20	20
Numeracy	13.5	20	20	20
Science		6	10	10
PE	8	8	8	8
ICT		2	4	4
RE		2	2.5	2.5
Foundation Subjects		34.5	26.5	26.5
Philosophy for Children		2	2	2.5
Music/Art		4	4	4
MFL		1.5	2.5	2.5
Free flow activity/Personal Development	58.5			

Literacy / English

The nature of provision in this area of the curriculum will change as children develop basic skills and become confident readers and writers. In the Foundation Stage Literacy activities will pre-dominate, although some basic instruction in the mechanics of writing will start from day one, as children learn to produce meaningful marks on paper using the structured approach of Write from the Beginning (WfTB). Children in this age group will also have a daily mini-lesson (WfTB) and a daily phonics lesson of 20 minutes to support the progressive development of basic skills. As children progress, the balance of activities will change and opportunities for increasingly extended pieces of writing will complement a structured programme that develops reading skills. All children will have regular opportunities for individual and group guided reading. They will also be encouraged to make full use of a wide range of books within the library.

Oracy will feature prominently with the knowledge that confidence in speaking and listening actively contributes to the more rapid development of other Literacy skills. Structured dialogue generates reflection and a thoughtful response and when children are encouraged to talk about their learning, then that learning becomes deeper and more embedded. Teachers in Haringey Free School will explicitly seek opportunities to evidence and articulate what they are thinking as part of a conscious strategy to help them think through and clarify areas of learning. This oral rehearsal and modelling with their peers or with the teacher will not only support the development of key Literacy skills, but also contribute to high quality thinking (and writing) across the whole curriculum. Drama activities will complement this aspect of Literacy development for learners of all ages. A focus on writing, including mini-

lessons to develop and reinforce key elements of writing, such as punctuation and teaching children how to use the Thinking Skills tool box to structure their approaches to writing, will further support the necessary scaffolding to develop confident writers, readers and speakers.

Numeracy / Maths

The nature of provision will vary over time in the same way for Numeracy / Maths. An extensive range of resources, both indoors and outdoors, will encourage play around number and stimulate children's natural curiosity in the Foundation Stage. This will be complemented by more formal teaching, using number activities to consolidate understanding and support progress. Children who quickly develop Numeracy skills will be taught in ability groups from the youngest age to provide continued challenge and support. Teachers will plan across the year group to ensure that learning is differentiated and offers the right level of challenge to meet the needs of individuals and groups, including those who show a particular aptitude for Maths.

In Key Stage 2, pupils will be set according to their ability across the year group and in some cases, where appropriate, across the Key Stage to ensure that pupils are appropriately challenged and motivated. Maths will be taught as a subject in its own right, but teachers will seek and capitalise on wider opportunities to develop mathematical thinking in other areas of the curriculum. A piece of work on local history, for example, may require an analysis of the population growth over a period of time and could best be presented using software to produce visual representations of this for further class discussion.

The School will seek opportunities for pupils in Year 6 to work closely with students in the Secondary phase and with specialist Maths teachers to enhance their enthusiasm for mathematics and prepare them for the demands of the Key Stage 3 Maths curriculum.

Physical education

All children will start the day with an Activate session, which is designed to energise them at the beginning of the day and improve their concentration for learning. For the younger years this will also count as part of the P.E. time. They will also have an hour each week timetabled in the hall where they will take part in activities such as Dance or movement/gymnastics. They will have some time in formal P.E. lessons outdoors, for example a games session where they will improve co-ordination through practising ball skills, or in team games. More informal physical activity will be actively encouraged by the wide range of outdoor play equipment that will be provided.

As children mature, the balance of these activities will change with an increasing

focus on skill development, individual sports such as badminton, and particularly team games such as basketball and football. Access to coaches and specialist P.E staff and facilities through the partnership with Highgate School and links with other local Secondary Schools will hone specific skills.

All children will be taught the relationship between physical activity and a healthy body and a healthy mind from an early age. This will include the development of an understanding of the key role that healthy eating plays in the development of a healthy lifestyle.

ICT

ICT will permeate the whole curriculum. From the very youngest age children will become familiar with technology through the use of Interactive Whiteboards and will have opportunities to use it themselves within whole class and small group teaching. Children will use ICT in all aspects of their learning. They will regard it as part of the normal repertoire of learning strategies and will select the most appropriate tool from among them as easily as they would pick up a pen. However, we recognise that they will also need to develop a range of basic skills in this area of the curriculum to maximise its use elsewhere. Teaching in ICT will incrementally develop the skills amongst learners to use ICT as a natural tool in other areas of learning. It will also explicitly address the issue of e-safety, ensuring that children understand how to stay safe when using ICT both at school and at home.

An overview of the ICT vision for Haringey Free School is attached as Appendix 1: Overview of the ICT Vision.

Religious Education

R.E. will be an important area of the curriculum for all age groups. The School will develop a culture that actively explores the faiths of those who attend The School, but also those who do not. Opportunities will be taken to have outside speakers in R.E. lessons and in assemblies and enrichment activities to celebrate and understand religious festivals and events.

Science

Science will be taught as both a separate and a key subject in its own right. It will also be taught through the International Primary Curriculum to ensure that children make the connections between Science and other areas of the learning. Lesson planning will be specifically designed to facilitate discovery and exploration and to develop scientific thinking, as well as a sense of awe and wonder. There will be a particular focus on AT1 and pupils will have frequent opportunities to develop their skills of investigation through designing and undertaking experiments and doing fair

tests. We will develop the concept of becoming a 'scientist' whether in the classroom, in the outdoor learning environment or within a science laboratory in a partner school. Children will be encouraged to think like scientists questioning what they see around them with a view to developing a sound understanding of the basic principles that underpin scientific investigation and learning.

Connections will explicitly be made between wider learning and Science. A module on healthy bodies in the International Primary Curriculum, for example, will provide the ideal opportunity to explore how the body works and sexual development.

MFL

Children will begin a Modern Foreign Language (MFL) in Year 1. At this age they will be introduced to the joy of learning a new language, introducing them to key vocabulary that can be used on a daily basis in class, along with singing and games. As children move into Key Stage 2 they will have a formal session of 30 minutes a week with a lead MFL teacher where they will be introduced to a new language, which will be reinforced by up to 15 minutes each day with their class teacher.

Foundation Subjects

Teaching of the foundation subjects will be through significant blocks of time allocated to the International Primary Curriculum. This is a structured framework linked to the National Curriculum that will ensure appropriate coverage of all subjects. The IPC provides the framework for the development of specific subject-based skills, at the same time as providing the flexibility for the teacher to take directions that match the interests of children in their group, or developing a theme of local or current interest. This approach will ensure that the curriculum remains meaningful, purposeful and relevant at all times. A module on Fair Trade chocolate, for example, will add an international dimension and begin to develop an understanding of global poverty. It will involve an Entry Point - perhaps a visit to a Chocolate factory; the opportunity to make chocolate; exploration of issues associated with Fair Trade; consideration of issues related to healthy eating and weight; or comparison of prices for different types of chocolate and an Exit Point where parents / carers attend a Chocolate Fair where they haggle with children over the price they are willing to pay for the chocolate that has been made. Children will be able to inform the direction that particular projects may take as a whole class, in their mixed ability or same ability groupings, or individually.

The International Primary Curriculum ensures full coverage of the foundation subjects at all ages. However, teachers will also actively explore opportunities to enrich this curriculum by drawing on the richness of children's own experience and heritage ensuring that they play an active role in shaping provision and celebrating their culture in the process.

The Arts

The teaching of the arts and creativity will be an important aspect of the curriculum at all ages. Art and pictures will underpin the development of Literacy from the youngest age and will continue to influence pupil talk and writing as they mature and their skills develop. Display of children's artwork, whether virtually or in and around the School, will be interactive and provide challenge and extension to thinking, as well as celebrate both the growing talent of pupils and the diversity of the curriculum.

Music and singing will be encouraged not only in their own right, but also to enhance other areas of the curriculum. Singing in French, for example, will enable children to remember, practice and enjoy the pronunciation of new vocabulary, while rhythms in Maths can help memorise number patterns.

Philosophy 4 Children

This will form part of the Thinking Skills approach to learning across the whole school. It will be taught as a discrete lesson, with the aim to stimulate debate and reflection within a structured setting. This will take place in tandem with the IPC learning and will require up to 40 minutes each week.

Transition from Primary to Secondary provision

Transition to Secondary provision will start well in advance of year 6 for children at Haringey Free School. Access to subject specialists and specialist facilities will be a key element of the curriculum throughout Key Stage 2. Primary teachers will seek opportunities to work closely with Secondary teachers to ensure continuity of learning and progress across Key Stages 2 and 3 particularly but not exclusively in the core subjects. This will involve team teaching, peer observation and other professional development opportunities for teachers which promote a greater understanding of the curriculum, teaching and learning and assessment strategies across what still remains an educational cultural divide.

For pupils transition activities will enrich the curriculum and the learning experience. Teachers will develop specific units for transition in Maths and Science for pupils in Year 6 which will afford opportunities to work alongside Year 7. Intensive learning days will, on occasions either take place in a Secondary School or be undertaken jointly involving Year 7 or perhaps students from other year groups as team leaders or assistants. Haringey Free School will offer work experience placements to Secondary students and encourage virtual mentoring between Years 6 and 7 as part of the induction process. We will be creative in exploring the possibilities of working with local Secondary Schools seeking to build substantive bridges which support the transition from one phase to another.

Meeting different needs and interest

The curriculum outlined above will provide a robust structure within which teachers will be able to respond to the individual interests of different groups. All teaching will be appropriately differentiated to meet the needs of individual learners. Ensuring that all teachers and teaching assistants are highly skilled in differentiating learning will be a key feature of the School's approach to Professional Development. Professional Development, including a fortnightly learning focus, will explore and develop teachers' skills in relation to other key aspects of learning, ensuring that all children can access the curriculum in different ways. This will include:

- A focus on pupil and teacher talk;
- An emphasis on oral rehearsal prior to committing 'pen to paper';
- Questioning, including higher order questioning and developing pupils' skills in asking questions;
- Group work;
- Peer review;
- Independence;
- Setting learning objectives;
- Intervention;
- Feedback to learners;
- Lesson openings.

PPA time during core hours will be devoted to team teaching, modelling, coaching, and peer-observation to ensure that high-quality practice permeates all aspects of the curriculum. Year-team planning will ensure that new skills are discussed and reinforced in weekly planning sessions outside of core hours.

Learning logs completed at home will provide all children with the opportunity to develop their own approach to presenting their work and facilitate self-directed learning. Each fortnight a different topic will be set and children will be encouraged to explore these in their own way and following their own interests.

School visits will enrich all aspects of the curriculum. All children will take part in at least three visits each year, usually as an Entry Point in the International Primary Curriculum. For example, a topic on dinosaurs could result in a trip to the Natural History Museum; one on the local environment could result in a traffic count on one of the local roads.

All children will also have an entitlement to at least one residential visit over their time at the School, with the youngest perhaps having a camp-over in the School grounds to facilitate social skills and personal development and older children undertaking an environmental study in local outdoor centre.

The rigorous and regular interrogation of both soft and hard data will ensure that the very particular needs of individual children are known, understood and acted upon. All teachers will understand how to use data to inform teaching and learning and will know how to support and challenge individuals and groups of children supporting them in incrementally improving their levels of achievement. Assessment for Learning will inform all teaching and learning and be integral to planning. Teachers will become highly skilled in adapting planning to suit the needs of pupils as they emerge within teaching, enhancing the learning opportunities without detracting from their core purpose.

The School day

Figure 2 shows a typical day for various year groups, although there will be variations to this on some days of the week and at various stages in the term:

- The School will run intensive (deep) learning days once every half term, with a particular focus on a key area of the curriculum. Depending on the focus, this could involve mixed age learning opportunities facilitating, for example, the opportunity for Gifted and Talented learners in Year 3 to work alongside older children;
- Breaks and lunchtimes have been staggered to ensure that the best possible use is made of the available external space;
- Breakfast club will be available to all children as part of the extension provision and will be tailored to meet the specific needs of those children who attend;
- There will be a whole school assembly once a week to forge a sense of school identity, with separate Key Stage, year group and/or class assemblies on other days;
- Parents / carers will be expected to sign up to the E-ACT pledge where enrichment is not optional and all children in Key Stage 1 will be expected to attend one enrichment activity each week, those in Key Stage 2 will be expected to attend 2;
- A child's class teacher will be available once each week to respond informally to parental questions or concerns during breakfast club.

Figure 2

	Foundation Stage/KS1		Y3/4		Y5/6
8.00.	Breakfast Club	8.00.	Breakfast Club	8.00.	Breakfast Club
8.55.	Core hours start - Session 1	8.55.	Core hours start - Session 1	8.55.	Core hours start - Session 1
10.15.	Assembly	11.20.	Assembly	11.05.	Break
10.30.	Break	11.45.	Lunch	11.20.	Assembly
10.45.	Session 2	12.45.	Session 2	11.45.	Session 2
12.00.	Lunch	2.00.	Break	12.45.	Lunch
1.15.	Session 3	2.15.	Session 3	1.45.	Session 3
3.15.	Core hours finish	3.20.	Core hours finish	3.20.	Core hours finish
3.15.	Enrichment and clubs	3.20.	Enrichment and clubs	3.20.	Enrichment and clubs
4.00.	Extension and out of school hours provision	4.00.	Extension and out of school hours provision	4.00.	Extension and out of school hours provision
6.00.	End of extension provision	6.00.	End of extension provision	6.00.	End of extension provision

Specialising in personal development

The success of the Haringey Free School will be inextricably linked to the ethos and culture it aims to develop, as well as its approach to Special Needs, exclusions and working with the community.

Children cannot fully engage in learning, or benefit from it unless they feel emotionally safe, have high levels of self-esteem and a growing confidence in their ability to do things for themselves. When a child's emotional well-being remains uncared for, they do not flourish socially, or intellectually. Addressing this fundamental aspect of a child's development will be central to the Free School's approach in supporting both children and their parents / carers to free themselves from barriers to progress and successful learning. We believe that every child really does matter and is entitled to the best care and education that we can provide. We will not discriminate in the access to programmes, or opportunities on grounds of aptitude; behaviour; family background; on racial; or other grounds. At the same time, we believe that a 'one size fits all' curriculum is unhelpful. We will therefore go to considerable lengths to provide programmes that are best suited to the individual.

This will be reflected in our approach to behaviour and exclusions (outlined in the next section); to Special Needs; to working with parents / carers; and in the way we approach learning.

The specialism will be evident in:

- Accessibility to children and their parents / carers, including and beyond core and extension hours;
- High quality differentiation to meet the needs of every child;
- The Thinking Skills approach to the curriculum, which is designed to equip children with the intellectual tools to interrogate their own behaviour and that of others;
- OK Kids, which involves screening all Year 5 for signs of stress or low self-esteem and then implementing a research-based programme to significantly improve their emotional well-being;
- Enabling conversations with children, in which staff explicitly seek to understand the emotional responses of children and why they behave as they do, or why they are concerned about something;
- Nurture group provision for the most needy;
- The development of an environment in which it is acceptable to make, and learn from, mistakes;
- Acceptance that all children have particular needs and that the School has a critical role in addressing those needs in partnership with families and other agencies;
- CoolTalk – our approach to supporting parents / carers to resolve parenting issues independently and successfully.

The approach outlined above is directly related to our belief that ability is not fixed, but is incremental and that all children should be provided with the opportunity to become confident, disciplined and successful mastery-oriented learners who are encouraged and enabled to tackle and come to terms with new skills, new concepts and new challenges whatever they may be.

Enrichment and extension activities

The School will differentiate between after school activities that are paid for by parents / carers and activities that form part of a child's entitlement. The former will be referred to as extension activities and the latter as enrichment.

Enrichment activities will take place predominantly at lunchtime and immediately after school. The range of activities will vary according to the age and maturity of learners, although there will also be the opportunity for some cross-age clubs, such as choir, or library club. Sport will feature prominently with clubs in netball and football, as well as specific training opportunities in each of these and in other sports such as athletics, gymnastics and basketball. All children will be encouraged to participate in at least one sporting club outside school hours. We will also provide opportunities for less common activities such as cross stitch and the Commonwealth

club, the latter being designed to provide a framework for children to explore global issues. In addition:

- Children will be encouraged to audition for the Key Stage 2 Christmas performance, with rehearsals taking place between October and December. Younger learners will prepare their performance as part of their normal curriculum;
- Children in Key Stage 2 will be encouraged to assume responsibilities at lunchtime and break time. This will include answering the phone, basic admin duties such as filing, preparation of resources, supporting the youngest learners at lunchtime, or becoming a Junior Road Safety Officer;
- Booster classes will be a feature of after-school activity at key times of the year, supporting children in Year 6 to reach their full potential. However, the School will also operate booster classes at other times depending on specific need. These could be to boost Literacy levels of a target group of learners, or a reading recovery group supported also by parents / carers;
- Library club will run at lunchtimes and learners will be encouraged to participate in reading groups before school, after school and at lunchtime, with book reviews published on the School's intranet;
- Gifted and Talented children will be able to access mixed-age clubs such as Art club or Science club to stretch their imagination and further develop subject-specific skills and thinking.

The School will also actively engage both the parents / carers and their children in the identification of other enrichment provision that would meet their interests.

Teatime club will be part of the extension programme and will be paid for by parents / carers. Children will be able to stay until 6.00 p.m. and will be given an evening meal as part of this. Parents / carers will also be asked to pay, in accordance with the Free School's Charging and Remission Policy, for sessions that are run by outside coaches or instructors under the supervision of the School's staff such as Street Dance, Circus Skills, or drumming.

The School will run a School Council, which will normally hold meetings with the Principal or other staff during the lunch period. Children will be encouraged to discuss a wide range of issues including learning and teaching and whether it is meeting their needs.

Provision for children with Special Needs

Provision for children with Special Needs will be a natural extension of the Free School's approach to all other aspects of its work. The School will identify children's needs as early as possible. Starting with just two year groups will provide a significant advantage in this respect, as will the close partnerships that will be

established with local Children's Centres. Staff will work in close partnership with parents / carers in both identifying and addressing the particular needs of a child. The Local Governing Board will ensure that resources, including support from teaching assistants, is managed effectively to ensure that needs are met. Both provision and progress will be subject to regular and rigorous review. Recent and relevant training will be critical for all staff implementing both policy and practice. In the first two years, this will include ensuring that the Principal is well placed to act as the SENCO, and the appointment of a well-qualified SENCO with appropriate expertise will ensure that appropriate provision is made for the growing numbers of pupils from 2013/14.

While individual learners will require access to specific provision highly effective differentiation by the class teacher, coupled with access to ICT to support learning will be the Primary strategies to ensure that learners with identified Special Educational Needs make progress. All children with SEN will be offered full access to a broad, balanced and relevant curriculum and all class teachers will be well-versed in identifying and overcoming barriers to learning. Effective teaching will be sustained through review of planning; assessment of needs and how these are addressed; monitoring the quality of teaching through formal and informal observation; and the sampling of pupils' work. Children and parents / carers will be actively involved in determining learning programmes and the School will involve outside agencies as early in the process as possible, rather than simply when required.

Appropriate arrangements will be determined for each individual pupil, but may include one or more of the following:

- Assessment and planning;
- Grouping for teaching purposes;
- Human resources;
- Curriculum and other teaching methods.

Class teachers will be given very specific guidance in meeting the needs of children with SEN. This will include:

- How to use existing information as a starting point;
- The need to highlight skills, or aspects of skills to be supported in class;
- The use of baseline assessment to identify what a child knows, understands and can do;
- The need to ensure that ongoing observation and assessment provides feedback so that this forms the basis of next steps;
- The need to involve parents / carers and develop their understanding of how to help their child;
- Not assuming that the difficulties lie within the child;
- The need for highly effective differentiation;

- The need for effective record keeping, including the development and use of individual and group education plans.

The need for further action will be carefully considered at every stage of a child's development. For some children this will require additional interventions. These might include catch-up interventions, such as Reading Recovery; booster groups; in-class support from a teaching assistant; teacher target support; or Word / Number Shark. Other children may require more intensive support in the form of additional individual daily reading; memory skills training; peer tutoring; or intensive Literacy / Numeracy support.

The School's concept of Special Needs will include the very special needs of those learners who are Gifted and Talented. These will be addressed not only through differentiation, but also through the provision of targeted clubs, programmes of learning and visits. However, this will be carefully managed to ensure that other children do not feel excluded as a result.

The School will put explicit measures in place to support vulnerable learners, including a nurture group that will follow a curriculum tailored to their very specific needs. Vulnerable learners will include those who are quiet or remain hidden within the larger group, as well as those who may be disruptive or present with more obvious traits. Highly trained and empathetic teaching assistants will manage the nurture group provision, which will develop social skills and plan for effective reintegration into mainstream provision. The work the nurture group will be supported and closely supervised by the SENCO.

When, and if, a child requires to move to School Action Plus, or a full statement of Special Educational Needs, the School will immediately call on expert advice to identify new IEP targets, to undertake special assessments, to advise on new strategies and to provide additional support that is beyond the capacity of The School itself. This will provide the basis of forming a Common Assessment Framework (CAF) when necessary. We will develop close working relationships with the local multi-agency teams and access the most appropriate and well-qualified specialists to support us in this work. These may be located within the Local Authority provision, but equally could be sourced from elsewhere, including through the E-ACT family of schools.

Children with English as an Additional Language (EAL)

The School will put in place measures which are highly responsive to the needs of individual children with EAL. New arrivals with little or no English will be well cared for, with the initial priority being to accommodate their personal, social and emotional needs by swiftly acclimatising them to the School and their peers. In the initial few weeks, some time spent away from the mainstream classroom learning basic

English and becoming accustomed to the culture will enable swift and effective integration. New children with EAL will, as far as possible, be paired with other children who have been in a similar situation, not necessarily from the same county or culture.

The School will work closely with local EAL support teams and where appropriate, members of the local community to ensure effective provision for these learners who are inevitably vulnerable when they first arrive at school. We will ensure that the School is well resourced with a variety of dual language textbooks to ensure that children can share their books at home with parents / carers and families as well as other resources such as 'Talking Pens'. We will seek to draw on the resources from partner Secondary Schools in the shape of mentors and role models to work with all children within the School, but particularly those with EAL, and be active partners in local EAL support groups for teaching assistants and teachers.

Pupil development and organisation

Pupils' personal development and their development as learners: How will pupils be organised

Pupils will generally be taught in the appropriate year group for their chronological age and teachers will plan and deliver lessons as appropriate to the age / stage of the learners in their class. This will not only ensure a clear continuum of expectation and learning that is well understood by parents / carers and the community, but will also maintain the momentum for children to progress. Expectations within each class and year group will be set at a standard above the National Curriculum minimum and the framework for learning will provide explicit opportunities for teachers to understand and develop new approaches to pedagogy and learner autonomy.

Within this structure, however, will be various opportunities for more flexible arrangements. Pairs of teachers in each year group will plan together and on occasions team-teach with the wider group of 60 pupils taking full advantage of the additional space provided by the second hall. Learning in this area will facilitate different methods of grouping children – by ability; interest; pupil choice; mixed ability - depending on the nature of the learning and activity.

Class teaching will also be characterised by different types of grouping depending on the learning and the needs of individual children. Grouping of this nature will not be random, but carefully considered during the planning stage and as a result of ongoing assessment, both formal and informal.

As children mature grouping by ability, particularly for Maths, will become increasingly likely.

Most learning will take place in the class group whether this is in the classroom; in the hall; in the outdoor learning environment; or on visits. However, some children will also have the opportunity to work in smaller groups or individually with teaching assistants or other teachers outside of this grouping. This will depend on the level of need and could be in response to the need to implement a Reading Recovery Programme, to enable an individual pupil to work on Word or Number Shark, or because they are in the Nurture Group. Any groupings will specifically respond to the needs of the individual child or the demands of the curriculum.

Children will also work formally in mixed age groupings in intensive learning days, which will take place once a term. This will provide an opportunity for pupils of different ages to develop social skills; manage their behaviour and learning within new contexts; work with others of similar ability, but across a range of age groups; act as role models and even tutors for younger learners. The School hall and other large spaces will be used to facilitate a wide variety of learning activities. These could include: designing and making; working with an artist in residence in the outdoor environment; or even the opportunity to work on transition units with students from the local Secondary School, or with students from Highgate School and the Crest Boys and Girls Academies, which are located no more than 30 minutes away.

Clubs and enrichment activities will provide less formal, but no less important opportunities for different types of groupings. These could include: older children helping staff with the breakfast club, role modelling appropriate eating habits, or serving food to the younger learners; opportunities for gifted and talented learners to work together within Science club; or simply two children to play together in the sand pit or play a game of chess.

Good behaviour, positive relationships and attitudes to learning

In the section headed **Specialising in personal development** we have said:

Children cannot fully engage in learning, or benefit from it unless they feel emotionally safe, have high levels of self-esteem and a growing confidence in their ability to do things for themselves. When a child's emotional well-being remains uncared for they do not flourish socially or intellectually. Addressing this fundamental aspect of a child's development will be central to the School's approach supporting both children and their parents / carers to free themselves from barriers to progress and successful learning.

This fundamental principle will underpin every aspect of the School's work and will be particularly relevant to the management of behaviour, the development of positive relationships and attitudes to learning.

The School will have high expectations of both staff and children. These expectations will be clearly articulated and well understood both within and beyond The School. The same high expectations will be placed on parents / carers and any visitors to the School. One of the first tasks for staff and Governors will be to work together to develop a Code of Practice that articulates for themselves, parents / carers and children what each person in the School community can and should expect from each other and how to establish high standards of behaviour and positive attitudes to learning.

The Code of Practice will include the following:

- An expectation that adults and children will listen to and respect each other;
- A recognition that mistakes will be made, but it is how they are dealt with that matters;
- The need to respect one another's right to resolve problems independently, wherever possible and appropriate;
- A recognition that blaming and fault finding are unproductive;
- The need to support children to develop the skills of living and working together;
- A recognition of the importance of developing a culture of self-discipline amongst children.

These will govern the School's approach to working with children, parents / carers and the local community. They will also govern staff and Governors' approach to working with each other. The Code of Practice will be reviewed regularly with all stakeholders to ensure that it continues to reflect the views of all members of the School community.

Staff will be expected to model the behaviours expected of children at all times. Everyone will be treated fairly and staff will be expected to build on the positive aspects of pupils' behaviour and not focus on the negative. There will, of course, be times when it will be necessary to admonish a child for misbehaviour. Where this is required, staff will be expected to manage the situation calmly and remember that they are judging the behaviour, not the child. Some pupils, particularly those with low self-esteem will inevitably test these expectations, sometimes on a regular or protracted basis. Staff will be expected to be calm, patient, but relentless in their pursuit of the high standards of behaviour expected of all other children.

Working closely with parents / carers will be central to the management of positive relationships and attitudes to learning, not only at times of crisis, but also throughout the time that a child is in school. Accessibility to staff will nurture trust and good relationships with families, while both the parents / carers Involved in Children's Learning (PICL) and CoolTalk programmes will support the development of parenting skills when these are needed. This will be particularly important to support

the management of good behaviour. Parents / carers will be kept regularly informed of children's progress and any issues that arise so that these are managed before they become problems. The prevailing culture will not be one of blame when things go wrong, but of practical, professional and emotional support.

Staff training and induction will be critical to securing and maintaining the environment described above. Pairing teachers from different year groups (and, where appropriate, with teachers from Highgate School) will support the ongoing professional development of staff in the management of behaviour and in achieving positive attitudes to learning from all pupils. Much of this, of course, will be rooted in high quality teaching and learning and a curriculum that is meaningful, purposeful and relevant, as children will be more likely to develop positive attitudes to learning when they are successful, appropriately challenged and motivated in their learning. For those children who do present with more challenging behaviour, staff training on de-escalation and calming techniques, along with support from senior staff will be critical to ensuring that resolutions are swiftly achieved.

The management of all behaviour problems will be characterised by enabling conversations between staff and children aimed at discovering the reasons why a child has behaved in a particular way. The child, teacher / teaching assistant, and when necessary the parent, will then find ways to resolve the problem and move on.

Multi-agency support

The School plans to work closely with local Children's Centres and will develop close links with statutory multi-agency support teams enabling access on-site for families, wherever possible or desired. Given its role as a local advocate for children and families, key staff will maintain an in-depth understanding of the range of services available and how they can be accessed.

Difficulties with speech, language and communication, emotional and behavioural difficulties and motor-sensory difficulties are frequently only detected when children first start at school. The School will take very seriously its role in surfacing any such issues and working closely with parents / carers, statutory multi-agency support teams and other non-statutory organisations to address them. Close working relationships with local Children's Centres will ensure continuity of provision for those children who may previously have been identified. The School's approach to extended provision will also enable early detection of other issues in relation to a child's general well-being.

Highly effective communication across agencies, voluntary organisations and other local Primary Schools will be the key to ensuring that no child slips through the net. The appointment of a Parent Support Adviser in 2012 is specifically designed to ensure that The School becomes integral to the local network of provision. The

Parent Support Adviser will be a familiar face, know all the families in the School and be able to provide a direct link between local services, the School and parents / carers to support them personally whenever possible, or alternatively to signpost them to other service provision. Additionally, the School will encourage and facilitate the use of the building by other agencies to support families and children particularly out of school hours, or to facilitate meetings on neutral ground. The School will continue to provide a supportive role even on those occasions when staff need to make formal referrals following serious concerns, such as Child Protection to Social Services, supporting the family where possible, but always putting the needs of the child first.

For those services for which the School has to pay, such as Behaviour Support or Educational Psychology, the School will shop around taking full advantage of its location in outer London to ensure value for money. If the Local Authority provides services that are of a suitably high quality and at a reasonable cost, these will be the first port of call. This will, in some cases, support continuity when children move from Haringey Free School to local Secondary provision. However, The School will seek alternative provision if the quality does not meet the high standards required, or does not provide appropriate value for money. The School will also work closely with the E-ACT family of schools, particularly Crest Boys and Girls Academies, to procure more cost-effective services when required.

Given its location, the School will develop particularly close links with the E-ACT Academies in Brent, Crest Boys and Crest Girls, as well as Highgate School and local Secondary Schools and with other E-ACT Academies virtually. We will seek opportunities to access the facilities at Highgate School and Crest Boys and Girls enabling our children, particularly those in Key Stage 2, to become 'scientists' by working in a Science laboratory, or to become 'actors' by working in a Drama studio. Opportunities such as these, along with access to high-quality sports provision both indoors and outdoors and qualified subject specialists, will enable pupils to develop the confidence required to move smoothly between Primary and Secondary provision. Secondary student mentors and opportunities for cross-age working will further support transition for learners in Years 5 and 6, with some potentially choosing to access this provision in Year 7. We will also be keen to work closely with partner Secondary Schools to develop transition units that not only smooth transition for learners as they move across the phases, but also develop a deeper understanding of pedagogy and practice across the Primary and Secondary phases of learning.

It will be important that Haringey Free School play a full part in the local community. It will set out with the explicit intention of consolidating its close relationship with Haringey Local Authority and developing and nurturing relationships not only with statutory agencies, but also with other local organisations, including religious

organisations, to ensure that it plays a full part in the local family of schools and services and is able to genuinely meet the needs of its community.

Exclusions policy

Staff at Haringey Free School will explore every means possible to achieve high standards of behaviour from all pupils. Opening with children in Reception and Year 1 will support this aim as children will still be in their formative years and responsive to the interventions of teachers and other staff. As they move through The School, children and their parents / carers will develop a full understanding of The School's expectations and how to achieve them, and teachers will develop an understanding of children's' individual needs and how best to support them in achieving high standards of behaviour. Haringey Free School will aim to use exclusions, whether permanent or fixed term, as a last resort. This section outlines how we aim to achieve this without any detriment to other pupils in The School.

First and foremost, The School will have in place an effective policy and procedures for the management of pupil behaviour that are well understood by all staff, pupils and their parents / carers. Staff training and review on the management of behaviour will feature strongly in meetings, induction for new staff, coaching and mentoring, as well as professional development days. Training will address not only the need for consistent approaches to the management of pupil behaviour, but also specific strategies for managing challenging situations. Bespoke training will also be developed for Governors on behaviour and exclusions to ensure compliance with legislation on exclusions.

Children behave badly for a reason. Often they are simply testing the boundaries which have been set. This is a normal part of growing up and learning to live alongside other people. However, when a child behaves so badly that he/she is disrupting learning, upsetting, or hurting others this is more serious. Often there are circumstances beyond a child's control that impact on the way they behave in school. The School's approach will be to explore with the child, and when necessary with parents / carers or other agencies, why this is happening. We will seek to appoint highly skilled practitioners, particularly teaching assistants and the Parent Support Adviser who are comfortable dealing with children who present behaviours that are more challenging. These staff will work more intensively with children and their parents / carers and families and will develop specific responses tailored to the needs of each child. For some this may involve anger-management therapy, for others temporary respite from the mainstream classroom, for others it may require removal for a period of time into the School Nurture Group. Understanding and responding appropriately to the needs of individual children who misbehave will involve outside agencies such as the Education Welfare Service, the local Multi-Agency team, the local Behaviour Support Team and/or other professionals. The

School's close links with these agencies will enable swift and productive exploration of a child's individual needs and circumstances.

The Nurture Group will operate for children of all ages and will be staffed to meet the specific needs of identified children. Children will be referred to the Group by the Principal when s/he believes that tailored alternative strategies may be required. The Nurture Group will provide a protected environment where children can develop the skills of working with others within a small group. The focus will be on preparing them to return to the mainstream environment so maintaining contact with the class teacher and peers will be critical. A child in the Nurture Group may continue to attend their normal class for some sessions and may take part, for example, in assembly. However, it may be more appropriate for them not to go into the playground with other children at break or lunchtime if this is where problems occur.

A child's behaviour problems may be a direct result of particular Special Needs. The School will be vigilant to this and will work with other agencies, particularly our Educational Psychologist to determine whether it is appropriate to seek a Statement of Special Educational Needs. We will draw on the services of other agencies as part of this process, ensuring that we have correctly identified the nature of the child's particular needs and the most appropriate provision.

For those children who may under other circumstances have been excluded for a fixed period, the School will operate a removal of privileges, including the privileges of staying in school at lunchtime. On occasions, the removal of privilege may result in an internal seclusion where a child will remain in the company of the Principal or another member of staff all day. Alternatively, a parent may be requested to spend some time with their child during the day. Occasionally a fixed-term exclusion is needed to provide some respite for other children or even staff. Sometimes it is quite simply to send an unequivocal message that certain types of behaviour are unacceptable. Remaining with the Principal away from peers is a very public demonstration that someone has not complied with the School's expectations with regard to behaviour and is far more productive than sending a child home for a day. While this strategy may on occasions demand a lot of the Principal's time, the proposed staffing structure takes explicit account of the strategy by freeing the Principal from teaching commitments and by the appointment of a Vice Principal.

For those children who pose consistently challenging behaviour, the School will explore the full range of possible strategies to support the individual child, the staff working with that child and, importantly, the other children who come into contact with that child. This could include allocation of a key worker as the child's significant adult; planned temporary respite; the development of a Pastoral Support Plan in collaboration with other agencies; restorative justice or mediation; liaison with other local providers, including voluntary providers; or a managed move to another school. Attendance before the Governors' Behaviour Panel may be an alternative option.

Only if there remains no other option will the School seek to exclude a pupil whether on a fixed-term or permanent basis. In this instance, the Principal will ensure that all procedures comply fully with national policy on this issue. Formal contact will be made with parents / carers and Governors within the prescribed timescales and the Governors will formally review any decisions to exclude a child for more than 15 days in a given term or permanently. Work will be provided and, mindful of the new approach the School will immediately seek to identify an alternative placement for the pupil. The Governors will heed the response of the External Review Panel and consider carefully any advice to reinstate the pupil taking into account the needs of the rest of the School cohort.

The Free School year

Although this will be subject to consultation, the E-ACT Free Schools Trust does not currently intend to follow the traditional pattern of terms as set out by the Local Authority. We are firmly of the view that the Autumn term is too long for young learners without a break of longer than one week, and that a six-week Summer holiday has a significant impact on the quality of learning and impedes progression. Over such a long period, learners, particularly young learners, do not retain the skills, learning and wider school habits and attributes that they have acquired during term time. This is backed up by research, both in the national and the international community. At the same time, we recognise that the imposition of a four or five term year would create significant difficulties for parents / carers who have children of different ages and who attend other local schools. We propose to adopt a half-way house, which breaks up the long terms by introducing a two-week break in the middle of them (Autumn and either Spring, or Summer, depending on where Easter falls in a given year) and by reducing the length of the Summer holiday. While this may sometimes lead to a one-week mid-term holiday that does not match that of other schools in the Local Authority in one of the three terms, we will ensure that the other two-week mid-term breaks cross over with the traditional half-term break. A proposed model for 2012/13 is attached below: Suggested Model for 6-Term Year.

This approach is explicitly designed to maximise high quality learning and ensure that pupils have rest times when they are most needed. Given the careful distribution of holiday periods throughout the year, family holidays taken in school time would make a significant impact on the quality of provision. We therefore propose to include a commitment from parents / carers in The Free School Pledge (home-school agreement) that no family holidays will be taken during term time.

Haringey Free School: Suggested Model for 6 Term Year 2012 - 13

	Start Date	Finish Date	Length of term/holiday
Term 1	Tuesday, 28 August 2012	Friday, 12 October	34 days
Autumn Holiday	Monday, 15 October	Friday, 25 October	2 weeks
Term 2	Monday, 29 October	Friday, 14 December	35 days
Christmas Holiday	Monday, 17 December	Tuesday 1 January 2013	2 weeks
Term 3	Wednesday 2 January 2013	Friday, 8 February	28 days
February Holiday	Monday, 11 February	Friday 15 February	1 week,
Term 4	Monday, 18 February	Thursday 28 March	29 days
Easter Holiday	Friday 29 March	Friday, 12 April	2 weeks
Term 5	Monday, 15 April	Friday, 3 May	
	Tuesday, 7 May	Friday, 24 May	29 days
Spring Bank Holiday	Monday, 27 May	Friday, 7 June	2 weeks
Term 6	Monday, 10 June	Friday, 26 July	35 days
Summer Holiday	Monday, 29 July	TBC	

This Model:

- Accounts for 190 teaching days;
- Incorporates bank holidays;
- Provides a shorter holiday in February following a shorter term 3;
- Staff CPD days will be scheduled during the pupils Holiday periods.

E-ACT Free Schools Trust Haringey Free School - Working with others and the wider community

E-ACT Free Schools Trust will establish a series of genuine and meaningful partnerships, underpinned by the commitment to working with all stakeholders and the wider education community, in order to enhance and sustain the entitlement of young people.

A cornerstone of E-ACT Free Schools Trust's values is the belief that the Free School will be an asset for the local community, at its heart, both serving it and accountable to it. This belief will be translated into practice by the setting up of a series of effective and meaningful partnerships with Highgate School, all stakeholders, local businesses, local Secondary and Primary schools, Further and Higher Education institutions, voluntary services and the Local Authority. The Local Governing Body will include representatives of Highgate School, the local Council, parents / carers, staff, local business partners and educational institutions.

Highgate School

Highgate School is a key strategic partner in the planning and the setting up of the Haringey Free School. It will continue to play a significant role when the Free School opens in September 2012, particularly in the areas of ethos and values, leadership, governance, monitoring and raising standards, and enrichment activities.

Local Partners

E-ACT Free Schools Trust will form partnerships with high achieving and highly acclaimed local education institutions. It is through these institutions that links with Further and Higher Education will be developed. In addition, the proposals will recognise close links with the local family of schools in Haringey.

Partnership working will be central to E-ACT Free Schools Trust's approach to raising achievement, which will;

- Draw on the knowledge and expertise in to contribute to the development of an innovative curriculum and organisational features which will challenge current practices and thereby raise standards;
- Enable the Free School to draw on the local knowledge and integrated approach of the Local Authority's Children and Young People's Services, so that early intervention from multi-agency teams with the Free School's learners and their families will ensure that they achieve the maximum benefit from their learning;
- Provide staff development, which will contribute to the raising of learners' aspirations, motivation and achievement.

Links with Higher Education institutions will be through local colleges and universities; so as to provide;

- Subject input from university lecturing staff where appropriate;
- High quality governance from senior leaders;
- Input from post graduate learners;
- Input from senior graduates to act as mentors and lay the foundations of Aiming Higher strategies
- Input from their education departments.

The E-ACT Group has a good record of successful partnerships with universities. All E-ACT's Academies have made successful and effective links with local universities which significantly enhance students' learning and the quality of their experience. The E-ACT Free Schools Trust's aim is to form long-term partnerships that drive up educational achievement, to significantly raise aspirations for the Free School's learners and their parents / carers and increase the longer term interest and progression into Further and Higher Education, apprenticeships and high level careers. E-ACT Free Schools Trust is looking to develop strong and effective long term partnerships with the parents / carers, local schools, local universities, FE colleges, the Primary Care Trust (PCT) and local business and employers.

Although the Free School is independent of the Local Authority, E-ACT Free Schools Trust will always want to work closely with it in a clear and purposeful partnership. The accountability to the local community will be assured by the inclusion of local representatives on the Free School's Governing Body. These arrangements will underpin the E-ACT Free Schools Trust commitment to preserving local democracy.

Staff

E-ACT Free Schools Trust believes that the staff in its Schools are its most important resource. As such, E-ACT Free Schools Trust will ensure that all members of staff are provided with opportunities to gain professional satisfaction and fulfilment from their jobs. E-ACT Free Schools Trust is committed to a fair, caring and responsible approach to staff.

Within each Free School, teaching staff will be complemented by a wide range of support personnel, ensuring that all energies are fully focused on teaching and learning.

E-ACT Free Schools Trust is committed to:

- Applying appropriate employment practices, matched to the needs of learners and staff;
- Ensuring the best possible working conditions and relationships;

- Developing efficient and effective modern management structures, maintaining an emphasis on delivering high-quality classroom practice;
- Giving all employees competitive and attractive rates for remuneration and reward;
- Implementing workforce reforms that bring a good work-life balance;
- A diverse workforce;
- Providing quality training and development opportunities, including business and Higher Education placements, to inform classroom practice and enhance leadership skills.

E-ACT Free Schools Trust recognises the importance of the development of staff to be effective in their role and will encourage individuals to lead training and become peer trainers within the Free School. As sponsors, E-ACT Free Schools Trust aspires to develop each Free School as a centre for action research within its local family of schools.

Learners

The Free School will provide structures and strategies to enable its learners to take responsibility, show initiative and develop their leadership skills and potential. This will enable them to play a meaningful part in the life and development of their Free School and to gain a sense of ownership of its achievements and its successes. Encouraging learner participation has many benefits. It will help promote a growing respect for the Free School and its values, and learners will safeguard its reputation and public profile.

It is important that 'student voice' is encouraged and structures are put in place to ensure that this is meaningful and effective. Student voice is about learners having a genuine influence on decision-making through being properly represented in their schools. The strategies to develop student voice will include:

- Establishing a Free School Council;
- Learner involvement in the appointment of staff;
- Free School Council representatives meeting regularly with the senior leadership team;
- Involvement in the evaluation of the quality of learning and teaching.

Parents / carers

Parents / carers are their child's first teachers. There is compelling evidence that parental aspirations, expectations and involvement have a major impact on their children's attainment. Parents / carers play a highly significant role in modeling appropriate behaviour for their children. The Free School is committed to working in close partnership with parents / carers. Parents / carers will be empowered so that

they will be able to help their children to take advantage of the opportunities provided by the personalisation of learning. The Free School will seek to build a common core of trust with parents / carers, establish a dialogue about their children's learning, and provide information on what they can expect from the Free School and the progress their child is making. The Free School will capitalise on the opportunity to establish strong relationships with parents / carers of learners in the Spring Board Stage and maintain these as learners progress into Secondary learning.

Beyond this universal provision, more focused engagement may be necessary, particularly for families with specific additional needs and where parents / carers may welcome or benefit from a more individual approach. Particular attention will be required to deal with the needs of children in care.

The Free School will put strategies in place to ensure that the partnership with parents / carers is genuine, meaningful and effective. This will include:

- Developing plans for how to engage parents / carers across both pastoral and curriculum areas;
- Identifying specific days each year for consultation with parents / carers, where class teachers / tutors meet with both parents / carers and learners to discuss progress;
- Giving parents / carers personal access to the Free School's VLE, where they can access information on their child's learning as well as more general information about the Free School;
- Providing mechanisms for parents / carers to give the Free School their views on the quality of their child's education;
- Involving parent governors in reviewing the effectiveness of learning and teaching;
- Contacting parents / carers by letter, 'phone, text message or email when their children have done well;
- Offering courses for parents / carers to develop their skills, for example, in Literacy, Numeracy and ICT, or Literacy classes focused on those learning English as an additional language;
- Running 'father and child' family learning programmes, focusing on previously 'hard-to-reach' families;
- Building the capacity of teachers and support staff to recognise barriers to learning for children and plan effective intervention, working with other services.
- Exploring ways for the Free School's parents / carers to benefit from the skills of Highgate School's parents / carers. and vice versa.

Other local partnerships

E-ACT Free Schools Trust will build close links and strategic partnerships with local and national employers to bring the world of work and business enterprise to life within the Free School, which will be recognised as a successful hub for partnerships with local businesses, working with support organizations, such as the local Chamber of Commerce. The Free School will;

- Participate in mentoring schemes;
- Bring community representatives into the Free School to work with learners and support learning;
- Involve business representatives to lead assemblies;
- Build a network of business representatives who could take part in curriculum activities related to their professional expertise.

The E-ACT Group family of Academies and Free Schools

The Free School will be a member of the “E-ACT Group family of Academies and Free Schools”. There will be a twice yearly E-ACT Principals’ conference, which will serve as a forum for both the sharing of values and the exchange of good practice, and for developing inspirational leadership. In addition, there will be an induction event early in the academic year for new appointments to E-ACT Group Academies and Free Schools, with appropriate contributions to individual Free School’s NQT, GTP and Teach First programmes throughout the year.

At the heart of the community

E-ACT Free Schools Trust aims to improve opportunities for the communities served by the Free School. These include Lifelong Learning, health, fitness and recreation, ICT and Literacy. Opportunities will be provided for shared learning with parents / carers, family learning, cross-phase developments with Primary Schools and extensive experiences for adults, including skills training.

The educational and social values of the Free School will enable it to become a hub of community learning, a catalyst for community cohesion and a focus for community transformation.

The Free School will be an asset for, and at the heart of, the community. Its extensive facilities and resources will be available for use by the community, voluntary groups, sports clubs and local businesses outside school hours, over weekends and during holiday times. These strategies will play a key role in the process of transformation and improving the quality of life and life chances through education across the community.

E-ACT Free Schools Trust will work in partnership with others to plan for and promote an on-site multi-agency facility ('one-stop shop'), giving parents / carers and others access to a range of services in one location e.g. health, housing, careers, employment and training advice, library, etc.

The Free School's strategic development and improvement plan will include a section on 'transforming the community'. It will include strategies on involving parents / carers and members of the community in the life of the Free School, e.g. educational evenings and an allocation to kick-start the budget for a parent teacher friends association.

Extended school

The Free School will fully embrace the principle of planning and providing an extended services programme. This programme could include:

- A varied range of activities including study support, sport and music clubs, combined with childcare in Primary Schools;
- Parenting and family support;
- Swift and easy access to targeted and specialist services;
- Community access to facilities including adult and family learning, ICT and sports facilities.

The Free School will work closely with parents / carers, children and others to shape these activities, and others identified in response to demand, around the needs of the community.

Section 5: Evidence of demand and marketing

You must demonstrate that you have sufficient parental demand for the type of provision and number of places proposed and have engaged with the wider community. Solid evidence of parental demand is a minimum requirement and you **must** provide the information required in order for your application to be considered.

Information required:

- **Evidence of parental demand**
- **Consultation and equality of opportunity**
- **Marketing strategy**
- **Evaluation Criteria**

Minimum Criteria:

- Evidence of demand from parents with children of the relevant age equivalent to a minimum of 50% of enrolment in your first two years of operation; and
- Confirmation from parents that they would select your Free School as one of their child's choices.

Comparative Criteria:

- Demonstrate how you intend to reach out to the wider community, including children from a range of backgrounds and faiths (if relevant) and across the ability spectrum, (independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base);
- A clear plan for the statutory consultation which must be undertaken by the applicants (should the application be approved), including consideration of how you might respond to feedback; and
- A robust marketing strategy built on your educational vision and plan, taking into account your proposed intake and the demand that you have already gathered.

Section 5.1 Evidence of Parental Demand

Provide information that clearly shows the number of parents that want to send their children to your particular school, ensuring that the evidence you have collected is consistent with your stated admissions policy:

1. *Age range;*
2. *Proximity to the proposed site etc.;*
3. *However, **do not** provide us with copies of individually completed survey forms;*
4. *Tell us questions asked in your survey – specific to the school;*
5. *Demonstrate how you have/intend to make the school known and attractive to pupils from deprived or disadvantaged families;*
6. *Consider providing wider demographic data and evidence about local need in the area to add context to the data from your survey findings.*

Evidence of Parental Demand

E-ACT commissioned Customers Matter, a professional research company to conduct a survey to ascertain levels of parental demand for an EFST Free School in partnership with Highgate School to be located in the London Borough of Haringey . Please note that the survey was commissioned by the E-ACT group on behalf of the E-ACT Free Schools Trust (EFST), references in the survey questions and background information to an E-ACT Free School should be read as an EFST Free School.

The survey was conducted in April and May 2011 and questioned parents of children in four retail areas that border the proposed location of the Free School. The four locations chosen were:

- [REDACTED] Tottenham Hale Retail Park, London N15 [REDACTED];
- [REDACTED] The Mall Walthamstow, , Walthamstow, London, E17 [REDACTED];
- [REDACTED] Wood Green Shopping City London N22 [REDACTED];
- [REDACTED] Arena Shopping Park, Tottenham, N15.

Reaching the right people in the community was essential and the survey was designed to obtain the views of parents who have children between the ages of 0 and 5 years old. A target was set of 300 parents' views.

A sample of 359 parents was achieved relating to 688 children of all ages. Of the 359, all had children under five.

- 87.5% (314) supported the proposal to set up a new Free School and only 2% opposed;
- 256 (71.3%) parents out of 359 expressed some likelihood that they would send their children to the School.

Qualifying respondents were presented with an explanation of what a Free School was followed by a series of statements regarding the proposed E-ACT Free School. They were then asked for their responses to a series of questions. Both statements are set out below.

A Free School is a new type of maintained (state) school which will receive its funding directly from the government Department for Education. Parents will not have to pay for their children to attend. The government has invited groups of charities, parents, teachers, trusts and religious and voluntary groups to apply to set up Free Schools.

The decision about whether a Free School should open will be made by the Department for Education not the council, and can happen with parental support for the project. While some local councils are currently involved in the running of most maintained (state) schools, they will not be involved in the running of Free Schools.

The Free Schools will be maintained by an "education provider" or "sponsor", although the day-to-day running of the School will be carried out by the head teacher and staff. The "education provider" or "sponsor" is not allowed to make a profit from running the School.

E-ACT, as sponsor, is planning to work with Highgate School and local parents in Haringey and is proposing an all ability, mixed, non-faith, Primary School (ages 4-11) in the East of the borough. There would be 420 places. It will be a safe and secure school. The sponsors are in cooperative dialogue with the local council. E-ACT and Highgate School describe the key features of its school as follows:

- Children at the heart of everything the Free School does, with an ethos which encourages and celebrates high aspirations and achievement;
- Excellent communications between the staff, pupils and parents where views are listened to and regular feedback on pupils' progress is given;
- An outstanding standard of school leadership by the head teacher, senior staff and governors;
- An exciting and relevant curriculum with tried and tested approaches to teaching and learning that interests and motivates pupil;
- High standards of pupil behaviour and care;
- A rich range of opportunities and extra-curricular activities, including out of school trips, lunchtime and after-school clubs.

Qualifying respondents were then asked the following questions:

- To what extent do you support or oppose this proposal to set up a Free School in conjunction with Highgate School in Haringey?
- 87.5% (314) support the proposal and only 13 oppose.

The table below shows that 314 parents of children in the appropriate age group either strongly supported or supported the proposed E-ACT Free School.

Base		Total	Which age range(s) do your children fall into?			
			0-5 years old	6-10 years old	11-15 years old	16 -19 years old
		359	359	104	30	6
To what extent do you support or oppose this proposal to ...	Strongly support	201	201	58	14	2
		56.0%	56.0%	55.8%	46.7%	33.3%
	Support	113	113	31	13	4
		31.5%	31.5%	29.8%	43.3%	66.7%
	Neither support nor oppose	32	32	10	3	-
		8.9%	8.9%	9.6%	10.0%	-
	Oppose	7	7	3	-	-
		1.9%	1.9%	2.9%	-	-
	Strongly oppose	6	6	2	-	-
	1.7%	1.7%	1.9%	-	-	

- How likely or unlikely is it that you would send your child(ren) to the Free School as proposed above?

The table below shows that 256 parents of children in the appropriate age range would be very likely or likely to send their children to the proposed E-ACT Free School.

Base		Total	Which age range(s) do your children fall into?			
			0-5 years old	6-10 years old	11-15 years old	16-19 years old
		359	359	104	30	6
How likely or unlikely is it that you would send your chi...	Very likely	150	150	43	10	1
		41.8%	41.8%	41.3%	33.3%	16.7%
	Likely	106	106	28	10	1
		29.5%	29.5%	26.9%	33.3%	16.7%
	Neither likely nor unlikely	52	52	10	3	1
		14.5%	14.5%	9.6%	10.0%	16.7%
	Unlikely	27	27	13	6	2
		7.5%	7.5%	12.5%	20.0%	33.3%
	Very unlikely	24	24	10	1	1
	6.7%	6.7%	9.6%	3.3%	16.7%	

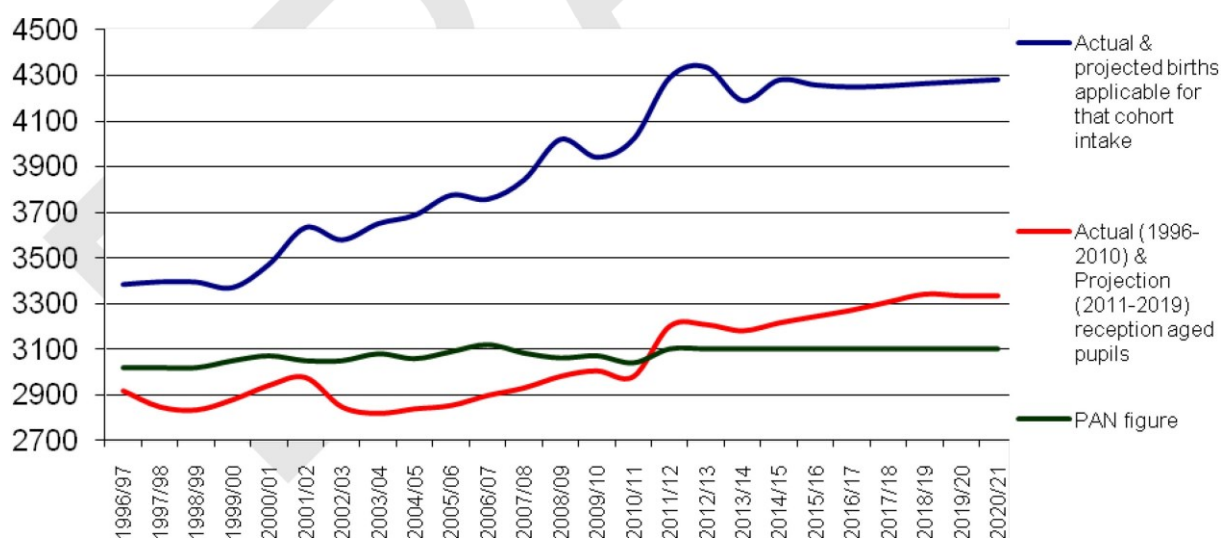
Respondents were asked if they would like to be kept informed of the proposal and 131 of them provided contact details and EFST will seek to work with that group to develop the proposed Free School should the proposal be approved.

Local Authority Data

Haringey Council in common with other London Authorities is projecting an increase in number of children requiring places in reception classes (see table below).

Since September 2008 the demand for, and the supply of Reception places has been tight. This is also reflected in the number of Reception applications received by Haringey. Reception applications from Haringey residents are up from 2574 on-time applications for Reception admission in September 2008, to 2791 applications for admission in September 2011. The demand for places is now – as it did prior to 2002/03 – shadowing birth rates.

Presently, Haringey is facing a high demand for places within the current key stage 1 year groups. In May 2011 there were a total of 137 vacancies (reception (36), year 1 (63) and year 2 (38)) out of 9153 Key Stage 1 places across all Haringey Primary schools, with a number of children waiting to be placed. We are anticipating this demand to increase, as we are receiving applications from families requiring immediate schools places, on a daily basis.



The upper line on the graph above shows the number of births for the relevant year of entry to school. Everything up to 2012/13 corresponds to actual births. Data beyond this is based on population projections provided by the GLA.

The major pressure for places in Haringey is concentrated within the Tottenham area, particularly within wards that have seen large housing developments applications

either submitted or building works are on site / completed. The four wards with the largest demand for places are:

- Northumberland Park;
- Bruce Grove;
- Tottenham Hale;
- Tottenham Green.

The two major planning applications, which will dramatically affect school place planning are:

- Tottenham Hale / [REDACTED],
- Tottenham Hotspur.

The location of these planned works is within the [REDACTED] both developments could amount to 2600 residential units with a high yield of Primary age children.

The proposed EFST Free School will be located within the area of highest demand for additional places and will provide high quality new provision for local parents, working closely with Highgate School as a key partner.

As this bid seeks to demonstrate, the successful partnership between EFST and Highgate School will offer parents real choice and they responded with a positive demand for the type of inclusive Free School we propose.

Section 5.2 Consultation and equality of opportunity

For all applications that are approved, the academy Trust will need to carry out a statutory consultation.

Please set out your plans for consultation as set out under Section 10 of the Academies Act 2010; in doing so, you will want to consider your wider responsibilities under equalities legislation.

Consultation

E-ACT commissioned Customer Matters to carry out interviews with parents of potential pupils for an E-ACT Free Schools Trust Free School in partnership with Highgate School to be located in the London Borough of Haringey. The objective was to determine whether there is local demand for alternative provision to existing schools, particularly in the form of the proposed All-through Free School.

The formative consultation up until the April 2011 was carried out by E-ACT, preceding the formation of E-ACT Free Schools Trust.

The summative consultation will be carried out by E-ACT Free Schools Trust on approval of the Business Case. The consultation will continue for six weeks.

As the proposer, E-ACT has sought to provide those affected by the opening of the Free School with an opportunity to:

- Become informed about the Government proposal on Free Schools;
- Discuss their concerns and answer any questions they may have;
- Express their views on the Free School.

E-ACT's consultation to-date has included research by Customer Matters, with 702 parents to establish information on the family group.

There has been one open meeting with community members / parents, with an additional meeting planned for June 2011. The summative part of the consultation, to be carried out by E-ACT Free Schools Trust, will run for six weeks and will include further open meetings, meetings with Primary, Secondary Heads and Governors from the area, online and postal communication, High Street interviews and a Business Breakfast.

Through the formative consultation process E-ACT has gathered local viewpoints and gained some understanding that will inform the process moving forward.

E-ACT Free Schools Trust aspires for this All-through Free School to be at the centre of the community and be used by as many community groups as possible. Though the School will finish at 6pm, we hope the building will be open until 10pm every evening. Weekend use will also be strongly encouraged. To achieve this, E-ACT Free School Trust will meet local community groups in order to assess the demand for use, with further discussions about how the School could be used going forward.

E-ACT Free Schools Trust wants to ensure that they have involved and listened to the various stakeholders and ensure that their feedback is incorporated, where appropriate, to enable E-ACT Free Schools Trust to provide the best Free School.

The E-ACT Free Schools Trust consultative methods to be employed

To ensure a full and rounded consultation process E-ACT Free Schools Trust will employ all of the following engagement methods:

- E-ACT Free Schools Trust's consultation on proposals to open an All-through Free School for pupils from 4-19 commencing with 30 Reception year pupils, 30 Year 1 pupils and 120 Year 7 pupils in August 2012, rising to a maximum capacity of 910 pupils in 2018;
- E-ACT's full consultation will include the following activities and events:
 - Production of 500 E-ACT Free Schools Trust consultation brochures, containing tear-off pre-paid postage feedback forms and hosted online for easy download, to be distributed to parents / carers, Primary and Secondary Heads and their Governors, members of the local community (residents and businesses) and the local Council;
 - Creation of a bespoke website to be activated during the consultation period and aimed at gathering online stakeholder feedback regarding the Free School, which contains summary information, a full brochure download, a 'Contact us', and an online feedback response form;
 - Meetings with parents / carers, Primary and Secondary Heads and Governors and members of the local stakeholder community;
 - Numerous informal discussions and conversations with members of the local community;
 - High Street interviews in the local area and Community Centres;
 - Undertake stakeholder needs analysis to ensure that the School meets local needs;
 - Meetings with local community groups.

The E-ACT Free Schools Trust consultation brochure

As part of the All-through Free School consultation exercise, E-ACT Free Schools Trust will commission the production of a Free School brochure, featuring relevant

information about the proposed School. The document will include details of the consultation process and a tear-off, reply slip with a short questionnaire for respondents to feedback their views on the proposed School. A total of 500 brochures will be printed and will be distributed to parents / carers, Heads of Primary and Secondary Schools and Governors, local stakeholders and local businesses. Details of the website will appear in the brochure so that further information can be obtained and feedback can be collected online.

Consultation website

A Free School consultation website will be set up to allow those wishing to submit directly their views on the School to do so via the online questionnaire. The website will also contain an electronic, downloadable version of the Free School brochure. The website will go live at the start of the six week consultation period and will remain operational for the duration of the consultation period. Local business will also be invited to reply online via the website.

Section 5.3 Marketing Strategy

Provide a plan for how you will market the School to prospective parents. You will need to be able to achieve the demand you have identified for your school so that places will be filled in each intake year going forward.

Include details of any discussion you have had with the Local Authority to admit pupils, although having had such discussions is not essential.

Marketing strategy

Building on the strength of the parental demand for a Free School in Haringey, E-ACT Free Schools Trust will implement a robust and far-reaching marketing strategy in support of the proposal.

We have established a strong base of parental backing with 314 parents either supporting the proposal and 256 parents saying they would consider sending their children to this Free School.

These parents are engaged and demonstrate an inspirational interest in their children's education. Many want to be kept regularly informed.

The real strength of this proposal is in the joint approach between E-ACT Free Schools Trust and Highgate School as set out in our educational vision.

Our marketing approach has been highly successful with the E-ACT group's Academies and we will strengthen awareness of and support for this proposal using the methodology in the attached strategy and plan. The evidence of demand we have gathered provides essential data which is being used to target parents individually and geographically with appropriate information and to build ongoing commitment to the proposal.

Effective direct communication with parents is a core component of our strategy and includes a mix of face to face and electronic communication activity.

Following a successful submission we will:

1. Establish an interactive website and social media platform aimed primarily at parents and potential students, which will act as the main portal for the proposed new school providing further consultative opportunities;
2. Produce a full prospectus in hard copy, online and app format;
3. Develop a Parents' Reference Group to provide input and advice on all Free School communications and information to ensure consistency and ensure information is appropriately targeted.

We are committed to working closely with parents, Highgate School and stakeholders in delivering the marketing strategy. Our communications team ensure that all marketing and communications activity is appropriately aligned to provide consistency and a co-ordinated approach. We will ensure the Local Authority is engaged and kept informed of progress. We will encourage shared engagement and educational planning with the Local Authority.

The marketing plan is being implemented by E-ACT's dedicated marketing and communications team with appropriate specialist agency support.

The marketing action plan template attached to this section sets out the key elements of the approach.

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Marketing Strategy for Haringey Free School

Activity	Audience	Date	Action	Success Criteria
1. Increased awareness of the proposed Free School				
<ul style="list-style-type: none"> Targeted media and PR campaign – sharing information and good news about the plans and their progression (Strong local media relationships are already in place) 				
<ul style="list-style-type: none"> Dedicated parents' website, with secure parents' log in area 				
<ul style="list-style-type: none"> Specific pre-opening marketing collateral, including leaflets and newsletters for prospective parents and students, and the relevant local communities 				
2. Direct communications with prospective parents				
<ul style="list-style-type: none"> Building on existing parental liaison, provide one-to-one meetings and drop-in facilities 				
<ul style="list-style-type: none"> Maintain regular parents' meetings – including opportunity to meet the staff and sponsor 				
<ul style="list-style-type: none"> Maintain and extend the existing Parental Steering Group to ensure strong input into the ongoing design and development of the project 				
3. Liaison with key feeder groups				
<ul style="list-style-type: none"> Reinforce strong relationships with Primaries, Sure Start, other Nursery provision as part of the pupil recruitment and admissions process 				
4. Dedicated admissions and parental support website and social media platform utilising Facebook and Twitter				
<ul style="list-style-type: none"> Our research demonstrates that large numbers of prospective parents regularly access social media and will respond to online opportunities 				
5. Regular external communications				
<ul style="list-style-type: none"> Direct mail and leaflets to prospective parents building on parental demand surveys 				
<ul style="list-style-type: none"> Partnership meetings with businesses and other educational partners 				
<ul style="list-style-type: none"> Regular email updates for local councillors, MPs and other key influencers 				

Section 6: Organisational capacity and capability

You must demonstrate to us that your group / team has the capacity to set up and run a school, and has access to the relevant educational and financial expertise.

Information required:

Capacity and capability to set up a school

Capacity and capability to run a school

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Section 6.1: Capacity to set up and run a school

Show that you have considered the resources, people and skills that you will need to set up a school, and in particular demonstrate that you have educational and financial expertise on your long-term team.

E-ACT has the capacity and capability to deliver our educational vision with a blend of skills and experience that supports the establishment and operation of schools. These include:

- Project Management - Bringing together all the expertise below, we can project manage the establishment of the Free School, in the shortest period of time, and within budget. By delivering the curriculum, staffing structure, and governance arrangements along with all the required policies including Safeguarding arrangements etc., E-ACT Free Schools Trust fulfils its vision;
- Human Resources - Support recruitment, employment contracts, trade unions, occupational health, performance management, Safeguarding and Health and Safety;
- Operations – Provide project management from inception to opening, including management of any capital programmes;
- Finance – Challenge budgets, policies, audit, systems and payroll;
- Communications – Provides marketing advice, public relations, advertising and media;
- Legal - Governance, advice and purchasing to ensure economies of scale;
- Information Technology - System development, data security, procurement, guidance on new ICT development, licensing, training and quality assurance;
- Design - Advice and direction on efficient building design;
- Sponsorship and Fundraising - Support with additional funding streams to widen pupil experiences;
- Education - It is the experience and capability of the E-ACT Education Team which underpins the capacity to deliver significant and rapid improvements, already in evidence at all our Academies. This team consists of four former experienced and successful Headteachers, one of whom has been an [REDACTED]. In total, the team brings over 80 years of experience of successful school leadership.

In the summer of 2010, our eight open Academies produced outstanding results with significant and substantial improvement. In total the E-ACT Academies achieved an average improvement of 9.5% points in gaining 5+ GCSEs at A*-C including English and Mathematicss. Our highest improving Academy, Crest Boys' Academy in Brent, which had been the worst attaining school in London in 2009, improved by 22%. All but one of our Academies achieved their impressive results with one year or less of E-ACT intervention.

The E-ACT approach is to establish a quality assurance framework which includes the setting of robust targets. This is underpinned by rigorous monitoring and evaluation and, where necessary, intervention strategies led by the E-ACT Education Team, which enables student performance to be measured against targets. Academy performance in general is judged in the context of a series of E-ACT Quality Standards across all areas of Academy life.

To date, all E-ACT Academies which have undergone Ofsted Year Two Section 8 Monitoring Visits have recorded judgements of Good Progress since opening and Good Capacity to improve.

Project Management Team Roles and Responsibilities



The Project will be managed through the E-ACT Free Schools Trust Project Management Team. They will run the project on a day-to-day basis, ensuring that the project produces the required products, to the required standard of quality and within the specified constraints of time and cost.



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Education Adviser

The Education Adviser will be responsible for developing the following key aspects of the Free School's development:

- Development of the Education Vision, mission and structure for the new Free School;

- Creation of the organisational and structure plans for the Free School;
- Development of the specification for curriculum and management structures and organisational features;
- Appropriate consultation on the above with stakeholders.



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Consultancy Advice

The DfE has a call-off contract with  to provide three days of free legal advice over the course of the project.

Section 6.1.3 Identify if there are skills gaps within your group / team at present and how you propose to address these if your application is approved. This could be through the involvement of people with expertise as part of the applicant group, through voluntary partnership with a provider, or through having procured this support from another organisation.

As part of the E-ACT group, E-ACT Free Schools Trust has the expertise in-house to successfully open and maintain an All-through Free School, with the knowledge and experience to recruit specialist resources when necessary and draw upon the experience within the E-ACT group.

Section 6.1.4 Set out plans for recruiting your school's Principal Designate and the role you envisage him / her playing in the pre-opening phase.

If you have already identified your preferred Principal Designate, you should provide their CV and evidence of their ability to deliver your educational vision and lead your proposed school.

Staff Recruitment / Principal Designate

As outlined on page 14, E-ACT Free Schools Trust has a recruitment and selection policy and process that ensures that our commitment to provide equality of opportunity in all aspects of our recruitment practise. Our aim is always to be an employer of choice and to attract and retain high calibre employees.

We use a variety of methods to attract high calibre candidates, including advertisements in the national press and targeted search and selection. Our selection process involved a range of methods adapted for the particular post, which may include presentations, group discussion / decision making, meetings with students, in-tray exercises, lesson observation, and selection interviews. All our interviews and methods comply with Safer Recruitment guidance and at least one member of our selection panel has been trained and accredited in Safer Recruitment.

The recruitment process for the Principal Designate is very intensive and involves members of E-ACT Free Schools Trust, the Local Authority, DfS and the Governing Body, with the interviews having a strong focus on Safeguarding.

If the newly appointed Principal is unavailable until August 2012, it is our intention to appoint an Interim Principal Designate for the period from Mid-April to opening. This is to ensure that there is dedicated input from an experienced Primary Head into the development of the Free School. It is hoped that it will also be possible for the new Principal to input into decisions during this time.

The Principal Designate / Interim Principal would be expected to be highly involved in the preparation for the pre-opening Ofsted Inspection, which we expect to take place late July / early August. The development of the education vision and curriculum and Staff and Pupil policies will be progressed by the Principal Designate / Interim Principal, with the support of the Education Advisor and will be complete by the beginning of June 2012. The Principal Designate / Interim Principal will input into the marketing and branding of the School and the prospectus will be completed by the end of June 2012.

Please see Appendix 2: Meeting the Independent School Standards 2010.

Section 6.1.5 Set out plans for appointing a committed Governing Body with the Breadth of skills needed to oversee both the pre-opening and post-opening phases.

Governance: arrangements for the appointment of the Trust and Governing Body and its organisation

E-ACT Board

E-ACT is a Company Limited by Guarantee and a registered charity and was established in its present form in March 2008. The E-ACT Board currently has 14 Directors (Non-executive), including the [REDACTED]. [REDACTED]. The Board meets five times a year.

The Secretary of State for Education has appointed a representative as a member of E-ACT (who is also a Director) and a colleague from the DfE attends meetings on a regular basis.

E-ACT Free Schools Trust

E-ACT has established a separate trust for the Free Schools. This is a new Company limited by guarantee and a registered charity. E-ACT Free Schools Trust is in the DfE prescribed form with minor amendments to the model Articles and Funding Agreement.

Unlike E-ACT, where Local Governing Bodies are committees of the E-ACT Board, E-ACT Free Schools Trust will be a single governing entity: Board Directors are the Governors. We aim to emulate the best practise evolved for E-ACT and its Governing Bodies and apply them to E-ACT Free Schools Trust (we will look to move the E-ACT Free Schools Trust constitution to follow the chain / multi-academy model we have for E-ACT, ideally before 1st September 2011. The intention is to appoint all the Governors by the end of June 2012 and convene a Shadow Governing Board meeting in July 2012.

Building on the strength of the E-ACT Group's experience and existing governance model, E-ACT Free Schools Trust will encourage strong parental involvement in all aspects of Governance.

Local Governing Body (LGB)

The LGB of the Free School is also the Board of E-ACT Free Schools Trust. Great care is taken that it operates effectively and in line with the Nolan principles with transparency and clarity in all its activities. E-ACT will provide many administrative

and financial services to E-ACT Free Schools Trust, which will need documentation and agreement by both Boards. Its meetings are formal meetings and will be conducted in line with E-ACT guidance on the conduct of meetings.

The E-ACT Board appointed a LGB for each of the E-ACT Academies. It appoints, via the Director General, the Chair of Governors, the Vice-Chair of Governors and the Chair of the Finance Committee to the LGB. The Clerk to the LGB is also appointed, after recommendation, by the Director General. For Free Schools E-ACT will look to appoint the key Governors to influence the structure of the LGB to follow the E-ACT model.

The Role of the LGB

E-ACT Free Schools Trust's LGB's main responsibility is to ensure that the Free School is operated effectively and within its budget and that standards of attainment and achievement by the students of the Free School are high. The LGB will account to the Board of E-ACT at least annually, or as required by the Board, on the Free School's performance. The LGB will take a strategic role in the governance of the Free School. It will act as a critical friend to the Free School and provide support to the Principal and the staff.

The LGB will agree its aims and objectives and agree, monitor and review policies, targets and priorities for the Free School. It will be accountable to its members for its decisions.

To carry out its role, the LGB will:

- Shape E-ACT's vision and direction for the Free School;
- Encourage the highest standards of leadership and management at all levels within the Free School. In doing this, the LGB will:
 - Support, advise and hold the Principal to account;
 - Support and challenge the Leadership team;
- Organise its own work.

The LGB will systematically and regularly monitor and evaluate the work of the Free School, in relation to:

Student Performance: The LGB will:

- Agree targets for student performance;
- Monitor and evaluate progress against those targets;
- Monitor and evaluate the effectiveness of the curriculum direction set by the Principal;
- Agree policies that will enhance the quality of teaching and learning within the Free School.

Self-evaluation: The LGB will:

- Work closely with the Principal and E-ACT officers to prepare the Free School for formal inspection, including preparation of the Self-Assessment Form.

Improvement: the LGB will:

- Consider and, where necessary, amend the Free School Improvement Plan and the Raising Achievement Plan submitted by the Principal;
- Approve the Plans for formal adoption.

Budgeting: The LGB will:

- Consider and adopt the Free School draft budget.

Community cohesion: The LGB will:

- Ensure that the Free School fulfils its statutory duties in relation to SEN and Child Protection;
- Appoint Governors to take lead responsibility for SEN and Child Protection;
- Ensure that the Free School fulfils its statutory duties with regard to disability;
- Ensure that the Free School fulfils its statutory duties with regard to racial discrimination and the development of social cohesion;
- Ensure that the Free School communicates well with parents and guardians;
- Seek good relationships with external bodies and community groups.

The LGB will also:

- Promote the Personal Development and success of every child;
- Promote each student's spiritual; moral; social; and cultural development;
- Establish procedures to hear appeals under disciplinary, capability and grievance procedures;
- Establish procedures to hear complaints from parents;
- Establish procedures for appeals relating to admissions;
- Recognise and celebrate achievement by pupils and staff of the Free School.

The LGB will oversee the effective implementation of any new building or refurbishment work.

LGB structure

E-ACT will appoint the majority of Governors on the E-ACT Free Schools Trust LGB and in addition to the Principal (ex officio) will appoint four or five Governors. The other (non-E-ACT appointed) Governors will include two elected parents, one member of staff and one or two Local Authority nominations will be considered and, if acceptable, appointed. The current plan is for the LGB to comprise no more than 11 Governors.

Each LGB will establish a sub-committee structure that will feed into the LGB. There should be a Finance and Assets Sub-Committee, Personnel and Pay Sub-committee and a Curriculum and Standards Sub-Committee. The Terms of Reference can be found in Appendix 3: E-ACT Governance Handbook and will form the basis for the E-ACT structure.

E-ACT aims to establish a Shadow LGB to be established soon after the approval of the Business Case and Plan (if it is indeed approved), with the Project Director chairing Shadow LGBs, until a Chair of Governors is appointed.

Our aim is for E-ACT Governors to be drawn from representatives of partner organisation that include an HE representative, local businesses and with a parents group soon to be established. We envisage a strong representation from this parents group to join the LGB.

Holding the leadership team to account

The Governors of the E-ACT Free Schools Trust All-through Free School will be carefully chosen to provide a range of expertise and prior experience to enhance, support and challenge the leadership of the School. Those drawn from the local context will have an in-depth understanding of the needs of the local community, whilst others will bring specific expertise whether from business, education, or other public sector roles that will challenge thinking from alternative perspectives. The latter group, in particular, will be encouraged to provide additional support through the links they have established within their professional lives.

The LGB will aim for the highest standards of sustainable excellence in governance. Its role as a Governing Body as a whole, in the guise of individual Governors and Committees, will demand a strategic view of the School, active support and challenge, and high levels of accountability, both from the School and from each other.

Their work will be characterised by the following underlying principles:

- Securing high attainment;
- Developing social cohesion and mobility;
- Developing employability;
- A focus on impact – making a difference;
- A focus on the needs of parents and children;
- Leadership and unity of purpose;
- Use of data for decision-making;
- People development and involvement;
- Continuous learning, innovation and improvement;
- Internal and external partnerships;

- Public responsibility to the community.

Rigorous self-review to give a clearer picture of their effectiveness and what they need to do will be central to all aspects of the LGB's work, just as rigorous self-evaluation will be expected from the leadership within the School. All decision-making will be informed by a regular cycle of review and evaluation; all meetings will be characterised by clarity of purpose with clear agendas and required outcomes; a focus on what matters; and high-quality management.

Initial Governor training and induction will ensure that all Governors fully understand their responsibilities, have an understanding of the National Standards for School Governance, understand current legislation and how it relates to their role and have a clear understanding of Ofsted criteria and what makes an outstanding school. As their understanding of the School and its needs develop, the Local Governing Body will determine the precise nature of the training that it requires, as well as that of individual Governors with specific monitoring responsibilities. Some Governors will feel the need for additional training in key areas to ensure that they feel well-equipped to play a full part as a member of the Governing Body. All training will be specifically related to the needs of the School and designed to enable Governors to hold the School Leadership Team to account for their actions and for pupil progress.

Governors will know and understand the School, its context and its community. This will be informed by feedback sought from parents and children; careful analysis of all documentation, including data on children's performance; and regular, structured and purposeful visits to the School. This will support the development of an evidence-base that will enable them to raise perceptive questions which encourage the Leadership Team and other staff to reflect on their practice and how effective it is, and to act as sounding-board for further discussion and debate.

It is anticipated that each Governor will develop a particular area of expertise or interest, whether this is, for example, SEN, Safeguarding, finance, or Literacy. They will use this expertise to act as an advocate for key issues within Committees and within the full Local Governing Body, and also to interrogate and monitor the practice of the School in this area. Governors will develop skilful questioning techniques that probe issues of importance and challenge current thinking, at the same time as recognising and valuing the opinions and expertise of staff.

The Chair of Governors role will be to create a climate within the Local Governing Body in which support and challenge can flourish, and open and frank discussions about the School's strengths and weaknesses can take place. This will require a relationship between Governors, and between the Governors and the Leadership Team, particularly the Principal, which is based on trust and mutual respect. There will need to be clear ground rules for such discussions and confidentiality about both the nature of those discussions and the decisions that are subsequently made.

The Local Governing Body will work as a team, sharing responsibilities and tasks. Nowhere will this be more important than in the two key areas of strategic planning and securing high standards. Governors will receive and interrogate analysis from both internal and external sources, particularly from within E-ACT, to develop a strong evidence-base to inform policy and the strategic direction of the School. They will be clear about the School's aims and purpose and critically, the intended outcomes for children and by association the local community. In consultation with the Principal, the Local Governing Body will determine the strategic priorities for school improvement that is based on rigorous school self-evaluation. Throughout this process, the Local Governing Body will look for and take advantage of opportunities for innovation in order to improve performance.

The principal role of the Local Governing Body, however, will be to support and challenge the leadership of the School to secure the highest possible standards for the children in their care. While the Standards and Curriculum Sub-committee will play a key role, this will be a standing item for discussion at all full Local Governing Body meetings. Challenge and debate will be seen as an opportunity to explore new possibilities and ways of doing things, opening up the way for sustainable improvement year-on-year.

Section 6.2 Capacity and capability to run a school: Set out how you will oversee the financial management of the School.

E-ACT Free Schools Trust is a Company Limited by Guarantee and a registered charity. As such it is required to comply with all legal requirements set out by Companies House and the Charities Commission. As part of the E-ACT Group, it is required to comply with the Academies Financial Handbook, as modified by E-ACT Finance Manual (Appendix 4: E-ACT Finance Manual), as part of its Funding Agreement.

Each Free School must therefore comply with the policies and procedures set out in the Finance Manual to enable it to meet its obligations.

The E-ACT Board delegate the day-to-day responsibilities for the financial management of the Free Schools to the Local Governing Body of that Free School. E-ACT Finance work with the Free Schools to ensure continued compliance with all policies and procedures.

Quality Standards

- The Free School complies with all aspects of the E-ACT Finance Manual;

- The Free School fulfils its reporting obligations to E-ACT Finance on a monthly basis having completed procedures set out in the Finance Manual and the Reporting Calendar;
- The Free School sets its own budget and is responsible for delivering that budget noting any significant variances and potential budget risks to its Governing Body and to E-ACT;
- All Free Schools will be subject to internal audit visits on matters contained within the Finance Manual from time-to-time at E-ACT's request, and must respond to findings arising;
- Local procedures and policies are put in place where necessary;
- Local Finance Committees have sufficient challenge and input into the finances of the Free School;
- Free Schools provide financial information to E-ACT to enable it to fulfil its reporting obligations;
- Value for money must be demonstrated through the Free School to ensure good financial management;
- Financial forecasts are prepared for three years, and demonstrating plans to achieve financial sustainability and identifying potential budget risks;
- The Free School management, Board and Local Finance Committee respond promptly to financial pressures resulting from unforeseen events.

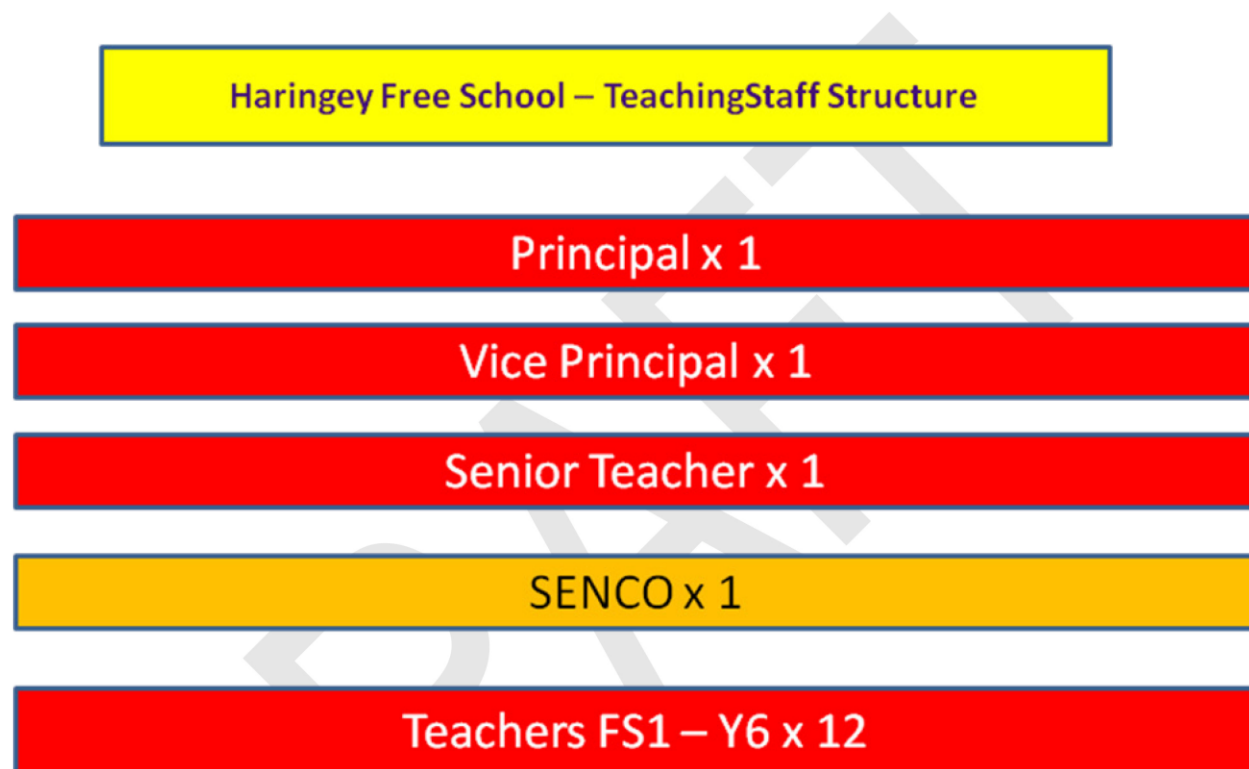
Criteria for intervention

- Any internal audit visit, or YPLA Financial Monitoring Visit indicates significant weaknesses in financial control or financial management;
- Free School Finance Committee does not provide a robust challenge to the Free School's Finance team;
- Free Schools do not report in line with E-ACT Reporting Calendar;
- Significant variances to budget are not explained and not acted upon;
- Issues with Free Schools sustainability are not acted upon locally;
- E-ACT Finance Policies are breached.

E-ACT Free Schools Trust will provide constant access to advice via the telephone and email at E-ACT Head office and also to the growing network of our Academy and Free School Financial Directors, attendance at our termly Finance meetings, and the occasional visit (2-3 times a year) to provide on-site direction and advice. This advice and support would be funded through the top slice, but is not unlimited as that would impact on our other Academies and Free Schools, but we would expect more than average support being provided in the first term / year until the local staff become more accustomed with our policies and practises.

Section 6.2.2 Set out your plans for the leadership and staffing for your school. This should reflect both the arrangements upon opening and as the School develops to full capacity, with clear delineation of roles and responsibilities.

Haringey Free School – Teaching Staff Structure



Haringey Leadership and Teaching Staff (Full Capacity)

Leadership	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Principal	1	1	1	1	1	1	1	1	1
VP	1	1	1	1	1	2	1	1	1
Senior Teacher	0	0	1	1	1	1	1	1	1
Teaching									
SENCO	1	1	1	1	1	1	1	1	1
<i>Years FS1 to 6 NQT</i>	1	1	2	2	2	2	2	2	2
<i>Years FS1 to 6 M4</i>	2	3	3	5	8	10	10	10	10
<i>Years FS1 to 6 UPS1</i>	0	1	2	3	3	3	4	4	4
Teachers & Leadership(fte)	6	8	11	14	17	20	20	20	20
Pupil Roll	120	180	240	300	360	420	420	420	420
Teacher : pupil ratio	20.0	22.5	21.8	21.4	21.2	21.0	21.0	21.0	21.0

Educational Support Staffing (Full Capacity)

Educational Support	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
TAs	3	5	7	9	10	11	11	11	11
Cover Supervisors	1	2	2	3	3	4	4	4	4
Admin Support									
Business Manager	1	1	1	1	1	1	1	1	1
Principal's PA / Admin	1	1	1	1	1	1	1	1	1
Administrative staff 1	1	2	2	2	3	3	3	3	3
Community Coordinator	1	1	1	1	1	1	1	1	1
Midday Supervisors	3	5	7	9	11	11	11	11	11
Premises Manager	1	1	1	1	1	1	1	1	1
Premises staff	1	1	1	2	2	2	2	2	2

Section 7: Premises

You will need to set out the range of possible site options available for your Free School including details of the preferred site. This information is to allow Partnerships for Schools (PfS) to evaluate your site options. PfS are assisting Free School applicants to secure sites.

You are not required to enter into any negotiations for sites and **must not** do so at this stage. Where an application meets the minimum criteria for consideration, PfS will undertake visits to assess proposed sites for their suitability, procurement plans, and consideration of any work required. We will make an overall cost and value for money assessment of your proposed site options. You must be aware however that if it proves impossible to identify a preferred feasible site by mid-July 2011, it is highly unlikely we will be able to approve your application for opening in 2012. You should bear in mind that those applications that are able to achieve the best overall cost and best overall value for money will naturally be prioritised for approval over those that do not.

Information Required:

Possible site options

Details of your preferred site

Please set out (where you can):

- your reasons for choosing this site;
- the address of the proposed site;
- the current use of the proposed site;
- the current freeholder of the proposed site;
- a brief description of the site including size (in sqm) and the proposed pupil numbers; and
- the availability of the site and the nature of the tenure.

Capital investment

Section 7.1 Possible site options

Please provide brief details of the steps you have taken to search for suitable sites and what sites (if any) are available in the local area.

E-ACT Free Schools Trust is keen to develop a site for this exciting All-through Free School proposal that is in a non-standard school setting, which offers a fit for purpose building in the best location for parents and pupils.

Through our research of potential sites we have identified a potential conversion options, including this commercial site in [REDACTED], which can be seen in Appendix 5: [REDACTED].

If successful we will conduct further feasibility testing of this and other options in discussion with PfS.

Section 7.2 Details of your preferred site

Please set out (where you can):

- **Your reasons for choosing this site;**
- **The address of the proposed site;**
- **The current use of the proposed site;**
- **The current freeholder of the proposed site;**
- **A brief description of the site, including size (in sqm) and the proposed pupil numbers; and**
- **The availability of the site and the nature of the tenure.**

Please refer to Section 7.1. The [REDACTED] site is 9000 sq ft, and could be renovated to suit the needs of a Primary School. However, there is a shortage of playground provision and if this is unable to be resolved then we would need to look at other suitable properties.

Section 7.3 Capital investment

Please details any sources of funding available to support site acquisition.

E-ACT Free Schools Trust will work closely with Partnerships for Schools (PfS) to scope the requirement for capital investment and ensure value for money in any proposal.

Section 8: Initial costs and financial viability

You must demonstrate that the cost of establishing your proposed school and bringing it to full capacity represents value for public money, making best use of available resources while maintaining the School's educational vision and objectives. You will also need to demonstrate that once at full capacity, the Free School will be financially viable in the long term and sustainable within the per pupil funding which it is likely to receive. Funding for years 2012/13 and beyond is yet to be confirmed and is subject to work on the wider reform of the School funding system, so Free School funding figures for 2011/12 will need to be used when completing this section.

Information Required

- Financial spreadsheet and long-term viability
- A financial plan template spreadsheet
- Start-up funding
- Formulaic elements of start-up funding
- Prior year audited financial statements (existing independent schools only)

A financial plan template spreadsheet attached

Section 9: Suitability and Declaration

This section should be completed by each of the members and directors of the Company Limited by Guarantee (also commonly known as Academy Trust) separately.

Suitability and Declaration Self-standing form attached and two hard copies sent to the Due Diligence Team as instructed.

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Appendices

List of Appendices to be attached separately.

• Haringey Free School ICT Vision
• Meeting the Independent School Standards 2010
• E-ACT Governance Handbook
• E-ACT Finance Manual
• [REDACTED] Information

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