



Department
for Education

Free school application form 2013

Mainstream and 16 to 19 (updated November 2013)

HARRIS CHAFFORD HUNDRED SECONDARY FREE SCHOOL
– unique reference 06601

Contents

Completing and submitting your application	3
Application checklist.....	5
Declaration.....	7
Section A: Applicant details.....	9
Section B: Outline of the school	9
Section C: Education vision	10
Section D: Education plan – part 1.....	13
Section D: Education plan – part 2.....	14
Section E: Evidence of need – part 1	30
Section E: Evidence of need – part 2.....	32
Section F: Capacity and capability	39
F1 (a) Pre-opening skills and experience	41
F1 (b) Skills gap in pre-opening.....	42
F3 (a) Proposed governors.....	48
F3 (b) Skills gap for governing body	49
F6 (existing providers and any new applicants seeking to open more than one free school).....	51
F6(a) Shared services	51
F6 (b) Shared services	52
Section G: Budget planning and affordability	54
G3 Financial resilience to reductions in income	56
Section H: Premises	60
Annexes.....	61
CV template	62
Self-assessment form for independent schools (including privately run alternative provision and special schools)	65

Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline)

to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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

Section I, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Data Protection

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

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 22 November ?	X	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	X	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	X	<input type="checkbox"/>
Section B: Outline of the school	X	<input type="checkbox"/>
Section C: Education vision	X	<input type="checkbox"/>
Section D: Education plan	X	<input type="checkbox"/>
Section E: Evidence of need	X	<input type="checkbox"/>
Section F: Capacity and capability	X	<input type="checkbox"/>
Section G: Budget planning and affordability	X	<input type="checkbox"/>
Section H: Premises	X	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	X	<input type="checkbox"/>
5. Have you fully completed the budget plans?	X	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the	<input type="checkbox"/>	<input type="checkbox"/>

written feedback you received?		
<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below?</p> <ul style="list-style-type: none"> ▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	x	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	x	<input type="checkbox"/>

**Independent schools include existing alternative provision and special school institutions that are privately run*

*** If your application is larger than 9MB please split the documents and send two emails*

Section I of your application		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	N/A	<input type="checkbox"/>

Declaration

****This must be signed by a company member on behalf of the company / trust****

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed: [REDACTED]

Position: [REDACTED]

Print name: [REDACTED]

Date: 9th January 2014

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

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

X

Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.



SECTION A: APPLICANT DETAILS

1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. Please can all applicants fill in section A, even if they have previously applied for a free school. This will ensure that records are kept up to date.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)
[Jump to further details about the group](#)
[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	6601
Name of proposed school:	Harris Chafford Hundred Secondary Free School
Is this a route one application or a route two application?	Route one
Name of lead applicant:	<Redacted>
Address of lead applicant:	Harris Federation , 4th Floor Norfolk House, Wellesley Road, Croydon CR0 1LH
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A chain of academies or free schools
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Harris Federation
Company address:	Harris Federation , 4th Floor Norfolk House, Wellesley Road, Croydon CR0 1LH
Company registration number:	6228587
Date when company was incorporated:	Apr-07
Please confirm the total number of company members (must be a minimum of 3):	4
Please give the names of all company members:	Lord Harris
	<Redacted>
	<Redacted>
	vacancy for DFE Member

Please give the names of all company members:

Please list all company directors, providing their name and the position they will hold when the school is open:

1. Name: Lord Harris of Peckham (Principal Sponsor)
2. Name: <Redacted>
3. Name: <Redacted>
4. Name: <Redacted>
5. Name: <Redacted>
6. Name: <Redacted>
7. Name: <Redacted>
8. Name: <Redacted>
9. Name: <Redacted>
10. Name: <Redacted>
11. Name: <Redacted>
12. Name: <Redacted>
13. Name: <Redacted>
14. Name: <Redacted>
15. Name: <Redacted>
16. Name: <Redacted>
17. Name: <Redacted>

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

Not yet known but may have joint Governing Body with our existing Chafford Hundred Academy - in which case will be <Redacted>

Further details about the group

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.

Yes

Are you an approved academy sponsor?

Yes

How many existing free schools or academies are run by your group?

27

If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:

Harris Federation

If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:

--

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:

Please select

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:

--

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:

--

How many free schools are you seeking to open in this application round?

1

Links to other organisations

Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	No
---	----

If Yes, please provide the following information about each organisation: • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school.	
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Please specify any religious organisations or institutions connected to your application (local, national and international). There would include mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).	
--	--

If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:	
---	--

Have you received help and support from the New Schools Network (NSN)?	Some help
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In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	No
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If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:	
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1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

<p>This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.</p>	
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In which local authority is your preferred location?	Thurrock
--	----------

Proposed opening year:	2015
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Age Range:	11-18
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If 'other' please specify	
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Will the school have a sixth form?	Yes
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Will your school be co-educational or single sex?	Co-educational
---	----------------

Is your school a hybrid type?	Not a hybrid
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
---	----

Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
--	----

If you answered yes to either of the above questions, please say which faith:	Please select
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
--	--

Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
--	------

If other, please specify	
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Maximum capacity of proposed free school:	1150
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Please say which year groups the school will have in first year and the PAN for each	Year 7 only - we will open Year 12 in 2016. Y7 PAN of 180; Y12 PAN of 130.
--	--

Date proposed school will reach expected capacity in all year groups:	2019
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Will your proposed school include residential provision?	No
--	----

If 'Yes', please give further detail:	
---------------------------------------	--

For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	Yes
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If yes please say when you propose the principal would start:	We will use the Principal of our existing secondary school as Executive Principal over both schools; and she can start work on the Free School at any stage
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Please say how many people will sit on your governing body:	11-15
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Use of freedoms

Will you operate a non-standard school day?	No
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	Yes
---	-----

Will you adopt non-standard terms and conditions for teachers?	Yes
--	-----

Do you plan to make employ teachers without QTS?	Not sure
--	----------

Please list any other freedoms you intend to use	Joint governing body with our existing school serving that area
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Section C: Education vision

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

Section C1

The Harris Federation already operates a secondary school within Chafford Hundred – Harris Academy Chafford Hundred – which is an Outstanding school. That school is regularly oversubscribed by 100 or more **first choice** applicants for places. The Federation are opening a primary Free School in the Chafford Hundred area which is now also catering for additional basic need at the LA's request and will open in September 2014 with 5 FE of primary places. Parents with whom we worked on the primary Free School have asked us to address the shortfall in good school places they can see coming as the higher primary numbers work through to secondary transfer. There are already 9 forms of entry of primary schools on Chafford Hundred and the new school makes it 14 FE. The existing school, Harris Academy Chafford Hundred, has 6 FE capacity. Thurrock LA considers it has enough secondary school places over the next few years to meet demand and expects parents in and around Chafford Hundred, whom they admit will not succeed in obtaining places, to go instead to other schools with much lower levels of achievement. Parents feel that the other secondary schools do not offer the quality of secondary education that Harris Academy Chafford Hundred does and want another school which offers the same levels of excellence as their local school.

The nearest local schools are Hathaway Academy, Ormiston Park Academy, The Ockenden Academy and William Edwards School. A chart of achievement for all Thurrock Schools is included in Section E. it will be seen that none of the other Thurrock schools produces the level of achievement of Harris Academy Chafford Hundred and while Harris Academy Chafford Hundred achieved **93%** of students with 5 A – C including English and Maths in 2013:

Hathaway Academy achieved **39%**

Ormiston Park achieved **40%**

The Ockenden Academy achieved **51%**

William Edwards achieved **64%**.

Even though 3 of these schools had lower on-entry APS the difference in starting point does not account for the difference in outcomes – and William Edwards had a similar APS. The difference in standards of teaching and learning is clear to parents. There needs to be more choice of good and outstanding schools like Harris Academy Chafford Hundred.

This bid is a Route 1 bid and follows the Educational Vision and Educational Plan of Harris Invictus Free School which the DFE agreed could open in September 2014 in Croydon. Whereas

Harris Invictus Free School will be supported and partnered by Harris Academy Purley this Free School will be partnered by Harris Academy Chafford Hundred (HACH) and both schools will share an Executive Principal and are likely to have a joint Governing Body. Where it will differ from Harris Invictus is in not working with an existing community group which has a strong view on e-learning and e-businesses. These will feature less in the Harris Chafford Hundred Free School (HCHFS). Instead some of the strengths that Harris Academy Chafford Hundred has will feature instead. What local people want is a school which will replicate the quality of behaviour and of standards of teaching and learning that HACH has achieved and sustained. The Enterprise offer is therefore more around personal enterprise and individual students making the best use of their abilities to maximise their achievements.

The Free School will therefore be modelled on and replicate HACH in the following ways:

- Sporting Excellence - HACH would want to work together with HCHFS to offer excellent sporting provision through to the sixth form. HACH sixth form has the Chelsea football academy. We would want HCHFS to also have an academy - perhaps Basketball;
- Supporting the sporting excellence, we would provide for a Sports Science lab, where students could carry out intensive practical sports science work.
- The teaching & learning at HACH is outstanding. We would run the programmes that are currently run at HACH to raise teaching and learning to outstanding across the 2 schools, including joint CPD.
- HACH is building a Community Curriculum offered to local people out of normal school hours ; this would be extended to the new school.
- HCHFS would offer a wide range of curriculum choices, but ensure that there is depth of study to prepare for higher study.
- The timetable would include long lessons of just under 2 hours to allow for depth of learning and experience. 14% of each student's week would be spent on each of Maths, English and Science.
- Mandarin is being introduced at HACH; it would be included within the MFL offer at HCHFS.
- Latin would be offered for the most able and also as enrichment for 6th formers looking to enter medicine or Law.
- There would be a strong MFL offer as this would be additional to the 3 main European languages on offer - French, Spanish, German.
- There will be a strong ethos of the International Dimension, building on the trips which HACH offers- China, Alabama Space Camp, European study tours.
- There will be 2 pathways for ICT through to the 6th form - Computing and the more practical/ applied ICT course.
- Expectations of high achievement and a "Can Do" culture will permeate the new school.
- There will be a strong emphasis on looking after the whole child to enable them to thrive, with first class pastoral support and a trained counsellor available (all supported by HACH excellent practice).
- HACH has a fantastic record of achievement for students with SEN. The first class support team would also oversee this area in the new school and run the same intervention programmes that HACH has perfected for literacy and numeracy and also keep continual records of reading and spelling ages, to inform intervention, from Year 7.

- The HACH sixth form has 26 course choices- both academic A levels and more vocational qualifications. We would run the two sixth forms as a Federated sixth form offer and increase subject choice.

The **Aspirations for Achievement** of the Free School are by 2020:

- For at least 90% of our students to achieve 5+A*-C grades with English and Mathematics (HACH in 2013 achieved 93% A – C inc Eng and Maths and including equivalents – 88% without equivalents);
- For 70% of Year 11 students to have achieved the English Baccalaureate;
- For levels of progress at each key stage to be significantly above national averages;
- For 85% of our Year 13 students each year to be obtaining places at universities;
- Attendance above 96%;
- Fixed term exclusions lower than Thurrock averages;
- No students leaving school as NEET (Not in Education Employment or Training);
- For 90% of our students in exit polls to agree with the statement that they had been well prepared for employment or higher education

Section D: Education plan – part 1

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

If you are proposing to open later than 2015, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		180	180	180	180	180	180	180
Year 8			180	180	180	180	180	180
Year 9				180	180	180	180	180
Year 10					180	180	180	180
Year 11						180	180	180
Year 12			130	130	130	130	130	130
Year 13				120	120	120	120	120
Totals		180	490	790	970	1150	1150	1150

Section D: Education plan – part 2

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments

Section D1:

Curriculum Model

We have not completed the table above as it can be taken as granted that extra-curricular activities will be rich and duplicate that on offer at HACH and be Outstanding. They will support the curriculum. We will be modelling the curriculum on that at HACH and we feel showing the curriculum model is much more meaningful than completing the table.

The curriculum model is designed to offer an effective transition from primary school with the integration of many subjects in Year 7. Thereafter, the offer promotes extensive choice, whilst encouraging depth of study to allow for continued study and promote further and higher education. There is very little reliance on equivalent qualifications.

Students with SEN make extraordinary progress at HACH due to the programmes coordinated by the SEN support staff and offered as intensive intervention to those who enter below expected levels in Maths and/ or English. The curriculum includes a range of options to ensure a sense of achievement and success can be enjoyed by this group of students. The support of this team would also be coordinated across both academies. All of this has already enabled students with statements of SEN at HACH to thrive, with VA scores for this group exceeding 1100 in recent years.

At the other end of the spectrum of students, the most able also thrive at HACH. The offer of extra-curricular enrichment and opportunities would also be mirrored across the two academies. For example, there would be the ability to study Chinese as an extra MFL for the most able and the introduction of Latin for enrichment, leading to GCSE Latin in future years. The study of MFL would be enriched by offering a range of trips abroad to bring this learning to life and promote an International Dimension within the Free School. The students would have the opportunity to join HACH students on trips to China, Spain, and Germany etc. There would also be an enrichment trip for the most able to the Alabama Space Camp.

In addition, the inclusion of fast-track Maths and two other GCSEs to be completed at the end of Year 10 for those who are ready to do so. These opportunities to complete GCSEs early are only available if students are on track to achieve their challenging KS4 targets.

With the changing focus towards Computing in the modern world, the curriculum model demonstrates that Computing would be available as an option with the ICT offer. This would then lead into Computing at A level as students move through the school.

The timetable would include long lessons of approximately 2 hours to allow for depth of learning and experience and better completion of tasks and topics. 14% of each student's week would be spent on each of Maths, English and Science by all students; those that require more support in these key subjects would receive extra time for this.

The following model is based around a 14 period week, offering 26.9 hours of curriculum time to each student each week, each period lasting 1 hour and 55 mins.

Students study 2 periods of Maths, English (integrated in Year 7) and Science per week.

Numbers beside each subject indicate teaching periods.

Year 7

Maths 2

Science 2

Integrated English and Humanities 5

ICT 1

French /Spanish /German 1

Carousel DT/ Textiles/ Catering 1

Carousel Art/ Drama/ Dance 1

P.E. 1

Year 8

Maths 2

English 2

Science 2

History 1

Geography 1

Humanities 1

ICT 1

French or Spanish or German 1

Carousel DT/ Music/ Catering 1

Carousel Art/ Drama/ Dance 1

P.E. 1

Year 9

Compulsory:

Maths (or fast track Maths) 2

English 2

Science 2

P.E.- Core or GCSE 1

History or Geography 1

French/ Spanish/ German 1

Options (5 for each student):

History

Geography

R.E.

Citizenship

Computing

ICT

Chinese

Catering

Textiles

Product Design

Art

Dance

Drama

Music

Sociology GCSE year 1

Media Studies GCSE year 1

Extra English

Extra Maths

Year 10

Compulsory:

Maths (or fast track Maths) 2

English 2

Science- Triple or Core & Additional 2

P.E.- Core/ GCSE/ Dance 1

History or Geography (rare exceptions apply) 1

French/ German/ Spanish (rare exceptions apply) 1

Options (5 for each student):

History

Geography

R.E.

Citizenship

Business Studies GCSE

Business Studies BTEC

Computing

ICT

Chinese

Catering

Textiles

Product Design

Art

Dance

Drama

Music

Sociology GCSE year 1

Media Studies GCSE year 1

Sociology GCSE year 2

Media Studies GCSE year 2

Extra English

Extra Maths

Health & Social Care

Leisure & Tourism

Year 11

Continued from Year 10 plus:

A.S. Maths for those completing Fast Track GCSE

One year GCSE options for those completing GCSEs in Year 10:

Film Studies

R.E.

Extra Maths

Extra English

Sixth Form

The Sixth Form also operates a 14 period week. Students receive 10 guided learning hours per single subject, offered over 5 periods per fortnight. BTECs are taught in relative proportion to this. The Sixth Form offers a healthy mix of A level courses and Level Three BTEC qualifications as follows:

Art and Design

Business Studies

BTEC National Diploma: Business Studies

Economics

Financial Capability Level 3

Applied ICT

Edexcel BTEC Level 3 Health &Care

Product Design 3D

English Literature

Media Studies

Film Studies

Drama and Theatre Studies

Geography

Government & Politics

History

Law Psychology

Religious Studies

Sociology

Maths

Further Maths

French

German

Spanish

Physical Education

Edexcel BTEC Level 3 Diploma in Sport

Edexcel BTEC Level 3 Extended Diploma in Sport

Chelsea Football Academy

Biology

Chemistry

Physics

BTEC Science

The HACH Football Academy, in association with Chelsea F.C., provides specific Sport/ Leisure learning pathways for students who want to study to a higher level of education or work in the leisure/coaching industry within Thurrock and the surrounding areas.

All students are required to either follow a two year BTEC Level 3 qualification in sport or 3 AS/A2 Courses that the school offers.

The opportunity to study sport at a high level would be mirrored in the Free School, though a different sport such as basketball would be available to boost this sport within the local area.

To strengthen this offer of high level sports coaching, we propose the installation of a Sports Science laboratory in the Free School, where students could do intensive practical sports science work and fitness testing.

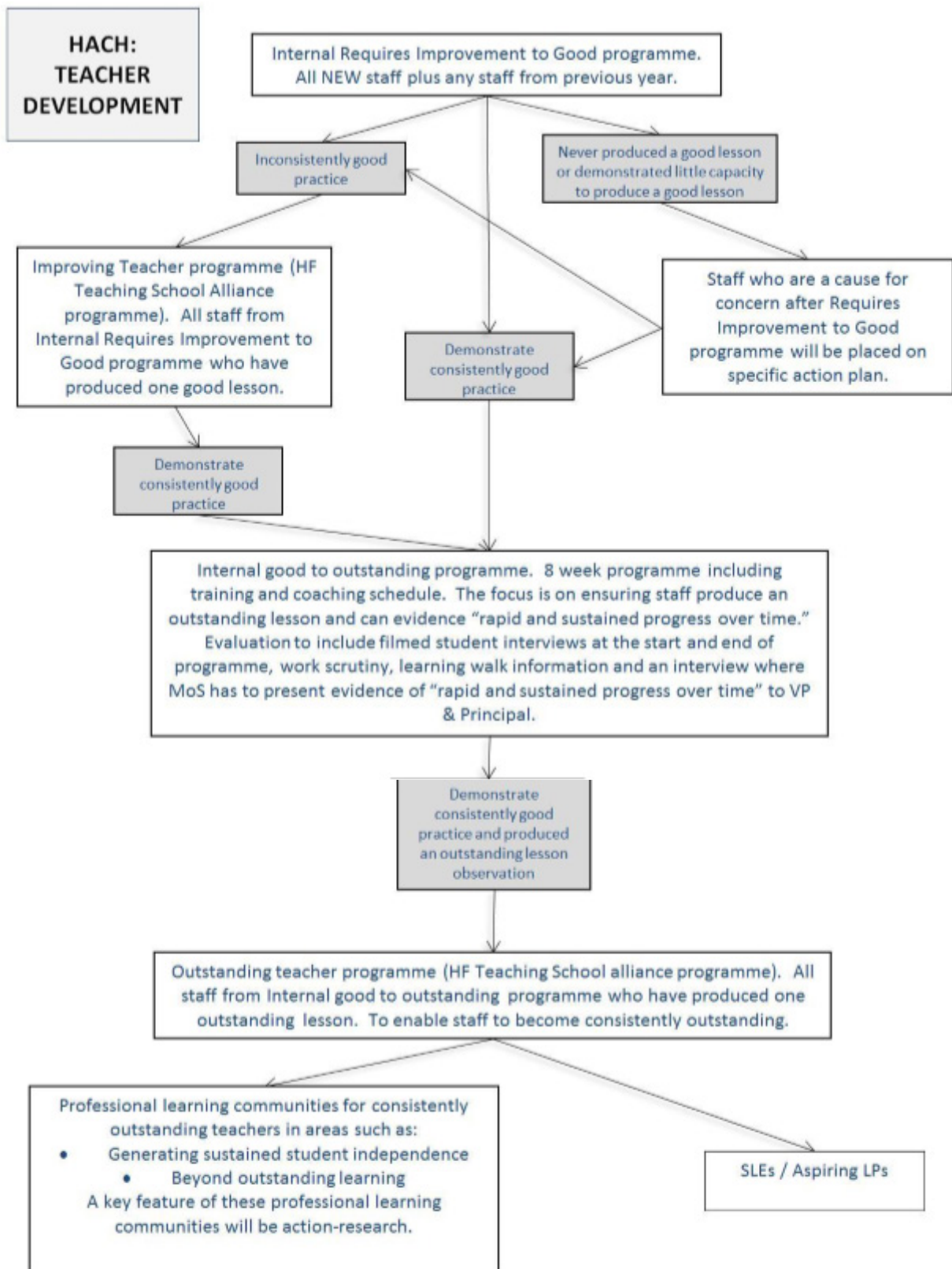
HACH is now working with the community to deliver a Community Curriculum. This involves liaising with the community to gauge what they would like the academy to offer in terms of opportunities to learn. This is likely to include, for example: cooking lessons; Maths for adults; ICT for adults and Spanish. The same approach would be adopted for the Free School and a Community Curriculum would also be established.

HACH has outstanding levels of progress and achievement for all categories of its students and in all categories of its OFSTED report. It has been nationally recognised by Ministers such as David Laws for the results in 2012, including the consistency of achievement amongst all groups including those identified as Pupil Premium. It has also received recognition from the SSAT for student achievement and progress. Furthermore, it tops the table of similar schools as confirmed in the Data Dashboard. It has been awarded Teaching School status.

Section D2

Setting and Achieving Targets

Again we will model these on best practice at HACH. But this also replicates the information set out in the Harris Invictus application. While they may differ in the curriculum offered and the ethos and specialism of each Academy all Harris Academies have the same approach to management of behaviour and to management of student progress. This ensures that challenging targets are set for levels of progress expected of each child and data is regularly collected on progress and achievement. There are six weekly modules taught and assessed and recorded. These are monitored, progress checked and interventions made if required. Each line manager is held to account for the progress being made by students in the care of their staff and each teacher is held to account for the progress of their classes. Accountability is robust and clear. Expectations are consistently high, shared and challenged where necessary (if felt insufficiently stretching). There is training and support for staff to achieve Outstanding progress. This is underpinned by ensuring the teaching and learning is always good or Outstanding – by frequent lesson observation and programmes that help teachers to recognise what to do to make lessons and learning Outstanding and supporting them make improvements. In this case (HACH) the Academy which will be overseeing and partnering the Free School is doing that in the context of being a Teaching School. The structure for improvement of teacher practice will be mirrored across the two academies as follows (see next page):



Section D3 (and some of D2)

Students join a Home Group in Year Seven; there are six in total. They will work with this group in many lessons and will compete with other Home Groups in such events as the annual Academy Sports Day.

When students join the Free School, their progress will be monitored continuously. Attainment data will be collected at the end of every half term and reported to parents. Each student has a Learning Guide with whom they meet one morning per week before school for thirty minutes to discuss their academic attainment and progress towards targets, as well as any issues they may have. The Achievement Director for student progress monitors the attainment and progress of all students in Years Seven to Eleven, liaising with parents of any student causing concern.

When students reach Year Eleven, they will be allocated a mentor. Mentors are members of senior staff who oversee the progress of students in this vital year and encourage them to attend relevant revision sessions. This is a key relationship.

Two Assistant Principals and one Vice Principal will work across 11-16, taking responsibility for ensuring cross-curricular strategies proven for raising achievement are successful. A further Assistant Principal will line manage the areas of SEN and Pastoral Support to ensure that these students make excellent progress.

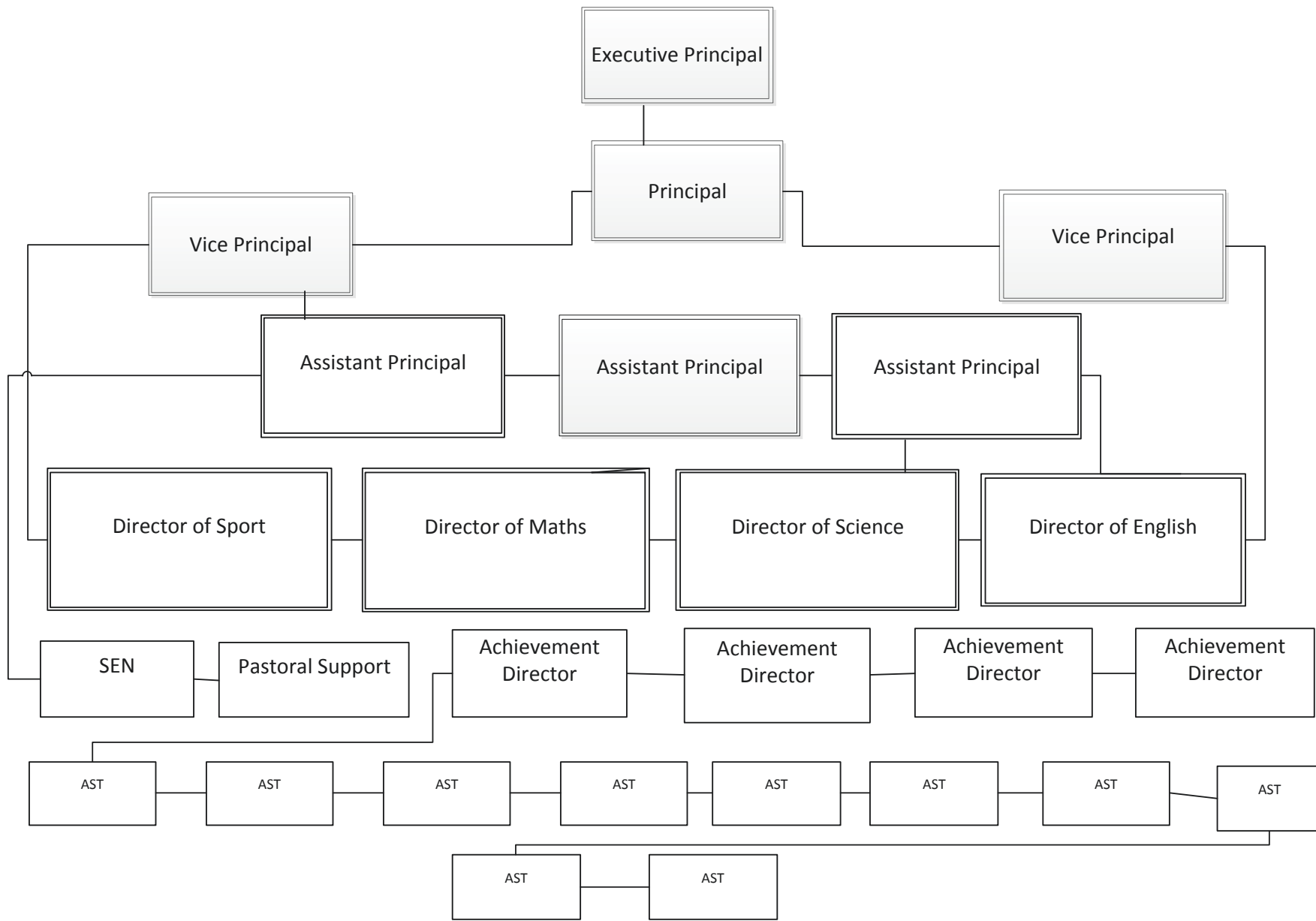
A Vice Principal will be in charge of the Sixth Form.

With regard to subject areas, there will be Directors of Sport, Maths, Science and English as these are core areas. In addition, there will be Achievement Directors of the following areas: Humanities; MFL; Creative & Technical subjects and Business & ICT.

The quality of Teaching and Learning will be of paramount importance. Therefore it is intended to appoint ten Lead Practitioners to ensure that the standard of Teaching and learning is outstanding throughout the Academy and to lead the professional development of staff in this area.

During the first few years and until all the senior staff are appointed these duties and responsibilities will be shared between senior team members and the Executive Principal will take some directly. Ultimately her role will be in monitoring and evaluating and challenging the Head of School and the senior team rather than having day to day management responsibilities. **The Executive Principal will be responsible for the overall strategic direction of the School ensuring strategies are sustainable for Academy improvement and the direction of the Academy echoes the aspirations of the parents and the local community. The Executive Principal will ensure appropriate focus is on student progress and attainment, providing the necessary professional challenge and support ensuring practice and performance is continually improved.**

The staffing structure when the Academy is full (and at 100%) is set out on the next page:



The build up to the full staffing structure is set out on the next page:

We have structured the build-up of staff required under the two models (100% pupil take-up and 80% pupil take-up) as follows

100%	Y1	Y2	Y3	Y4	Y5	Y6 and onwards
Exec Principal note 1	0.2	0.2	0.2	0.5	0.5	0.5
Head of School	1	1	1	1	1	1
Vice Principals	0	0	1	2	2	2
Assistant Principals	1	1	1	1	2	3
Subject Directors	0.2 x 4 no.	4	4	4	4	4
ASTs	0	3	7	10	10	10
Achievement Directors	0	0	2	4	4	4
Teachers	5.5	16	24	34	44	44
Teaching time per week in FTE after PPA note 2	6.6	21.0	33.5	47.0	56.5	57

Note 1 – The Executive Principal will give half a week to supporting the Free School but HACH will only get this proportion of salary met (i.e. HACH will subsidise development work in the first 3 years)

Note 2 – main scale teachers timetabled at 0.9; middle leaders and ASTs at 0.8; SLT at 0.5

70%	Y1	Y2	Y3	Y4	Y5	Y6 and onwards
Exec Principal note 1	0	0.2	0.2	0.2	0.2	0.2
Head of School	1	1	1	1	1	1
Vice Principals	0	0	1	1	1	1
Assistant Principals	0	0	0.5 note 3	2	3	3
Subject Directors	0.2 x 4 no. note 3	0.5 x 4 no. note 3	4	4	4	4
ASTs	0	2	3	3	3	3
Achievement Directors	0	0	2	3	3	3
Teachers	4.5	13	20	25	33	33
Teaching time per week in FTE after PPA note 2	5.2	15.4	26.0	32.5	40.2	40.2

Note 1 – The Executive Principal will give half a week to supporting the Free School but HACH will only get this proportion of salary met (i.e. HACH will subsidise development work in the first 3 years)

Note 2 – main scale teachers timetabled at 0.9; middle leaders and ASTs at 0.8; SLT at 0.5

Note 3 – shared appointment(s) with HACH

Section D4 (only complete this section if you are proposing a free school with a religious ethos, religious character and those with a distinctive educational philosophy or world view)

Not applicable

Section E: Evidence of need – part 1

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

If your school is new provision:

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

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

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

***NB We have shown below the numbers of places in HACH and the new Free School and the number of parents who have said they will put both schools together as their first two choices**

	2015				2016			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	360*	460		128%	360*	460		128%
Year 8					360*	460		128%
Year 9								
Year 10								
Year 11								
Year 12					260*	200		77%
Year 13								
Totals	360	460		128%	980	1120		114%

Section E: Evidence of need – part 2

Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section.

Section E1

Demand for a new Secondary Free School – a second Harris Academy

We need to lay our cards on the table here. The LA will not support the opening of a new Secondary school on basic need grounds. Indeed we expect them to oppose the proposal because they do not want to see any of the other existing schools put at threat. We will argue that this is a short-termist view and that if their forecasts went further ahead in time they do need an additional school. Local schools have come together to make representations to the LA against the Free School because they feel threatened. They can actually manage admissions between them by adjusting PANs to ensure none of them become unviable in the short term and expand again as demand rises. This proposal therefore stands or falls on timing and providing parental choice and whether Ministers will want to see local people forced to go to schools they don't choose because the LA wants to keep them open and appears not prepared to ask them to manage their own admissions to protect each other – when there is the opportunity to open a new school which will be Outstanding and for which parents are clamouring to have places. The LA will maintain that all of their schools are good and Outstanding. We will argue that in one case this is simply because a failing school has become an Academy and that the OFSTED judgements that other schools have are historic and would not stand up to a current inspection. The difference in outcomes between Harris Academy Chafford Hundred (HACH) and the other schools is significant and it is not credible to argue that the other Thurrock Schools are achieving at the same standards.

The **demand from parents** is clear. We embarked on this proposal because of work on need for a primary school and parents were clear to us that they would soon experience the same issues at secondary level – being forced to send their children away from where they lived to schools elsewhere in Thurrock. We tested this out with a wider group of parents by leafleting Year 4 and Year 5 parents in local schools. 75 replied to support us developing the proposal for a Free School. We knew that last academic year 280 parents applied as first preference for one of the 180 places at HACH in Sep 2013; and as at end November at least that number had put HACH as first preference for Sep 2014. This is in a year of low demand for secondary school places. HACH senior staff have been told by a number of parents at Open Evenings and visits to primary schools that they will not bother to apply for a place because they know they have no chance on distance grounds of getting in. We felt that 280 probably underestimated the true demand.

To be sure of the real demand we commissioned Populus to undertake a poll of parents of Year 4 and Year 5 children at 10 local primary schools. They interviewed 300 parents – half being parents of Year 4 and half parents of Year 5 pupils – which is a sample of approximately 1 in 5 of the parents of all Year 4 and 5 pupils at those schools. 78% wanted a wider choice of secondary schools in the area – which shows the unpopularity of many Thurrock secondary schools. 72% were concerned about getting their child into a good school. 54% of parents polled said they were likely to put both Harris Schools as their first two choices, if the Free School opened, just on the basis it would be a Harris School. 57% said they were likely to put the Free School down as one of their top two choices at that stage. Then the interviewers asked them questions about the Free School’s key offers to gauge their support for them as key features:

It would combine Harris Academy traditional values such as good manners, strong discipline and smart uniforms, as well as the best of modern teaching methods and technology;

It would provide extra tuition, either in small groups or on a one-to-one basis for children who need it;

It would encourage students to develop skills for life in work and at university, and promote an ethos of making a contribution to their community;

It would enable some students to start exam courses early and enter them early for GCSEs and AS Levels;

It would open in the early morning so children can come for breakfast and stay open in the evenings for study clubs and activities;

It would adopt the same educational approaches as Harris Academy Chafford Hundred and have a shared Principal to provide common leadership.

After sharing these features parents were asked if knowing more about the proposal they were likely to put the Free School as one of the top two choices – and the number who were likely to do that went up to 62% from 57%. It is reasonable to suppose therefore that the number who would put the two schools as their top two choices would also increase by 5 percentage points from 54% to 59%.

The summary of the Populus poll is not attached as an Appendix as the Guidelines discourage this. We can supply copies on request.

The Schools surveyed and their admission numbers are as follows:

School	% of those surveyed	PAN
Warren Primary School	11%	60
West Thurrock Primary School	11%	60
Tudor Court Primary School	10%	120
Belmont Castle Academy	10%	90
Little Thurrock Primary School	10%	90

Deneholm Primary School	10%	60
Quarry Hill Junior School	10%	60
Woodside Primary Academy	10%	60
Harris Primary Academy	10%	90
Chafford Hundred		
St Thomas of Canterbury	8%	90
Catholic Primary School		
Total	100%	780

If we apply 59% to this total of 780 we obtain the 460 figure shown in the table of demand against places. This is the figure we have used in the table above. Even if the percentage were 54% (the figure before being given the key features of the Free School) this would equate to 421 first and second preference applications for the two Harris Schools and an excess of demand by 60 places for both HACH and HCHFS together. This level of demand makes sense because a number of local parents do not put HACH as first preference, although they would like to, because they feel they have no chance of getting in. If the number of places goes up, and therefore the likelihood of success doubles, the number of applications with the two schools as top two preferences will increase. This is a phenomenon with which we are familiar in Croydon where parents can now put Harris Schools as their top 5 preferences if they wish and many name 3 or 4 as their top preferences.

Parental demand for Year 7 places is clear and unambiguous.

At sixth form level Harris Academy Chafford Hundred had 200 applications last year for 130 places. They have a target to have 85% of their own students stay on to the sixth form – which is just over 150 students – and if they have the additional places at the Free School they can expand the course offer further as well as advertise the places more strongly. We have shown the sixth form opening in September 2016 when we hope to have the permanent buildings complete. (We are realistic that it will take over two years to acquire the site and build the permanent building). We are confident that with the lead-in to advertise and expand the curriculum we can fill the 260 places but have shown demand for 200 in the table above.

Basic need and standards of other schools

The LA have produced a draft pupil place plan which runs between 2014 and 2018. This forecasts that across Thurrock the total places available are 1917 while demand for places will be:

Sep 14	Sep 15	Sep 16	Sep 17	Sep 18
1704	1741	1865	1856	1848

It is unfortunate that the forecasts do not go beyond 2018 since elsewhere in the report on demand for primary places there is evidence of sustained higher birth rates seeking primary places over the next few years and indeed data on demand for reception places such that reception demand across Thurrock was just over 13% higher in the 2012/13 year than 2011/12 (the peer group which will be the Sep 2018 secondary intake) and just under 13% higher in

2013/14 than in 2011/12. So if we were to forecast beyond Sep 2018 we would see at least a 13% increase in demand – equivalent to 240 places – leaving the whole of Thurrock with a shortfall of 171 places in Sep 2019 and 2020.

What we would argue though is that Aveley; Corringham and Stanford le Hope; and Chadwell and Tilbury are largely self contained areas and that the areas at risk from an expansion of provision in Chafford Hundred will be South Ockendon and Grays. We can design our admission policy so that parents in Aveley have lower priority if necessary. This is especially so if we can acquire a site to the north of Chafford Hundred between the housing development and the A13. Within this area Grays Convent serves a specific and much wider ranging Roman Catholic community as a Girls RC School. If we focus then on Hathaway Academy, William Edwards, Ockendon Academy and Chafford Hundred the LA forecasts are as follows:

School	PAN	Intake Sep 2014	Intake Sep 2015	Intake Sep 2016	Intake Sep 2017	Intake Sep 2018
Hathaway Academy	180	118	117	151	138	148
William Edwards	240	240	251	261	245	255
Ockendon Academy	210	210	210	214	221	223
HA Chafford Hundred	180	189	212	204	250	226
Totals	810	757	790	830	854	852
Spare places or Excess () on PAN		43	20	(20)	(44)	(42)

Please note this does not reflect the number of first preferences but a percentage of students from “catchment” local primary schools historically admitted to each school applied to numbers coming through to apply for places in Year7 in the age groups of those primary schools.

HACH has only 180 places and already has 100 first preferences not met. These figures show that the number of students forced to go to the school they don’t have as their first priority will increase. It can only take 180.

If figures for 2019 and 2020 were added they would presumably reflect the increase in demand by 13% shown across Thurrock in the reception intake in 2012/2103 and 2013/2014 compared to 2011/2012. This would increase the shortfall on total PAN shown in 2018 by 110 – giving a shortfall of over 150 places on available space.

It needs also to be noted that demand is close to capacity in 2015 and exceeds capacity in 2016 onwards.

Rather than prevent the Free School opening we would argue that the other schools can manage their intakes by reducing their PANs and ensure that no school becomes unviable.

If Hathaway reduces its PAN to 150 – in line with forecasts – and William Edwards and Ockendon reduce their PANs to 180 (in line with HACH PAN) then the short term position becomes:

TOTALS	PAN	Intake Sep 2015	Intake Sep 2016	Intake Sep 2017	Intake Sep 2018	Intake Sep 2019
4 schools	690	790	830	854	852	c. 960
Unmet demand		100	140	164	162	270

This shows that the Free School can open and only in 2015 is there a threat to any one of the other 3 schools' viability (if all the demand went to William Edwards and Ockendon and Hathaway's intake went down to 70). Otherwise even with 180 places at the Free School Hathaway's intake should be around 120 (and as forecast for Sep 2014 in any case) if the PANs at the other schools are reduced as set out above. They can be restored in 2019 to meet the extra demand coming through then.

We have indicated to the LA that while we believe that there is demand (and more) for 180 places in September 2015 we would be prepared to open as an annexe of HACH for a year with a restricted intake of 120 before increasing to 180 in September 2016.

This seems to us to be the most effective strategy to meet the long term demand for an additional school and not put the existing schools at risk in the shorter term.

One of the main reasons for wanting to open in 2015 – in addition to parental demand – is the opportunity to open the Free School in part of the adjacent Primary Free School which opens in September 2014 in temporary accommodation before moving into its completed buildings in September 2015. The junior school part of the building will be free to occupy as a temporary building at that stage since the Primary Free School will only have infants at that stage. That allows a full 2 years and if necessary 3 years to acquire a site and construct the new school buildings. The Primary Free School is next door to HACH and that enables the 2 schools to be run as an annexe for a year or two until it moves to a separate site.

Although we feel that the threat to other schools can be managed by adjusting PANs it is worth recording the difference in achievement for them compared to HACH – which accounts for the popularity of HACH with parents. Tables below for GCSE outcomes for all Thurrock Schools:

Ofs	School	On Entry APS (Dfe Perf Tables/ RAISE)			%5+ A*-C GCSEs (or equivalent) inc English & maths GCSEs					
		2011	2012	2013	2010	2011	2012	2013		
2	Gable Hall	28.1	27.8	28.1	69%	66%	71%	↑	73%	↑
2	Grays Convent	28.1	28.5	28.1	68%	65%	63%	↓	56%	↓
1	Harris Academy	28.1	27.7	27.6	80%	92%	84%	↓	93%	↑
3	Hassenbrook Academy	27.2	26.6	27.7	64%	58%	65%	↑	62%	↓
2	Ormiston Park Academy	25.1	24.7	25.0	39%	40%	35%	↓	40%	↑
2	St Clere's	27.8	27.9	26.8	68%	71%	64%	↓	66%	↑
1	The Gateway Academy	25.9	25.2	26.1	42%	56%	53%	↓	50%	↓
3	The Hathaway Academy	26.8	26.5	26.2	30%	35%	36%	↑	39%	↑
1	The Ockendon Academy	26.4	26.3	26.9	46%	51%	44%	↓	51%	↑
1	William Edwards	27.3	27.4	27.8	67%	69%	70%	↑	64%	↓
1	Beacon Hill				0%	0%	0%	→	0%	→
1	Treetops				0%	0%	0%	→	0%	→
3	PRU							□	3%	↑
	Thurrock		26.9		56.8%	60.1%	59.2%	↓	59.5%	↑
	National	28.0	27.6	27.8	53.5%	59.0%	58.8%	→		□

School	On Entry APS (Dfe Perf Tables/ RAISE)			%5+ A*-C GCSEs inc English & maths w/out equivs					
	2011	2012	2013	2010	2011	2012	2013		
Gable Hall	28.1	27.8	28.1		56%	54%	↓	68%	↑
Grays Convent	28.1	28.5	28.1		65%	63%	↓	56%	↓
Harris Academy	28.1	27.7	27.6		92%	80%	↓	88%	↑
Hassenbrook Academy	27.2	26.6	27.7		54%	60%	↑	55%	↓
Ormiston Park Academy	25.1	24.7	25.0		23%	24%	↑	26%	↑
St Clere's	27.8	27.9	26.8		63%	60%	↓	59%	↓
The Gateway Academy	25.9	25.2	26.1		34%	32%	↓	41%	↑
The Hathaway Academy	26.8	26.5	26.2		28%	31%	↑	38%	↑
The Ockendon Academy	26.4	26.3	26.9		40%	36%	↓	41%	↑
William Edwards	27.3	27.4	27.8		50%	60%	↑	62%	↑
Beacon Hill					0%	0%	→	0%	→
Treetops					0%	0%	→	0%	→
PRU							□	3%	↑
Thurrock		26.9			49.9%	50.3%	→	54.0%	↑
National	28.0	27.6	27.8		52.4%	51.9%	→		□

The difference in performance is significant and not accounted for by differences in APS on entry. Indeed William Edwards has a broadly similar APS but HACH achieves one third more students

with 5 A-C inc English and Maths than it does. HACH has double the percentages of the other two schools.

The Hathaway Academy was in a Category before converting; Ockendon was Outstanding when inspected but that was in 2007. The data suggests that its performance on achievement from APS score would not differentiate it much from Hathaway and that it will be at risk of a Category if inspected now and equivalents are taken out of the GCSE scores. William Edwards was found to be Outstanding in January 2011 (so judged on 2010 GCSE results) but the data suggests that it is questionable that its attainment has risen in line with its APS scores since then. HACH by contrast has achieved ever higher outcomes with a reducing APS.

Section E2

As set out in Section E1 the proposal has emerged from our engagement with parents on the primary free school which opens this September, we have tested that view with a wider group of parents in local primary schools with leaflets given out to Year 4 and Year 5 parents and undertaken polls to ensure we have an accurate picture of demand. We have a good understanding of the local community anyway because of the work our existing secondary school does in the area and the dialogue with parents at Open Evenings and at feeder primary school events. We have liaised with the LA and know their views from those meetings – though the pupil forecast information was shared with us in detail later, after that meeting. The Principal of HACH has attended secondary heads meetings where the LA position has been declared. The LA know that notwithstanding their position on basic need we are progressing the application. We have not discussed the ideas on reducing PANs with them, but will send them a copy of this bid and are happy to engage in discussion during the application evaluation stage.

Section F: Capacity and capability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

All applicants must complete sections F1-F8 as set out in the table below:

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F8

* If you are an approved academy sponsor the department will already hold material that would be relevant to your free school application and will therefore not expect you to provide this information for a second time. As a result at this point do not fill in sections F5 and F6 of the application relating to your educational track record until we have assessed whether we already have enough information on these aspects of your performance. If required, we will make sure that we give you sufficient time to provide any clarification or additional material to help us take a view in regard to these factors.

In addition if you are not an approved academy sponsors but are interested in finding out more about this role and potentially apply to become a sponsor please make contact with the department's [Sponsor Approval team](#). In doing so please quote your free school application [unique registration number](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which

of our sponsors will provide the best possible solution for a particular school(s), and Ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

There are some tables below which you must also complete. These relate to F1, F3 and F6. Please feel free to add additional lines to these tables as required.

F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core applicant group (Y or N)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)

F1 (b) Skills gap in pre-opening

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

Skills/experience missing	How you plan to fill the gap

Section F1

As an approved Academy Group we have not completed the tables above. The DFE are aware that we have teams of people who ensure that we have the expertise available to cover all the skills required in preopening and once open. There are no skills gaps and we recruit at the appropriate times to add additional people to our team if we need to add capacity. We are opening 7 Free Schools and a LA competition school in September 2014 (5 primary and 3 secondary) when we plan to have between 36 and 40 open schools and, including this application, only plan for 4 Free Schools to open in September 2015, with this as the only secondary school. So we will have plenty of spare capacity to manage preopening of this School.

██████████

We will recruit a Head of School in January 2015 to assist with preparation for opening. Ultimately we will train up an existing senior leader to act as day to day Head of School of HACH and backfill for ██████████

██████████

Financial

██████████

This ensures that academies and free schools are operating consistently to the standards expected in the Academies Financial Handbook but is cost effective by splitting costs of specialist expertise across more than one school. They produce long term as well as short term financial plans. Reporting on finances would be to, and key decisions would initially be undertaken by, the Project Steering Group and the Federation would set up a Local Governing Body about 2 terms

before opening. In this case it is likely we will ask the Governing Body of HACH to act as the Governing Body of both schools. Again this is a model we have developed to use good Governors effectively and to ensure we have the level of challenge that an Outstanding school needs from its Governing Body.

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

Other Expertise

The Federation has in-house HR expertise and has three staff who support all of our academies. We can confirm we have more than enough HR time to support the establishment of the new Free School and the recruitment of staff and will continue to expand our in-house resource as needed.

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

The Federation has a very experienced Director of New Developments (██████████)

We have a Projects Director, (██████████)

They are assisted by a Project Manager and again the resourcing is sufficient to deliver the projects for new academies and free schools currently planned. If required the Federation has good relationships with project management companies like ██████████ and with individual project managers so can call down additional support on a short term basis if required.

The projects team also have links with property professionals including architects, planning consultants, building surveyors, quantity surveyors and mechanical and electrical engineers. They have in depth experience of managing building projects and can call down support from a number of the above professional companies at short notice. We have successfully procured 3 building projects ██████████. We have good and growing experience of working with EFA on sites and building projects for Free Schools.

Project Management and Team working

We will model the project management systems on the Academies product breakdown structure and divide the work into workstreams with clear programmes. A risk log will be set up and risks actively managed to reduce their impact or eliminate them.

The Federation has a contract in place with 8hwe to provide marketing expertise and support and ██████████ of 8hwe is already heavily involved in this project, as well as helping the Federation with PR more generally.

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

The Harris Federation commits to provide the staff to deliver the opening of the Free School on time and to the highest expectations of the DFE. The Federation has the resources to deliver up to 10 new schools or converting Academies a year. We have bid for or are bidding for nine new schools as Free schools and/or through LA competitions for 2014 opening.

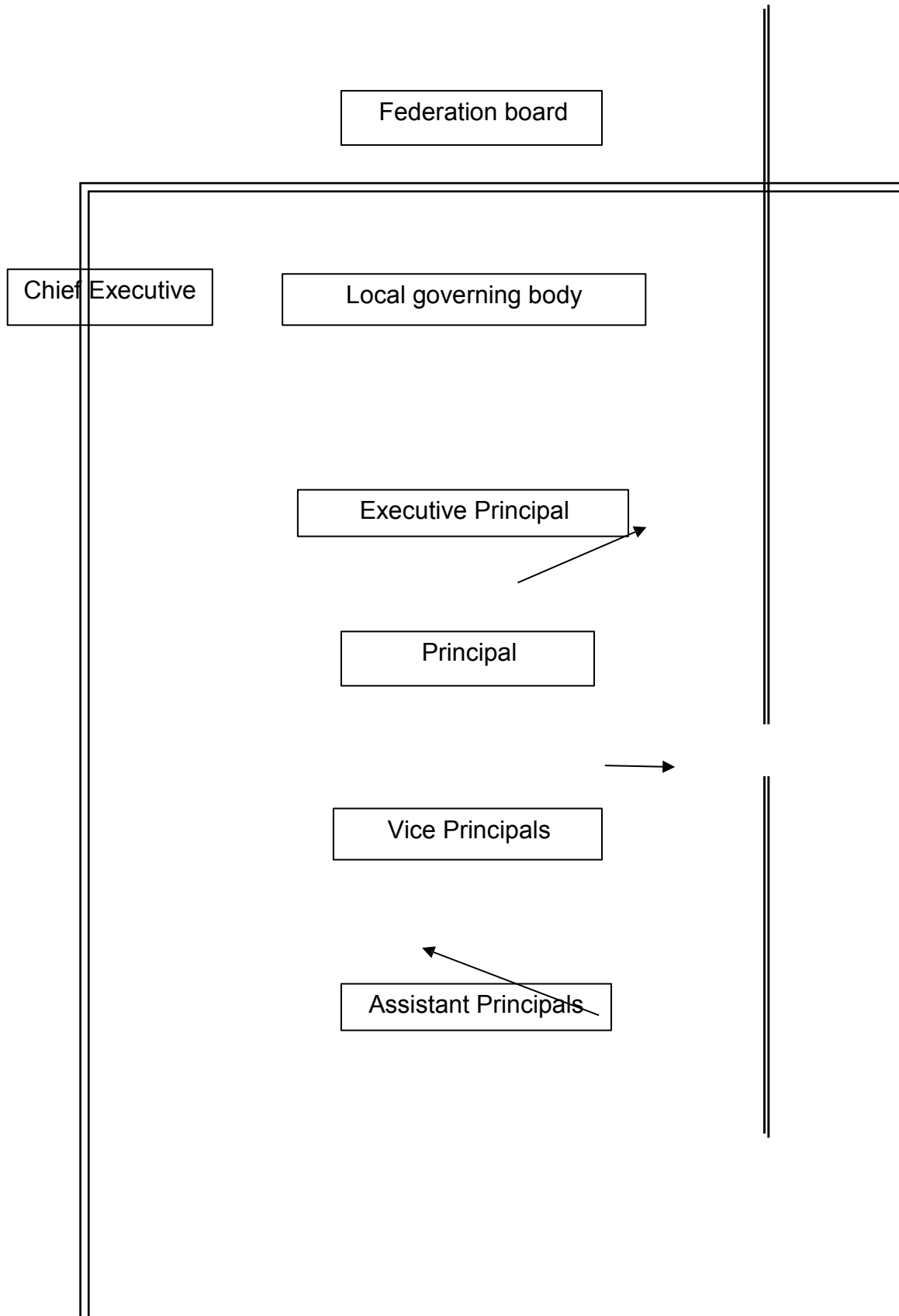
F2

Roles and Accountability and role of Governance

The Federation's success is built in no small part on clear and unambiguous systems of accountability with a focus on student progress. This will be established on day one and staff will be held to account if they do not deliver to expectation.

The Members exist at Federation level and only have a limited function related to agreeing annual reports and accounts and ensuring new Members are appointed when required. The Directors of the Federation are drawn from the Chairs of the Academy/Free School Governing Bodies. The Federation Board focuses on key policy decisions across the Federation and signs off all the Academy budgets. In practical terms all operating decisions are delegated to the Local Governing Bodies.

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



Governance

The Local Governing Body will be relatively small – probably a maximum of 15 – including staff and parent governors. 8 of these Governors would be appointed by Lord Harris from people he knows are sympathetic to Academies and Free Schools. A Steering Group would be formed to take key decisions until the Local Governing Body begins to operate just under 2 terms before opening. The Federation is experienced in training Governing Bodies and ensuring that Governors take on the key roles of monitoring and challenging the senior staff of the free school to deliver an outstanding school. It is also experienced in making sure that the local governing body maintains and acts on a risk register. We may, as we have been doing elsewhere, use the Governing Body of HACH to govern both schools since this will help to embed the systems and successes at HACH in the Free School and mean we start the Free School with very experienced Governors.

It is important to be clear that roles, responsibilities and authorities are very different in the Harris Federation than in a stand-alone free school or academy. In this instance the Chief Executive has the role of true Chief Executive – being the Federation Board’s chief operating officer and holding Principals to account for the performance of their schools. The Chief Executive is also the lead professional in the Federation and carries the Board’s authority in agreeing targets with the Principals and holding them to account for performance. Equally though he is held to account by the Principal Sponsor, as Chair of the Federation Board if performance drops at any Academy or Free School. The success of this model of governance and accountability is shown by the excellent performance of the Federation. The Chief Executive sits on all of our secondary school governing bodies to make sure that there is always a focus on performance data and that the Governing Body provides challenge to the Executive Principal and Principal/Head of School.

F3 (a) Proposed governors

Not completed since the systems we use prevent any skills gaps occurring and we are an approved Academy Group.

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body or advisory group, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)

F3 (b) Skills gap for governing body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap

Section F4

Recruitment

As set out above the Head of School will not be recruited to start until 2 terms before opening but [REDACTED] will put in place preparations for opening until the Head of School starts in post. Recruitment would be planned early in the Autumn Term 2014 to allow time for interviews to take place and if necessary a second round of advertisement and interviews take place if an appointment cannot be made at the first attempt. There would be some informal headhunting among contacts the Federation has and a series of high profile adverts. The Federation also has some high quality Vice Principals that are ready to take the step up to principal level positions. The Federation will put together a recruitment strategy and programme not only for the Head of School but for other senior staff, all teaching staff and support staff. The Federation has recently implemented such a strategy for Chobham Academy with great success and will undertake a major recruitment drive in the Spring before the Academy opens in September 2015. Once appointed, and before starting, the Executive Principal will involve the Head of School elect in key decisions, and after appointment commences will oversee the establishment of the Free School for the first few years.

Section F5 (existing providers and any new applicants seeking to open more than one free school)

As set out in F1 above the Federation has good systems that enable it to plan for additional staff to support an expanded number of schools. Which is why it has been able to grow from 9 schools in September 2009 to 27 schools in September 2013 with no loss of quality in performance. We are currently gearing up for at least 36 schools in September 2014. In this case because the Free School will be partnered by an existing school which will be very close by, it is a relatively straightforward and risk free process.

F6 (existing providers and any new applicants seeking to open more than one free school)

Not applicable

F6(a) Shared services

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £

F6 (b) Shared services

Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

Name of school	Budgeted contribution to MAT shared service	
	2014/15	2015/16
	£0.00	£0.00

Section F7 (Independent schools)

Insert text

Section F8 (Independent schools)

Insert text

Section G: Budget planning and affordability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included.

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. You must provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan.

In addition you should complete the Excel budget templates.

Sections G1

Basis of the Budget











Section H: Premises

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

Please complete the Excel application form.

1. Please fill in details for each of your preferred sites, taking care to complete every section.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to premises.freeschools@education.gsi.gov.uk. Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.	<Redacted>
--	------------

If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:	within 3 miles of <Redacted>
--	------------------------------

Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
---	------------

In which local authority is the site?	Thurrock
---------------------------------------	----------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	It was on the possible long list for a Primary Free School in this area. So EFA colleagues aware.
--	---

Please confirm the tenure:	Freehold purchase
----------------------------	-------------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	not known
---	-----------

Who owns the site?	Other
--------------------	-------

Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	Not sure
---	----------

Name and contact details of owner:	<Redacted>
------------------------------------	------------

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Cleared site requiring new build
--------------------------	----------------------------------

What is the current use?	Other - please describe
--------------------------	-------------------------

If government building or 'other' - please describe:	currently black top parking area
--	----------------------------------

Why have you chosen this site? What makes it suitable for your free school?	close to the area we will serve and to the existing secondary school we run; underused and not many possible sites in this area
---	---

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
--	------------

In which local authority is the site?	Thurrock
---------------------------------------	----------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	it is adjacent to the area we need to serve and is <Redacted>
--	---

Please confirm the tenure:	Freehold purchase
----------------------------	-------------------

If other, please explain further:	
-----------------------------------	--

Who owns the site?	Other
--------------------	-------

Please include information on purchase or lease price if known:	not known
---	-----------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	No
---	----

Name and contact details of owner:	not known
------------------------------------	-----------

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Cleared site requiring new build
What is the current use?	Other - please describe
If government building or 'other' - please describe:	<Redacted>
Why have you chosen this site? What makes it suitable for your free school?	good location close to the area we are serving; not many suitable sites
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
Third choice site	
Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	Please select
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	
Please confirm the tenure:	Please select
If other, please explain further:	
Please include information on purchase or lease price if known:	
Who owns the site?	Please select
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
Name and contact details of owner:	
Name and contact details of agent or local authority representative where available:	

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Fourth choice site

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Please select
--	---------------

if yes, from what to what?	
----------------------------	--

Please confirm the size of your existing site:	
--	--

Please confirm the size of your existing buildings:	
---	--

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
---	--

Annexes

Any annexes you add:

- are excluded from the page limit and restricted to CVs for key individuals; and
- should be submitted as part of your application, i.e. as one Word document.

CV template

CV template		
1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	Name: Position: Time period:
		Name: Position: Time period:
		Name: Position: Time Period:
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where	

CV template

	<p>available):</p> <ul style="list-style-type: none">▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications▪ school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	

CV template

6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	



Department
for Education

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Reference: DFE-00242-2013