HARRIS PRIMARY FREE SCHOOL BECKENHAM

Free Schools in 2014

Application form

Mainstream and 16-19 Free Schools

Completing your application

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

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

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

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

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

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

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

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: **mainstream.fsapplications2014@education.gsi.gov.uk**.

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

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

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

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

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

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

Data Protection

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

Application checklist

Checklist: Sections A-H of your application	Yes	No
1. You have established a company limited by guarantee.	☒	☐
2. You have provided information on all of the following areas:		
Section A: Applicant details – including signed declaration	☒	☐
Section B: Outline of the school	☒	☐
Section C: Education vision	☒	☐
Section D: Education plan	☒	☐
Section E: Evidence of demand	☒	☐
Section F: Capacity and capability	☒	☐
Section G: Initial costs and financial viability	☒	☐
Section H: Premises	☒	☐
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	☒	☐
4. You have completed two financial plans using the financial template spreadsheet.	☒	☐
5. Independent schools only: you have provided a link to the most recent inspection report.	☐	☐
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent.	☐	☐
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	☒	☐
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	☒	☐
Checklist: Section I of your application		
9. A copy of **Section A** of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013. **PLEASE NOTE that this has not been done as Harris Federation have an agreement with the DfE (agreed last**	☐	☒

year) that this is not necessary as Harris Federation are an experienced sponsor.	

Section A: Applicant details

Main contact for this application		
1	Name: [redacted]	
2.	Address: Harris Federation, 4th Floor, Norfolk House, Wellesley Road, Croydon CR0 1LH	
3.	Email address: [redacted]	
4.	Telephone number: [redacted]	
About your group		
5.	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
6.	If Yes, please provide more details: Lord Harris has members of his family acting as Chair of the LGB of academies within the group, and as such acting as Directors of the Board of the Federation.	
7.	How you would describe your group:	☒ An existing Free School sponsor ☒ An academy chain
8.	If 'Something else', please provide more details: N/A	
9.	Is your group seeking to open more than one Free School application in this round?	☒ Yes
10.	If Yes, please provide more details: We are also applying to open a primary school in Bromley, a primary school in East Dulwich, a primary school in Chafford Hundred, a secondary school in Croydon, a Sixth Form College, in partnership with Westminster School, in north London and an all-through school in Haringey.	
11.	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
12.	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: N/A	
Details of company limited by guarantee		
13.	Company name: Harris Federation	
14.	Company address:	

	Harris Federation, 4th Floor, Norfolk House, Wellesley Road, Croydon CR0 1LH	
15.	Company registration number and date when company was incorporated: 6228587	
16.	Does the company run any existing schools, including any Free Schools?	☒ Yes
17.	If Yes, please provide details: The Harris Federation currently runs 19 Academies – 14 secondary and 5 primary; and is actively in the pre-conversion management phase of 1 other primary to join the Federation by September 2013. It is also in preopening phase of the Chobham Academy which the Federation will run for the Academy Trust (Lendlease with [redacted] and Lord Harris as junior sponsors) which opens as an all through school in September 2013. Of its open Academies which have been inspected by OFSTED after a year of being a Harris Academy 9 out of 10 have been found to be Outstanding. In addition to this the Harris Primary Free School Peckham that we opened in September 2012 has recently undergone a full and formal audit by a DfE advisor. The judgement of this audit was that the school is providing excellent provision.	

Company members

The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.

18.	Please confirm the total number of company members: 4 are specified in the Articles. One place nominated by the Secretary of State is vacant and will not be filled so in effect there are three.
19.	Please provide the name of each member below (add more rows if necessary):
	1. Name: Lord Harris of Peckham
	2. Name: [redacted]
	3. Name: [redacted]
	4. Name:

Company directors **The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.**		
20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):	
	1. Name: Lord Harris of Peckham (Principal Sponsor)	
	2. Name: [redacted]	
	3. Name: [redacted] ([redacted])	
	4. Name: [redacted]	
	5. Name: [redacted]	
	6. Name: [redacted] ([redacted])	
	7. Name: [redacted]	
	8. Name: [redacted]	
	9. Name: [redacted]	
	10. Name: [redacted]	
	11. Name: [redacted]	
	12. Name: [redacted]	
	13. Name: [redacted] ([redacted])	
	14. Name: [redacted]	
	15. Name: [redacted]	
	16. Name: [redacted]	
	17. Name: [redacted]	
21.	Please provide the name of the proposed chair of the governing body, if known: Not known yet.	
Related organisations		
22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	☒ No
23.	If Yes, please provide the following information about each organisation: • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School.	

24.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc). N/A	
Existing providers		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	☒ No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	☒ No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	☒ No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	N/A
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	N/A
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: N/A	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: N/A	
32.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: Academy and Free School sponsor: Harris Federation: company number 6228587. See answer to question 17	

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

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

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

Signed: (signed in hard copies)

Position: [redacted]

Print name: [redacted]

Date: 3rd January 2013

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

Section B: Outline of the school

1.	Proposed school name:	Harris Primary Free School Beckenham
2.	Proposed academic year of opening:	2014/2015 (September 2014)
3.	Specify the proposed age range of the school:	☒ 4-11 If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2020/2021(September 2020)
5.	Will your proposed school be:	☒ Mixed
6.	Will your proposed school include boarding? ☒ No	
.7.	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	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? ☒ No	
10.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
11.	If you have a preferred site, please give details, including the post code:	Our preferred site [redacted]. The Postcode is [redacted]. A map showing our preferred site can be found in Appendix A.
12	Please tell us how you found this site:	This site was identified through discussions with London Borough of Bromley and local residents who form part of the project steering group.

13	Is the site:	[redacted]
14	If you have **not** identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	London Borough of Bromley
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
17.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. ***If this applies to your application please briefly outline the main differences below***. You will also need to address these differences in more detail in the relevant sections of the application. N/A	

Section C: Education vision

Please refer to page 19 of the 'How to Apply' guidance for what should be included in this section.

C1

Introduction and Context

The Harris Federation were initially contacted by the London Borough of Bromley and asked whether we would consider applying to open a Free School in the area. London Borough of Bromley have been impressed by the success of our existing secondary academies in Bromley and having heard our vision for Primary were very keen for us to open a new primary school (4-11) here to meet the increasing demand for primary places.

Bromley are forecasting that there will be a shortage of reception places in the borough from 2014 due to the increase in recent birth rates and that they expect the shortfall to continue through to 2018 and beyond.

The demand section of this application makes it clear that there is a need to provide additional places at primary school level in Beckenham and that the additional places should be provided by increasing choice rather than expanding existing schools which are already running at capacity. In doing so this will ensure parents are more likely to get their first choice school for their child and that the school will be in their local area.

Harris Federation has now met with parents and the local community and are working closely with them in respect of this application and the proposed 2fe Primary School in Beckenham which we would be very pleased to establish.

Key features of the Harris Primary Free School Beckenham (HPFSBE) substantiated in this application include:

- A new 2 form of entry primary school that will benefit from the vision and values of the Harris Federation and its track record of collaboration and school improvement applied to the primary sector with expert support from [redacted],
- A 420 place primary school that will grow from 60 students in 2014/15 to reach full capacity in 2020/21 by 60 students at the point of intake each September.
- Operational and educational benefits from co-locating in the same area as Harris Primary Academy Kent House (previously Royston Primary and due to open as a Harris Academy in September 2013), Harris Academy Bromley and Harris Academy Beckenham , thus having the opportunity to share staff and curriculum support across the two primaries, as well as have access to the secondary academy facilities and teaching staff (in years 5 and 6) for specialist teaching which will facilitate a seamless transition from primary to secondary education. If approved to open, the Free School we are proposing for central Bromley would also be part of this arrangement.
- The establishment of a board of governors for the HPFSBE within the Harris Federation Trust with a separate Supplementary Funding Agreement to the Federation's Master Funding Agreement.

- Recruitment plans which grow staffing levels to match the increase in pupil numbers avoiding unnecessary staffing costs.
- An admissions policy based on proximity to nodal points which reflect areas where parents cannot get their children into local schools because they are too far away from any of them to get a place (since high demand means those living more than a few hundred metres away do not get places).
- Demand for primary places substantiated by the Local Authority which has shown there will be a shortage of 106 reception places in September 2014 which will rise further to 150 reception places in September 2017.
- Endorsement of the Harris Federation's vision and plans for HPFSBE through a parent steering group. In addition to this we have received 41 support forms to date from local parents and conducted a survey of parents of nursery aged children who will be eligible for entry to Reception in 2014 and 2015. Of the 89 parents surveyed 26% of parents indicated that they were very likely to put the Free School down as first preference on their application form for a school place and 70% said they were likely or very likely to put the Free School down as first preference on their application form for a school place. This suggests that the Free School will be heavily oversubscribed;
- The financial plans show that the Free School will run at a surplus if admissions fill all the places and it is staffed tightly, it will have a healthy position in the longer run and be able to appoint additional staff to improve the quality of teaching and learning and increase personalisation of learning.

Vision and ethos

All Harris Federation schools operate within one academy trust, The Harris Federation, with a local governing body for each school under a single Harris Federation Board of Trustees. As part of the network of Harris Federation schools, the HPFSBE will benefit from sharing curriculum, teaching and learning practices, pastoral practices and administrative services. It will have very strong links with Harris Primary Academy Kent House (previously Royston Primary and due to open as a Harris Academy in September 2013), Harris Academy Bromley and Harris Academy Beckenham. It would operate sharing planning and leadership with the other Free School proposed for central Bromley if approved to proceed.

The HPFSBE will open in September 2014 with 2 Foundation classes with a total of 60 students and grow by a further 60 students each year with the new intake each September until the School reaches capacity of 420 in 2020.

HPFSBE will be modelled on the proven success of Harris Federation, ensuring good behaviour, establishing engaging and rigorous teaching and learning, using focused target setting and monitoring of pupil achievement, all of which is evident throughout the Federation's existing academies.

The ethos of HPFSBE will be of high expectations for behaviour and learning and therefore high expectations of outcomes for children. This will be brought about by having systems and processes that ensure good behaviour; engaging and rigorous teaching; high quality learning and assessment combined with detailed monitoring of pupil achievement and personalised target setting.

HPFSBE will have literacy as its specialism. There will be an emphasis on ensuring all

children leave Year 6 with the skills that are needed to be literate and numerate adults and also the essential personal skills to eventually take their place in the working world. The curriculum will emphasise the importance of literacy, numeracy, social skills, and also learning and thinking skills, recognising that achievement builds self-confidence and resilience.

The aim will be to develop a cohort of pupils who will be literate and numerate, and who will have a love of learning and be independent learners; this will ensure their move to secondary school will be smooth.

One of the school's unique features will be to develop a programme of specialist subject teaching in the upper Key Stage 2 years and the opportunity for an early introduction to the Key Stage 3 curriculum. This will include subject specialist teaching in science, MFL, PE and music. This will enable children to receive the highest quality teaching and prepare them for a secondary curriculum, thus facilitating a seamless transition between primary and secondary for every pupil. In addition, we will use this expertise to enrich the curriculum for the gifted and talented pupils.

The HPFSBE will also establish strong links with all other Harris Primaries and in particular the Harris Primary Academy Kent House (previously Royston Primary and due to open as a Harris Academy in September 2013) and the proposed free school for Shortlands and central Bromley. They will have common policies and a common curricular approach ensuring that all 3 primaries are more robust since the risk of key staff leaving and reducing the quality of provision can be covered by transferring staff or seconding staff to cover vacancies. HPFSBE will also establish strong links with the Harris Academy Bromley (secondary) and Harris Academy Beckenham (secondary) and make the most of the opportunity to share the Academy's specialist facilities and teaching staff. This will be particularly beneficial in ensuring pupils are able to make a seamless transition from primary to secondary education and continue to excel. It will also share development, planning and leadership with our Free School proposed for central Bromley.

The academies themselves will wish in particular to encourage extra-curricular activities with the Free School which cross traditional primary/secondary boundaries and promote collaborative projects in areas such as music, dance, drama and art. There will be opportunities for older students to lead younger pupils in small group work as part of developing their own personal Enterprise targets in leadership.

The specialism

The specialism of literacy will be a focal point of the Free School's network activities. Literacy will infuse the whole curriculum.

The specialism will be integral in developing whole-school events, with pupils learning skills such as problem-solving, risk-taking, and decision-making. This work will be age appropriate to the respective key stage, and will progress as pupils move from Foundation Stage to Key Stage 1 to Key Stage 2.

Numeracy and mathematical skills will be enhanced by teaching through problem solving contexts and Literacy will be enhanced by a phonics approach to reading and enhanced development of oracy through interaction with adults other than teachers,

along with many opportunities for presentation of project work. The approach to the teaching of reading, writing and mathematics will be highly structured with some ability grouping in use.

Reward System

From the beginning of the early years, systems will be in place to reward child achievement in ways which promote intrinsic motivation and love for learning. Children will have the opportunity to track their own learning goals by use of a target card. Through conversations with adults, each child will be encouraged to revisit their targets after key learning opportunities and decide whether they have met them. Regular celebrations in class and in assemblies, and communication with parents, reinforce this sense of achievement.

Further up the school, sense of achievement and success will be nurtured further by a house-points system. Success in achieving lesson objectives, success criteria and personal targets results in each child earning points for their house. As learning objectives will be differentiated for all abilities and need, all children have equal opportunity to earn these house points. Points can also be earned for effort, behaviour for learning and sporting achievement. The winning house will receive a trophy at the end of each term. Significant and outstanding achievements by pupils will be celebrated in assemblies with personal rewards (certificates).

Performance and Standards

We will be ambitious for the children and families of this new Free School in Beckenham. Our aim will be for the Free School to be outstanding with pupil progress significantly above the national average and for the Free School to be in the top 10% of schools for attainment and progress by the time the first cohort takes KS2 SATS.

In order to accelerate the progress for children and ensure the most able fulfil their potential, in the upper key stage two we propose to set by ability for English and Mathematics.

The Federation's primary academy/school improvement programme is led by [redacted]. They ensure effective outcomes by working in partnership with the senior leadership team of the school to audit teaching quality and to take immediate action to remediate weakness.

The focus for school improvement will be on continuously improving the quality of teaching and learning. We will support the leadership team to create an open culture where all adults involved in teaching articulate what they do and why they do it. This open culture will support continuous improvement.

Harris believes that all children, regardless of culture or socio-economic background, have a right to the highest quality education. Beckenham is an area with parents who are ambitious for and supportive of, their children's education. [redacted]. With this in mind, Harris will endeavour to ensure:

1. All teaching will be at least good with the majority outstanding.
2. KS1 and KS2 SATs results to be within the top 10% in the country.

3. Attendance is at least 95%.

4. Children throughout the school achieve well and make rapid and sustained progress.

5. Those children who start education at a lower than expected level, make accelerated progress.

6. Children with English as an additional language receive the provision and language-rich curriculum to help them succeed within the English system.

7. Children with Free School Meals make at least as good progress as other children.

8. All children are happy, enjoy learning and want to go to school.

9. The school has an ethos of accepting and celebrating differences.

10. There is strong support from the community and parents of the school.

As we currently run academies in the area we are aware of the demographic, ethnic and socio-economic mix in Bromley. [redacted]. These targets are based on what we know works well to make outstanding schools in this area and therefore will suit the children we will be teaching and the community we will serve.

Section D: Education plan – part 1

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

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section D: Education plan – part 2

Please refer to pages 20-26 of the 'How to Apply' guidance for what should be included in this section.

D1
Curriculum Principles and Vision

The curriculum will be organised to ensure that what is taught is developmentally appropriate for children of the primary age range. There will be an emphasis on basic skills, particularly reading, writing and mathematics.

The aims of the curriculum will be to ensure that children leave the primary phase with a set of skills that will enable them to be successful learners who achieve and enjoy learning and who are responsible and confident citizens who understand the importance of making a positive contribution to their community.

Approaches to teaching and learning and behaviour management will identify consistent principles and practice (applied across the Federation at secondary level and adapted to be appropriate for younger children) which can be applied in supporting pupils through their growth as individual learners from age 4 to age 11. This will include a focus on literacy and numeracy using methodologies and pedagogy which are consistent across the Key Stages. The federation is developing literacy and numeracy schemes of work using a common pedagogy.

This will involve the subject leaders in defining the skills and knowledge which they would like to see pupils have at age 11; how these can be delivered in the primary curriculum and how they can support primary teachers who are not specialists in those subjects. The aim will be to develop a curriculum which is engaging for pupils but develops high levels of skills and knowledge and drives up attainment.

At the same time, there will be a focus on developing teaching and learning in the primary school through the methods which have been so successful at raising standards in the secondary academies - namely lesson observations and sharing of good practice. Staff will be supported to be data focused using the tried and trusted management information system operated by the secondary academies, knowing clearly where their pupils are in terms of achievement and attainment and having stretching targets for them. Pupils should know what they can achieve now and what they have to do to reach the next level of achievement. Pupil progress meetings every six weeks will support and challenge teachers to deliver teaching which has the most impact on quality of learning and progress.

Teaching will be further enhanced by the use of the additional (5) Academy/School days in the calendar for which staff will receive an enhanced Harris salary. This time will be used for high quality collaborative curriculum design and planning. This will also include common CPD and INSET with other Harris Academies/Schools.

The HPFSBE curriculum will focus on teaching key skills and knowledge which the children will learn through an engaging and personalised curriculum. It will reflect the high expectations which the staff will have of the children and so the curriculum will ensure they are taught the necessary skills to achieve at higher levels.

The curriculum will also be based on real-life, familiar contexts. This will mean that children are more engaged with their learning as they can see the purpose of it more clearly in its application to the world around them. It will enable them to have a better understanding of what they are being taught which will ensure better progress. EAL children will also be able to access the curriculum more readily if it is based in familiar situations.

HPFSBE will also exploit its unique opportunity to develop a truly personalised curriculum based on the needs and interests of the children, which will be built-upon and developed year-by-year as each new year group starts. This again leads to higher levels of engagement for the children and so better attainment and progress. It also enables staff (and children) to plan clearly for children's next steps in learning.

The whole curriculum will be under-pinned by the Harris ethos of ensuring all children have the literacy and numeracy skills necessary to achieve in the next stage of their lives. Literacy and numeracy skills taught in lessons will then be applied across all subjects to help children consolidate their learning and to understand its application across different areas. Where possible, there will be cross-curricular links such as topics or books which will further increase children's levels of engagement and understanding.

The taught curriculum, the ethos of the school and all the extra-curricular provision will promote opportunities for children to develop the skills that they need to learn effectively. This includes planning, generating ideas and solving problems. The provision will also promote an ethos of taking some responsibility for learning and achievement, perseverance and self-control. Leadership opportunities for children will be available throughout the school, for example taking responsibility for particular tasks as well as opportunities to be involved in a democratically elected school council.

As in all our Harris Primary Academies, we will fulfil our statutory obligation for assessment at KS2. We will follow the Assessment and Reporting Arrangements as laid out by the Standards and Testing Agency with regards to how each subject is assessed – either by written tests submitted for external marking, or by teacher assessment and moderation. Children will have the opportunity to practise SATS papers to help them become familiar with the types of questions and the format of the papers. There will also be extra support given to children in upper KS2 to help them achieve their targets. HPFSBE will also submit the necessary assessments at the end of the Foundation Stage and end of KS1 as other schools do.

Pupil Transition

Pupil transition from Year 6 to Year 7 will be supported in a number of ways, following the examples of what is already happening at other Harris schools:

- Parents will be supported in the application process by attending a meeting to explain the application forms and give advice about visiting schools. There will be extra in-school support given for any parents who wish to ask questions or need help completing the form.
- School staff will help arrange visits to secondary open days so that all children get the opportunity to visit some schools and see what they are like.
- From year 5 onwards, children will receive specialist teaching in some subjects helping them to get used to having different teachers for different subjects.
- All children will take part in a transition unit delivered by the class teachers as part of PSHE. Vulnerable children will also take part in small group sessions about the transition.

- Children will have the opportunity to visit their secondary school before they start so they can become familiar with it.
- Staff at HPFSBE will, where possible, meet with staff from the secondary schools to complete a handover session or else will submit a written report for the secondary school staff.
- Children will have the opportunity to visit and take part in learning at Harris Academy Beckenham and Harris Academy Bromley, using their facilities and resources.
- Secondary pupils will also come and work with children at HPFSBE.

D2
Detailed Curriculum
The school will be organised into four phases.

1. The Early Years will contain the Reception classes offering an integrated foundation stage.

In this phase the children will follow an early years curriculum which enables them to achieve the recently revised Early Learning Goals and follow the areas of learning outlined in the statutory EYFS framework. The curriculum will ensure that the children in Reception have the opportunity to develop in all the areas of learning, indoors and outside. In addition, a daily phonics lesson will support the children's developing high level literacy skills and reading ability.

2. Key Stage One – containing the Y1 and Y2 classes.

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

• **Knowledge and Understanding of the World** – incorporating science, history, geography, personal, social education and RE.
• **Artistic, Creative and Expressive** – incorporating art, design technology, drama, dance and music.
• **Physical and social development (PE, PSHCE).**

There will be daily reading lessons (20mins) which will include structured phonics teaching as well as daily literacy lesson (1 hour) to develop all aspects of reading and writing. In addition, there will be a daily mathematics lesson (1 hour). The rest of the curriculum time will be divided equally between the three areas of learning. It is important to note that at this stage of their development, children learn best when connections are made between the subjects they are learning. Therefore, wherever possible planning will be cross curricular and emphasise these links. (For example, work on understanding information texts can also incorporate geographical or historical facts. Studies of traditional tales will give opportunities to plan dramatic and artistic activities)

A sample timetable for Year 2 can be found in Appendix B.

3. Lower Key Stage Two – Years 3 and 4

In these year groups, there will still be an emphasis on literacy and mathematics with a 20 minute guided reading lesson, 1 hour literacy and 1 hour mathematics lesson every day. In addition, there will be a 15 minute mental arithmetic session on a daily basis. There will be 2 hours of physical education a week (including dance). Specialist coaches will be used appropriately to enhance the quality.

Children will begin to learn a modern foreign language in Year 3 (30 minutes a week) and there will be 30 minutes of Personal, Social and Citizenship education spread across the week.

The remainder of the curriculum time (7 hours) will be used to teach the other subjects: Science, technology, history, geography, art, music, RE and drama. This will be planned through a 'topic' based system to ensure coverage across the year group. For example term 1 would be a science based topic, term 2 humanities based and term 3 arts based. Within each topic there would be an expectation that all other subjects were being taught but the time may be weighted more towards the main subject for the term. Again, connections between all areas of study would be planned whenever possible.

A sample timetable for Year 3 can be found in Appendix B1.

4. Upper Key Stage Two – Years 5 and 6

In this phase, the curriculum will move towards a more formal timetabling. There will still be daily reading, literacy and mathematics lessons. The aim would be for all other subjects to be timetabled and where possible to use subject specialists to enhance learning. To ensure that the children are able to make connections between their learning and that they have access to a broad and balanced curriculum the timetabling of the subjects would be across the year. For example, children may be taught History in term 1, Geography in term 2 and RE and Citizenship in term 3. Drama in term 1, Music in term 2 and Dance in term 3. The exceptions to this would be physical education, a modern foreign language and PHSE which would be taught weekly.

A sample timetable for Year 6 can be found in Appendix B2.

Following consultation with our parent steering group one of the features of this Free School will be that within each phase the curriculum will implicitly and explicitly embrace the Ofsted framework for Personal, Social, Health and Economic (PHSE) education which is vital in equipping children with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly. Pupils will be given the opportunity to explore their own feelings, values and attitudes, as well as learn to listen and show respect to the views of others. We will develop a whole school approach, ensuring the curriculum is appropriate for the age and maturity of the children. Parents will be closely involved in this area of development, as a partnership approach to the teaching of PHSE has a considerably enhanced impact on children.

In Early Years, KS1 and lower KS2, children will be mainly grouped in mixed ability classes. Some ability groups will be established for phonic teaching and most activities in class will

be differentiated to meet the needs of all children. In upper KS2, children will still be organised into mixed ability classes but there will be increased ability grouping (setting) for English and Mathematics.

Class teachers will be responsible for the pastoral care of their class. This will be underpinned by line management from phase leaders. Learning mentors will support the pastoral care system for the most vulnerable children.

Extra-curricular activities will be organised for children from Year 2 and will be on a voluntary basis. The most vulnerable children will be encouraged to join appropriate club activity. Some enrichment activities/lessons will be organised, specifically for the most able pupils in art, music, PE, mathematics, writing and science.

The School Day

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

The timings of the school day will be 8.55 am – 3.30pm. There will also be a Breakfast club that will be run from 8.00am – 8.55am as well as an after school club that will run from 3.30pm – 6.00pm.

Typical Weekly After School Club timetable

Monday: 3.30pm – 6.00pm
Drama, Homework/Catch-up, Computer, Movie Mondays

Tuesday: 3.30pm – 6.00pm
Sports, spelling Club, Drumming, Science Club

Wednesday: 3.30pm – 6.00pm
Spanish Club, Art, Football

Thursday: 3.30pm – 6.00pm
ECO/Space Club, Drumming, Computer

Friday: 3.30pm – 6.00pm
Dance, Maths Club, Homework/Catch Up

The school will have the facilities to offer a range of extra-curricular opportunities designed to both, foster particular gifts or talents, and also to widen the range of opportunities available. These will include sports and arts opportunities as well as opportunities to develop life skills like cookery or pursue particular interests. The extra-curricular opportunities will be planned in consultation with the children (through a school council).

D3

Staffing Arrangements

The free school will be led by a Principal who will be shared with our proposed free school

for Bromley. In order to make challenging funding levels work and maximise the sums being spent in the classroom we are adopting a model of sharing a high quality Principal between two schools and appointing a non-teaching Vice-Principal. This appointment would be made before the school opens and by sharing between two schools we should be able to afford an appointment in the Autumn Term using the two preopening grants. If invited to interview we will arrange adverts and interviews and appoint at risk. In the first year of opening an Early Years phase leader will join the senior leadership team. By 2018/2019 there will be three phase leaders in post. They will lead the middle management tier focusing on curriculum design and behaviour for learning. In 2018/2019, the senior leadership team will include the shared Principal, Vice Principal and the middle leadership team will include the three phase leaders, the teaching and learning co-ordinator and the inclusion manager. The senior leaders will line manage the middle leaders whilst the middle leaders will line manage all teaching and support staff in their phase. Non-teaching (support) staff will fall into four groups:

i. administrative
ii. those supporting behaviour for learning e.g. learning mentors and assistants
iii. learning support assistants for special needs support and intervention groups
iv. teaching assistants – supporting learning in each class. This group will include early years educators who will use their expertise in Reception classes.

The HPFSBE will also benefit from expert advice and active support from [redacted]. Like all Harris Schools the curricular leaders will be expected to combine responsibility for pastoral care and student progress – which is common in primary schools rather than in secondary schools but still needs stressing.

HPFSBE will open in September 2014 with two foundation classes with a total of 60 pupils. It will grow by a further 60 pupils each year with the new intake each September until the School reaches capacity of 420 in 2020. The class teacher will always be the first line of support for pupils in their learning and personal development.

Previous experience of primary school teaching will be a significant criterion in making appointments to the staff of the Free School. Each class teacher in early years and key stage 1 will be supported by a teaching assistant.

The Free School will develop the role of Learning Mentor to support attendance, punctuality, good behaviour and building positive relationships with children and parents.

The staffing arrangements for 2014/15 through to when the school will be operating at full capacity in 2020/2021 can be found in Appendix C.

Staff Recruitment

Recruitment is key to getting good staff and in particular an outstanding Principal and will require investment early in the project. A recruitment plan will be developed early on in the project and detail all the timings, adverts, interviews, salary details etc. for each position we need to recruit for. We may look to use 'Headhunting' recruitment companies to help identify suitable candidates for the Principal position. All positions will be advertised through the local press and Times Educational Supplement (both on-line and in print). In opening our recent Primary Free School in Peckham, experience indicates that recruiting high quality staff is not as difficult with a Harris school as it might be for other schools. The Federation offer highly

competitive packages for their staff and this along with the appeal for candidates of working for a highly successful Federation will ensure we are able to recruit from a high calibre pool of candidates.

We would want to have appointed the Principal and for them to be in post 2 terms prior to opening so that they have time to prepare the Free School for opening. We may be able to stretch this to a full year by sharing the Principal between two proposed schools working in partnership – see above. This has significant advantages in recruitment of pupils since the Principal will be able to attend meetings and meet parents considering their school choices. There will also need to be an office manager in place in the April before the September opening to make sure all data systems are fully up and running. The Principal will also need an early year's specialist to write curricular materials and assist with meeting parents and children and assessment of special needs in the term before opening. Our experience has also shown that it helps enormously with the set-up of a Free School if support staff can come in to start their appointments in July to assist with the preparation for opening. We are confident that we can manage preopening costs to achieve this from the preopening budget.

To be ready for September it also helps to be able to pay staff to come in during the last week of August for in-depth training on systems and procedures so there is absolute consistency of approach.

Leadership

The Federation has clear job descriptions and high expectations of its senior staff. They are held accountable for the progress of all their pupils and the quality of teaching and learning in the school. They are trained in the use of pupil progress data and judged on the performance of the aggregated data of the staff they line manage. Senior staff will be trained and supported to regularly monitor lessons to ensure they are at least good and use the modelling of what good and excellent practice looks like to help staff to improve so all lessons are good or outstanding. There is robust performance management that rests on full accountability.

Senior staff will also regularly use learning walks to make sure that teaching and learning is at least good and that there is an emphasis on continuous improvement of practice.

We buy in well trained and experienced OFSTED teams who will carry out full audits to challenge our senior teams to be performing at the highest level.

We will regularly report to the Governing Body on performance management outcomes, including aggregated pupil progress and aggregated scores of lesson observations and will train them to hold senior staff to account for any failures to raise achievement and target levels of progress. They will be assisted by the [redacted] to focus on where action is needed to improve performance. [redacted]

Governance

HPFSBE would be established under a Supplementary Funding Agreement underneath the overarching Harris Federation Funding Agreement. The Trust therefore already exists and the Free School governance would mirror that of other Harris Academies. The Chair of Governors would have a place on the Trust Board and there would be a local governing body which would meet termly.

We prefer relatively small Governing Bodies with representatives of the local community who are signed up to making sure that children at the school achieve the very best outcomes. We offer targeted training to make sure they always see their first focus is on maximising pupil progress and attainment and give them the tools to challenge the senior staff to continuously improve. We will have one elected parent governor and one elected staff governor for the first 3 years and then move to 2 parent and 2 staff governors as the school continues to grow to its full capacity. We expect our governors to all commit themselves to make an active contribution to the improvement of performance of the school by regular visiting, monitoring and challenging with a focus on an area of the curriculum, or a policy initiative, or a specific school improvement objective.

There would be a series of training activities to prepare the Governing Body before the Free School opens and enable it to be rigorous in its monitoring and challenge of the Free School's progress and achievement. It is likely that some governors would be linked to classes and curricular areas of the Free School to keep them in touch with what is happening on the ground. There will of course be a governor responsible for child protection procedures and for looked after children and SEN provision.

The Free School governance will be supported by financial control by our central office as well as educational challenge and support provided by central federation staff. We provide regular training each month both centrally and at each academy/school site. In looking at the success of our governance it needs to be noted that Chief Executive of the Federation and our Director of Primary would be Sponsor Governor's and their role would be to make sure that the Free School's development plans, monitoring of pupil progress and achievement, SEF and other evaluation tools are reported robustly and challenged by the Governing Body.

Governance has been rated outstanding by Ofsted in every Harris Academy inspected which had been open for longer than a year.

Appointment of governors

We have a range of professional people contact us seeking governor opportunities as our reputation is well established. In fact we often have more applicants than places. Furthermore we will engage with local people during the preopening phase and advertise for governors through the 'Governors One Stop Shop' – but we will only appoint governors (after an informal interview) who are committed to spending time supporting the school and the approach to teaching and learning that we adopt and are focused on outcomes for children. We find the success of the Federation means that we can easily recruit good governors.

Monitoring and Performance Management

There will be clear lines of accountability established by performance management team leaders to all staff. Each in turn will be made fully accountable for pupils' progress and welfare. Monitoring, evaluation and review (MER) procedures will be rigorous, focusing on pupil progress, the quality of teaching and learning, behaviour and attendance. The Principal will report on these four areas to governors on a termly basis. Performance management procedures will be rigorous and robust and will ensure that all staff have access to the support and professional development required to achieve outstanding performance. The system will demand that all teachers are self-reflective learners who understand their responsibility to and accountability for pupils' progress and attainment. In addition, there will be external evaluation to inform our internal processes and to moderate judgements on the quality of learning and teaching. Middle and Senior Leaders will be responsible and

accountable for pupil achievement, through their ability to manage the performance of others. This responsibility will be discharged through the regular and systematic MER programme.

The MER programme will include:

- Involvement in writing and delivering the school improvement plan and SEF
- Lesson observations
- Data Analysis
- Work scrutiny
- Marking scrutiny
- Drop-ins / Learning walk to spot check a particular focus
- Teachers' planning scrutiny
- Assessment moderations
- Pupil interviews
- Internal reviews of subject areas
- Pupil progress meetings.

D4

Ensuring an inclusive and effective curriculum to meet the needs of all pupils in all phases, including those with SEN or English as a second language

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

A. Cognition and Learning	
• SPLD	• Specific Learning Difficulty (SpLD) Dyslexia, Dyspraxia, Dyscalculia
• MLD	• Moderate Learning Difficulty (MLD). We also include Mild Learning Difficulty and Global Learning Difficulty in this category.
B. Behaviour, Emotional and Social Development Needs	
• BESD	• Behaviour, Emotional and Social Difficulty (BESD)
• ADHD	• Attention Deficit Hyperactivity Disorder
• ADD	• Attention Deficit Disorder
C. Communication and Interaction Needs	
• SLCN	• Speech, Language and Communication Needs (SLCN)
• ASD	• Autistic Spectrum Disorder (ASD)
• -	• Aspergers
• PDD	• Pervasive Development Disorder (some delay in development of socialisation and communication skills. The student does not meet the criteria for a diagnosis of ASD)
D. Sensory and/or Physical Needs	
• VI	• Visual Impairment (VI)
• HI	• Hearing Impairment (HI)
• PD	• Physical Disability (PD)

The focus for the inclusion agenda will be to ensure the need of every child is met and that

all pupils are entitled to achieve their full potential.

The Free School will:

- Ensure that the identification of need is well managed through regular assessment and audit
- Coordinate the work of a number of agencies to the benefit of the child
- Rigorously monitor the progress of children with quick intervention and through systematic evaluation of its impact
- Develop a culture of high aspiration and determination, enabling children to be as independent as possible
- Combine effective identification with good quality provision to get the best progress and outcomes.

A SENCO/Inclusion manager will provide SEN leadership. He/she will coordinate learning support, individual and pastoral support plans, intervention programmes, SEN, pupil progress and CPD, and training for staff. He/she will liaise with outside agencies to ensure the appropriate resource for our SEN children. He/she will be responsible for identification of need and providing good quality provision.

There will be a named Child Protection Office (CPO) and INSET for staff on how to identify signs of abuse and how to refer this to the CPO. The CPO will alert Social Services of any potential concerns when identified and will also alert the Governor with responsibility for Child Protection.

Accessibility

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

English as an Additional Language

We are aware that children who speak English as an additional language (EAL) will need support to access the curriculum. We will have an EAL strategy successfully used across the Harris group. However, we are also aware of the need to have onsite specialist EAL support teacher provision if necessary to ensure these students make progress. Funding for this role will be delegated from the teaching budget.

Gifted and Talented

We recognise that we will have some exceptionally gifted and talented pupils at the School and take seriously our duty to offer significant stretch and challenge to guarantee that expected targets are not only met, but surpassed. Gifted pupils will be identified in accordance with government guidelines, using achievement data, with profiles of need adjusted accordingly. Provision will involve two strands, ensuring that every lesson is differentiated appropriately so that challenge is built in and in addition specific events and activities will be provided that are aimed at targeted children.

Other Agencies

The Federation makes good use of all other diagnostic and learning support agencies and

chooses to use the Local Authority provision where appropriate. However if the LA provision is not good we will buy this in from private organisations and consultants. We have a track record in investing in good Education Welfare, Education Psychology and speech and language provision so that children in our care get proactive support faster and more effectively than other schools.

ICT Strategy for Learning

ICT will not be taught as a separate subject and all pupils will be expected to learn how to use ICT through other subjects. Curriculum and lesson plans will highlight the ICT skills and understanding that children were developing. These will include being able to find and select information; create, manipulate and process information using technology; communicate and share information using technology.

Primary academies/schools will mirror what has happened in the secondary phase by establishing a virtual learning environment (VLE) to develop a 'knowledge portal'; this will host the personal digital space of staff as well as shared areas. It will be highly customisable and flexible, bringing together policy, practice and pedagogy for all to share. Teachers will filter, recommend and guide. While learning and teaching documentation will be established and shared, this will be a social space as well as a learning space - collaboration will become a core activity.

With a total of 420 students we would provide two ICT suites and two sets of portable devices. This equates to 60 desktop computers and 60 portable devices. There will be a requirement for admin PCs and staff access to devices. In total we would provide 140 devices as well as printers, Interactive Whiteboards and software.

We would also look to install switches and servers to allow for proper control of any wireless infrastructure. The costs are kept low by utilising the HarrisNET Cloud Services.

We will use ICT to support specific learning needs with programmes that support catch up learning and extension activities for the gifted and talented – for use in teacher led group work and self-supported study. ICT programmes can give quick feedback on progress and success to the pupil, encouraging self-confidence. These are being and will be developed across our primary schools providing a bank of learning resources to support individual needs.

A more detailed explanation of the Harris Federation ICT approach can be found in Appendix D.

D5 - Measures of success and aspirations for pupil achievement

We will be ambitious for the children and families of this new Free School in Beckenham. Our aim will be for the Free School to be outstanding with pupil progress significantly above the national average and for the Free School to be in the top 10% of schools for attainment and progress by the time the first cohort takes KS2 SATS. In addition to the school targets set out in Section C the following targets/outcomes will be used to measure the success of the school:

i. *By the end of Reception, at least 80% of children will be secure across all the early learning goals.*

ii. *The phonics target in Year 1 at 80% of children achieving expected levels in the test will be challenging. Children who do not achieve the expected level will receive intervention support at the start of Year 2 to ensure all children reach the standard by the end of the Autumn term.*

iii. *At the end of KS2, the English and Mathematic combined score will be at 85% Level 4+ and 30% Level 5, with 90% of pupils achieving at least two levels between Year 2 and Year 6. Within three years the school will be in the top 10% of schools for both attainment and progress. The school will strive to move Year 6 children into Level 6 with a target of 20% of pupils achieving that goal within three years of opening.*

iv. *The exclusion target (both fixed and permanent) will be 0%.*

v. *Excellent attendance will be key to achieving high standards. The school will aim for 95% in the first two years with 96%+ being the target from year 3 onwards*

vi. *Lateness will not be tolerated and a target of less than 2% will be our aim.*

vii. *Year on year, every pupil will be expected to achieve two sub-levels progress e.g. if a pupil achieves a 2b level in Year 2, by the end of Year 3 the expectation would be a 3c. Close scrutiny of progress will be a key element to the schools success, outstanding first teaching will achieve this outcome with intervention support being given to those pupils who are underachieving.*

viii. *Partnership with parents will be critical for pupils to achieve their best and so a target of 95% parental attendance at open evenings for every class will be set.*

Experience from other schools in areas with a similar demographic, ethnic and socio-economic mix to Bromley has shown that these targets (although reasonably challenging) are an extremely good measure as to whether a school/academy is achieving the Harris Primary vision.

The Federation's primary academy/school improvement programme is led by [redacted]. They ensure effective outcomes by working in partnership with the senior leadership team of the school to audit teaching quality and to take immediate action to remediate weakness.

The focus for school improvement will be on continuously improving the quality of teaching and learning. We will support the leadership team to create an open culture where all adults involved in teaching articulate what they do and why they do it. This open culture will support continuous improvement.

There will be clear lines of accountability established by performance management team leaders to all staff. Each in turn will be made fully accountable for pupils' progress and welfare. Monitoring, evaluation and review procedures will be rigorous, focusing on pupil progress, the quality of teaching and learning, behaviour and attendance. The Principal will report on these four areas to Governors on a termly basis. Performance management procedures will be rigorous and robust and will ensure that all staff have access to the support and professional development required to achieve outstanding performance. The system will demand that all teachers are self-reflective learners who understand their responsibility to and accountability for pupils' progress and attainment. In addition, there will

be external evaluation to inform our internal processes and to moderate judgements on the quality of learning and teaching. Middle and Senior Leaders will be responsible and accountable for pupil achievement, through their ability to manage the performance of others. This responsibility will be discharged through the regular and systematic MER programme.

The MER programme will include:

- Involvement in writing and delivering the school improvement plan and SEF
- Lesson observations
- Data Analysis
- Work scrutiny
- Marking scrutiny
- Drop-ins / Learning walk to spot check a particular focus
- Teachers' planning scrutiny
- Assessment moderations
- Pupil interviews
- Internal reviews of subject areas
- Pupil progress meetings.

Assessment for Learning

Regular half termly assessments will be shared with children and their families, as will targets for next steps in learning and levels of achievement. There will also be regular 1-2-1 meetings with teachers for parents and the school will also hold workshops for all parents (most likely to be termly) at which they will be shown what is being taught in the classroom and how it is being taught so that parents are able to assist learning at home. Children will be assessed against the National Curriculum Attainment Targets. Children will know how well they have achieved, what it is they need to do next and how to get there. This will include targets for personal, social and emotional skills which are particularly important for children in this urban environment.

Specific interventions will be planned for children who are not making expected progress or who are not achieving age-related expectations. The aim will be for the majority of these interventions to take place within the Early Years or Key Stage One so that any difficulties can be identified and rectified early on in the child's school career. These interventions may include specific interventions to enable children to develop socially and personally and ensure that emotional issues are not becoming barriers to learning. Children who continue to make slow progress or who have an identified Special Educational Need or disability will be assessed to be included on the Special Educational Needs register. Provision for these children will then be mapped to ensure that they are able to access the full range of curriculum opportunities to progress and succeed.

Feedback and marking

Giving children feedback and marking children's work are important aspects of teaching. They are the mechanisms by which we are able to assess children on a day to day basis; to check that the children have understood what we have taught.

Positive and meaningful marking shows children that their work is valued and purposeful. It also shows children how to improve and helps them to understand the next steps in their learning.

Marking work regularly will be non-negotiable at our school and the marking of children's books will be monitored weekly. To help us to be consistent in our practice we will ask everyone to follow these guidelines.

All the marking and feedback at HPFSBE will:

- Relate to learning objective and success criteria which have been shared with the children
- Involve all the adults working with children in the classroom
- Give recognition and appropriate praise for achievement
- Inform future planning and individual target setting
- Be accessible and inclusive
- Be seen by children as positive in improving their learning
- Give clear strategies for improvement
- Allow specific time for children to read, reflect and respond
- Involve children in the marking process, both as self-markers and in peer marking.

Written Feedback – Marking

Written feedback is written in pen in children's book. We will not use red pen but may use any other colour – we may also use highlighters to make a particular point.
There are two kinds of marking – acknowledgement marking and quality marking:

- Acknowledgement marking is things like ticks or dates – this shows a child that a teacher has looked at their work.
- Quality marking is linked to the learning objective and success criteria. It provides positive comments on what has been completed and provides developmental points for improvement.

We expect **all** work in children's books to be marked. There will be at least one piece **of quality marking** in literacy, mathematics and the foundation subjects a week**.**

Acknowledgement Marking

- Correct work should be ticked. Errors should be identified using a dot.
- Praise is written for quality work that meets the learning intention.
- Marking codes can save time and make the feedback more accessible to children - we have a set of marking codes which will be used throughout the school.

Our marking codes:

✓ **for correct answers or workings**
• for errors

T	Teacher Support/Guided Group
TA	Teaching Assistant Support
I	Independent work
LO Met	Objective met
NM	Objective not met
S	Supply Teacher

Quality Marking

- Work produced during guided group work will be marked by the Teacher or Teaching Assistant working with the group.
- Quality marking will be provided against the learning objective, success criteria and curricular target;
- Comments written in books will:
    - Relate to the learning objectives
    - Be positive; based on what has been achieved
    - Relate to curricular target/group target if appropriate.
    - State an area for improvement and/or next steps.
- 'Closing the gap' comments might be used to show children how their work could be improved. These may take the form of:
    - **Reminder prompts** e.g. Explain this for me… Why do you think…? Why did you…? What do you think would happen if…? What if…?
      Most suitable for the most able pupils
    - **Scaffold prompts** e.g. [redacted] Can you tell me two things you know about even numbers?
      You've added 20 but you wanted to add 19. What do you need to do now?
      Suitable for children that need more structure than a simple reminder
    - **Example prompts** e.g. A worked example on the numberline showing how to calculate add 19 by add 20 –1.
      Successful with all children but especially with those who obviously need additional help to understand the learning objective.

- After quality marking, children **need to** be given time to read marking comments and the appropriate time to respond and make the necessary small focused improvements to their work. Teachers will make sure pupils can read and understand comments. Some pupils might need help from an adult or another child to help them do this.

Feedback in Homework

- There will be acknowledgement of all pieces of homework.
- If appropriate, pieces of homework will be quality marked in line with other areas of the policy.

What is feedback?

- Feedback is the way children are informed about what they have achieved at a particular time and what they need to do to improve further.
- Feedback is a positive communication based on the learning objectives and success criteria that have been shared with the children.
- Feedback in a lesson might be verbal, written, pictorial or signals and can be from teacher to child, child to teacher or child to child.
- Marking is written feedback and this may take the form of *acknowledgement marking* or *quality marking*.

Other kinds of feedback we give to children.

Verbal feedback

Verbal feedback is a vital tool to help us raise achievement. The comments that teachers give to the pupils as they are working are a powerful way of giving immediate feedback at

the point of learning.

Some verbal feedback is given during the normal course of a lesson but sometimes a child can benefit from more focused feedback given in a calm, uninterrupted environment where the children feel secure. At HPFSBE, verbal feedback is varied and tailored to the individual child or group of children. It could happen during the lesson or maybe outside the classroom.

Verbal feedback is adapted to suit all learning styles and will be based on an adult's understanding of each child as an individual.

Verbal feedback is a dialogue, using appropriate language and questions, with children having the opportunity to reflect and respond. This makes it a conversation about learning. We will have a consistent approach to all forms of verbal feedback from all staff. We make sure that it is specific and focuses on issues linked to the learning objectives rather than about other issues or features of the work.

Peer feedback and self-assessment by pupils

Pupils at HPFSBE will be encouraged to be aware of how well they are doing in their work through a number of self and peer assessment techniques. Being able to assess your own or someone else's work and give feedback are important learning skills and we will teach children to do this by modelling and asking them to respond in the same way as their teachers and teaching assistants.

Techniques for self-assessment may include:
Children ticking their own success criteria. Success criteria show children how to know if they have achieved the learning objective. In Foundation Stage, Key Stage 1 and for less able children within Key Stage 2, these may be written by the teacher.
Children may also assess their own work using 'faces' -

We will also use self- assessment techniques during a lesson or at the end of whole class teaching sessions. This kind of feedback helps teachers to know immediately how well children have understood what they have been learning. This kind of self-assessment may include:

- 'Thumbs'. Thumbs up = understood; thumbs horizontal = understood fairly well; thumbs down = need further teaching/support to understand this
- 'Fingers to Five'. Five fingers = complete understanding,
- 'Faces'. If children are using whiteboards they may draw a face to indicate their level of understanding.

Children will sometimes give feedback on one another's work. This kind of peer assessment may include:

- Children evaluating another pupil's work using the success criteria;
- Commenting on three parts that are good and making one suggestion about what could be improved (sometimes this is called 'three stars and a wish').

The emphasis with peer assessment is always on the positive.

Parental and Community Engagement

HPFSBE will promote other links to encourage parental participation in school life. The Free School will proactively communicate and engage with parents through a variety of media including letters, website, text, email and telephone calls. It will seek to introduce a Home School agreement governing all aspects of the relationship between the pupils' home and the Free School, and set regular homework.

The Free School will regularly report performance on pupil progress (every 6 weeks) as captured by its assessment processes against national curriculum levels and provide the opportunity for parents to meet teachers to discuss this through regular Parents Evenings.

It will also develop community links and build on them to encourage the local community to contribute to learning within the curriculum. It will set up parent classes designed to improve their basic skills so that they can support their children's learning. Engaging parents in the life of this new Free School will be one of the greatest challenges. We will work tirelessly to achieve this engagement by showing that children are always put first and that the Free School has their well-being and life chances at the forefront of every decision.

We will produce a marketing plan to ensure we have a strategy for engaging with the local community and community groups in the area surrounding the Free School and consulting them on what they would wish to see the new school provide, and implement this in the first six months after agreement to proceed.

The curriculum of the Free School has been based on what we know works well to make outstanding schools in Bromley. The curriculum will be based on real-life and familiar contexts which will mean children from all backgrounds and abilities will be engaged with their learning as they can see the purpose of it more clearly in its application to the world around them. It will enable them to have a better understanding of what they are being taught which will ensure better progress. This approach to the curriculum will also enable EAL children access to the curriculum more readily as it will be based on familiar situations.

So as to ensure the academy is attractive to pupils of different backgrounds and abilities, including those from deprived or disadvantaged families, the school will:

- Have a recruitment strategy that appoints staff who represent the context of the academy.
- Establish an inclusive curriculum designed to promote the context of the academy.
- Have an inclusive approach to all religions and celebrate major events that occur during the academy year.
- Provide wrap around care 8.00am – 7.00pm across the year, including academy holidays.
- Develop the academy as a community hub, providing as many services as we can across education, health, advice – including family learning.
- Develop a programme of extended services including a range of extra-curricular activities and homework clubs – focusing on children "staying of the street".
- Establish a high profile anti-bullying stance including education about gang culture.
- Ensure dual language provision for all school publications and letters to parents as well as access to interpreters.
- Establish an effective inclusion team with highly trained staff and expertise, specifically in dyslexia, speech and communication, dyspraxia.
- Develop provision for gifted and talented children which is rooted in an appropriately

differentiated curriculum and in addition subject specific enrichment activities.

- Ensure a strong and meaningful partnership with parents by establishing parent workshops, a parent council and a PTA (Parent Teacher Association).

D6
Admissions

The Free School will, along with the Federation's other schools, operate under a Supplementary Funding Agreement which will attach as an Annex the standard DFE approved Annex 1 covering the requirement to:

- act within the Admissions Appeals Code;
- act within the Code of Practice for Admissions;
- participate in coordinated admissions processes and Fair Access arrangements;
- accept the Secretary of State's powers to direct the School to admit pupils;
- offer an admission appeal to anyone refused a place;
- consult on admissions arrangements within the relevant area;
- admit children with statements of special educational needs and give priority to looked after and former looked after children;
- include objective criteria in the admission arrangements for determining between applicants if over-subscribed;
- include in all literature the right to object to the Office of the Schools Adjudicator if there are objections to the admission arrangements.

The admission arrangements for the HPFSBE for the year 2014/15 are proposed to be:

a) The Harris Primary Free School Beckenham has an agreed admission number of 60 pupils in Reception. The Free School will accordingly admit at least 60 pupils in the relevant age group each year if sufficient applications are received;

b) The Free School may set a higher admission number as its Published Admission Number (PAN) for any specific year. The Free School is not required to consult on any proposed increase to the PAN, however it must notify the Local Authority of the increase and specify the changes on the Free School website. Students will not be admitted above the PAN unless exceptional circumstances apply and such circumstances shall be reported to the Secretary of State.

Process of application

Applications for places at the Free School will be made in accordance with the LA's co-ordinated admission arrangements, and will be made on the Common Application Form (CAF) provided and administered by the respective home LA's of the applicants.

Consideration of applications

HPFSBE will consider all applications for places. Where fewer than 60 applications are received, the Free School will offer places to all those who have applied.

Procedures where the HPFSBE is oversubscribed

Where the number of applications for admission is greater than the published admissions number, applications will be considered against the criteria set out below. After the admission of pupils with statements of Special Educational Needs where the Free School is named on the statement, the criteria will be applied in the order in which they are set out below:

a) Looked after children and children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order). Such children will be given top priority in each band before the oversubscription criteria is applied.

b) Brothers or sisters of pupils attending Harris Primary Free School Beckenham who will still be in attendance on the date of Admission. (Brothers and Sisters including half brothers and sisters who share the same home). If there are more siblings applicants than places available priority will be given to siblings who live closer to the Free School using straight line measurement from the main entrance of the school to the main entrance to the child's home;

c) Admission of pupils on the basis of proximity to the school using straight line measurement from the applicant's home address (the address where they spend the majority of the week) to 3 or 4 nodal points.

We would consult with the LA and all other admission authorities in the first 3 months after agreement to proceed on which nodal points we should use, and would be happy to consider other criteria if the existing schools were prepared to change their current criteria. It is clear to the parents who support us that demand for local primary schools is such that they only serve areas close to them – leaving parents in between these "catchment areas" with no local school to attend and the next nearest school with places some miles away and/or only having places because it underperforms. We are familiar with the Codes of Practice and as a Free School or Academy will need to agree an admission annex and admission arrangements with the DFE as part of the Funding Agreement.

Operation of waiting lists

Subject to any provisions regarding waiting lists in the LA's co-ordinated admission scheme, the Free School will operate a waiting list. Where in any year the Free School receives more applications for places than there are places available, a waiting list will operate until the end of term after the admission date. This will be maintained by the Free School and it will be open to any parent/carer to ask for his or her child's name to be placed on the waiting list, following an unsuccessful application. If additional names are added to the waiting lists the criteria set out above will be used to rank them and place them in rank order within the appropriate band adjusting the rank of other children accordingly.

Children's position on the waiting list will be determined solely in accordance with the oversubscription criteria set out in the paragraph above. Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria.

Arrangements for appeals panels

Parents/Carers will have the right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision of the Free School. The Appeal Panel will be independent of the Free School. The arrangements for Appeals will be in line with the Code of Practice on School Admission Appeals published by the Department for Education as it applies to Foundation and Voluntary Aided schools. The determination of the appeal panel will be made in accordance with the Code of Practice on School Admission Appeals and is binding on all parties. The Free School should prepare guidance for parents/carers about

how the appeals process will work and provide parents/carers with a named contact who can answer any enquiries parents/carers may have about the process.

D7

Promoting good behaviour and attitudes to learning

The proposed Free School will set high standards of behaviour, courtesy and care towards each other. In return, pupils will enjoy an environment in which they feel safe and confident to learn. Pupils will spend time being taught expectations of behaviour and good examples will be rewarded. Class achievements will be publicly celebrated, while poor examples will have sanctions applied.

Assemblies will be used to promote and celebrate good examples of behaviour and respect for one another. They will also be used to celebrate excellent achievement and effort.

An example of the principles underlying the Behaviour Policy for a Harris Academy/School is set out below:

Children must:

- *Attend the academy each day and on time.*
- *Wear all aspects of the academy uniform and in the appropriate way.*

Children are required to:

- *Ensure they do not swear or insult others.*
- *Understand that every pupil has the right to come to school to learn.*
- *Not disrupt the learning of others.*
- *Not prevent the teacher from being able to teach.*
- *Never fight or use physical violence.*
- *Ensure all classrooms and common areas are left clean and tidy.*
- *Never bring chewing gum into the academy.*
- *Never wilfully damage academy property or equipment.*
- *Move around the academy in a quiet and sensible manner.*

Children are required to:

- *Attempt all homework to the best of their ability and hand all homework in on time.*
- *Have an excellent attendance record being only absent from school for a genuine reason.*
- *Explain any absence and bring a parental note on their return to school.*
- *Bring all necessary equipment to lessons each day in the Academy school bag.*

Finally, no member of the academy community should be made to feel unhappy or excluded due to the actions of others. Each member of the community should be responsible for the way we treat each other.

The behaviour policies and partnership between pupils, parents and the School are designed to create a positive environment based upon self-esteem, where everyone is valued.

The School will strive to provide outstanding, engaging teaching with regular assessment and reporting, and targeted support. The School will communicate its aims and expectations to parents and the community and enlist their support in upholding them.

Exclusions Policy

HPFSBE will have a clear and explicit behaviour policy. There will be a ladder of sanctions suitable to escalating bad behaviour and these will be discussed and agreed with staff in INSET. Parents should be involved in all such cases and understand the nature of the behaviours the Free School is attempting to change. In cases of extreme behaviour, sanctions to remove the child from class may be required. The Free School will seek to use internal sanctions and to develop internal exclusion and time-out provision and will only exclude from school in extreme circumstances and after exhausting all other sanctions. Parents and the Local Authority will be informed and parents will be informed of their rights of appeal. The Federation has well established appeal mechanisms and would follow these.

Attendance and Absence

High levels of attendance and punctuality will be vital to the well-being and future prospects of all our pupils. Attendance and punctuality will be intrinsically linked to our school strategy for raising achievement. We will develop a robust framework, within which all staff, parents, pupils, carers and external agencies can contribute to the development and maintenance of a learning environment where high attendance and excellent punctuality is the “norm”. Our policies and procedures will be clearly communicated to pupils, parents and carers and all staff, ensuring consistency in our approach to improving attendance. We will aim to be above the national average within one year of opening.

The Free School’s learning ethos will ensure an environment where pupils are encouraged and motivated to attend regularly and to be punctual because they feel they are making progress and they are valued whilst being safe and secure.

An example of the Attendance and Behaviour leaflet (policy) used at one of our primary schools in Peckham is attached as Appendix E - it shows the types of rewards for attendance and the rewards and sanctions associated to behaviour.

Section E: Evidence of demand – part 1

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

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. *D = (B/A) x100*.

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) x100.*

	2014				**2015**			
	A	**B**	**C**	**D**	**A**	**B**	**C**	**D**
Reception	60		62	103%	60		64	107%
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of demand – part 2

Please refer to pages 27-29 of the 'How to Apply' guidance for what should be included in this section.

E1

This application is made with the knowledge and support of the London Borough of Bromley who are aware that they are short of primary places from 2014 onwards. We attach a map (Appendix F) of their planning areas and this application is for a free school that sits on the border of Planning Areas 1 and 2 and will be close to the secondary Academies we have at Harris Academy Bromley and Harris Academy Beckenham (marked on the plan). Bromley LA is forecasting that between these two planning areas there will be a shortage of reception places (demand in excess of current places) from 2014 as follows:

2014/15 – 106
2015/16 – 122
2016/17 – 138
2017/18 – 150

And expect a continuing shortfall at that level.

We have undertaken a survey of parents of nursery aged children who will be eligible for entry to Reception in 2014 and 2015. We surveyed in the Wards of Kelsey and Eden Park, which are in Planning Area 2. We used an accredited polling company and they asked parents a series of questions about their views on the availability of good primary school places. The survey was of 89 parents in these Wards. We told them that we were seeking views on the opening of a Free School to be run by the Harris Federation and explained what a Free School was.

We told them:

1. The primary school would emphasise the importance of traditional values such as good manners, good behaviour and smart uniforms, as well as the best of modern teaching methods and technology
2. There would be daily lessons in maths, reading and literacy for children of all ages.
3. Children would be taught by subject specialists from Year 5 onwards to ensure they hit the ground running in Secondary School.
4. There would be extra tuition, either in small groups or on a one-to-one basis for children who need it
5. The plans for the new school would be developed by [redacted].
6. We did not say where the site of the school would be and did not say anything about admissions other than it would serve the local area and for both boys and girls.

A copy of the summary of the survey is attached as Appendix G. We can supply the full data analysis if required.

After being given that information 26% of parents indicated that they were very likely to put the Free School down as first preference on their application form for a school place and 70% said they were likely or very likely to put the Free School down as first preference on their application form for a school place. The table below uses those percentages to predict given the approximate child populations of those Wards indicated by Bromley LA what demand for the school would be:

Entry year to Reception	Ward population in children	First place preference – likely or very likely (70%)	First place preference – very likely (26%)	Pupils currently forecast not to have a place in the two Planning Areas
2014/15	238	167	62	106
2015/16	246	172	64	122
2016/17	246	172	64	138
2017/18 and beyond	249	174	65	150

It is clear from the above that there is a substantial demand for a Free Primary School run by the Harris Federation in Beckenham with the features set out in this application and that there will be a strong take-up of places.

We have engaged the local community through sending leaflets out to every home in the 2 Wards and have a parents steering group of 8 parents of eligible nursery aged children with whom we are meeting and discussing the proposal, possible sites and possible admission criteria. The leaflet invited interested parents to register interest in forming a steering group for us to engage with the local community and to keep them informed. In addition to this we have also received 42 signed support forms from members of the public.

We will be agreeing with them means of outreaching to the target audience and other interested members of the community and continuing dialogue until opening. We hope that a number of the parents will become Governors of the School when it opens.

Consultation

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

This will include the following groups:

(i) Parents and Carers,
(ii) The Local Authority (LA),
(iii) Community Groups,
(iv) Potential Feeder Schools and Nurseries,

(v) Local Schools and Education Providers,
(vi) Sixth Forms and FE Colleges,
(vii) Higher Education Institutions,
Nearby LAs.

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

Our consultation will address a number of issues:

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

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

1. As part of our marketing strategy, a series of further public meetings will be advertised and organised to inform a wider section of the community than we had time or resources to previously engage. Parents and Carers who had been originally contacted will be invited to attend also. At such meetings the public will be informed of our plans and progress in regard to the setting up of our Free School.

2. It is our intention to work closely with the LA and as far as possible to align planning of the schools time cycles in line with the LA's processes. If the approval process allows time we would seek to consult on and agree our Admissions Policy to allow it to be included in the LA's booklets for 2014 admissions due to be published in September 2013. We are willing to proceed to consult at risk in order to achieve this, if we are invited to interview.

3. Potential Feeder Nurseries are integral partners for the success of our school, especially when considering our Admissions policy-criteria and curriculum progression.

4. Where practicable some resources may be shared on projects of mutual interest.

5. Consultation with local schools will provide the opportunity to gather and share information, and to develop proposals for joint working.

Response to Consultation

We would respond to the feedback from the public, by inviting those interested to public consultations, at which their responses would be addressed and where necessary written responses will be sent to groups or individuals. Every effort will be

made to take into account the views of all those who respond to our consultation and reviewing our curriculum offer and the organisational arrangements for the Free School.

E2
Marketing Strategy

When planning our Marketing Strategy, we will consider our target audience to include all those groups with whom we consulted and others. We will work with the Council and the parents steering group to put in place a strategy for targeting potential parents and make sure that we particularly cover those of differing faiths and disadvantaged backgrounds. We will continue to market the school through child care facilities and arrange talks through them and will visit and arrange talks in faith venues. We will stress the success of the Federation in achieving good GCSE results for children who receive or have received free school meals. In 2012 56% of our children in this category achieved 5 or more A –C grades including English and Maths – over 50% better than the national average of 34%.

We will also use the Federation's marketing consultants, 8hwe, to help plan and deliver the marketing and will focus on:

- Making sure local people know the Federation's reputation for running very popular schools, with a no nonsense approach to the management of behaviour and unrivalled academic success;
- Emphasising the key principles of good and outstanding teaching and learning and close management of pupils' progress by setting and monitoring of targets;
- Focusing on a system which ensures that the same people are in charge of pupils' academic and pastoral care – so the pupils are treated holistically and seen in the round – and that they are well known by the teachers who are in charge of their welfare;

We will also make good use of the Harris Primary Academy Kent House (due to join the federation in September 2013), Harris Academy Beckenham (secondary) and Harris Academy Bromley (secondary) and the fact that all these schools will be run in partnership, supporting each other. The parents steering group will also assist us to engage potential parents and to ensure our message is heard.

We have 2 adjacent secondary schools (as mentioned above) and will work closely with them in developing the Junior curriculum. It is proposed that those schools provide the specialist teachers to develop subject specialist teaching in Year 5 and Year 6. We will develop links with other local schools but in particular will link closely with the new Academy we will be [redacted]. All 3 schools will be able to develop provision in tandem and support each other as a Federation within the Federation.

We propose to keep our supporters updated on the progress of our application to start a Free School by staging meetings and open events, where participants will engage in activities of common interest. At some such meetings the Federation and as appropriate the Principal Designate will participate and promote the school explaining the ethos and curriculum.

Interested local community supporters and parents who have been signed up to send their children to our school, would be encouraged and supported in playing a significant role in the marketing plan, through word of mouth and net-working, by helping to distribute printed material.

The materials which we plan to use in our Marketing Strategy include:

a. Prospectus - This will be updated as required.

b. Brochures - These will be reviewed for relevance and updated.

c. Posters / Flyers - These will be extensively used as required, to advertise meetings, and provide information as the situation develops.

d. Website and E-mail - This will facilitate easier local and national communication and advertisement.

We will use further forms of marketing, such as paid or free marketing and local and national media. We will also market through places of worship, out of school clubs, nurseries and other community organisations.

We will advertise our school via the local and national media and they will be kept informed of our progress and will be invited to attend our open events. Exposure via the national and regional media is also important in order to make staff aware of the opportunities to work in the Free School.

Our Marketing Strategy will be very much influenced by the constraints of the Budget and the opportunity to ensure value for money through joint work with our existing schools in the Bromley area and using the economies of scale brought by the Harris Federation.

The partnership with academy sponsor
All Harris Federation Academies and Free Schools operate within one Academy trust, The Harris Federation, with a local governing body under a single Harris Federation Board of Trustees. As part of the network of Harris Federation Academies, the new academy/school will benefit from sharing curriculum, teaching and learning practices, pastoral practices and administrative services. We will develop strong links with other Harris Academies. This includes joint INSET and shared training days.

Network and Partnerships
The new Free School would play its part in the Bromley family of schools by attending all Headteacher meetings and taking its place on working groups established to develop policy and ensure equality of access and refinement of

services for all children. We will take seriously all safeguarding responsibilities and child protection and work closely with Council services to ensure the well-being of all children in our care.

This will include links with local schools for CPD purposes and sharing good practice.

Parental and Community Engagement
The Free School will promote other links to encourage parental participation in school life. The Free School will proactively communicate and engage with parents through a variety of media including letters, website, text, email and telephone calls. It will seek to introduce a Home School agreement governing all aspects of the relationship between the pupils' home and the Free School, and set regular homework.

The Free School will regularly report performance on pupil progress (every 6 weeks) as captured by its assessment processes against national curriculum levels and provide the opportunity for parents to meet teachers to discuss this through regular Parents Evenings.

It will also develop community links and build on them to encourage the local community to contribute to learning within the curriculum. It will set up parent classes designed to improve their basic skills so that they can support their children's learning. Engaging parents in the life of this new Free School will be one of the greatest challenges. We will work tirelessly to achieve this engagement by showing that children are always put first and that the Free School has their well-being and life chances at the forefront of every decision.

We will produce a marketing plan to ensure we have a strategy for engaging with the local community and community groups in the area surrounding the Free School and consulting them on what they would wish to see the new school provide, and implement this in the first six months after agreement to proceed.

Section F: Capacity and capability

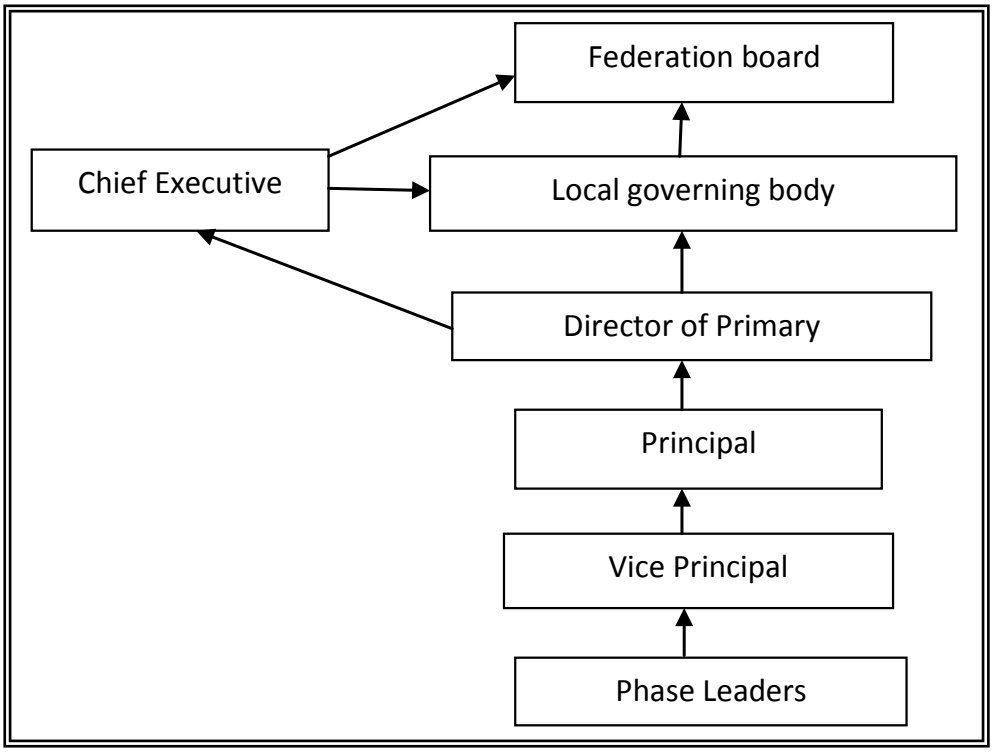
Please refer to pages 30-33 of the 'How to Apply' guidance for what should be included in this section.

F1
Roles and Accountability

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 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/School budgets. In practical terms all operating decisions are delegated to the Local Governing Bodies.

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



F2,F3 & F4

Project Resources

The Harris Federation have in depth experience of setting up new schools and converting existing schools to academies. They have in-house expertise in HR, Finance, Educational leadership, ICT, admissions, marketing and project management (both of building projects and of the process of opening a new school) and managing the legal processes. They have experience of working with the DfE on preparing schools for opening and know all of the procedures.

15 of our 19 Academies have been sponsored academies (as opposed to voluntary converters) and one has been a Free School. This includes 2 schools which have been opened with no predecessor school. We have delivered all of them to budget and some have required very challenging timescales. We are recognised by the DfE as a Sponsor which can cope with challenging projects and deliver well. Please seek a reference from [redacted] in the [redacted] if you need confirmation. No-one has our track record in rapid improvement of failing schools and we bring the same unrelenting focus on excellence to opening new schools.

The **key individuals** who will be involved in the set-up of the Free School are:

[redacted].

[redacted]

[redacted]

[redacted]

[redacted]

All members of this team have enough time to fully support the establishment of this Free School.

In addition to this team the Harris Federation also have a specialist ICT team again resourced to cope with the additional schools we are planning. We have a call down contract with [redacted] to provide project management of any capital works and procurement of equipment.

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

F5 - Recruitment

Recruitment is key to getting good staff and in particular an outstanding Principal and will require investment early in the project. A recruitment plan will be developed early on in the project and detail all the timings, adverts, interviews, salary details

etc. for each position we need to recruit for. We may look to use 'Headhunting' recruitment companies to help identify suitable candidates for the Principal position. All positions will be advertised through the local press and Times Educational Supplement (both on-line and in print). In opening our recent Primary Free School in Peckham, experience indicates that recruiting high quality staff is not as difficult with a Harris school as it might be for other schools. The Federation offer highly competitive packages for their staff and this along with the appeal for candidates of working for a highly successful Federation will ensure we are able to recruit from a high calibre pool of candidates.

We would want to have appointed the Principal and for them to be in post 2 terms prior to opening so that they have time to prepare the academy for opening. By sharing the Principal between the two proposed free schools for Bromley and Beckenham we can afford to appoint the Principal within the pre-opening grant for a full year before opening and will appoint at risk if invited to interview. Prior to their appointment our [redacted], [redacted], will put in place preparations for opening until the Principal starts in post.

There will also need to be an office manager in place in the April before the September opening to make sure all data systems are fully up and running. The Principal will also need an early years specialist to write curricular materials and assist with meeting parents and children and assessment of special needs in the term before opening. Our experience has also shown that it helps enormously with the set-up of an academy/school if support staff can come in to start their appointments in July to assist with the preparation for opening.

To be ready for September it also helps to be able to pay staff to come in during the last week of August for in-depth training on systems and procedures so there is absolute consistency of approach.

Governance

HPFSBE would be established under a Supplementary Funding Agreement underneath the overarching Harris Federation Funding Agreement. The Trust therefore already exists and the Free School governance would mirror that of other Harris Academies. The Chair of Governors would have a place on the Trust Board and there would be a local governing body which would meet termly.

We prefer relatively small Governing Bodies with representatives of the local community who are signed up to making sure that children at the school achieve the very best outcomes. We offer targeted training to make sure they always see their first focus is on maximising pupil progress and attainment and give them the tools to challenge the senior staff to continuously improve. We will have one elected parent governor and one elected staff governor for the first 3 years and then move to 2 parent and 2 staff governors as the school continues to grow to its full capacity. We expect our governors to all commit themselves to make an active contribution to the improvement of performance of the school by regular visiting, monitoring and challenging with a focus on an area of the curriculum, or a policy initiative, or a specific school improvement objective.

There would be a series of training activities to prepare the Governing Body before

the Free School opens and enable it to be rigorous in its monitoring and challenge of the Free School's progress and achievement. It is likely that some governors would be linked to classes and curricular areas of the Free School to keep them in touch with what is happening on the ground. There will of course be a governor responsible for child protection procedures and for looked after children and SEN provision.

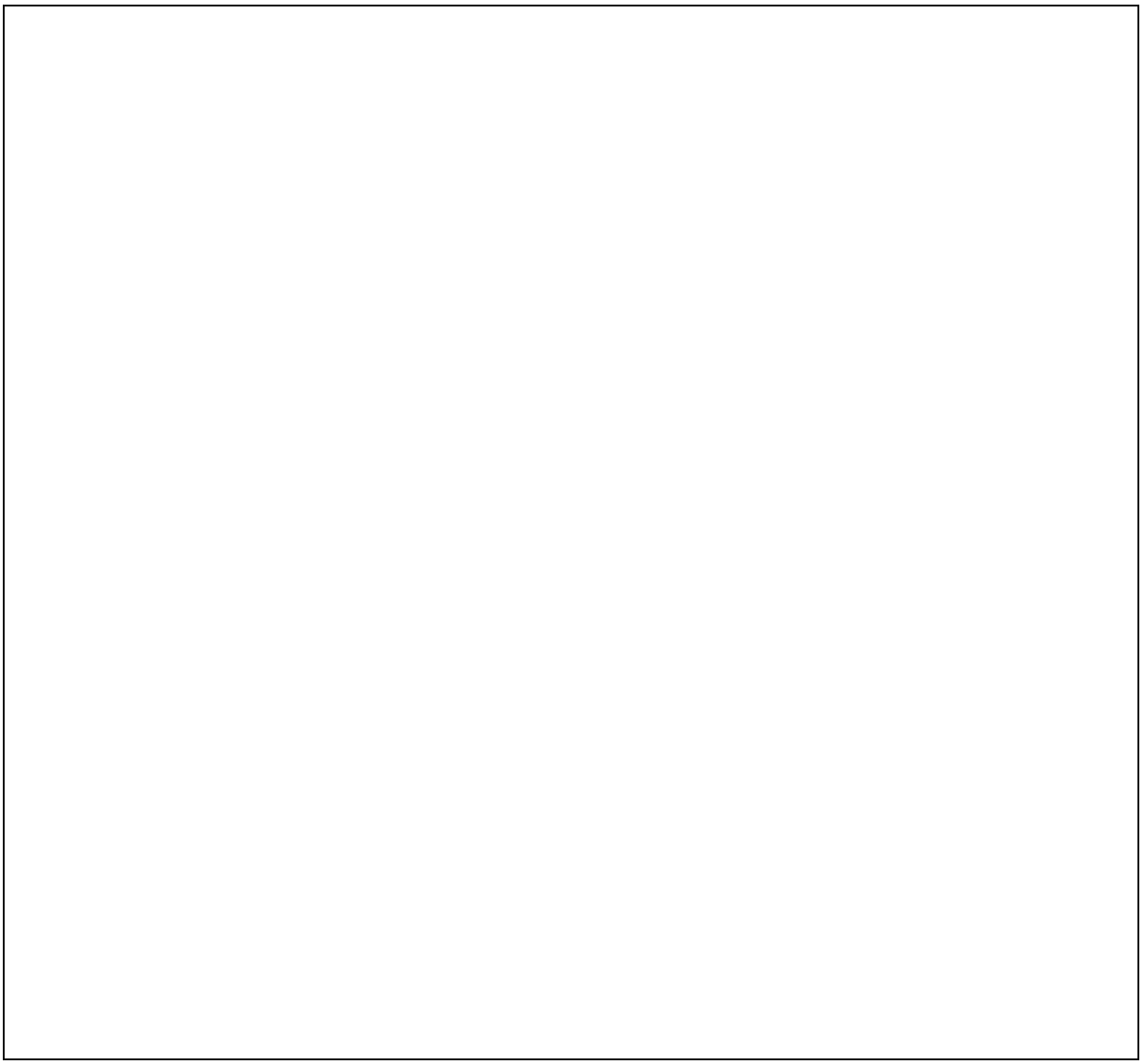
The Free School governance will be supported by financial control by our central office as well as educational challenge and support provided by central federation staff. We provide regular training each month both centrally and at each academy/school site. In looking at the success of our governance it needs to be noted that Chief Executive of the Federation and our Director of Primary would be Sponsor Governor's and their role would be to make sure that the Free School's development plans, monitoring of pupil progress and achievement, SEF and other evaluation tools are reported robustly and challenged by the Governing Body.

Governance has been rated outstanding by Ofsted in every Harris Academy inspected which had been open for longer than a year.

Appointment of governors

We have a range of professional people contact us seeking governor opportunities as our reputation is well established. In fact we often have more applicants than places. Furthermore we will engage with local people during the preopening phase and advertise for governors through the 'Governors One Stop Shop' – but we will only appoint governors (after an informal interview) who are committed to spending time supporting the school and the approach to teaching and learning that we adopt and are focused on outcomes for children. We find the success of the Federation means that we can easily recruit good governors.

We would appoint governors in Spring 2014 and would use our parents support group as a project steering group until then. We will be expecting a number of them to form the core of the initial Governing Body.



Section G: Initial costs and financial viability

Please refer to pages 34-38 of the ‘How to Apply’ guidance for what should be included in this section. As explained in the ‘How to Apply’ guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found here. Please use this section for the narrative.

Section H: Premises

Please refer to pages 39-40 of the 'How to Apply' guidance for what should be included in this section.

Our preferred [redacted] (postcode [redacted]). [redacted].

This is well placed to serve the area in between existing schools, where our parents support group live, with 2 or 3 nodal points to north and south. It is also convenient for specialist staff from the secondary school to be supplied with little travelling time to support the curriculum we plan for Years 5 and 6. It would also potentially allow for joint use of some facilities with the secondary school like a Gym/sports hall and playing fields. The site is owned by [redacted]. The issues to be addressed would relate to planning permission since local residents would object to the traffic caused by parents cars dropping off and collecting children – despite the area being quiet with little through traffic.

There are also possibilities close to our other Academy at Harris Academy Bromley, but the area of site that is possible there is in a flood plain.

Annexes

Appendix A – A map showing the preferred site for the school

Appendix B - A sample timetable for Year 2

Appendix B1 - A sample timetable for Year 3

Appendix B2 - A sample timetable for Year 6

Appendix C - Staffing totals for the school/academy from opening through the build-up phase to full capacity (by year)

Appendix D - Harris Federation ICT Strategy

Appendix E - An example of the Attendance and Behaviour leaflet (policy) used at one of our primary schools in Peckham

Appendix F – Map of London Borough of Bromley's planning areas

Appendix G – Summary of survey of parents of nursery aged children who will be eligible for entry to Reception in 2014 and 2015

Appendix A – A map showing the preferred site for the school

[redacted]

Preferred site - [redacted]

Appendix B - A sample timetable for Year 2

	9.00-9.30	9.30-10.30	10.30-10.45	10.45-11.00	11.00-12.00		12.00-1.00	1.00-2.15		2.15-2.30	2.30-3.00	3.00-3.30
MONDAY	Guided reading	literacy	assembly	Playtime	ICT 2L	Numeracy 2G	lunch	Numeracy 2L Humanities 2G	RE 2L PSHE 2G	playtime	Science	Shared reading
TUESDAY	Guided reading	literacy			ICT 2G	Numeracy 2L		Numeracy2G PE 2L	RE 2G PSHE 2L		PHONICS	PE 2G Shared reading 2L
WEDNESDAY	Guided reading	literacy			numeracy			Science 2G Humanities 2L	Science 2G Art 2L		PHONICS	Shared reading
THURSDAY	phonics	literacy			numeracy			PE outside	Music		Guided reading	Shared reading
FRIDAY	Guided reading	literacy	tbc		numeracy			Science 2L	Science 2L Art 2G		PHONICS	Whole school assembly

Appendix B1 - A sample timetable for Year 3

	9.00-9.30	9.30-10.30	10.30-10.45	10.45-11.00	11.00-12.00	12.00-1.00	1.00-2.00	2.00-3.00	3.00-3.30
MONDAY	Guided reading	ICT 3CA Literacy 3A	Playtime	assembly	numeracy	lunch	Literacy 3CA Humanities 3A	science	RE
TUESDAY	Guided reading	ICT 3A Literacy 3CA			numeracy		Literacy 3A Humanities 3CA	PE outside	Mental maths
WEDNESDAY	Guided reading	literacy			numeracy		PE inside 3A Art 3CA	PE inside 3CA Art 3A	RE
THURSDAY	Guided reading	literacy			numeracy		Music	Foundation subject tbc	Circle time
FRIDAY	Guided reading	literacy		tbc	numeracy		Science	PSHE	Whole school assembly

Appendix B2 - A sample timetable for Year 6

	9.00-9.30	9.30-10.30	10.30-10.45	10.45-11.00	11.00-12.00	12.00-12.30	12.30-1.30	1.30-2.30	2.30-3.30	
MONDAY	Guided reading	Literacy	**Playtime**	assembly	numeracy	Mental maths	lunch	Humanities	PSHEC	
TUESDAY	Guided reading	Literacy			numeracy	Handwriting		science	Art/DT	
WEDNESDAY	Guided reading	literacy			numeracy	Mental maths		Music 6G ICT 6C	Music 6C ICT 6G	
THURSDAY	Guided reading	literacy			numeracy	Spelling		science	RE	
FRIDAY	swimming	Swimming PE		spelling	PE swimming	Literacy		literacy	numeracy	Whole school assembly

Appendix C - Staffing totals for the school/academy from opening through the build-up phase to full capacity (by year)

2014/15	Staffing Totals:
1 x	Principal
2 x	Class Teachers - 1 with TLR
1 x	Early Years Educator
2 x	TAs
1 x	Office Manager/Finance Officer
1 x	Site Manager
3 x	Midday Supervisor

2015/16	Staffing Totals:
1 x	Principal
4 x	Class Teachers - 1 with TLR
2 x	Early Years Educator
3 x	TAs
1 x	Office Manager/Finance Officer
1 x	Admin Assistant
1 x	Site Manager
4 x	Midday Supervisor

2016/17	Staffing Totals:
1 x	Principal
6 x	Class Teachers - 1 with TLR
2 x	Early Years Educator
5 x	TAs
1 x	Learning Mentor
1 x	Office Manager/Finance Officer
1 x	Admin Assistant
1 x	Site Manager
5 x	Midday Supervisor

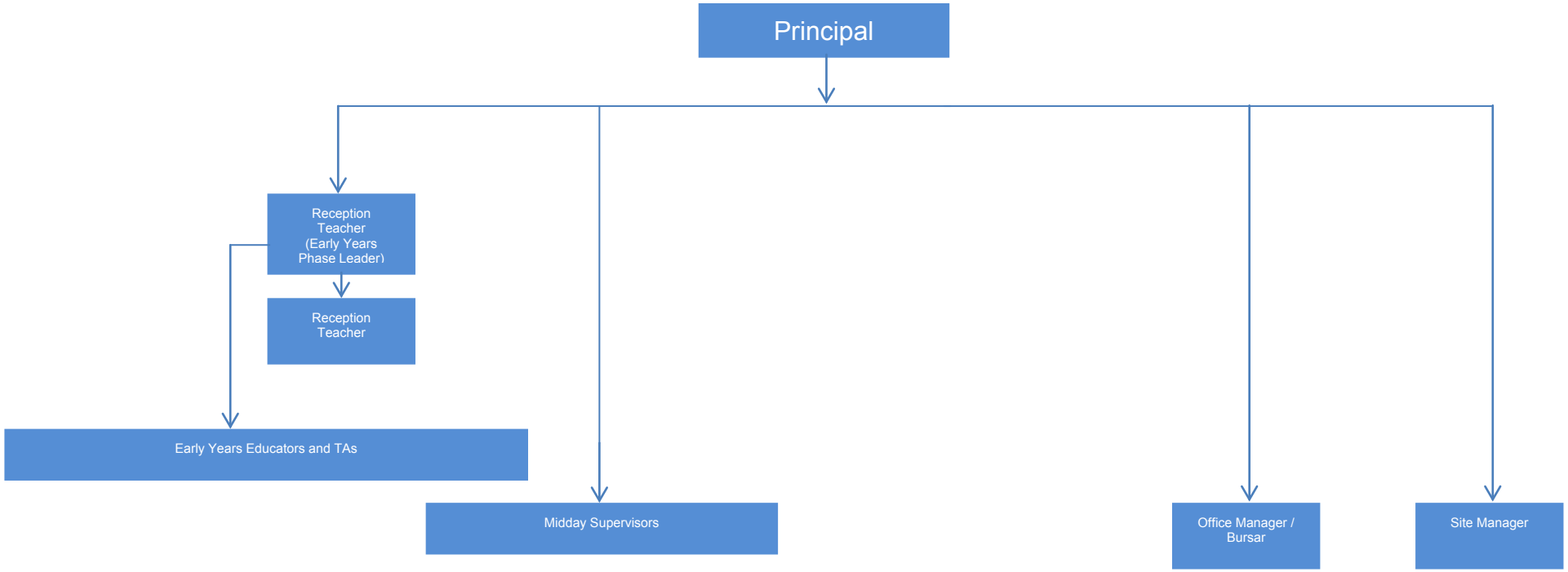
2017/18	Staffing Totals:
1 x	Principal
1 x	Vice Principal
8 x	Class Teachers - 2 with TLR
2 x	Early Years Educator
6 x	TAs
1 x	Inclusion Manager
1 x	Learning Mentor
1 x	LSA
1 x	Office Manager/Finance Officer
1 x	Admin Assistant
1 x	Site Manager
6 x	Midday Supervisor

2018/19	Staffing Totals:
1 x	Principal
1 x	Vice Principal
10 x	Class Teachers - 3 with TLR
2 x	Early Years Educator
8 x	TAs (8 x FT and 2 x PT)
1 x	Inclusion Manager
1 x	Learning Mentor
1 x	LSA
1 x	Office Manager/Finance Officer
2 x	Admin Assistant
1 x	Site Manager
7 x	Midday Supervisor

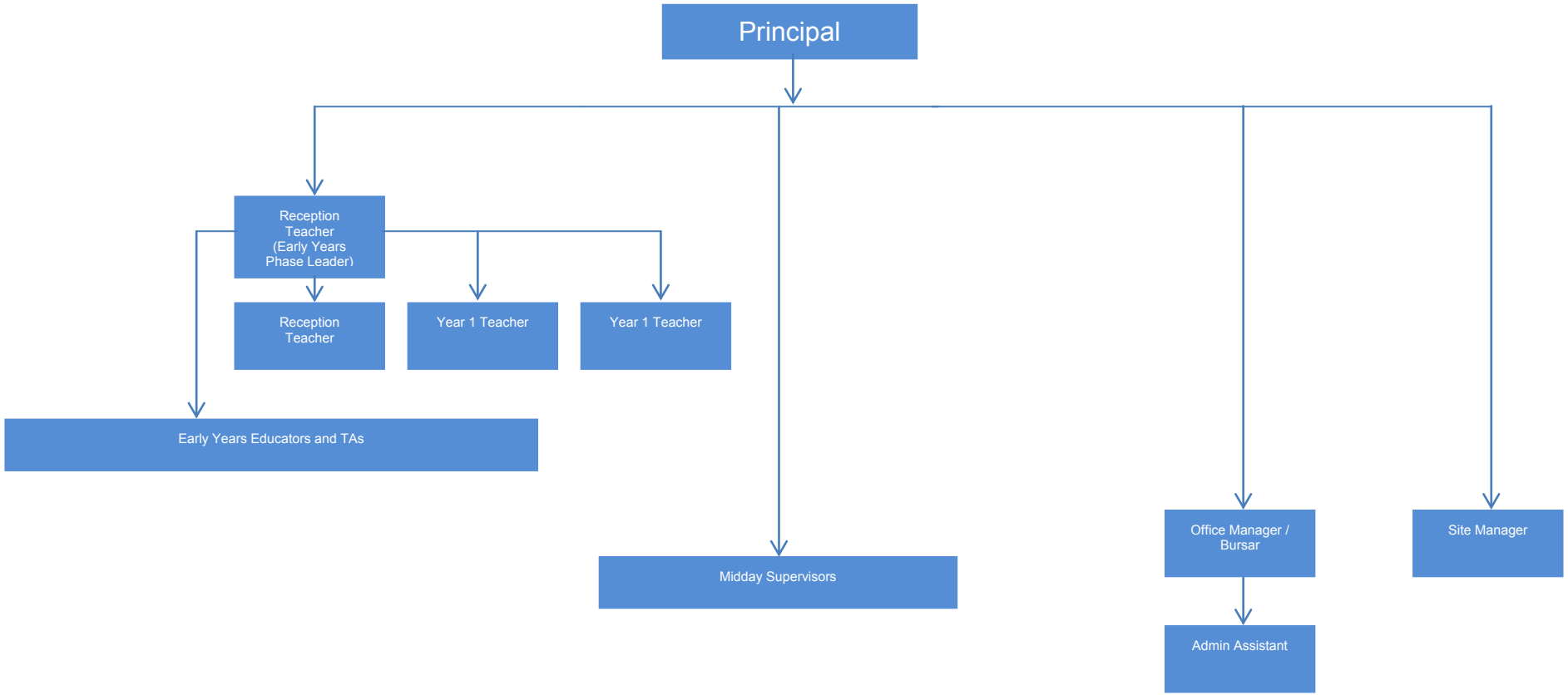
2019/20	Staffing Totals:
1 x	Principal
1 x	Vice Principal
12 x	Class Teachers - 4 with TLR
2 x	Early Years Educator
10 x	TAs (9 x FT and 2 x PT)
1 x	Inclusion Manager
1 x	Learning Mentor
1 x	LSA
1 x	Office Manager/Finance Officer
2 x	Admin Assistant
1 x	Site Manager
8 x	Midday Supervisor

2020/21	Staffing Totals:
1 x	Principal
1 x	Vice Principal
14 x	Class Teachers - 7 with TLR
2 x	Early Years Educator
11 x	TAs (11 x FT and 2 x PT)
1 x	Science / MFL Specialist Teacher (2 x PT)
1 x	Music Specialist Teacher
1 x	Sports Coaches (not Teachers)
1 x	Inclusion Manager
1 x	Learning Mentor
2 x	SEN LSAs
1 x	SEN Teacher (1 x PT)
1 x	EAL Teacher (1 x PT)
1 x	Office Manager/Bursar
2 x	Admin Assist (1 x Data & 1 X HR/Admissions)
1 x	Site Manager
8 x	Midday Supervisor

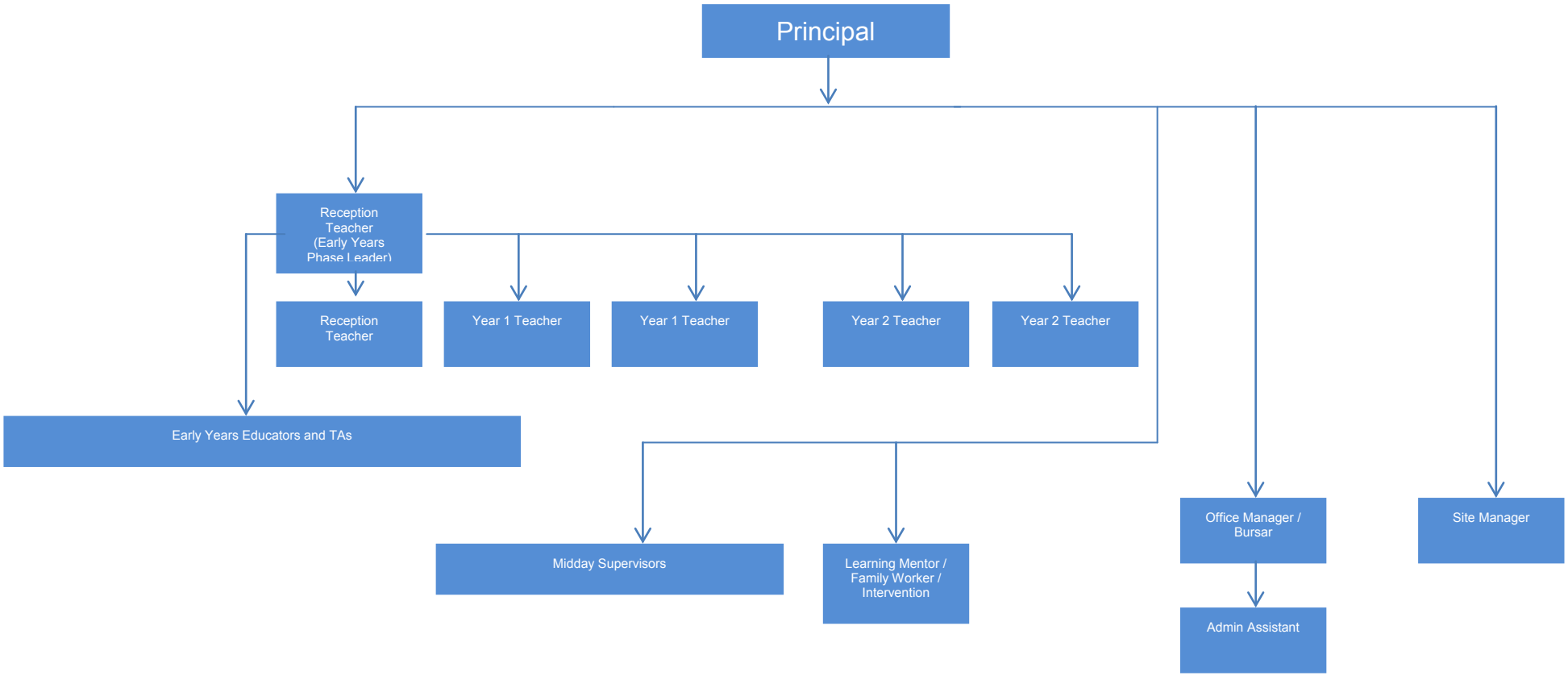
2014/15 – Organogram of school staffing structure



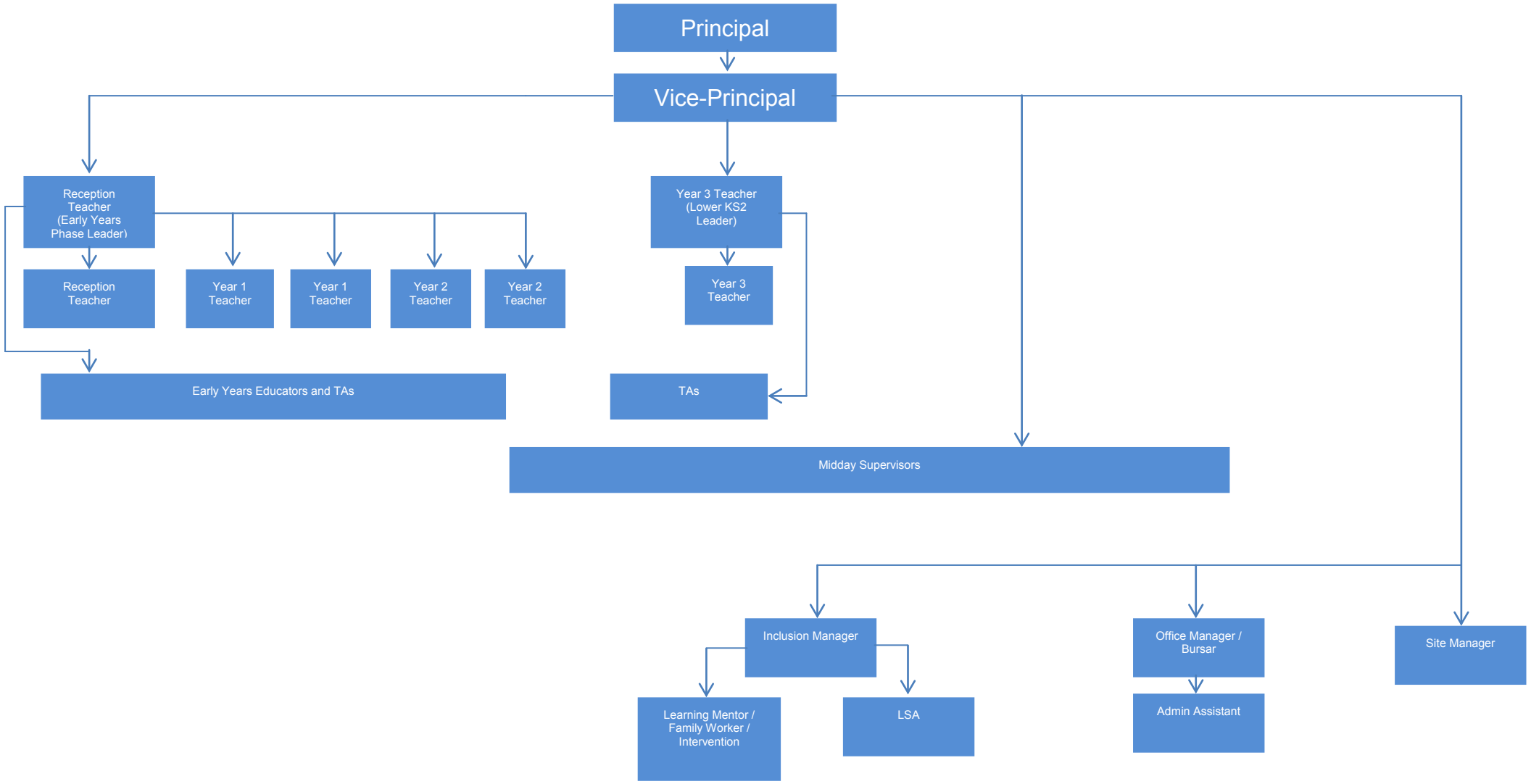
2015/16 – Organogram of school staffing structure



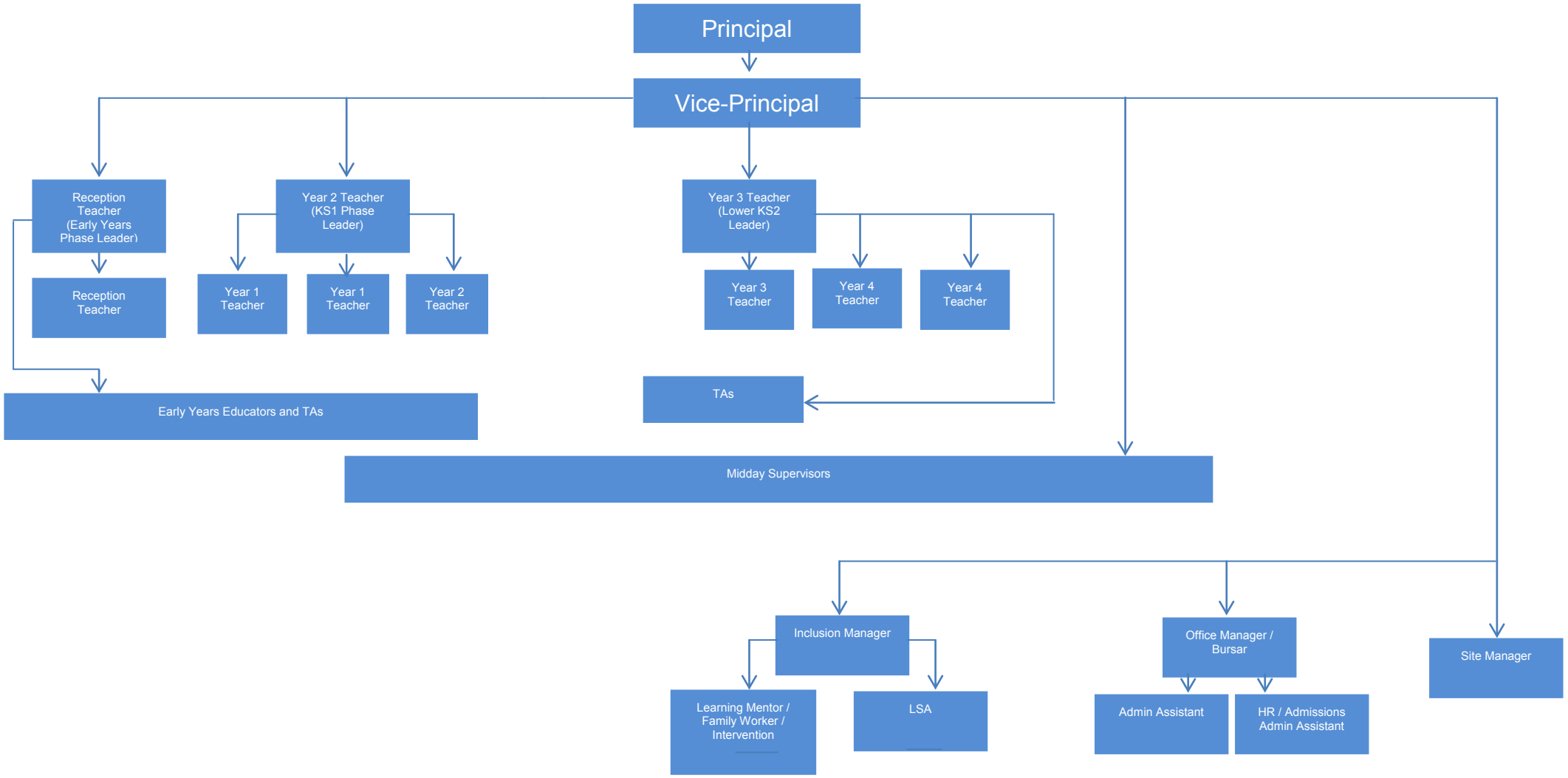
2016/17 – Organogram of school staffing structure



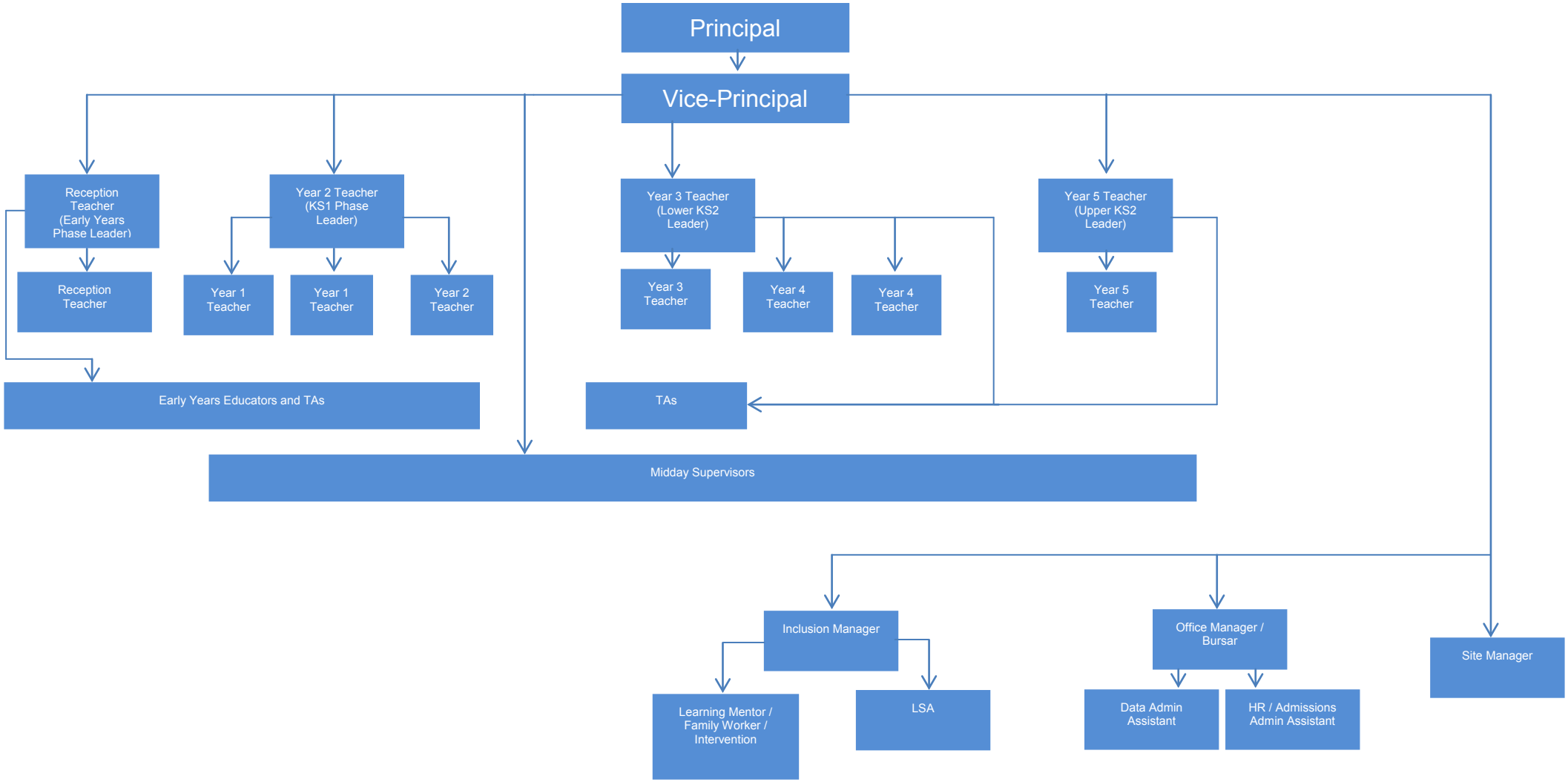
2017/18 – Organogram of school staffing structure



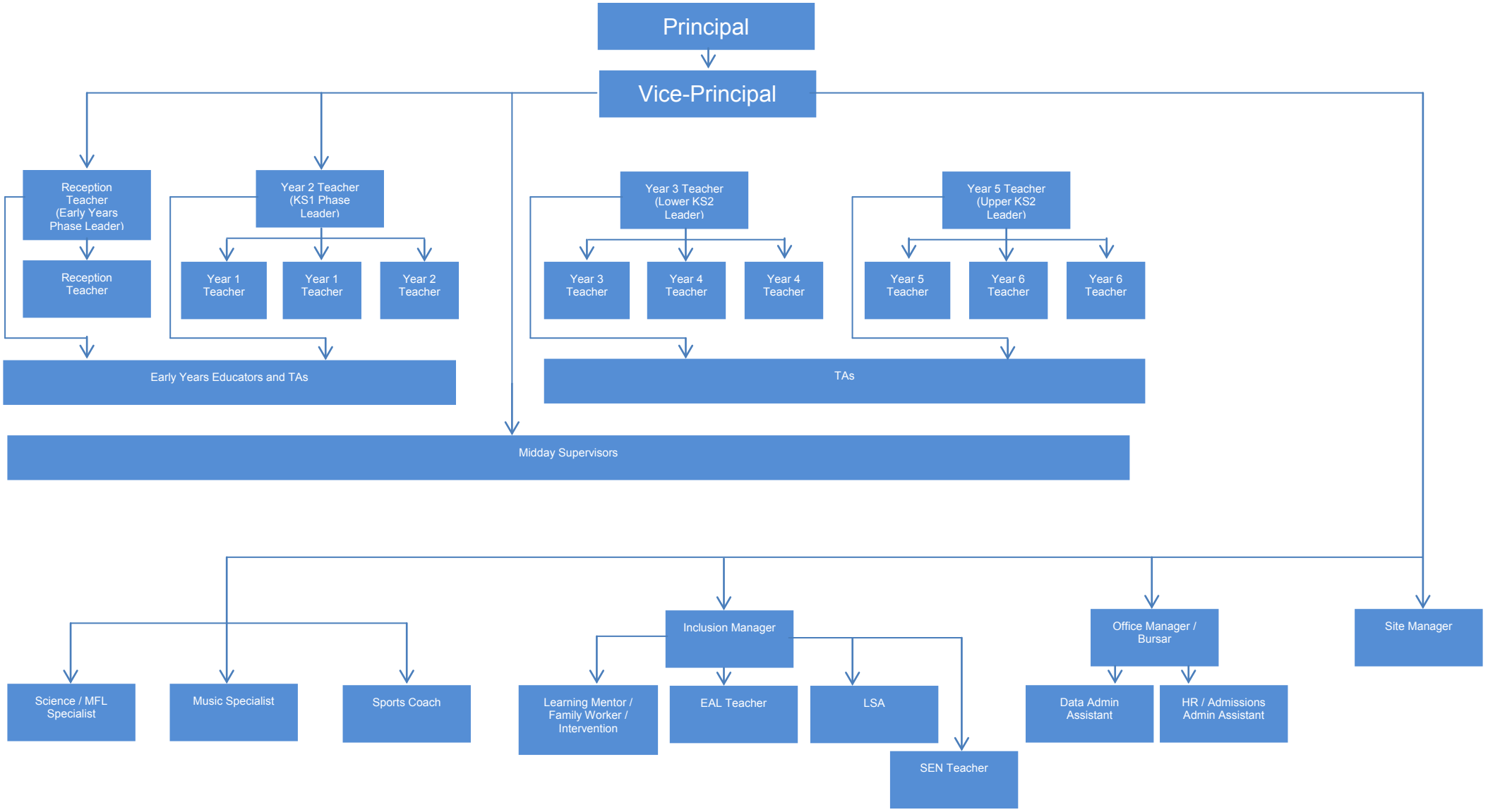
2018/19 – Organogram of school staffing structure



2019/20 – Organogram of school staffing structure



2020/21 – Organogram of school staffing structure



Appendix D - Harris Federation ICT Strategy

ICT Strategy for Learning

ICT will not be taught as a separate subject and all pupils will be expected to learn how to use ICT through other subjects. Curriculum and lesson plans will highlight the ICT skills and understanding that children were developing. These will include being able to find and select information; create, manipulate and process information using technology; communicate and share information using technology.

Primary academies/schools will mirror what has happened in the secondary phase by establishing a virtual learning environment (VLE) to develop a 'knowledge portal'; this will host the personal digital space of staff as well as shared areas. It will be highly customisable and flexible, bringing together policy, practice and pedagogy for all to share. Teachers will filter, recommend and guide. While learning and teaching documentation will be established and shared, this will be a social space as well as a learning space - collaboration will become a core activity.

ICT Approach

By utilising the *HarrisNET* infrastructure the current costs for the HPFSCH have been minimized. The design for the ICT solution will be based on the *HarrisNET* solution model. No costs are needed for solution design fees.

[redacted].

Over the past 18 months the Federation has been systematically investing in ICT provision across the estate as part of a major rebuilding programme. As well as significantly improving the visible onsite equipment (desktops, laptops and other devices) the Federation has been creating a unique shared infrastructure. This infrastructure builds on the 'Cloud' concept. It is called *HarrisNET* and it provides Harris Cloud Services (HCS) to their community of Academies. It is a powerful and scalable approach to delivering core services. It is tailored to the Federation's goal of rapidly improving and supporting Academies to be outstanding. HarrisNET provides:

Fast and simple collaboration across all academies	This includes the use of Document Libraries, Wiki's, Team Sites etc.
Staff and Student Email	Outlook Client and Outlook Web Access both Internally and Externally. Clustered fail safe configuration
Email on the move	Blackberry and ActivSync (iPhone, Android and Windows compatible).
Secure Remote Access to all services	Provides home drives and shared drive access from most external devices and can provide any internal web based application externally (subject to local software licencing restrictions).
Web based file access (home and shared drives)	Provides access to home drive and shared drives via a web browser.

	Available internally and externally
Office Web Applications – Word, Excel and PowerPoint	Access and edit Word, Excel and PowerPoint document from HarrisNET portal - no need for Office to be installed
Full Office 2010 installation at home for staff	License to install Office 2010 on home computer
HarrisNET Lync	Secure internal instant messaging. Also available remotely when necessary.
HarrisNET video conferencing	One to one video conferencing using the Lync client
Unlimited file Storage for all users.	Files stored within HarrisNET datacentre. For Post16/ Roaming users, this provides faster access to drives for Primary sites this is more cost effective. Available for all pupils and staff including integrating Microsoft SkyDrive.
Access to shared and proven learning resources	Curriculum consultants develop and share expertise. Focused on supporting Outstanding Learning and Teaching with key support for NQTs
HarrisNET hosted CMIS and ePortal services	Supports smaller sites to remove certain technical barriers
One password to access various systems	Single sign on for systems
Parental Access to ePortal	Secure access routed via the data centre DMZ
Assimilate VLE	Accessible from within the academy/school and at home.
	Includes a single Harris Post16 VLE for all Post16 students.
Automated user provisioning from Sims and CMIS MIS	
Central hosted Finance Software (PSF)	Centrally hosted finance system

In addition the above services are fully supported by the following systems and services:

Technical Support Services	
2nd and 3rd Line Technical Support	Allows onsite teams to focus on user support whilst 2/3rd line team liaises with suppliers and supplier technical support teams.

(onsite and remote)- 8hrs a day	
On call IT Support	2nd and 3rd line support teams attend site as required to provide additional support. Out of hours support provided where possible.
2nd Line Cisco Call Manager and Zeacom software support	Supports the Federation preferred phone solution
Design and documentation for new and proposed solutions	HarrisNET solution used as basis for all implementations. Ensures cost effective deployment of tested and proven solutions. Core of all networks are similar. Design supports any edge/client device strategy that an Academy/School may wish to adopt.
Dedicated support for the CMIS MIS system.	MIS Officer provides 2nd and 3rd line support for all CMIS installations including support to transition to CMIS as Academies/Schools join the Federation.
Order/ Supplier Management. Group hardware, software etc. reduced pricing	Single point of contact for key suppliers lowers costs and ensures better response rates from suppliers.
Wide Area Network Services - Provides the foundation and hosting environment for HarrisNET services	
100Mbps WAN	Dedicated WAN connection for each Academy/School into the HarrisNET Private VRF. Routing to Web currently via Synetrix Proxies through onsite devices for local control of filtering.
Datacentre for HarrisNET services	Shared infrastructure. Currently located at the new Boys' Dulwich Academy
DNS hosting	Allows us to create and manage website hosting plus be more flexible when making changes to existing web based systems.
Identity and Security	
Single Network Directory Service	Logon to network and resources across all Harris sites. Routing to the VLE which is hosted 'offsite' at Telecity. Linked to MIS for updates.
Single Sign On	When accessing services via HarrisNET Portal
MAC integration	MACs fully integrated with HarrisNET infrastructure. Single username and password to access a Windows or Mac device.

(inc Single Sign On to HarrisNET Directory Services)	
Managed Desktop Anti-Virus from HarrisNET	Symantec managed AV Solution for Servers, Windows and Apple Clients. Provides updates when a client is directly connected to the internet.
Email Content and AV filtering	Provides a clean and customisable email filtering feed into HarrisNET Email infrastructure.
Onsite filtering of all web access	Ensures secure web access
Managed WSUS (Windows Updates)	Managed Windows OS updates.
Managed two tier firewall protection.	1st tier provided at Internet Edge – 2nd tier provided by onsite firewall
Simplified imaging via Windows Deployment Services	Simple and easy image deployment. Ensures secure and well run local networks
Simplified imaging for MAC	Simple and easy MAC specific image deployment.
Data retention and security for all HarrisNET services above for 7 years. Local site backups monitored to ensure integrity.	Data stored for unto 7 Years at an offsite storage facility.
Infrastructure Monitoring	
Server Monitoring	Servers are monitored 24x7x365 by the HarrisNET monitoring solution.
	Hardware failures (including potential) along with usage of the following components: - CPU, RAM, HDD, NIC.
	Alerts are sent to the central IT Team, including anti virus alerts.

Active Network Infrastructure monitoring (Switches and Wireless)	Switches are monitored 24x7x365 by the HarrisNET monitoring solution for uptime and uplink bandwidth utilisation.
	On Cisco VoIP sites MOSS and RTD are monitored to ensure VoIP quality.
Active Network components management	
Configured and managed switching infrastructure (HP and Cisco)	Proven configuration of active network.
Configured and managed wireless infrastructure (HP and Cisco)	Proven configuration of wireless infrastructure.
Software licensing	
Licencing for Microsoft desktop applications via Microsoft Education scheme	Covered by Harris Federation agreement. First large education group to move to new licensing model. Saved 75% on overall costs.
Federated costs for CMIS	Reduced costs by 60%. Costs currently passed to individual academy/school budgets.
CPD	
Microsoft IT Academy and resources for all IT Staff	Covered by Harris Federation Microsoft agreement.
CMIS training for IT Support staff and Administration/ Teaching staff	Provided by MIS Officer

Revenue and refresh

Traditionally schools rely on capital injections every five years or so to keep their ICT

up to date. The Cloud approach allows the Federation to move sustainable costs into the annual revenue budget of each academy/school, ensuring that the core infrastructure remains up to date and not solely reliant on the annual revenue position of any one academy/school. The Cloud approach takes account of the lifecycle for key hardware and ensures that the ICT services are well attuned to the Learning and Teaching strategies in Harris Academies.

HarrisNET provides the services at a fraction of the cost of working individually. But hardware savings are not the single measure of success. The service is very different to the previous BSF approach. Under BSF there were economies of scale but in effect each school within a LEP was still provided with a complete set of local infrastructure. The savings under BSF came from buying in bulk. Under the Cloud model each school sees a reduction in the core infrastructure onsite as critical services are aggregated in a data center. This not only reduces initial cost but also reduces on-going Harris management. The Federation has however taken advantage of the BSF procurement aggregation. Following a mini competition under the Becta guidelines the Federation has an agreement with RM that all hardware will be provided at BSF pricing.

In this way the Federation reduces costs three times; first by leveraging national procurement savings agreed under BSF, second by aggregating key services and reducing hardware for core systems and third by managing key services centrally. This allows the Federation to make further savings by reducing onsite support staff to one person per site as opposed to the usual model of at least two people per site.

One criticism of such centralised support can be the lack of flexibility that can sometimes occur. *HarrisNET* is however a service run for Harris Academies by those Academies. The support for each Academy/School is kept very responsive by making sure the communication lines are always open. A small team of central support staff work very closely with the onsite staff, all systems are remotely monitored and the Group ICT Director is directly in contact with the Principal of each Academy/School. The CEO of the Federation meets with each Principal at least weekly and any ICT issues that have not been resolved satisfactorily are immediately escalated at that level to the ICT Director. In this way the Federation ensures that the service remains flexible and able to support the fast moving improvement and development.

The *HarrisNET* solution includes a detailed ICT design for all Harris academies. This is a proven approach to everything from core shared systems, onsite switching, configuration of client devices and approaches to security. This approach removes costs associated with the BSF approach where in effect every new Academy/School was treated as a ‘one of a kind’ with ICT companies making considerable charges for ICT design work. The *HarrisNET* design allows for each academy/school to be innovative but ensure that all ICT works first time and is easy to manage. Currently the design supports Harris Academies with a large variety of ICT usage from very little wireless with numerous desktop machines to sites where wireless devices are numerous with every staff relying on a laptop. The entire ICT solution can be seen an enabling and supporting the Principles to develop the learning and teaching at each Academy/School. Ultimately the solution supports the Harris Federation curriculum model as agreed and overseen by the Federation Board.

ICT hardware

The requirement for loose ICT fall into the following categories:

- Client devices (laptops, desktops, printers IWBs)
- Printers
- Switches for the network
- Servers for core services

With a total of 420 students we would provide two ICT suites and two sets of portable devices. This equates to 60 desktop computers and 60 portable devices. There will be a requirement for admin PCs and staff access to devices. In total we would provide 140 devices as well as printers, Interactive Whiteboards and software.

We would also look to install switches and servers to allow for proper control of any wireless infrastructure. The costs are kept low by utilising the HarrisNET Cloud Services.

Appendix E - An example of the Attendance and Behaviour leaflet (policy) used at one of our primary schools in Peckham

Attendance

We believe coming to school regularly and on time is incredibly important for your child.

Children make most progress when they arrive, with their friends, at the start of the school day. We also believe it's a habit that will serve them well in years to come and will help them to develop important workplace skills such as punctuality.

Our bell goes at 8.55 and we expect all classes to be in their classrooms and working by 9.00. We have our phonics lesson at the beginning of each day. If your child is just 10 minutes late they are coming into a lesson that has already started and will miss big chunks of teaching time. They will also be anxious and feel unsettled.

We have many systems in place to monitor the attendance and punctuality of all our pupils.

- The register is taken at 9.00 and after lunch.
- Parents are asked to inform the school, before the start of the school day, if your child is going to be absent. We will always telephone or text you if your child is not in school and you haven't given us a reason.
- If your child is regularly late or absent we will contact you to ask you to explain why.
- We ask you to arrange your holidays outside school term-time. If you are not able to do so you must get written permission from the school and will need to ask at the office for a form.
- Persistent lateness or absence is referred to our Educational Welfare Officer and can lead to prosecution.

If your child misses an average of just one day a week their attendance would be below 80% and we would refer them to the EWO immediately.

Rewards.

We believe that coming to school everyday, on time is an extremely important habit and our In It To Win It competition rewards excellent punctuality and attendance.

Each week classes earn gold bars if their class has the best attendance or punctuality. Classes with the most points become Class of the Week and receive a trophy. Class of the Term get to choose their own outing as a prize.

If your child is persistently late or often absent then they are also preventing their class from winning the competition.

We also have certificates, medals and stickers for children whose attendance is particularly good.

Our school target for attendance is 96%

Harris Primary Free School Peckham

Behaviour and Attendance

We believe that every child has the right to learn in a safe and happy environment. We use positive behaviour strategies to promote a caring atmosphere based on a sense of community and shared values.
This leaflet outlines the main aspects of our school policy and the ways in which we strive to achieve this. A more detailed version of our policy is available on our school website.

Our Golden Rules.

We have five rules that operate wherever you are in the school (or on a visit) and whichever adult you are working with. They are:

1. We will always keep ourselves and others safe.
2. We will care for the work and property of others.
3. We will be kind, helpful and respectful.
4. We will try our hardest at everything we do.
5. We will come to school everyday and on time.

Rewards.

Our behaviour policy is designed to ensure that we are helping everyone to keep to our five rules. We use positive behaviour strategies which include:

- Praise
- Positive tone of voice and smiles
- Stickers
- Certificates in achievement assembly
- Star award certificates to take home
- Post cards acknowledging achievement which are sent home by post.

We also have **three levels of incentive system:**

1. Individual - Every class has its own system for rewarding children for good behaviour and a positive independent attitude to work.

2. Team - Each class also has a way of rewarding children when they work well in groups. This is to encourage social skills such as co-operation, sharing and communication.

3. Class - Our '**In It To Win It'** whole school competition is an important part of our school. Classes earn silver bars for lining up well, behaving in assemblies, and moving around the school safely. Children can earn raffle tickets for excellent or helpful behaviour and classes can earn special 'jewels'. Golden bars are earned by classes who have excellent attendance and punctuality. The points are added up every Monday and the winning classes receive trophies for being '*class of the week'*. Every term the class with the most points becomes '*class of the term'* and chooses their own, special outing.

Sanctions

Sadly, there will be times when children are inappropriately behaved. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. These boundaries are firmly and clearly outlined in our policy.

We divide inappropriate behaviours into two categories:

Level 1 – Minor (for example: not following instructions, being out of your seat, task avoidance)

Level 2 - Major (for example: bullying, violence, leaving class without permission)

Everybody knows what these behaviours are through assemblies and posters which are located around the school.

Level 1 behaviours are given warnings before we institute our sanctions. Level 2 behaviours carry no warnings because they are more serious.

We have a clear process for our sanctions which include time out in another class and break time detentions. The process is part of our behaviour policy and is included in our policy document which can be found on our school website . We always let parents and carers know if the child has been involved in a level 2 incident and we will also contact you if your child has had 6 detentions.

Anti-bullying.

We take bullying very seriously at our school. We define it as "a deliberate act that happens more than once and makes someone feel scared, unsafe or unhappy."

If a child is being bullied, or knows someone who is being bullied, they should tell an adult in the school immediately. We will always take it seriously and we will always investigate. We will contact parents and make sure they know the outcome of the investigation.

The parents of the child bullying will also be contacted and we will ensure that there are appropriate sanctions to prevent the child repeating the behaviour. This could be exclusion from play or lunchtimes, internal exclusions or even a fixed term exclusion.

We also make sure that all children know what to do if they are being bullied and how to spot bullying. We make sure we teach children how wrong bullying is, and our curriculum highlights all aspects of bullying including cyber bullying and bullying by text.

We have an Anti-Bullying Contract which we ask you to sign when your child starts our school.

Pastoral Care.

At our school we care about every child's wellbeing. If children feel they have a problem they are encouraged to share it with our staff. We have teachers and support staff working in all classes and they will always listen to what children have to say.

Appendix F – Map of London Borough of Bromley's planning areas

STRATEGIC PLANNING AREAS

Schools by Planning Area with Map Numbers

Planning Area 1	Map no
Alexandra Infants' School	1
Alexandra Junior School	2
Balgowan Primary School	4
Churchfields Primary School	14
Harris Academy Bromley	A
James Dixon Primary School	3
Malcolm Primary School	37
Royston Primary School	55
St Anthony's RC Primary School	58
St John's CE Primary School	61
The Pioneer Academy, Stewart Fleming Primary School	70
Riverside School (Beckenham Site)	S

Planning Area 2	Map no
Bromley Road Infant School	9
Clare House Primary School	15
Harris Academy Beckenham	B
Marian Vian Primary School	39
Langley Park School for Boys	C
Langley Park School for Girls	D
St Mary's Catholic Primary School	65
Unicorn Primary School	74
Worsley Bridge Junior School	78

Planning Area 3	Map no
Glebe School	T
Hawes Down Infant School	27
Hawes Down Junior School	28
Hayes Primary School	29
Hayes School	E
Highfield Infant School	30
Highfield Junior School	31
Oak Lodge Primary School	43
Pickhurst Infant School	48
Pickhurst Junior School	49
St Mark's CE Primary School	63
Wickham Common Primary School	77

Planning Area 4	Map no
Bickley Primary School	5
Bullers Wood School	G
Burnt Ash Primary School	10
Parish CE Primary School	46
Raglan Primary School	53
Scotts Park Primary School	56
St George's, Bickley, CE Primary School	59
St Joseph's RC Primary School	62
The Ravensbourne School	H
Valley Primary School	75

Planning Area 5	Map no
Bishop Justus CE School	J
Crofton Infant School	16
Crofton Junior School	17
Darrick Wood Infant School	19
Darrick Wood Junior School	20
Darrick Wood School	K
Farnborough Primary School	24
Keston CE Primary School	35
Newstead Wood School	L
Princes Plain Primary School	52
Ravens Wood School	I
Southborough Primary School	57
St James' RC Primary School	60
Tubbenden Primary School	72/73

Planning Area 6	Map no
Beaverwood School for Girls	N
Castlecombe Primary School	11
Chislehurst (St Nicholas) CE Aided Primary School	13
Coopers School	M
Dorset Road Infant School	21
Edgebury Primary School	23
Marjorie McClure School	U
Mead Road Infant School	40
Mottingham Primary School	42
Red Hill Primary School	54
St Peter and St Paul Catholic Primary School	67
St Vincent's Catholic Primary School	69

Planning Area 7	Map no
Gray's Farm Primary School	25
Kemnal Technology College	O
Leesons Primary School	36
Manor Oak Primary School	38
Midfield Primary School	41
Perry Hall Primary School	47
Poverest Primary School	50
Riverside School (St Paul's Cray Site)	V
St Mary Cray Primary School	64
St Paul's Cray CE Primary School	66
St Philomena's RC Primary School	68

Planning Area 8	Map no
Blenheim Primary School	8
Burwood School	W
Chelsfield Primary School	12
Green Street Green Primary School	26
Hillside Primary School	32
Holy Innocents Catholic Primary School	33
Pratts Bottom Primary School	51
St Olave's and St Saviour's Grammar School	Q
The Highway Primary School	71
The Priory School	P
Warren Road Primary School	76

Planning Area 9	Map no
Biggin Hill Primary School	6/7
Charles Darwin School	R
Cudham CE Primary School	18
Downe Primary School	22
Oaklands Primary School	44/45

Appendix G – Summary of survey of parents of nursery aged children who will be eligible for entry to Reception in 2014 and 2015

Populus Polling Summary

Harris Federation Bromley School Gate Poll October 2012

Background and objectives

The Harris Federation wants to establish demand for a new primary school in Bromley. There is a shortage of places in the area and Harris needs to gauge the attitude of parents of pre-school age children towards opening a new Primary Free School.

Populus interviewed 205 parents outside day-care centres and nurseries in Kelsey and Eden Park, Shortlands and Bromley Town wards.between 24th September and 8th October 2012.

Parents were recruited and interviewed at the school gate and all had children starting primary school in September 2014 and September 2015.

Executive Summary

- More than two thirds of parents interviewed say they are confident about getting their child into a local primary school (68%), but almost a quarter are not confident (23%).
- More than half of parents say they need a new choice of primary school in Bromley (55%), with only one in seven disagreeing (15%). Only 6% strongly disagree with the statement 'we need a new choice of primary school in Bromley'.
- Half the parents interviewed worry about getting their child into a good school (52%), while slightly fewer agree that there is a 'shortage of primary schools in Bromley' (45%). Two-fifths of parents worry about the distance they will need to travel to take their child to primary school.
- More than half would be interested in sending their children to the proposed new Harris Primary School (54%), with parents of children starting in 2015 slightly more interested (58%) than parents whose children start in 2014 (53%).
- Three in ten would not be interested in sending their child to a new Harris school (31%) and a further 15% are undecided.
- 68% of parents who agreed with the statement, 'I worry about getting my child into a good primary school', would be interested in sending their child to the proposed Harris Primary School.

Populus is a member of the British Polling Council and abides by its rules. For more

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- Almost two-fifths (37%) say they are likely to put the Harris Primary School as their first choice for their child. One in ten say they are 'very likely' to put the school first (11%)
- Half say they would not be likely to put the Harris school as their first choice (51%) a quarter are not very likely to (25%) and a quarter are 'not at all likely' to (26%).
- Four in ten parents with boys say they are likely to send their children to the Harris primary school (39%), more than the three in ten parents with girls (29%) who are likely to.
- The vast majority of parents are very positive about the five proposals Harris provided for the running of the new primary school.
- Support for emphasising 'traditional values' as well as modern teaching methods is unanimous (99%). No parents oppose this idea and eight in ten say they strongly agree that they would send their child to this kind of school (78%).
- 96% of parents agree that 'daily lessons in maths, reading and literacy' would create a good school (77% strongly agree). The same-sized majority support proposals to have subject specialists teaching year 5 onwards (96%, with 73% strongly agreeing) and extra tuition (95%, with 75% strongly agreeing).
- Parents are largely supportive of the Sir Robin Bosher's involvement with the school, with three quarters of parents saying they think this would create a school they would send their children to (76%).
- After discussing the Harris proposals for the new primary school in Bromley, parents are more likely to want to place the new Harris Primary School as their first choice, increasing from 37% of parents to 50% of parents (+13%).
- Hearing about the proposals also decreases the number of parents saying they are not likely to put the Harris Primary School as their first choice. Before finding out about the proposals 51% say they are 'not likely to', decreasing to 35% of parents after hearing the proposals (-16%).

Demographics

Q. Name of School

	Total
Langley Pre-School, Beckenham	10%
St Edmunds Pre-School Kindergarten, Beckenham	10%
Teddies Nurseries Ltd, Beckenham	9%
Bromley Methodist Church Pre-school, Bromley	8%
The Ark Pre-School, Bromley	7%
Raglan Day Nursery, Bromley	6%
St Peters Pre-School, Beckenham	5%
Valley Pre- School, Bromley	5%
Les Enfants Day Nursery, Bromley	5%
Winchilsea House Day Nursery Bethlem Royal Hospital, Beckenham	5%
Little Sunflowers Day Nursey, Beckenham	4%
St Marys Pre-School (Shortlands), Bromley	4%
St Lukes Pre-School, Bromley	4%
Little Stars Children's Nursery, Bromley	3%
Funshine, Beckenham	3%
Rainbow Day Nursery, Bromley	2%
Little Learners Early Years, Bromley	2%
Little Cherubs, Bromley	2%
Fledglings Montessori Pre-School, Bromley	2%
Brick by Brick Pre- School, Beckenham	2%

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Q. How many children do you have aged 0-5 yrs in your household?

	1 Child	2 Children	3 Children
Total	59%	38%	3%

Q. Gender of Children

	Any Boys	Any Girls
Total	67%	57%

Q. Ages of Children attending this nursery / play group / pre-school today

	Total
Under 1	9%
1 year old	20%
2 yrs old	60%
3 yrs old	28%
4 yrs old	9%
5 yrs old	8%

Q. When do you expect your child/children to start primary school? That is they will be aged 4 but not 5 at the start of the Autumn Term.

	Sept 2014	Sept 2015
Total	65%	38%

Q. Gender of Parent

	Male	Female
Total	24%	76%

Q. Age of Parent

	18-34	35-54	55+
Total	52%	46%	2%

Q.1 Thinking forward to your child's primary education, to what extent do you agree or disagree with the following statements?

	NET: Agree	Strongly Agree	Somewhat Agree	Neither agree nor disagree	Somewhat Disagree	Strongly Disagree	*NET: Disagree*
I am confident that I will be able to get my child into a local primary school	*68%*	31%	37%	9%	12%	11%	*23%*
We need a new choice of primary school in Bromley	*55%*	29%	25%	30%	9%	6%	*15%*
I worry about getting my child into a good primary school	*52%*	34%	18%	10%	20%	18%	*39%*
There are enough primary schools around here	*49%*	12%	37%	20%	19%	12%	*31%*
There is a shortage of primary schools in Bromley	*45%*	24%	21%	29%	19%	6%	*25%*
I worry about the distance I will need to travel to take my child to primary school	*41%*	24%	17%	8%	23%	27%	*51%*

More than two thirds of parents interviewed say they are confident about getting their child into a local primary school (68%), but almost a quarter are not confident (23%).

More than half of parents say they need a new choice of primary school in Bromley (55%), with only one in seven disagreeing (15%). Only 6% strongly disagree with the statement 'we need a new choice of primary school in Bromley'.

Half the parents in Bromley worry about getting their child into a good school

Half the parents interviewed worry about getting their child into a good school (52%), while slightly fewer agree that there is a 'shortage of primary schools in Bromley' (45%). Two-fifths of parents worry about the distance they will need to travel to take their child to primary school.

Q.2 I would now like to ask your views on a brand new primary school being proposed for this area. It would be run by the Harris Federation, a local educational charity. The primary school would be run independently of the local education authority. If it gets the go-ahead to open from the government, it would open in 2014 and have places for both boys and girls of all abilities and it would be free of charge to attend.

How interested or uninterested do you think you would be in sending your child there?

More than half would be interested in sending their children to the proposed new Harris Primary School in 2014

	Total	Primary school start date	
		Sept 2014	Sept 2015
NET: Interested	*54%*	*53%*	*58%*
Very interested	20%	19%	21%
Somewhat interested	35%	34%	38%
Neither interested nor disinterested	15%	13%	18%
Not very interested	18%	20%	14%
Not at all interested	13%	14%	9%
NET: Not interested	*31%*	*34%*	*23%*
Don't know	<1%	1%	0%

More than half would be interested in sending their children to the proposed new Harris Primary School (54%), with parents of children starting in 2015 slightly more interested (58%) than parents whose children start in 2014 (53%).

Three in ten would not be interested in sending their child to a new Harris school (31%) and a further 15% are undecided.

68% of parents who agreed with the statement, 'I worry about getting my child into a good primary school', would be interested in sending their child to the proposed Harris Primary School.

(37%) say they are likely to put the Harris Primary School as their first choice

Q.4 When you apply for a primary school place for your child, you are asked by the Council to make a list of up to six schools you would consider. The higher up your list you put a school, the more likely it is that you will get a place there.

How likely is it that you would put the new Harris Primary School as your first choice?

	Total	Primary school start date	
		Sept 2014	Sept 2015
NET: Likely	*37%*	*37%*	*36%*
Very likely	11%	9%	14%
Quite likely	25%	28%	22%
Not very likely	25%	27%	21%
Not at all likely	26%	26%	23%
NET: Not likely	*51%*	*53%*	*44%*
Don't know	13%	10%	19%

Almost two-fifths (37%) say they are likely to put the Harris Primary School as their first choice for their child both. One in ten say they are 'very likely' to put the school first (11%)

Half say they would not be likely to put the Harris school as their first choice (51%) a quarter are not very likely to (25%) and a quarter are 'not at all likely' to (26%).

Q.4 Cont..

How likely is it that you would put the new Harris Primary School as your first choice?

		Gender of Children	
	Total	Any boys	Any girls
NET: Likely	*37%*	*39%*	*29%*
Very likely	11%	12%	9%
Quite likely	25%	28%	21%
Not very likely	25%	24%	26%
Not at all likely	26%	25%	32%
NET: Not likely	*51%*	*49%*	*57%*
Don't know	13%	12%	14%

Four in ten parents with boys say they are likely to send their children to the Harris primary school (39%), more than the three in ten parents with girls (29%) who are likely to.

Q.5 I am now going to read out some of the Harris Federation's proposals for the school. Please say to what extent to you agree or disagree that each of them would create a school that you would be likely to send your child to?

	NET: Agree	Strongly Agree	Somewhat Agree	Neither agree nor disagree	Somewhat Disagree	Strongly Disagree	*NET: Disagree*
The primary school would emphasise the importance of traditional values such as good manners, good behaviour and smart uniforms, as well as the best of modern teaching methods and technology	*99%*	78%	20%	1%	0%	0%	*0%*
There would be daily lessons in maths, reading and literacy for children of all ages	*96%*	77%	20%	4%	0%	0%	*0%*
Children would be taught by subject specialists from Year 5 onwards to ensure they hit the ground running in Secondary School	*96%*	73%	23%	3%	<1%	<1%	*1%*
There would be extra tuition, either in small groups or on a one-to-one basis for children who need it	*95%*	75%	20%	2%	1%	1%	*3%*
The plans for the new school would be developed by Sir Robin Bosher, who previously ran 3 Primary Schools in Lewisham incl. Fairlawn which was rated by Ofsted as Outstanding in every category	*76%*	46%	29%	23%	1%	0%	*1%*

The vast majority of parents are very positive about the five proposals Harris provided for the running of the new primary school.

Support for emphasising 'traditional values' as well as modern teaching methods is unanimous

Support for emphasising 'traditional values' as well as modern teaching methods is unanimous (99%). No parents oppose this idea and eight in ten say they strongly agree that they would send their child to this kind of school (78%).

96% of parents agree that 'daily lessons in maths, reading and literacy' would create a good school (77% strongly agree). The same-sized majority support proposals to have subject specialists teaching year 5 onwards (96%, with 73% strongly agreeing) and extra tuition (95%, with 75% strongly agreeing).

Parents are largely supportive of the Sir Robin Bosher's involvement with the school, with three quarters of parents saying they think this would create a school they would send their children to (76%).

Q.6 Knowing what you know now about the proposed new primary school, how likely is it that you would put the new Harris Primary School as your first choice?

	Before knowing proposals	After knowing proposals	*% Change*
NET: Likely	*37%*	*50%*	***+13%***
Very likely	11%	18%	**+7%**
Quite likely	25%	33%	**+8%**
Not very likely	25%	19%	**-6%**
Not at all likely	26%	17%	**-9%**
NET: Not likely	*51%*	*35%*	***-16%***
Don't know	13%	15%	**+2%**

After discussing the Harris proposals, half of parents are likely to want to place the new Harris Primary School as their first choice, an increase of 13%

After discussing the Harris proposals for the new primary school in Bromley, parents are more likely to want to place the new Harris Primary School as their first choice, increasing from 37% of parents to 50% of parents (+13%).

Hearing about the proposals also decreases the number of parents saying they are not likely to put the Harris Primary School as their first choice. Before finding out about the proposals 51% say they are 'not likely to', decreasing to 35% of parents after hearing the proposals (-16%).

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