



Department
for Education

Free School Application Form 2013

Mainstream and 16 to 19

HARRIS PRIMARY FREE SCHOOL TOTTENHAM HALE

Contents

- Contents 2
- Completing and submitting your application 3
- Application checklist 5
- Declaration 7
- Section A: Applicant details 9
- Section B: Outline of the school..... 9
- Section C: Education vision 10
- Section D: Education plan – part 1 15
- Section D: Education plan – part 2 16
 - Sections D1, D2, D3 and D4 17
- Section E: Evidence of need – part 1 18
- Section F: Capacity and capability..... 22
 - F1 (a) Pre-opening skills and experience 30
 - F1 (b) Skills gap in pre-opening 31
 - F3 (a) Proposed governors 32
 - F3 (b) Skills gap for governing body 33
 - F6 Shared services 34
- Section G: Budget planning and affordability 36
 - Criteria G1 and G2 36
 - Criterion G3..... 37
 - G3 Financial resilience to reductions in income 39
- Section H: Premises 41
- Annexes..... 42
- CV template..... 43
- Self-assessment form for independent schools (including privately run alternative provision and special schools)..... 46

Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

In **Section G** we are asking specifically about costs and financial viability. This requires the completion the relevant sections of the Word and Excel templates.

In **Section H** we are asking for information about premises, including an outline of any research/progress you have made so far. This requires the completion the relevant sections of both the Word and Excel templates.

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

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

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

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

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

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

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

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

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

Data Protection

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

Application checklist

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

<p>7. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below?</p> <ul style="list-style-type: none"> ▪ 9am on 9 Sept 2013 and 12 noon on 13 Sept 2013; ▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	x <input type="checkbox"/>	<input type="checkbox"/>
<p>8. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	x <input type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application		
9 We do not have to submit Section I as an approved Free School and Academy provider	<input type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

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

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

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

Signed: [REDACTED]

Position: [REDACTED]

Print name: [REDACTED]

Date: 12th September 2013

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

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

x

Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.

Section C: Education vision

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

The Harris Federation submitted an application for an all through Free School to serve Tottenham in the January 2013 application round. That application was approved and is now in preopening phase. The preferred site at application stage was in the Tottenham Hale area but it now seems potentially that the site will be the [REDACTED] which is some distance away. While that site can serve the identified secondary catchment area it will serve a different primary catchment. In discussions with Haringey they believe they have at least 2 FE of unmet primary demand in the Tottenham Hale area – which was the area in which Harris Federation had identified demand for its primary school too.

This application is for a 3 FE primary school because it is likely that if the Free School opens in this area Haringey will consider the appropriate future provision for a local small primary school. If it were to close then an additional 1FE of accommodation would be required beyond unmet demand. The financial analysis assumes the Free School opens in September 2014 and will open with 1 FE in every year group. This would need discussion and appropriate agreement at pre-opening stage.

This is a Route 1 application which will largely deliver the education plan submitted (and approved to go into pre-opening) for Harris Primary Free School East Dulwich. The main differences will be that the secondary links will be with Harris Free School Tottenham and Chobham Academy.

Key features of the Harris Primary Free School Tottenham Hale (HPFTH) set out in this application include:

- A new 3 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 our Primary Director, [REDACTED], and [REDACTED].
- A 630 place primary school that is likely to open with 270 students in 2014/15 and grow, 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 Coleraine Park (HPACP), Harris Primary Academy Philip Lane (HPAPL), and Harris Free School Tottenham (HFST), thus having the opportunity to share staff and curriculum support across the four primary school provisions, 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. Chobham Academy is also a short train ride away and may also support with specialist staff.
- The establishment of a joint board of governors for HPFSTH with HPACP and

HPAPL to maximise the quality of the influence and challenge from a small pool of outstanding Governors.

- Recruitment plans which grow staffing levels to match the increase in pupil numbers avoiding unnecessary staffing costs.
- An admissions policy based on proximity to the school.
- Demand for primary places substantiated by the Local Authority which has shown there will be a shortage of over 2 FE of reception places in September 2014 in which will continue into the future
- Endorsement of the Harris Federation's vision and plans for HPFSTH from local parents who have signed up to support us ;
- 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 of London Schools, with a local governing body for each school or pair of schools under a single Harris Federation Board of Trustees. As part of the network of Harris Federation schools, the HPFSTH will benefit from sharing curriculum, teaching and learning practices, pastoral practices and administrative services. It will have very strong links with Harris Primary Academy Coleraine Park, Harris Primary Academy Philip Lane, Harris Free School Tottenham, and Chobham Academy.

The HPSFTH will open in September 2014 with 3 Foundation classes with a total of 90 students and it is expected to have 30 pupils in Years 1 to 6. It will grow by a further 60 students annually with each new intake until the School reaches capacity of 630 in 2020.

HPSFTH 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 HPSFTH 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.

HPSFTH 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 HPSFTH will also establish strong links with all other Harris Primaries and in particular Harris Primary Academy Coleraine Park and Harris Primary Academy Philip Lane. It will be able to develop curriculum materials jointly with Harris Free School Tottenham – which will be opening its primary provision in tandem. They will have common policies and a common curricular approach ensuring that the four 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. HPSFTH will also establish strong links with the Harris Free School Tottenham (secondary), and Chobham Academy at secondary level and make the most of the opportunity to share these Academies' 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.

The secondary 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.

Because of HFST having a specialism in Maths and number it is expected that this will also be a strength of HPFSTH, taking advantage of the curricular work at the all through Free School and the opportunity to develop curricular materials together for primary children.

Numeracy and mathematical skills in any case 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 Haringey. 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], [REDACTED]. He is supported by a team of advisory teachers who lead both improvements to teaching and provide subject expertise. 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. Haringey is an area with a wide mix of ethnicities and higher-than-average levels of poverty. We know the area well having two existing primary schools, with one of them (HPACP) about half a mile away and because of its tradition of poor performance and unpopularity, drawing children from a very wide area. 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 Haringey. 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 more than one school you will need to complete a separate table for each.

If you are making a case to open in 2014, please add a column at the beginning.

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

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020	2021
Reception		90	90	90	90	90	90	90	90
Year 1		30	90	90	90	90	90	90	90
Year 2		30	30	90	90	90	90	90	90
Year 3		30	30	30	90	90	90	90	90
Year 4		30	30	30	30	90	90	90	90
Year 5		30	30	30	30	30	90	90	90
Year 6		30	30	30	30	30	30	90	90
Year 7									
Year 8									
Year 9									
Year 10									
Year 11									
Year 12									
Year 13									
Totals		270	330	390	450	510	570	630	630

Section D: Education plan – part 2

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

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

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

Sections D1, D2, D3 and D4

As this is a Route 1 application this section refers to the Education Plan already submitted and approved for Harris Primary Free School East Dulwich

This Free School will adopt substantially the Education Plan set out for Harris Primary Free School East Dulwich.

The differences will be:

The Education Plan for Harris Primary Free School East Dulwich has been designed to deliver high levels of progress and achievement within a stand-alone primary school. This Free School will be opening at the same time as Harris Free School Tottenham which will have a focus on accelerated numeracy as well as literacy but will also wish to explore different models of middle years learning as an all through school. We will therefore wish during pre-opening to explore the extent to which we can develop effective schemes of work which work across both schools for Foundation Stage in order to make for economy of planning and the sharing of good practice and lessons learnt. Because HPFSTH is likely to also open with small year groups in all other age groups (which the HFST will not have at opening) we will also wish to work closely with staff at both HPACP and HPAPL to develop appropriate curricular materials based on their experiences and good practice for older children. Staff with key subject and stage responsibilities will work across all schools to ensure quality of delivery and to share the work of curriculum planning. We see the opening and development of both free schools as an opportunity to revitalise and challenge curriculum delivery at both our existing academies.

Clearly also there will be different challenges in developing specialist support from HFST as it builds its staffing (to the scenario of 3 existing secondary schools in Southwark) – and here the relative ease by rail of getting support from, and travelling to, Chobham Academy in Stratford will be important in the first 2 or 3 years.

Section E: Evidence of need – part 1

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

If your school is new provision:

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

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

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

If you are making a case to open in 2014, please amend the years in the table to 2014 and 2015.

Evidence of need – part 1

	2014				2015			
	A	B	C	D	A	B	C	D
Reception	90	76		84	90	76		84
Year 1	30	30		100	90	76		84
Year 2	30	30		100	30	30		100
Year 3	30	30		100	30	30		100
Year 4	30	30		100	30	30		100
Year 5	30	30		100	30	30		100
Year 6	30	30		100	30	30		100
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	270	256		95	330	302		92

Section E: Evidence of need – part 2

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

In submitting this application we have been working closely with Haringey and they have identified that if the all through free school – Harris Free School Tottenham – is sited on St Annes Hospital site and is not serving the Tottenham Hale area at primary age they will have at least 2 FE of unmet demand here for the foreseeable future. The nearby Ferry Lane School is in a Category at the moment and DFE have not been able to find a sponsor willing to operate it as a 1 FE academy. If this free school is approved to proceed then Haringey have indicated they would wish to discuss the future of the school with Governors and parents and an option is for it to be closed – and the Ferry Lane premises possibly become an infant section of the free school. For the purposes of this section it is assumed that such a closure has taken place and all of the children attending Ferry Lane transfer to the free school. So the demand information assumes 30 children in each year group transferring in addition to the demand information set out in the following paragraphs.

If the application is approved to proceed and there was agreement to close Ferry Lane then it is likely that the Free School would open on the Ferry Lane site in September 2014 with additional temporary classrooms being provided.

To check demand for a Harris Free School within the parents who will make up the 2 FE who currently will not have places Harris Federation commission Populus, an independent polling company to undertake a survey of parents of children attending local nursery schools.

Populus interviewed 320 parents of nursery and primary school children in Tottenham between 31st January and 15th February 2013. 120 were parents of nursery school children with ages which meant they would be admitted in September 2014 or September 2015. Please note that Populus is a member of the British Polling Council and abides strictly by its rules. The evidence it has obtained is therefore entirely independent. We have not attached a copy of their report and conclusions but can do so if required.

The support for the questions they asked about the ethos and aims of the Free School was significantly high.

Their Executive Summary concluded:

- The majority of parents interviewed were concerned about their child's future education. Over two thirds of parents of nursery school children agreed they

worry about getting their child into a good secondary school in Haringey and a similar proportion of all parents worry about finding a good primary or secondary school in the area for their child.

- While two fifths agreed that “I am confident that I will be able to get my child into a good local primary / secondary school in Haringey”, less than half that proportion agreed that “there are enough good primary / secondary schools here in Haringey”.
- Concern was generally higher among parents of nursery school children than primary school children. For example, a mere 13% of parents of nursery school children agreed “there are enough good primary / secondary schools here in Haringey”, compared with almost a quarter of primary school parents.
- Three in five parents said they would be interested in sending their child to a Harris Free School in Tottenham, if it is given the go-ahead. 13% described themselves to be ‘very interested’.
- There was strong support from parents of both primary and nursery school children for the Harris Federation’s proposals for the Free School. 97% agreed “the Free School should combine traditional values such as good manners, strong discipline and smart uniforms, as well as the best of modern teaching methods and technology”
- By the end of the survey, more than three quarters of parents said it was likely that they would put the Harris Free School as their first choice school for their child, up from 57% before they had heard about the federation’s proposals for the school.

The key statistics so far as demand for places is concerned is that:

29% of the **120 nursery parents interviewed** after hearing the key principles of the Free School said they were very likely to put the Free School down as a first choice on the Haringey school application form and 48% said they were quite likely to put the Free School down as first choice - **adding up to 77% who said that they were likely to put the Free School down as first choice**. This means when spread across the population of parents seeking places that the Free School should have no problem in being oversubscribed at age 4 to 5. Just from this sample of parents it implies that there will be 92 applications spread over the two years – or 3/4 of the places available. **We have therefore used 46 in the table above (to add to the 30 transferring) although we feel the evidence from the LA of unmet demand in the area will ensure the School will be full.**

Section F: Capacity and capability

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

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

As an established Federation managing 27 schools (and due to open a further 7 free schools in September 2014) the tables below are not helpful. We don't have any skills gaps as such. This section on Capacity and capability repeats much that is in the **Harris Primary Free School Nunhead** application. The differences to be found are around the governance and headship/recruitment solutions proposed here.

F2. F3

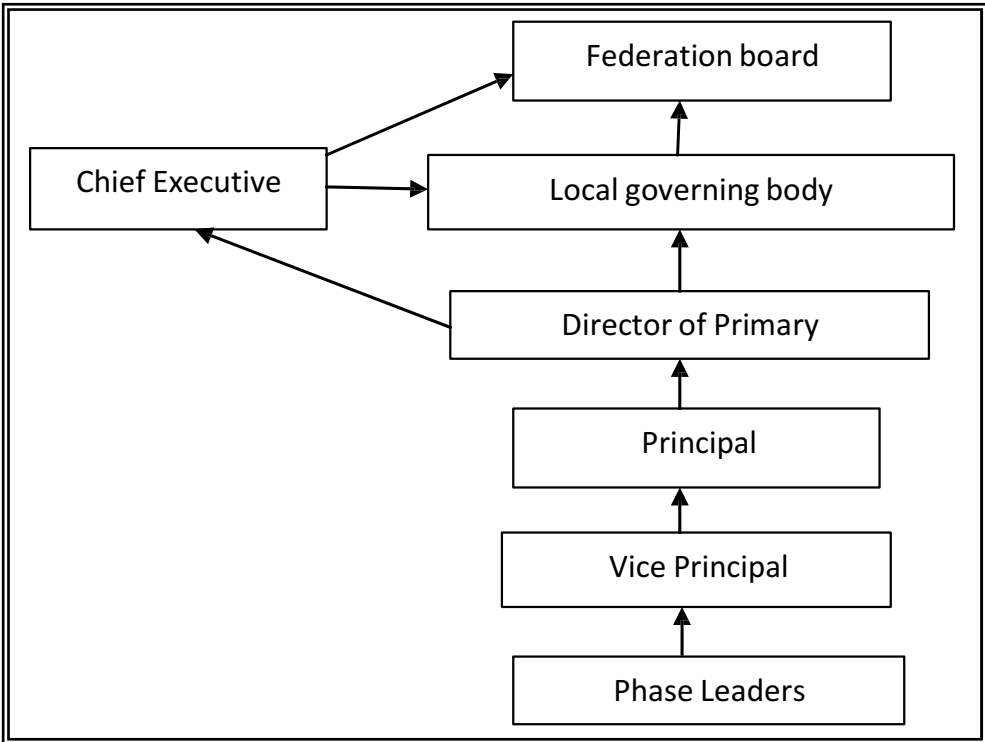
Roles and Accountability

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 operating through the Director of Primary and they will all 3 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 Director of Primary reporting to the 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 70% of Harris Academies which have had a full inspection as a Harris Academy have been judged to be Outstanding compared to 17% nationally.

The accountability structure is set out below:



Governance

HPSFTH 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 similar Harris Academies. There would be a local governing body which would meet termly, and in this instance would be shared with the existing governing body which serves Harris Primary Academy Philip Lane and Harris Primary Academy Coleraine Park.

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. In this case the Governing Body received that training when they were set up to govern two failing schools. 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/or our Director of Primary would be Sponsor Governors 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.**

We tend to only have one Committee – Finance and General Purposes – which considers the budget and resources to support learning. We feel that all matters relating to curriculum and quality of teaching need discussion and examination at full Governing Body level.

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

Appointment of governors

The Governing Body exist of course. They will be able to monitor the preopening planning for HPSFTH. We have a range of professional people who contact us seeking governor opportunities as our reputation is well established. We find the success of the Federation means that we can easily recruit good governors.

F4 - Recruitment

Recruitment is key to getting good staff and in particular an outstanding Principal and will require investment early in the project. In this case because we are hoping to open in September 2014 we will appoint at risk in the Autumn Term during the bid evaluation stage so we have a Principal already appointed at the start of preopening work. A recruitment plan will be agreed before approval and detail all the timings, adverts, interviews, salary details etc. for each position we need to recruit for. We can run our recruitment in parallel with the all through Free School we are opening in September 2014. 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.

There would 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 would normally 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. In this instance having existing schools in the area and the all through Free School also writing materials will help. 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.

F5

Educational Track Record

Of our Academies which have had a full OFSTED inspection just under 70% have achieved Outstanding reports.

None of our primary academies have had OFSTED inspections except within the first year of opening. The first academies to join us – Harris Primary Academy Peckham Park and Harris Primary Academy Chafford Hundred had little intervention from us – and our Director of Primary had only just joined and not been able to put his team of

advisers in place before their inspections. When they performed badly we took action and both Heads have left and the Governing Bodies were replaced.

Since [REDACTED] joined the Federation and put in place his team of advisers, the inspections we have had have been interim reports for schools which were failing when we took them over. Some of the judgements we have received:

“The academy federation has quickly assessed the level and type of support which the academy needs in order to bring about marked improvement.”

Harris Primary Academy Chafford Hundred – Ofsted inspection report, Nov 2012

“A raft of mechanisms ensures that the academy’s leaders are challenged rigorously about the quality of provision but supported to make the necessary improvements.”

Harris Primary Academy Philip Lane – Ofsted monitoring visit, Mar 2013

“Support, advice and coaching have been offered to staff at all levels.”

Harris Primary Academy Coleraine Park – Ofsted monitoring visit, Mar 2013

“The Harris Federation has provided training for the governing body and has worked with the academy to help judge the quality of teaching and to set an accurate baseline for judging improvements. Federation advisers are working with teachers and leaders to improve the profile of teaching. The impact of their work can be seen in improvements in the quality of teaching and the developing capacity of middle leaders.”

Harris Primary Academy Peckham Park Ofsted monitoring visit, May 2013

[REDACTED]

He has put in place a team of 9 primary advisers – all Advanced Skills teachers – who support individual schools, and their teachers, to improve and lead on specific areas of the curriculum and leadership and management. The model being adopted is currently for around 2 days of week of support to be given to each school, as required by a needs analysis of their strengths and weaknesses. As we begin to turn around our previously failing and underperforming schools the aim is to develop staff who will be able to support each other to improve – as is the case in the secondary sector.

The 2012-2013 academic year performance was highly successful and significant for us – the first year with more than one Primary Academy, and the first year with our Primary Team in place.

Four Harris Primary Academies received results: Harris Primary Academy Peckham Park, which was in its second year, and Harris Primary Academies Chafford Hundred, Coleraine Park and Philip Lane were all in their first year.

The bullet points below set out our performance on the key indicators of performance. They show consistent improvements across the board. Where our Primary Academies have not yet reached national standards, they are making rapid progress towards doing so. Some of the key highlights are:

- All four of our Academies exceeded, by far, the national average for the Year 1 Phonics Screen Check – a score of 80% across the Federation compared to a national average in 2012 (the most recent year available) of 58%.
- Our Academies made significant improvements in the proportion of children reaching the expected standard in reading, writing and maths at the end of primary school. Some gains were dramatic and overall there was an average 6% point gain in reading, 7% points in writing and 14% points in maths.
- Across the board, our Academies increased the proportion of pupils making the expected progress. In reading, there was an average 8% point gain on the 2012 results, with a 5% point gain in writing and 8% points in maths.

F6

Capacity to expand

The Harris Federation have in depth experience of setting up new schools and converting existing schools to academies. We 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. We have experience of working with the DfE on preparing schools for opening and know all of the procedures.

We had 9 Academies in September 2009; 19 academies (including 1 Free School) in September 2012; 27 academies (including 2 Free Schools) in September 2013; we expect to have at least 37 academies (including 9 free schools) in September 2014.

We are able to sustain expansion at this rate by planning our resources carefully and gearing up the support services and educational support and challenge appropriately in advance. We have a specialist project management team to support preopening work and a dedicated management accountant experienced in setting up budgets that are robust. We use the preopening support funds sensibly to allow us to get the correct appointments in place at an early stage.

Each of our schools has a centrally based management accountant who will provide high level accountancy support to a number of schools. In this way we make sure that none of our schools gets into financial difficulties and the Governing Body gets robust and rigorous management accounts that ensure there are no surprises. They also make sure the proper financial controls, checks and balances are in place. We use a firm of external auditors to carry out regular internal audits to supplement the work of the Responsible Officer. We have consistently clean reports from these visits which are made to the Governing Body.

The model we have for supporting and challenging our Free Schools is:

1. ██████████ sets targets for the principals with the Chair of Governors;
2. These targets are also agreed at School level with the Governing Body and then pupil progress and quality of teaching observed is monitored closely in meetings;
3. ██████████;
4. Where a need for specific support is identified that will be negotiated from the advisory team and support adjusted;
5. Our aim is to develop self-supporting groups of schools so that over time the first level of support will be a partner school or another Federation School nearby.

F1 (a) Pre-opening skills and experience

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

Name	Member of core applicant group (Y or N)	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)

F1 (b) Skills gap in pre-opening

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

Skills/experience missing	How you plan to fill the gap

F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Role on governing body	Area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)

F3 (b) Skills gap for governing body

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

Skills/experience missing	How you plan to fill the gap

F6 Shared services

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

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

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

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

Section G: Budget planning and affordability

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

Criteria G1 and G2

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

In addition you should complete the Excel budget templates.



Criterion G3

You should also include an overview explanation of how you approached making 30% savings and your rationale for suggesting the changes that you have. As part of this, you should explain how your amended plans would continue to support delivery of your education vision and plan.

Please use the table on the next page for G3.



G3 Financial resilience to reductions in income

Please add additional lines as required. The boxes will expand as you enter text.

In the table below you should explain in detail the actions you would take to reduce costs, the reasons for these and the approximate savings that would result. **NB savings shown are annual costs in final year – when full**



Section H: Premises

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

Please also refer to the Excel template.

Annexes

Any annexes you add:

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

CV template

CV template		
1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position 	Name: Position: Time period:
		Name: Position: Time period:
		Name: Position: Time Period:
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	

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

	results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

Self-assessment form for independent schools (including privately run alternative provision and special schools)

Name of school						
Girls/Boys/ Co-educational		% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
Name of principal	Additional information about the school					
Chair of governors	<i>[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]</i>					
Number of pupils currently on roll						
Capacity						

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
Overall	<p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at page 28-29 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Achievement of pupils at your school	<p><i>[Please provide a commentary on achievement of pupils at your school, with reference to the Ofsted grade descriptors (available at page 33-34 of the school inspection</i></p>			

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	<p><i>handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Quality of teaching in your school	<p><i>[Please provide a commentary on the quality of teaching in your school, with reference to the Ofsted grade descriptors (available at page 37-38 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			

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Your assessment against Ofsted framework (please provide a commentary)	Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
<p>Behaviour and safety of pupils</p>	<p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at page 41-42 of the school inspection handbook here). please delete this guidance before submitting this form]</i></p>		
<p>Quality of leadership in, and management of, your school</p>	<p><i>[Please provide a commentary on the quality of leadership in, and management of, your school, with reference to the Ofsted grade descriptors (available at page 47-48 of the</i></p>		

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	<p><i>school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Spiritual, Moral, Social and Cultural development of pupils at your school	<i>[Please provide a commentary]</i>			

Your assessment against Ofsted framework (please provide a commentary)	Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
The extent to which the education provided by your school	<i>[Please provide a commentary]</i>		

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

<p>meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>				
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>				



Department
for Education

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