

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.	x	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<u>Section A</u> : Applicant details – including signed declaration	x	<input type="checkbox"/>
<u>Section B</u> : Outline of the school	X	<input type="checkbox"/>
<u>Section C</u> : Education vision	X	<input type="checkbox"/>
<u>Section D</u> : Education plan	x	<input type="checkbox"/>
<u>Section E</u> : Evidence of demand	x	<input type="checkbox"/>
<u>Section F</u> : Capacity and capability	x	<input type="checkbox"/>
<u>Section G</u> : Initial costs and financial viability	x	<input type="checkbox"/>
<u>Section H</u> : Premises	x	<input type="checkbox"/>
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.	x	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	x	<input type="checkbox"/>
5. Independent schools only : you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only : you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to 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.	x	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	x	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <u>Section A</u> 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, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input type="checkbox"/>	<input type="checkbox"/>
Harris Federation have been exempted from this as we are an accredited Sponsor		

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Harris Federation, Fourth 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. <input type="checkbox"/> 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: <input type="checkbox"/> An existing Free School sponsor and <input type="checkbox"/> An academy chain
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School application in this round? <input type="checkbox"/> Yes
10.	If Yes, please provide more details: We are also applying to open 2 primary schools in Bromley and a primary school in Thurrock, a primary school in Southwark, an 11-18 school in northwest Croydon, plus a post 16 free school in Westminster.
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? <input type="checkbox"/> 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:
Details of company limited by guarantee	
13.	Company name: Harris Federation
14.	Company address: Harris Federation, Fourth Floor. Norfolk House, Wellesley Road, Croydon, CR0 1LH
15.	Company registration number: 6228587

16.	Does the company run any existing schools, including any Free Schools?	Yes
17.	<p>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.</p> <p>Of its existing Academies, 11 have now had full inspections after a year as a Harris Academy and 10 of these have been found to be Outstanding.</p>	
<p>Company members</p> <p>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.</p>		
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.	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.	<input type="checkbox"/> No
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23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • 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.	<p>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).</p> <p>N/A</p>
Existing providers	
25.	<p>Is your organisation an existing independent school wishing to convert to a Free School? <input type="checkbox"/> No</p>
26.	<p>Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School? <input type="checkbox"/> No</p>
27.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School? <input type="checkbox"/> No</p>
28.	<p>If Yes to any of the above three questions, please provide your six digit unique reference number here:</p>
29.	<p>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:</p>
30.	<p>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:</p>
31.	<p>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:</p>
32.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: Academy and Free School sponsor: Harris Federation: company number 6228587. See answer to question 17</p>

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

yes

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: 4th 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 Tottenham Free School
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-19
4.	Date proposed school will reach expected capacity in all year groups:	2020
5.	Will your proposed school be:	<input type="checkbox"/> Mixed
6.	Will your proposed school include boarding? <input type="checkbox"/> 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. <input type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> No	
10.	If Yes, please specify the faith, denomination, etc of the proposed school:	
11.	If you have a preferred site, please give details, including the post code:	██████████ ██████████
12.	Please tell us how you found this site:	We are aware that there are consultations on the closure of the school which would make the buildings available although owned by ██████████
13.	Is the site:	<input type="checkbox"/> a public/government building - but owned by a charity

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:	Haringey
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
17.	<p>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. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p>	

Section C: Education vision

Tottenham is one of the most deprived areas in the country with poor standards of education and high levels of unemployment. In East Haringey, which includes Tottenham, Free School Meals entitlement is above 40% on average in the secondary schools. Tottenham currently has proportionately the highest number of job seekers in the whole of London and the 4th highest nationally. Value added and general performance data show that Tottenham secondary schools underperform – and the Harris Federation academies outperform them significantly. Last year's riots began in Tottenham and spread throughout the country, focusing us all on finding solutions that would support social re-generation, A real transformation of education in the heart of this community is a positive way forward. Lord Harris has a strong commitment to Tottenham and to giving students in Tottenham the best chance in life. We are already sponsoring two primary academies in the area and hoping to work with more. Harris places outstanding outcomes for all children, regardless of demographics, firmly at the centre of all policies and approaches. We will significantly improve life chances for local young people and close the current “gap” which exists in outcomes between disadvantaged and vulnerable children and their peers.

The proposal is to establish a 4 to 19 all through Free School in Tottenham serving the east area of Haringey with the resources to offer a high quality education to 1570 local girls and boys. **The school will work collaboratively with the other Harris Schools, particularly those in this area of London, including the new Harris Academy Chobham, opening in East Village Stratford in September 2013 and the Harris Primary Schools at Harris Primary Academy Coleraine Park and Harris Primary Academy Philip Lane in Tottenham (and possible other primary schools yet to be decided).** The organisational structures and curriculum development will be shared and the institutions will cooperate in sharing lessons learned and good practice within a Federation that does this very successfully across a relatively large chain of Academies.

The level of overall performance in mathematics, compared to our international peers, has remained stable but uninspiring since 2007. Although England performs relatively well in relation to all countries (PISA 2009, TIMSS 2011) there is still a significant gap between England and those countries who are moving forward economically at a fast pace. There is also significant and growing evidence that specific components of our mathematical performance falls well below others internationally - algebra being an example. This is having a significant detrimental impact on the quality and quantity of students achieving high grades at GCSE and accessing A-level courses successfully. Evidence shows several concerns regarding mathematics education in the UK including:

- More than a third of KS4 students not achieving a grade C or above, year on year
- England has a below average share of top performers compared with other countries
- Only 24% of disadvantaged students can be considered resilient (reaching national expectations in mathematics). However, in Finland, Japan, Turkey, Singapore, Korea, and China this figure is 40%.

It is essential that a new and more challenging curriculum is introduced and that expectations for the performance of all students are raised significantly. Harris Federation Mathematics team have been developing and trialling a new mathematics curriculum, having researched the best practices including those in England, Singapore, Finland and Russia. We have trialled a range of strategies to improve provision into several of our Academies very successfully.

We see the ability to be an able **mathematician** as essential to all the young people of Tottenham. Mathematics is a powerful vehicle to develop and improve intellectual capacity, through the teaching of logical reasoning, spatial visualisation as well as analytical and abstract

thought. These attributes are important in everyday life and particularly for studies in Science and Technology. By introducing a significant step change in standards of mathematics we can create an increasingly competitive workforce to meet the challenges locally and internationally of the current economic climate.

In Summary, **The Harris Free School Tottenham** will be a vibrant learning community in the heart of Tottenham. There will be a culture of high expectations for all students, which will underpin every development in the School. We will develop flexible and creative approaches to teaching and learning that will raise standards for all, from reception to Post 16, regardless of demographic profile. By combining the Specialisms of **Mathematics and Enterprise**, this new Free School will create an environment of high aspirations and self-belief for everybody involved. We aim for our young people to be highly employable, self-confident citizens, successful **professionals or entrepreneurs** of the future. To achieve this, we will create an “Enterprising ethos” in which the concepts of 4 core key skills of **Resourcefulness, Reflectiveness, Resilience and Reciprocity** can flourish. As well as the development of an uncompromising “can do” culture, high achievement will be driven by a **unique approach to the delivery of a cutting edge mathematics curriculum** that will ensure every one of our students can compete internationally with the highest performing Mathematics students in the UK and abroad. Our **mission statement** summarises what we expect our teachers to provide and what attributes we expect our students to exhibit:

Harris Free School Tottenham Mission Statement
“Inspiring high achievement through Mathematics and Enterprise”

A Harris Free School Tottenham Teacher:

- Has high aspirations for all their students;
- Provides exciting and interesting challenges to students;
- Is an able mathematician and committed to continuing professional development in this area;
- Has student centred learning at the heart of their planning;
- Use a range of interactive learning strategies that maximise student engagement;
- Ensures that appropriate acquisition of Literacy and Numeracy skills are incorporated into lessons seamlessly;
- Listens to Student Voice and shows that students’ views have been taken into account;
- Uses praise and rewards to boost self esteem and confidence;
- Takes risks and thinks outside the box;
- Perseveres and focuses on what can be done rather than on what cannot;
- Ensures a purposeful learning environment is sustained to maximise student progress.

A Harris Free School Tottenham Student:

- Accepts personal challenge and wants to do well;
- Has outstanding achievement in Mathematics compared peers in the UK and abroad;
- Is actively involved in their own learning and takes part in a range of activities;
- Is resourceful and tries to solve their own problems yet can seek advice when relevant;
- Relishes working with their peers, listens to and responds in a group setting;
- Is creative and adapts to new situations;
- Takes risks in learning;
- Can self-regulate behaviour for learning, recognising that a ‘can do’ approach achieves the best results;
- Recognises the crucial acquisition of proficient skills in Mathematics and English;
- Grasps opportunities and does not let them pass by, both within and beyond the classroom;
- Makes a significant contribution to the wider community of the Academy through immersion in enrichment opportunities.

Our education vision will be underpinned by some key features in our curriculum planning:

- A unique mathematics programme from reception to the end of Post 16, using best practice researched in the UK and abroad, raising expectations and delivering high achievement for all students.
- Through the Harris Federation Teaching school our teachers and leaders will be trained to the highest standards in Harris tried and tested strategies to ensure outstanding teaching, learning and progress.
- All our teachers will have high levels of mathematical expertise and will participate in on-going development in this area.
- Students will have access to subject specialist teaching from reception classes, beginning with English, Mathematics, Languages, PE and the Arts. Progressing to all subjects in years 5 and 6.
- Regular screening of mathematical knowledge and skills will identify gaps - in this way we will ensure acquisition and development of mathematical concepts and knowledge is planned for throughout phases.
- A strong phonics reading programme will ensure students' reading ages are continuously accelerated from reception with other reading programmes in place right up to Post 16.
- We will compete internationally with the highest performing countries in Mathematics (Using PISA and TIMSS as bench marks).
- A Focus on learning to learn, through the concepts of **Resourcefulness** (being cognitively perceptive of learning and how to access learning opportunities), **Reciprocity** (being socially adept at learning and learning in partnership with others), **Resilience** (being emotionally in tune with learning and being able to cope with setbacks and distractions) and **Reflectiveness** (being strategically aware of learning potential)
- An enriching suite of after-hours intervention programmes that offer extension for the gifted in a variety of subjects, particularly Mathematics, but also Sport and Music.
- A longer than normal taught School day (adding up to a 27.5 hour week).
- Students will learn Mandarin or Spanish from reception.
- Our provision will be enriched by the Harris Tottenham student learning commission*, who will be actively engaged in curriculum redesign in all phases.

*The Student Learning Commission is a group of students from all Harris Academies who have researched what makes good teaching and learning and lead learning developments in their own academies and across the Federation

The **Aspirations for Achievement** of the Free School are by 2021(KS2) 2018(KS4) 2016 Post16 and Year 1), The Targets set will apply for each group of students as well as the whole cohort. The expectation would be that students on FSM, in care or on the SEN profile would make at least the same progress as their peers.

- By the end of reception, at least 80% of children will be secure across all the early learning goals;
- By the end of Year 1, 80% of children will be achieving challenging nationally expected levels in phonics;

- At the end of KS2, the English and Mathematics combined score will be at 85% Level 4+ and 60% Level 5, with a high proportion of these achieving level 6 in Mathematics;
- At the end of KS4 at least 80% of our students will achieve 5+A*-C grades with English and Mathematics; (Haringey average 57%);
- 60% of KS4 students will have achieved the English Baccalaureate; (Haringey average 14%);
- For 60% of our students to achieve A*-B in Mathematics GCSE and 50% to achieve A*/A grades;
- Year on year, every pupil will be expected to achieve at least two sub-levels progress
The proportion of students reaching expected levels of progress at each key stage to be at least 85% in Maths and English at KS4. (Haringey average English 78%, Maths 73%);
- A high proportion of our students will progress to study AS and A2 qualifications in Mathematics at Post 16;
- 50% of our A-Level Mathematics students will gain A/A* grades;
- 100% of Post 16 students will meet or exceed ALPS targets;
- For 85%, of our year 13 students, to be successful in obtaining places at universities.

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		180	180	180	180	180	180	180
Year 8			180	180	180	180	180	180
Year 9				180	180	180	180	180
Year 10					180	180	180	180
Year 11						180	180	180
Year 12		100	150	130	130	130	130	130
Year 13			100	120	120	120	120	120
Totals		340	730	970	1210	1450	1510	1570

Section D: Education plan – part 2

D1 Explain the rationale for your proposed curriculum, how it reflects the needs of your anticipated pupil intake and your plans for their progression and transition

The Harris Vision for Curriculum Design - to drive the curriculum plan

The Harris Academies have a proven track record in their approach to curriculum design. They have been able to create flexibility in the way learning time is organised in order to maximise opportunities for all students. We run academies in Southwark and Croydon with very similar ethnic mixes and levels of deprivation. We know that our strategies work and create outstanding schools for these students. We can provide the data to support this for groups of students, but the DFE will have these already. Through these disciplined but innovative strategies, the positive impact on achievement is clear. The Harris Free School Tottenham is keen to embrace this practice and has begun work on curriculum design that will effectively raise achievement with a particular focus on Mathematics and Enterprise.

The Harris Federation are committed to the following principles to deliver our educational vision – which will drive our curriculum our staffing and our organisation:

- Innovative and personalised learning pathways from reception through to Post 16 which offer our students a challenging and relevant curriculum that prepares them well for their chosen career.
- The School specialisms, in Mathematics and Enterprise, will not only permeate every aspect of the School and raise aspirations, but also feature in enrichment activities and reach into the local community and beyond, creating a legacy of high achievement for Tottenham.
- A longer school day complemented by the offer of wrap around care before school with breakfast and early morning activity and study clubs;
- Staff who are responsible for the whole child, both pastoral and academic together. In order to develop a strong sense of belonging, students will be allocated to one of four Faculties. These Faculties will provide a focus for rewards, competitions and celebrations and students will stay in their Faculty as they move through the school from Reception to Year 13. This is a key feature of our schools recognised in our Outstanding OFSTED reports.
- A unrelenting commitment to ensuring that all students make good or better progress regardless of their demographic profile. Outstanding outcomes will be evident for all groups of students regardless of gender, disability, ethnicity, deprivation indicators, or any other personal circumstances that may create a barrier to learning. Outcomes will be particularly high for Mathematics.
- Strategies for improving teaching and learning will be exceptionally well supported by the training programmes and cross academy support offered by the Harris Federation. Our leadership team will monitor evaluate and review the quality of teaching rigorously with the expectation of teaching and learning being good or outstanding in every classroom.
- An unrelenting focus on ensuring outstanding learning and progress. All students will be set challenging progress targets and the expectation will be that all students reach these

targets. Assessment will be six weekly and any underachievement, however minor, will be followed up with intervention that closes the gap.

- Traditional high standards of good behaviour, smart uniform, courtesy and care for others will be the expectation for all, both in the School and the local community.

The School will be organised into three phases Prep School (Reception – Yr4), Middle School (Yr5 - Yr8) and Senior School (Yr9 - Post16). Each phase will be clearly defined and there will be a clear “graduation” process between each phase. Although continuity of curriculum pathways will be mapped through seamlessly, we think it important to mark each of these stages positively with clear advice and guidance, including careers information, embedded into the transition.

Transition and induction to Year 7 (mid phase)

During the first 6 years there will be recruitment directly into year 7, until the primary phase cohorts feed through - even then more than half the students in year 7 will be recruited externally mid-phase. The Free School will work closely with Harris Coleraine Park and Harris Phillip Lane as well as other primary schools in the area. To help to manage transition from primary school to secondary school, we will look to run specially designed transition and induction programmes. These will need to be funded through lead-in budgets before the Free School opens and will be supported centrally by Harris Federation central staff. This will include visits to primary schools, primary students working with current year 6 as part of an induction programme and a particular focus on boosting English and Mathematics skills where this is required. A Summer School will also support a smooth transition and will be compulsory for all students transferring into year 7, ensuring all students will be well prepared for secondary education.

D 2 Set out a viable curriculum plan with appropriate focus on breadth and balance, core areas of learning and timetable.

We will offer a personalised curriculum strengthened further by a disciplined but innovative approach to improving teaching and learning in every classroom, reflecting our specialisms of Mathematics and Enterprise across the school. There will be opportunities for all students, regardless of age, ability, class, gender, ethnicity or religion, to achieve highly. There will be rigorous academic and vocational opportunities for all young people and the interrelationship between the academic and pastoral care of students will ensure that all students leaving the School make outstanding progress. The high quality curriculum, use of ICT and creative flexible enrichment programmes will contribute significantly to establishing cutting edge provision for each and every student.

The school will be organised into three clear phases.

1. Phase 1 - Reception, Year 1, Year 2, Year 3 and Year 4 (Tottenham Prep School)

In Reception the students will follow an early years’ curriculum which enables them to achieve the Early Learning Goals and follows the six areas of learning outlined in the statutory EYFS framework published by the Department for Education. The curriculum will ensure that our students 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 literacy skills and reading ability. We will provide literacy and numeracy through a unique structured programme using specialist Mathematics and English teachers. In this way we will ensure acquisition of the deeper concepts and skills that will accelerate progress in later years.

In Year 1 and 2 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 a fluency in mathematical understanding. By the end of Year 2 students will have developed a secure concept of numbers and use basic mathematical language accurately. We will ensure a good foundation for accelerated progress in English and Mathematics. Classes will be led by Mathematics and English Specialists, who will have been fully trained by the Harris Federation either through our teacher training programmes or through our own Teaching School programmes.

In order to ensure there is adequate time to teach these important core subjects and to aid transition between reception and Key Stage one, the remainder of the curriculum will be divided into three other areas of learning:

- **World Studies** – incorporating Science, History, Geography, Mandarin/Spanish and RE.
- **Creative Arts** – incorporating Art, Design Technology, Drama, Dance and Music.
- **Enterprise and Sport** – incorporating PE, PSHCE, ICT and Enterprise.

There will be daily reading lessons (30mins) which would include structured phonics teaching, as well as a daily literacy lesson (1 hour) to develop all aspects of reading and writing. In addition, there will be a daily mathematics lesson (1 hour) as well as 2 daily mathematics “pit stops” (2x15 mins). The rest of the curriculum time will be divided between the three areas of learning. **Our secondary subject specialists will contribute to the curriculum design and teaching.** This will add strength to the delivery of some specialist subject areas like Mathematics, English, Mandarin and PE. 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, ICT and Enterprise will be taught within other disciplines for a majority of the time. Literacy and Numeracy will be incorporated into all subjects as well as taught discreetly. There will be a Literacy and Numeracy “fact” for each day to check and review prior learning.

In Years 3 and 4 there will continue to be an emphasis on accelerating both literacy and Mathematics with a 30 minute guided reading lesson, 1 hour literacy and 1 hour Mathematics lesson plus Mathematics “pit stops” to practice mental agility and develop problem solving skills every day. Any students joining year 3 with attainment below their peers will have a personalised intervention programme to close the gap, using specialist resources and teaching from the student support services to ensure success. There will be 3 lessons of physical education a week (including dance) taught by a PE specialist. Students would begin to learn Mandarin or Spanish more formally in Year 3 (4 x 30 minute sessions each week). The remainder of the curriculum time 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 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, with trained subject specialists.

All students in this phase would sit National Examinations in English and Mathematics, KS1 tests at the end of year 2.

2. Phase 2 - Year 5, Year 6, Year 7 and Year 8 (Tottenham Middle School)

In this phase the curriculum will move towards the more formal timetabling associated with a secondary school curriculum, with teaching by subject specialists.

	Lessons
Maths	5
English	5
Science	5
RE	1
History	2
Geography	2
PHSE	1
MFL	3
Enterprise/ICT	1
PE	3
DT	2
Drama	1
Art	1
Music	1
TOTALS	33

There will continue to be daily English and Mathematics lessons plus Science. There will also be additional time for daily reading and pit stops for Mathematics skills to be consolidated. To ensure students are able to make connections between their learning and to allow access to a broad and balanced curriculum, the timetabling of other subjects would be blocked across the year. This would allow for deeper learning experiences as appropriate and for a more personalised curriculum, allowing flexibility for deeper support for those with exceptional needs and stretch and challenge opportunities for gifted and talented students. Some longer blocks of time given to our curriculum in this phase, will ensure that we can provide learning experiences that will develop our students into independent learners and thinkers. The weekly allocation of lesson time above, shows a weekly average for staffing purposes, some subjects will be taught discreetly and others taught in longer blocks of time. Moving towards more discreet lessons as students approach the end of the phase.

All students in this phase would sit National Examinations in English and Mathematics, KS2 tests at the end of year 6 and KS3 tests (optional tests) at the end of year 8.

Phase 3 - Year 9, Year 10, Year 11 and Post 16 (Tottenham Senior school)

The Harris Free School Tottenham will offer a flexible KS4 with opportunities to extend the curriculum offer into additional Mathematics, Triple Sciences, as well as industry standard business qualifications. This will give us the opportunity to broaden and enhance the provision we offer during these important key stages, leading to public examinations.

Maths	Lessons
Pathway 1	5
Pathway 2	6
English	
Pathway 1	5
Pathway 2	6

Science	
Pathway 1 (triple)	7
Pathway 2(double)	5
All Pathways	
PE (core)	2
Enterprise/Careers etc	1
RE	1
Pathway 1 - Option A	4
Pathway 2 - Option A	4
Pathway 1 - Option B	4
Pathway 2 - Option B	4
Pathway 1&2 - Option C	4

The new Free School will have unique access to the high quality schemes of work and resources developed by specialists across the Harris Federation, trialled already at Harris Chobham. This will enable our teaching teams to focus on developing high quality teaching and learning strategies, and to increase achievement and secure high attainment for all students. Students, parents and carers will receive high quality advice and guidance in order to ensure a personalised curriculum pathway is in place from the beginning of year 9. Whether this is the new EBACC qualification, a combination of academic and rigorous vocational subjects, every pathway will have a route to further education clearly mapped, as well as a clear development of skills required for future employability which is likely to include success in accessing good university courses. Our curriculum offer will reflect the Mathematics specialism by offering options to take Statistics GCSE or other freestanding Mathematics qualifications. It will be just as important for our Phase 2 and 3 learners to experience deeper learning opportunities, however, they will also need some flexibility in the timetable to allow for focused revision days in preparation for examinations, or longer blocks of time to complete coursework and extended projects in a less disjointed way than a normal timetable will allow.

Our Post 16 provision will be part of the Harris Federation. This will allow us to offer a far wider range of both academic and vocational courses in conjunction with the nearby Harris Chobham Academy. Being geographically close to a successful sixth form in another Harris School will enable our students to access an unprecedented selection of courses available at entry level 1, 2 and 3. The Harris Free School Tottenham will focus initially on courses that reflect the specialisms of Mathematics and Enterprise. There will also be an offer relating to Sporting excellence, an area identified by the community as important, and we will implement our Football and Basketball Academy programmes that have proven very successful in our Academies south of the river. As our own students graduate into Post 16, we expect our offer to widen considerably. On opening, the Principal of the Post 16 Federation will be working closely with the new School in order to introduce policies and procedures that will enable us to successfully integrate the already outstanding Harris model of provision. Our consultation with the community has identified Sport and Business as the two most popular choices for further education and we recognise that in both these areas, there are aspirational targets to be "famous sportsmen and women" or "self-made millionaires". Whereas there is obviously the potential for this to happen, we would also want to support our students with a plan for longer term success which may well involve further education and the ability and confidence to invest in gaining a degree. We would work closely with universities in order to raise the aspirations of our students and would expect a higher than average rate of applications to universities. With a target of 85% of our year 13 successfully accepted on a university course.

Raising achievement through our specialisms

By combining **Mathematics and Enterprise** as our specialisms, we will create a vibrant learning community in which the concepts of personal best, innovation and ground breaking achievement can flourish. We will be embedding an enriching and challenging Mathematics curriculum, which aims to **deliver achievement at least one level/grade above** the current national expectations. Our Enterprise curriculum through all phases will have a strong emphasis on developing positive attitudes to learning. This will enable students to develop the attributes of a successful Entrepreneur across the curriculum. These attributes will be **Resilience, Reflectiveness, Resourcefulness and Reciprocity**. Our learning ethos will be developed through these 4Rs with an ethos board displayed in every classroom. The key skills embedded within realising excellence in Mathematics and the 4Rs will be strategically incorporated within lesson planning and delivery to guarantee students learning in these areas is accelerated.

As well as developing the entrepreneurial attributes, described below, across the curriculum, we have a very clear view on the importance of **employability skills** and will map out an **Enterprise entitlement** throughout each phase. This will include many opportunities to broaden our students' horizons through ensuring a range of new experiences, for example, visiting local businesses and working with a variety of entrepreneurs from the local community and organisations such as 'School Speakers' which has an excellent track record of providing high quality professionals for this purpose. **This will help to deliver those elements of our vision that parents were seeking in terms of improving the employability of students and at the same time also deliver accelerated learning in developing robust learning skills which children from deprived backgrounds often lack.**

Students' progress towards meeting the expectations of each of the **4Rs** will form the basis for discussion between students, teachers and tutors on setting challenging targets to improve students' ability to accelerate learning, which will in turn, increase employability and readiness for Higher Education. The following spirals show the expected developing abilities of students as they progress through the School.



Reciprocity:

Being socially adept at learning

Reciprocity involves developing the skills required to be an effective and efficient collaborative learner, demonstrating leadership and partnership skills to produce the best possible learning outcomes. Students show sophisticated skills of empathy, using enquiry, investigation and experimentation.

- Interdependence
- Collaboration
- Empathy and listening
- Imitation





Reflectiveness:

Being strategically aware of learning potential

Reflective students plan and **research** in a **precise and methodical** way to improve learning outcomes, and are able to revise plans as appropriate to maximize success. Students demonstrate flexibility and adaptability to reach and surpass new challenges, and can **detect** own learning capacity through meta-cognition.

- Planning
- Researching
- Revising
- Distilling
- Meta-learning





Resilience:

Being emotionally in-tune with learning

Students will demonstrate perseverance even when learning tasks are challenging and are able to manage distractions to enable deep learning to occur. Students are able to recognize barriers but still overcome them, **applying a systematic and logical approach** to completing tasks, to allow full absorption in the learning process.

- Absorption
- Managing distractions
- Noticing
- Perseverance



Resilience



Resourcefulness:

Being cognitively perceptive of learning

Resourceful students exploit the widest range of stimuli to aid learning and learning outcomes. Students are able to use analytical, disciplined and **inventive** thinking and to be able to take risks and **experiment**, forging links between disparate themes and concepts. **A determination to discover new phenomena and unearth ground breaking concepts is a key motivating factor.**

- Questioning
- Making links
- Imagining
- Reasoning
- Capitalising



We have clear ideas about how to develop a **unique set of Enterprise entitlements** that will support the development of employability capabilities, which will begin in reception right through to Post 16. A set of entitlements will be agreed giving expectations for every student at the end of each phase. There will be a termly topic of discussion and target setting with tutors. The successful completion of these entitlements will be a powerful indicator of each student's employability. Harris Federation will organise the presentation of graduation certificates at the end of each phase with Bronze, Silver and Gold awards for every student, alongside awards of excellence in each category and each phase.

Communication and Presentation	Leadership and Teamwork	Innovation and risk taking	Literacy Entitlements	Numeracy Entitlements
Phase 3 = Gold Entitlements				
I have a strong Curriculum Vitae and/or UCAS application (Tutor sign off)	I have taken a key leadership role in a community and am an excellent role model to younger students. (Tutor sign off)	I have acquired at least 2 industry standard qualifications related to my chosen pathway (Certification)	I have high level skills in Reading, Writing and Oracy that will mean I can compete successfully in the work place. (Work experience sign off)	I have modelled a clear financial plan for my preferred future (Tutor sign off)
I have successfully mastered the skills involved for interviews (City mentor sign off)	I can identify clear strengths and areas for improvement in myself and others and can use coaching strategies to lead others or improve myself. (City mentor sign off)	I have successfully completed an extended project based on activities I have pursued independently (Certification)	I have at least a grade B at GCSE and have completed an AS course in English Literature (Certification)	I have at least a grade B at GCSE and have completed an AS course in Mathematics (Certification)
Phase 2 = Silver Entitlements				
I have presented a clear vision for my future pathways to my parents and tutor. (Tutor sign off)	Participated in a local community project which has made a difference. In my own school or local area. (Tutor sign off)	I have broadened my horizons by participating in new experiences. Eg. Trip to theatre, art gallery, trip to France, joined a club. (Enrichment record)	I am a regular reader and can contribute meaningfully to book reviews. (Reading renaissance stats)	Completed successfully the phase 2 personal finance course. Covering savings and interest, planning a budget) (Tutor sign off)

I helped to raise money for charity (Tutor sign off)	I represented the school in sporting or other competitive event. (Tutor sign off)	Completed a young enterprise project with a team of others. (Tutor sign off)	I am making good or better progress in English (End of phase assessment)	I am making good or better progress in mathematics (End of phase assessment)
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Phase 1 = Bronze Entitlements

Participation in assembly or student debate (Teacher sign off)	Participation in Student Leadership activity (Teacher sign off)	I have overcome a problem by seeking and using resources available. I can give examples of where I have used an idea to make improvements for myself or others. (Teacher sign off)	I can read fluently at or above my reading age. My English skills are developing well and I attend catch up if I need extra help. (Reading renaissance programme stats, Teacher sign off)	I have made excellent progress in Mathematics and attended subject catch up whenever I find work difficult. I am working a full level above national expectations (Teacher sign off)
Presenting subject learning to an audience (Teacher sign off)	Sporting Achievement recognised (Certificate)	Broadened horizons by participation in at least one School trip and enrichment programme (Teacher sign off)	I can write in cursive script and others can understand my writing. I have written a letter to a business/charity/local community group and received a reply. (Teacher sign off)	I can use measures of time, money, weight and length accurately. I can also solve mathematical problems. (Practical assessment) (Teacher sign off)

Mathematics specialism

When taught and learnt well, Mathematics is a subject of enjoyment and excitement, offering students opportunities for creative problem solving and unlimited moments of enlightenment. Ideas can be discovered and insights gained. Mathematics is an excellent vehicle for improvements in intellectual capacity where critical thinking, reasoning and analytical skills are developed, which are fundamental to high achievement in the sciences and technology as well as entrepreneurship, all of which are crucial for success in the 21st century.

Mathematics curriculums are currently under heavy scrutiny across the globe, with the recognition that high achievement in Mathematics (underpinning high achievement in Science and Technology) is a key to economic growth. It is clear that a significant few countries have been very successful in driving improvements, a majority, including the UK, less so. The Harris Federation has developed new Mathematics programmes based on careful research into programmes used in Singapore, Finland and Russia, as well as our own work. We are now beginning to roll out the programmes we have written with early signs of success. Key objectives are outlined below:

- Expectations for achievement are a whole level/grade higher than that expected nationally (L5 at end of KS2, grade B+ at GCSE, grade B+ at A-Level).
- High levels of literacy are recognised as important for acquisition of Mathematics and there is a focus on ensuring literacy skills, important for mathematics learning are introduced and developed from an early age.
- There is a far greater emphasis on algebraic techniques, explicitly in year 5 and 6 but concepts, language and thinking skills are developed earlier.
- Students must develop and explore mathematical concepts in depth and see mathematics as an integrated whole, not isolated pieces of knowledge.
- Mathematics learning must be fun, meaningful and relevant to inculcate positive attitudes towards the subject.
- Where students have difficulty, extra support is resourced immediately to avoid any “falling behind”
- Mathematical modelling is used to develop mathematical understanding, thinking skills and competency in application.
- Mathematical reasoning, communication and connections to prior learning will pervade all levels of Mathematics from reception to A-Level.
- Our Primary teachers will have the capacity to be Mathematics specialists and will be given intensive and ongoing training in mathematical teaching strategies.
- Our secondary teachers will all be competent mathematicians.

Students at Harris Tottenham will benefit from our unique Harris Mathematics curriculum. They will be taught Mathematics daily from year 1 to Post 16. They will benefit from a single structured lesson as well as “pit stops” to consolidate and review prior learning at other times during the day, and there will also be after hours clinics to support learning and enrichment classes to extend the talented.

Homework and study support

In Phase 1, our students will be expected to read every day at home and complete simple tasks, like learning spellings and completing some basic mathematics skills and learning number bonds..

In Phase 2 and 3, subject areas are responsible for providing students with a range of

motivational and differentiated independent learning opportunities. These may take the form of extended projects which are produced over an entire half term, or individual tasks which reinforce and extend curriculum skills introduced through class study. Students will write tasks in their planners and teachers will also publish homework expectations and deadlines on the School VLE and website as appropriate. We recognise the crucial role that parents and carers need to play in supporting their son or daughter to complete homework and will therefore work hard to forge strong home/School links.

A range of extra-curricular revision and study support opportunities will be scheduled after hours, to enable students not yet operating at expected standards in Mathematics and/or English to receive additional provision to raise their attainment grades. In addition, revision sessions to prepare students for exams; 'catch-up' sessions for students who have fallen behind and supplementary extension classes will be offered to promote the chances of students reaching and surpassing their target grades.

Extension and enrichment

A range of high profile and high quality enrichment provision will be offered to harness the talents of our students and provide opportunities to stretch and showcase both individual and team success. A key aspect of our ethos is to 'Celebrate Success' and this will include the skills and talents which are demonstrated beyond the classroom. We encourage students to seek out every opportunity to grasp experiences to identify, reinforce and extend skills outside of the timetabled curriculum, as we recognise that the application of the 4Rs will be further strengthened when practised beyond the academic sphere of the School. We will take responsibility for helping young people to develop as individuals outside of school and offer links to local businesses, sports clubs and community groups, to encourage participation and volunteering. These achievements will feed into assessment of the bronze, silver and gold entitlement recognition.

A critical strand of our enrichment and extension opportunities will be through strengthening our partnerships with businesses, higher education and the Harris Federation.

- Kings College and Imperial College will work with us to extend and enhance our Mathematics and Science provision.
- A Mathematics programme will be based on the same concepts as the Russian Mathematics Schools, where students can extend and broaden their mathematical talents into areas like Calculus, Proof and Geometry;
- Fulham Football Club and British Basketball already work with Harris very successfully south of the river, to run our Sports Academies. These groups would both be keen to extend this first class provision into Tottenham, particularly at Post 16.
- Price Waterhouse Cooper and Barclays bank to co-construct our financial capability and careers enhancement programmes.
- We will join the Harris Federation Post 16, which is judged outstanding and will support the development of Post 16 courses – ensuring high quality provision.
- The well established Federation Student Learning Commission (established 2008) will support us in ensuring students become more actively engaged in improving teaching and learning for all.
- We will be involved in Harris Federation events and competitions which will offer a range of activities for all students and staff. From Athletics, Football, Basketball, Barclays Maths Challenge, The Great Egg Race, Debating, Brain of Britain and Poetry competitions. Harris Tottenham students will benefit from harnessing the community spirit that exists across the Federation.

Teaching and learning

Experienced senior leaders from Harris Tottenham, as well as other Harris Schools and Central Federation staff, will regularly observe lessons and feedback on what teachers need to do to improve learning and maximise progress. Subject leaders will have access to subject schemes and lesson plans produced by other Federation subject leaders and will regularly meet to plan and share effective teaching in their subject. We will embed the programmes which have been so successful across the Federation, in supporting teachers whose lessons are satisfactory, to be able to identify what methodologies to adopt to make their lessons good and for teachers whose lessons are good to do the same to become outstanding. The Federation is also licensed to deliver the new modular curriculum for Head Teachers, senior teachers and middle leaders and we are currently recruiting our first cohorts in South London. These programmes are being successfully offered to all schools through the Harris Federation Teaching School and Harris Tottenham will benefit from this. We will also use the research undertaken by the Harris Federation Student Commission to embed a range of teaching and learning styles that have been proven to engage students in their learning.

Qualification/Assessment outcomes by year group:

We recognise that there are a wide range of qualification routes available and will be open to investigate which courses are most appropriate to offer each phase. The table below gives a general overview as what we would see as appropriate, currently. The red wording indicates public examination/assessment points.

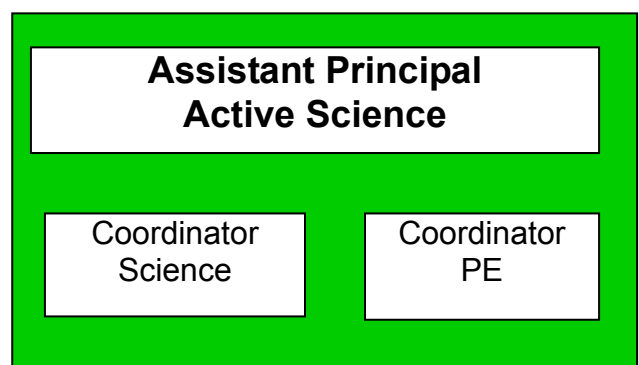
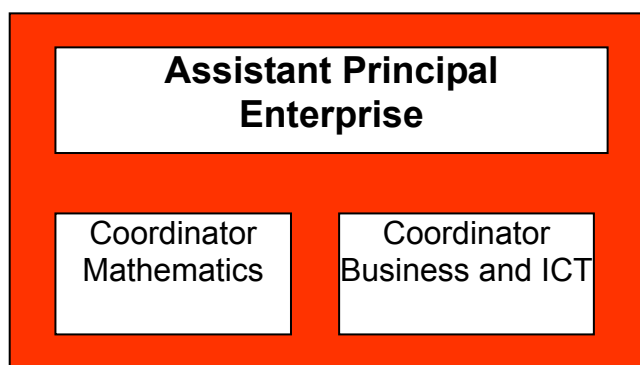
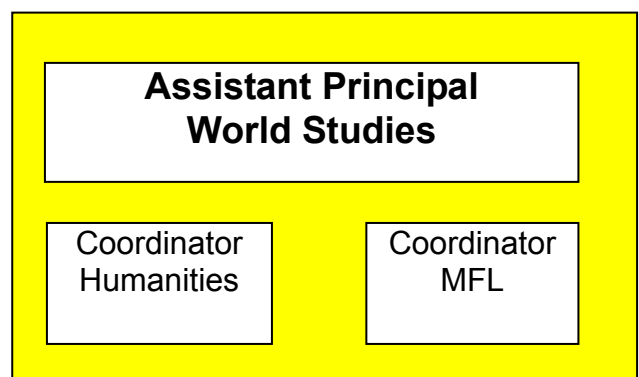
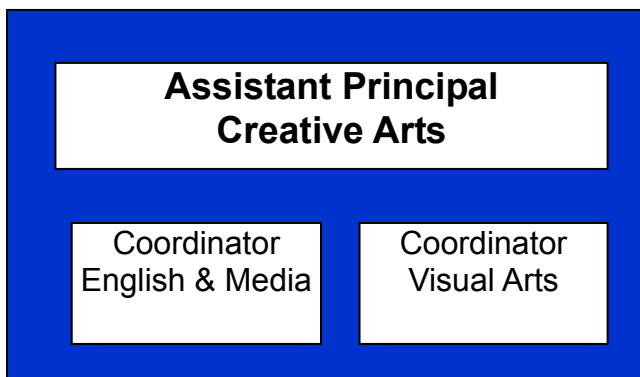
Post 16	AS/A2 levels, Advanced Mathematics GCSE, BTECS level 3, GCSE/BTEC, Industry standard qualification, Harris Apprenticeships,
11	Half termly TA GCSE/BTEC TA fine levels GCSE/BTEC, AS mathematics, Industry standard qualifications
10	Half termly TA GCSE/BTEC TA fine levels
9	Half termly TA GCSE/BTEC TA fine levels
8	Termly literacy and mathematics screening Half termly TA NC fine levels in all subjects EOY National KS3 tests Ma &En & EOY examination, NC TA fine levels all subjects
7	Termly literacy and mathematics screening Half termly TA NC fine levels in all subjects
6	Termly literacy and mathematics screening Half termly TA NC fine levels in all subjects EOY National KS2 tests Ma &En & EOY examination NC fine levels all subjects
5	Termly literacy and mathematics screening Half termly TA NC fine levels in all subjects
4	Half termly reading and mathematics assessments, Half termly TA NC fine levels or P levels End of Phase assessments in all subjects TA NC fine levels
3	Half termly reading and mathematics assessments Half termly TA NC fine levels or P
2	Half termly reading and number assessments, Half termly TA NC fine levels or P levels KS1 NC Assessments
1	Half termly reading and number assessments, Half termly TA NC fine levels or P levels EYFS Assessments

Harris Free School Tottenham – Organisational structures

Four Assistant Principals will work across phase 2 and 3, through all age groups, taking responsibility for ensuring cross-curricular strategies proven for raising achievement are successful. They will also lead teams of tutors. Students will identify with their faculty, which will provide a sense of belonging and security to a smaller unit, within the larger School. This faculty structure will offer the opportunity for cross school competitions, as well as providing tutoring in groups by staff responsible for both academic and pastoral issues.

Ultimately, there will be one or two tutor groups from each year group in each faculty. This will allow tutors to track and monitor progression of their students meticulously throughout their life in the School. The rewards system for achievement and enterprising attitudes to learning will reflect this structure, as will the sanctions procedures to ensure learning comes first. There will be opportunities for students from different year groups within each faculty to work together on “specialist events”. This will allow older students to act as role models and give support to younger students.

An additional Assistant Principal will be appointed to lead and manage Tottenham Prep. Students will join the Harris Faculty Structure when they graduate to Middle School at the start of year 5. The faculty structure is evident in every Harris School. It successfully ensures management of student progress as the whole child – combining pastoral with academic support– and ensuring the leaders of a faculty are responsible for the welfare and progress of all students in their faculty and passing accountability down through the structure.



Timings of the School day

Our school calendar will follow national trends in relation to School holiday and term times. Term dates will normally be very similar to those adopted for Haringey schools and 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 based or addressing a specific focus like differentiation.

In addition to the normal school hours, Harris Free School Tottenham will offer a wide range of enrichment programmes out of hours, transition programmes, study programmes, industry standard courses and catch up programmes.

In Phase 1, our core hours will be 8.55am to 3.30pm. A Breakfast club will be available from 8am and there will be after school provision until 6:30pm.

In Phase 2, our core hours will be 8:30am – 3:00pm plus the enrichment curriculum. Students will be timetabled for 6 lessons of 50 minutes per day on Monday to Friday. However there will be a rolling programme of compulsory enrichment sessions on Tuesday, Wednesday and Thursday which students will book into each term. One break of 20 minutes mid morning and a 50 minute break for lunch.

In Phase 3, our core hours will be 8:30am – 3:40pm Tuesday to Thursday, 8:30 – 2:50 Monday and Friday, plus the enrichment curriculum. Students will be timetabled for 6 lessons of 50 minutes on Mondays and Fridays but 7 lessons of 50 minutes on Tuesday, Wednesday and Thursday. One break of 20 minutes mid-morning and a 40 minute break for lunch.

The Harris Academies have a suite of very successful tried and tested curriculum and teaching and learning policies, which include central systems that have been developed to make monitoring evaluation and review of student data more streamlined. Our new schools use these documents as a basis for setting up and will adapt and change to fit with an individual ethos to make further improvements. Because of this approach, the policies and practices we have developed are both sophisticated and robust. We have not included examples of policies in this document, but are happy to produce any for inspection at any point.

The School year will also be organised to allow for deeper learning opportunities, with the timetable suspended at key points to ensure greater flexibility in gaining new experiences. This is something that parents and families have been very clear about. We want to ensure our students gain an educational experience that raises aspirations and motivates success:

In "A New Design For Learning: Recommended by the Harris Student Commissioners" a model for this has been tried and tested very successfully. **"Week-long intensive learning experiences will be linked to students' passions, aspirations or development needs. The aim is to dramatically change their sense of themselves as a learner and what it might be possible to achieve or become. Content could include a week of sculpture, carpentry, dance, drama, art, business, climbing, reading, maths, learning mandarin or visiting Paris or Rome"** Examples are given below and would be open to teaching groups or year groups of all pupils across the Free School, but organised by the individual faculty in their subject areas. During these learning days faculties will be expected to focus particularly on Mathematics application as well as developing and assessing Enterprise skills, to further promote and extend our specialisms and maximize impact on progress in these areas. To avoid disruption of timetabled lessons and to ensure all students are involved there will be an annual calendar of these deep learning days involving all students.

Creative Arts	Active Science
<ul style="list-style-type: none"> • Running a news room for a day • Poetry Slam • Spelling Bean • IMAX trip • Master classes (art/ drama/ music) • A View from the Bridge (Eng and Drama) • Coursework and exam intervention (Year 11) • National Book week • Trip to the Royal Opera House • Trip to the Globe • Debating competitions 	<ul style="list-style-type: none"> • Trips to the Natural History Museum • Trip to Science Museum • CSI Forensics Investigation Day • Kings university master classes • Global food/ Primary Transition project • Staying Safe including first aid courses. • Emergency Services • (Fire, Ambulance and Police input) • Health and well being day • Science practical assessments • Sustainability project • Sports day and other competitions
Business and Enterprise	World and Citizenship Studies
<ul style="list-style-type: none"> • Dragon's Den • Democracy day, Academy Hustings and elections of student's representatives. • Enterprise Days • Probability Fair • Work Related Learning Role Play • Money board games • Making a Movie on a theme • Website Design • Work placements • Interview days in the cit • Microsoft courses • Sage accounts course 	<ul style="list-style-type: none"> • Moldova Entrepreneur Day • Creating an enterprising board game • National Bike Day • Black History Day/Month • Healthy Mind and Body Days • Holocaust Day • Rwanda Study Day • Jack the Ripper Tour • Day trips to France • Raising money for charity • First aid at work course • Working with primary schools • Visits to universities and democracy day.

D3 Show how you staffing structure will deliver the planned curriculum

Phase 1 - Organisation of Learning

Our Reception to Yr 4 intake will be split into two class groups of 30 pupils per class 2 in each year group. The classes will be mixed ability and teachers will plan differentiated lessons exceptionally well. Groupings will be used within the classes flexibly, in order to stretch and challenge high attaining students and scaffold support to accelerate the learning of any students who may be struggling. This, in practice, will mean students being taught in groups of 10-15.

Each class will be provided with a higher level teaching assistant specialising in numeracy and/or literacy. This will be in addition to teaching assistants who may be required to work with students on the SEND or EAL profile. Whilst the teacher may have 30 children with different characteristics in the classroom, the emphasis has to be on the investment in highly qualified teachers with proven records of successful teaching, The School will focus on employing fewer staff by employing teachers who can personalise the learning and track the individual progress of each child. Our Phase 1 teachers will be supported by secondary subject specialists in areas like Mathematics, English, PE, Art and Mandarin. This will give primary specialist teachers greater opportunities to mark books, analyse student data in

greater detail and prepare fully differentiated lessons, creating a more personalised curriculum model.

In Phase 2 there will be 60 students in year 5 and year 6 and 180 pupils in year 7 and 8, split into tutor groups of 30 students. The Tutor for each group will be accountable for tracking the behaviour, attendance, enterprise skills and achievement across subject areas, of each of their tutees. They will be the first line of home school communication alerting parents/carers to any potential issues or excellent work.

Students will be set by ability in each subject, meaning a student could be in a higher set for Mathematics and a lower set for Art depending on their aptitude in that subject. Students will be set on teacher assessments and movement between groups will be flexible at key points during the year. During phase 2 there will be an expectation that students will regularly attend catch-up sessions to ensure they do not fall behind. This will form part of the enrichment programme but there will also be a range of opportunities to stretch and challenge learning in a range of ways. The 4 Rs will be taught explicitly across the curriculum through a range of innovative strategies and “contracted units” planned by faculties to develop these important attributes required for good learning.

At the start of Year 7, 60 students will progress from year 6 and be joined by 120 external students. The new cohort will take an assessment on entry using the same criteria as Harris Free School students so they can be placed in the correct ability set. New students transferring will also complete a week long induction programme to ensure that they understand our ethos for learning and the specialism curriculum that they will be offered. Our own year 6 students will be tasked with co-construction of this induction programme as they welcome new students to the School. Students joining in year 7 will be screened for Mathematics and Literacy achievement in the summer term and there will be summer school places offered for those that would benefit in a boost to their progress.

In Phase 3 there will be a core curriculum for KS4, years 9 -11, consisting of English, Maths, Science, RE and PHSCE. Students will be taught in groups set by ability. Additionally, students will have received an individual programme of advice and guidance which will have helped them select a pathway of courses that will be most suitable for high achievement, we would expect at least 60% to be studying the Ebacc pathway which will include triple sciences. All but a few will be taking GCSEs in English, Maths and Science through to Post 16 and there will be an expectation that students will continue to study Mathematics and English in Post 16 in addition to chosen options. In the transition to Post 16, a further programme will ensure they have re-visited their original plan and are given the opportunity to re-think their future plans when choosing post 16 courses which may be more limiting in breadth. The expectation would be for 60% of students to take at least AS Mathematics in post 16. The length of the school day in phase 3 will be longer than average, in line with our other academies. Students will be taught for 27.5 hours each week with 33x50 minute lessons. Additionally, there will be suites of Mathematics and Sports programme after hours as well as a range of other after school clubs.

The Academy will open with reception, Year 7 and Year 12 cohorts only and build up year on year. We will be full in year 7. The 2 grids below show staffing build up during the first 2 years and this model has been costed and is financially viable. It is difficult to plan in detail the model for KS4 until the student’s progress through, however, we have successful models in a range of academies that represent good value for money and are highly successful in terms of student achievement. These are available for discussion, if required.

D3 – show how your staffing structure will deliver the curriculum:

Year 1 Curriculum and Staffing							
Phase 1 (Rec - Yr 4)		Use of TAs to support learning					
	Sep-13	Use of subject specialists (0.6)					
Reception Teachers	2	(Ma, En PE, Music, Languages, Art, ICT)					
Teaching Assistants	2	Will give phase 1 teachers PPA time plus					
Secondary speciallists	TBS	resources for small group work.					
Phase 2&3 (Yr 5 - Yr 11)							
Subject	Yr 7 - (180 students)						
	Lessons	Groups	Total				
Maths	5	7	35	Length of day based on 27.5 hour week			
English	5	7	35	33 x 50 minute lessons			
Science	5	7	35	4 Rs Ethos taught across the curriculum			
RE	1	7	7	Broad and Balaced curriculum			
History	2	7	14	Ebacc Prep (MFL & Hums)			
Geography	2	7	14				
PHSE	1	7	7				
MFL	3	7	21				
Bu&Ent/ICT	1	7	7				
PE	3	7	21				
DT	2	7	14				
Drama	1	7	7				
Art	1	7	7				
Music	1	7	7				
TOTALS	33		231				
Phase 3 Year 12& 13							
Subject	Year 12 - (100 students)			Specialism Curriculum			
	Lessons	Groups	Total	Option A	Option B	Option C	Option D
Maths (AS & GCSE)	6	4	24	Sport	Sport (D)	Maths	Maths
English (AS & GCSE)	6	4	24	Business	Business (D)	Biology	Biology
Business (AS/Voc)	12	4	48	Physics	Further Maths	Voc Science	Chemistry
Sport (AS/Voc)	12	4	48	Economics	Chemistry	English	English
Science	6	4	24				
TOTALS		20	168				
24 taught lessons a week leaves 7 lesson (2 afternoons for work experience/Sport/Study clinics)							
Total staffing(all year groups) Sep 2014							
Subject	Yr 7/12	Reception	Total	FTE	Staffing in Budget		
Maths	59		59	2.4	Principal		1
English	59		59	2.4	Vice Principal		1
Science	59		59	2.4	SSS Manager		1
RE	7		7	0.3	Assistant Principals		2
History	14		14	0.6	Coordinator		1
Geography	14		14	0.6	Mainscale teachers		12.5
PHSE	7		7	0.3	EAL Teacher		0.5
MFL(mandarin)	21	2.0	23	0.9	Reception teachers		2
Bu&Ent/ICT	55	2.0	57	2.3			
PE	69	3.0	72	2.9	Teaching Assistants		2
DT	14		14	0.6	Early Years Assistants		2
Art	7	2.0	9	0.4			Phase 2 & 3
Drama	7		7	0.3			Phase 1
Music	7	2.0	9	0.4	Teaching Support		4
			410	16.4			

Year 2 Curriculum and Staffing

Phase 1 (Rec - Yr 4)		Use of TAs to support learning
	Sep-13	Use of subject specialists (1 x FTE)
Reception/Y1 Teachers	4	(Ma, En, PE, Music, Languages, Art, ICT)
Teaching Assistants	4	Will give phase 1 teachers PPA time
Secondary speciallists	TBA	plus focused group work time.

Phase 2&3 (Yr 5 - Yr 11)

Subject	Yr 7 - (180 students)			Yr 8 - (180 students)			Total
	Lessons	Groups	Total	Lessons	Groups	Total	
Maths	5	7	35	5	7	35	70
English	5	7	35	5	7	35	70
Science	5	7	35	5	7	35	70
RE	1	7	7	1	7	7	14
History	2	7	14	2	7	14	28
Geography	2	7	14	2	7	14	28
PHSE	1	7	7	1	7	7	14
MFL	3	7	21	3	7	21	42
Bu&Ent/ICT	1	7	7	1	7	7	14
PE	3	7	21	3	7	21	42
DT	2	7	14	2	7	14	28
Drama	1	7	7	1	7	7	14
Art	1	7	7	1	7	7	14
Music	1	7	7	1	7	7	14
TOTALS	33		231	33		231	462

Phase 3 Year 12& 13

Subject	Year 12 - (150 students)			Year 13 (100 students)			Total
	Lessons	Groups	Total	Lessons	Groups	Total	
Maths	6	6	36	6	4	24	60
English	6	6	36	6	4	24	60
Business	12	6	72	12	4	48	120
Sport	12	6	72	12	4	48	120
Science	6	6	36	6	4	24	60
TOTALS			252			168	420

24 taught lessons a week leaves 7 lesson (2 afternoons for work experience/Sport/Study clinics)

Total staffing(all year groups) Sep 2015

Subject	7/8/P16	Rec/Y1 & Enr Math	Total	FTE	Staffing in Budget		
Maths	130	2	132	5.3	Principal	1	
English	130	2	132	5.3	Vice Principal	1	
Science	130		130	5.2	SSS Manager	1	
RE	14		14	0.6	Assistant Principal	3	
History	28		28	1.1	Coordinators	2	
Geography	28		28	1.1	Mainscale teachers	30.5	
PHSE	14		14	0.6	EAL Teacher	0.5	
MFL(mandarin/spanish)	42	8.0	50	2.0	Reception teachers	2	
Bu&Ent/ICT	134	4.0	138	5.5	Y1 teachers	2	
PE	162	6.0	168	6.7			
DT	28		28	1.1	Teaching assistants	4	
Art	14	4.0	18	0.7	Early Years Assistants	2	
Drama	14		14	0.6		Phase 2 & 3	39
Music	14	4.0	18	0.7		Phase 1	4
	882		912	36.5	Teaching Support	6	

Phased build-up of staffing until the Free School is full

We have experience of building up new schools and have found ways that we can be flexible enough in our staffing models, as the school builds up, to ensure both good value for money and high outcomes for students. We have the advantage of being able to use staff from other academies to fill gaps where it may not be economically viable to employ a full time member of staff in the early years.

Our experience of running both primary and secondary schools means we are confident in our ability to recruit, train and deploy the best staff to ensure this will be an outstanding Academy.

		1	2	3	4	5	6	7	8
		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/2012
Principal	Leadership	1	1	1	1	1	1	1	1
Vice Principal	Leadership	1	1	2	2	2	2	2	2
Assistant Principal Phase 1	Leadership	1	1	1	1	1	1	1	1
Assistant Principal Phase2/3	Leadership	1	1	3	4	4	4	5	5
Assistant Principal Post 16	Leadership	0	1	1	1	1	1	1	1
Student Support Services Manager	Leadership	1	1	1	1	1	1	1	1
Coordinators	Teaching Staff	1	2	4	6	8	10	10	10
Teacher with IC responsibility	Teaching Staff	0	0	2	4	7	8	10	10
EAL Teacher	Teaching Staff	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Teacher Secondary- M4	Teaching Staff	12.5	30.5	34.5	41.5	49.5	49.5	51	51
Teacher Primary(Phase 1)	Teaching Staff	2	4	6	8	12	12	12	12
Resource Manager	Admin/Support Staff	1	1	1	1	1	1	1	1
Finance Officer	Admin/Support Staff	0	1	1	1	1	1	1	1
PA to Prinsipal	Admin/Support Staff	1	1	1	1	1	1	1	1
CMIS Manager/Exams	Admin/Support Staff	1	1	1	1	1	1	1	1
Welfare Officer	Admin/Support Staff	1	1	2	2	2	2	2	2
Attendance Officer	Admin/Support Staff	0	0	1	1	1	1	1	1
Exams Coordinator	Admin/Support Staff	0	0	0	0	1	1	1	1
Receptionist	Admin/Support Staff	1	1	1	1	1	1	1	1
Administrative Assistant	Admin/Support Staff	1	1	1	1	1	1	1	1
Administrative Assistant	Admin/Support Staff	0	0	2	2	3	3	3	3
ICT Support	Admin/Support Staff	1	1	1	1	2	2	2	2
Reprographics Assistant	Admin/Support Staff	0	0	1	1	1	1	1	1
Property Manager	Admin/Support Staff	1	1	1	1	1	1	1	1
Premises/lettings Officer	Admin/Support Staff	1	1	2	2	3	3	3	3
Cleaners	Admin/Support Staff	5	10	10	10	10	10	10	10
Science Technician	Education Support	1	1	1	2	2	3	3	3
Technicians	Education Support	0	1	1	2	2	3	3	3
Early years Assistant	Education Support	2	2	2	2	2	2	2	2
Teaching Assistant	Education Support	2	5	9	13	15	15	15	15
EAL Support	Education Support	0	1	1	2	2	2	2	2
Librarian	Education Support	0	1	1	1	1	1	1	1
Pastoral Leaders	Education Support	1	1	2	2	4	4	4	4
Cover Supervisor	Education Support	0	1	1	2	2	2	2	2
Midday Supervisors	Education Support	3	3	4	8	8	8	8	8

The organisational chart below shows the Harris structure with clear lines of accountability. We have budgeted for an additional Assistant Principal when we are at capacity to allow for succession planning, giving us the ability to release senior staff to support other schools.

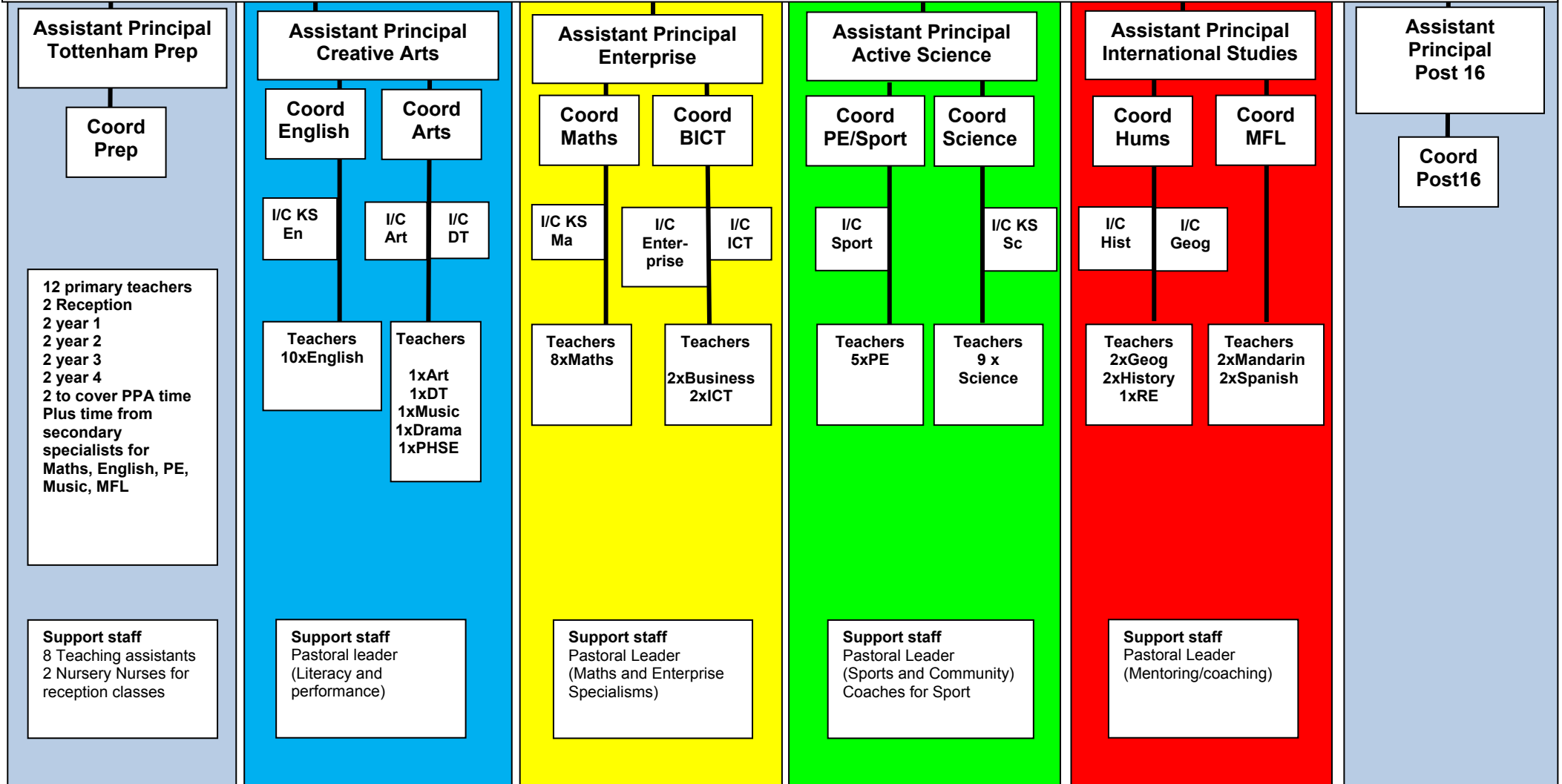
Our Specialism in mathematics will be supported strongly from the Federation, where we can be sure of the expertise and experience required to realise the challenging vision for raising standards in Mathematics to compete with our peers globally.

Principal

Vice Principal (Primary Specialist)

Vice Principal (Secondary specialist)

Student Support Services Manager and Specialist Team (SEN & EAL teacher plus TAs and mentors) working across Faculties (line



The new Principal will be supported by an Executive Principal for as much time as is required, dependent on experience. The Principal will appoint 2 Vice Principals, one Primary and one Secondary specialist, both keen to learn leadership in an all through environment. Phase one will be led by an Assistant Principal who will be a specialist and phase two and three will be divided up in a 'schools within school' model, led by 4 Assistant Principals who will lead a faculty each, accountable for the welfare and progress of approximately 250 students, as well as line managing 2 subject areas and taking whole school responsibility for a school improvement focus. There will be an additional Assistant Principal to lead our Post 16 provision.

Example Job Description – Assistant Principal Active Science – Learning: Voice, Entitlement and Training	
Salary:	Leadership Scale (as previously advised)
Strategic Leadership and Development:	<p>The main functions of this post include:</p> <ul style="list-style-type: none"> • Directly line manage two subject areas ensuring the highest standards of teaching, learning and achievement is achieved – Science and PE. • To lead in the monitoring, evaluation and review of standards, provision and pastoral care within the learning hub of Active Science. • To play a leading and highly visible role in the day-to-day management of the learning hub, ensuring both the pastoral/academic success of all students across the learning hub. • Staffing and organisation of innovation weeks in Active Science, monitoring, evaluating and reviewing outcomes in terms of student progress. • To ensure delivery of a responsive, flexible and first class NQT programme, including training/assessments and co-leading the Federation NQT group. • To act as the School Based Trainer overseeing teachers on the OTT and GTP programmes ensuring first class training is in place • Establish a strong student voice strategy and embed this in the practice of the Academy including strategies to empower students and engage them in the running of the Academy so they become responsible and active young people. • To build on developing the work of the Student Commission, to include supporting the Federation wide project and ensuring the entitlements are met. • To Line manage the following whole Academy areas: Student Council, Student Commission • Deputising for Vice Principal, both in the Academy and where appropriate in external meetings.
Responsible for:	2 Coordinators, Heads of Subject, teaching staff, other relevant personnel and students within the Academy.
General expectation of Academy Leadership Group:	<ul style="list-style-type: none"> • Collaborate as a member of the Academy Leadership Group in order to build and realise the shared vision of excellence and high standards for all students. • To play a major role in determining future strategy for the Academy • To provide the Governing Body with relevant and accurate information a) relating to the learning hubs performance and development and b) the strategic running of the Academy in relation to your role • To support and participate in the work of the Harris Federation including undertaking some tasks off-site for Federation Schools as agreed. • Contributing actively towards the formulation of all school policies and procedures and ensuring their consistent implementation throughout the school. • Agreeing challenging subject targets, including student achievement targets, ensuring rigorous monitoring, evaluation and review of progress towards these through learning hub improvement plans. • Ensuring high quality teaching and learning in line managed learning hubs, following the school policy for self-evaluation and review. • To manage delegated budgets effectively. • To attend Academy leadership meetings as appropriate. • To engage in the process of appointing new staff including the interview process. • To participate in duties lunch/break/before and after school. • Contributing to assemblies. • Sharing in the management of student disciplinary incidents, making recommendations to the Principal regarding exclusions and facilitating the process of student re-integration. • To actively participate in the monitoring evaluation and review of teaching and learning in line managed learning hubs. Managing any capability or disciplinary procedures in line with Academy policy, where appropriate.

D4 – strategy for meeting needs of pupils with different abilities:

Awareness of varying needs

How you will use ICT, agencies and partners to support learning and achievement for differing abilities and needs

Describe how you will overcome barriers to learning

Student Support Services

We recognise that students attending the School will have a wide range of learning styles and some will have **exceptional needs** that will need particular support in order to ensure outstanding progress is made. This could be for a short period of time or may be a longer term need. This may be a student who is struggling to learn effectively in the classroom due to dyslexia or other specific learning difficulties; a student who is finding it a challenge to meet the expectation of at least 95% attendance; or an exceptionally high ability student who needs to be further stretched and challenged in order to reach his or her full potential.

The Role of Student Support Services Manager (SENCO)

The Student Support Services Manager is extremely important to the successful running of the school. He/she will be a member of the senior leadership team and will advise the middle and senior leadership on the SEND strategy and monitor, evaluate and review the school's success in this area. He/she will coordinate school-based assessments to identify needs, support staff to produce and review Individual Learner Plans (ILPs) and manage a team of teaching assistants (TAs), including higher level TAs (HLTAs) and support staff. This department will run small group interventions targeting needs including literacy, numeracy, social skills, study skills and speech and language acquisition. The Student Support Services team will aim to engage parents every step of the way in supporting their child's needs. We acknowledge that the use of quality voluntary sector agencies and corporate volunteer programmes, may be a cost effective way of providing capacity to deliver intervention programmes to meet children's additional needs, e.g. paired reading.

The Student Support Services team will work across every classroom in the School to ensure the needs of all students are met. They will support students and teachers in the classroom, offer additional intervention programmes for students after hours and deliver particular training programmes that will assist teachers in ensuring lessons are fully differentiated to meet the individual needs of all our learners. Coordinators and staff will be expected to use the profile of need to inform planning, delivery and assessment of learning for every type of student.

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)

We believe that support for all of our students with exceptional needs begins in each and every classroom. Every student, whatever their need, must be supported by the classroom teacher and other resources including support staff to access the curriculum offer. This means all our staff will need to be fully trained to understand the needs outlined above and supported to plan and deliver lessons that are fully differentiated to include all students. To do this the School will ensure:

- Excellent and specific training in teaching students with exceptional needs. Our yearly in-service training (INSET) diary will include at least one day per year dedicated to “exceptional needs” provision.
- Professional guidance from SEND experts in the classroom that can give advice and guidance on improving support for these students. (SSS Team). This may involve help with seating plans, presentation skills, expectations, use of language, development of resources or help with lesson planning.
- Support from teaching assistants working in the classroom with the teacher to differentiate at an individual level.
- Resources that have been proven to support schemes of work in better differentiation for exceptional needs, for example writing frameworks, colour filters.

Students identified as having difficulties accessing the curriculum and hence making progress will be placed on the SEN profile at “Action” and will be monitored more closely by the Coordinator and the SSS team in order to assess possible barriers to learning and put in place any additional support that is appropriate, this could be additional catch up lessons after school, a speech and language intervention group, some specific literacy or numeracy support, a series of counselling/mentoring sessions etc.. Any student who is assessed as having a particular exceptional need which continues to be a barrier to learning for more than a term, despite the additional support in place, will be moved to “Action plus”. This will trigger a more detailed assessment of needs and specific resources will be allocated to support the student. This could be in the form of focused teaching assistant or mentor support, it could also mean assessment or support from external agencies for example a speech and language expert. Students on action plus will have an Individual Action Plan with targets for improvement and this will be reviewed every 6 weeks. It is likely that the support in place at this stage should ensure improvements, however, if there is not adequate improvements over a school term, then a full assessment will be commissioned from an educational psychologist who will advise on the appropriateness of strategies being used, train staff involved with the student and if necessary, support the school and parents/carers in a full statutory assessment.

As well as identified learning needs we are also aware that the term SEND includes children with emotional and environmental barriers to their learning, such as the effects of bereavement or parental separation. We would view these children as requiring learning support if the effects of these potentially stressful situations adversely impact on their learning.

The Student Support Services manager will use the 6 weekly assessment data to track the progress of potentially vulnerable groups like **looked after children, refugees, poor attenders, those on free school meals and those whose behaviour makes them at risk of exclusions**. It is important that the progress of these students is monitored closely and that intervention is put in place the moment there is any sign of less than expected progress. In this way, the leadership team can ensure that there will not be differences in outcomes for these students, as is the national picture. The school will have a range of strategies in place to support our more vulnerable students for example:

- Catch up classes after hours
- Breakfast club mentoring sessions
- Mentor from leadership team
- Family support sessions “how to help your teenager achieve examination success”
- Referral to drugs, alcohol, gangs advisors
- Residential study trips in preparation for assessments
- YISP referrals
- Partnerships with Business/Sports mentoring programmes
- Referral to external agencies, e.g. bereavement counselling, young carers foundation
- Support with travel arrangements
- Access to additional funding for necessities
- Peer mentoring programme, pairing with a Post 16 buddy
- PEP intervention meetings additional support for students looked after
- Anger management referral
- Additional EAL support
- Referral to EWO

The Lamb Inquiry (2009) reported that SEND can sometimes be ‘unhelpfully collated’ with ‘falling behind’. We acknowledge this and understand that all barriers to learning need an individualised approach for each student’s circumstances. We are, however, mindful of trends such as persistent absenteeism and child poverty correlating with children ‘falling behind’. We will strive to address the underlying issues when children present with such concerns and work alongside parents to improve outcomes.

We will adhere to the Special Educational Needs Code of Practice (2001) and acknowledge that outcomes from the most recent Green Paper (Support and aspiration: A new approach to special education needs and disability, 2011) may alter the way we are required to meet the needs of our students and funding of this support.

Children will gain access to this support through our adherence to our SEN Policy and establishment of a transparent system of appropriately graduated support through which we will ensure that we identify difficulties early, monitor progress in school through our tracking system and support children who are experiencing temporary or more enduring barriers to learning. We will aim to put in place the most appropriate interventions at the right time, as discussed with the parents, relevant staff and the student or young person. We also aim to review interventions regularly to ensure they are working and are value for money, and alter our approach or gradually withdraw support if and when necessary.

List of organisations providing support:

- Education Welfare Service
- Educational Psychologist

- CAMHS
- School Nurse
- Social services
- PCT Speech and Language Therapist
- YISP
- YOT
- Alternative Provision Programmes

We will use LA services where these are good, but will buy in private services where they are not. We are committed to working with Haringey to help them to improve their traded services to schools and Academies.

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 have a lift and 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 and that local schools typically have 60% to 70% of their students for whom English is not their first language. We will have an EAL strategy successfully used across the Harris group, where traditionally our EAL students perform very highly. 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.

Provision will be in place according to need and includes:

- Student Information Sheets outlining Language In Common levels, details of previous education and language fluency and suggested strategies for the teacher, student and parents to enable language development and progress.
- Reviews of progress made in developing language competence and in subject areas.
- Partnership planning involving the class teacher and EAL teacher to support the development of language competence and academic progress for EAL students.
- Partnership teaching involving the class teacher and EAL teacher.
- In-class support by TA's.
- Withdrawal for small group, or individual work, with a support teacher or Learning Support Assistant for targeted, short-term intervention.
- Induction Programme.
- Lunchtime and after school clubs to help with homework.
- Pre- and post-school and lunchtime reading sessions.
- Outreach support, Liaison with Outside Agencies.
- Alongside whole school systems, the progress of EAL students in the acquisition of competence in the English language will be monitored. In addition, more advanced bilingual learners, with a good working knowledge of English are monitored to ensure they are progressing at the same rate as other students in their class.

Gifted and Talented

We recognise that we will have some exceptionally gifted and talented students 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 students will be identified in accordance with government guidelines, using achievement data, with profiles of need adjusted accordingly. Criteria for identifying talented students will be devised by Coordinators in Performing Arts, PE and DT, with progress data used regularly to update lists and provide intervention as required.

As a school with a specialism of Mathematics, there will be a focus on recognising and supporting exceptional talent both inside and outside school. Where necessary, the individual curriculum will be modified to support extra time during the school day. The School will work very closely with a variety of universities, offering support for our students to engage at national and international level where talent is recognised. The Harris Federation have excellent links with Mathematics and Mathematics Education departments and Kings and Cambridge universities and would harness the academic excellence of these experts to further stretch and challenge our brightest students.

Gifted and Talented students will be identified on entry to Phase 2. Students in the top 10% of the ability range will be designated Gifted and will be set on a pathway of learning that will offer opportunities for stretch and challenge across all subjects. Talented students will be identified in each subject area and there will be an expectation that these students will be given additional opportunities to develop their talents through the subject area; this is likely to be through enrichment opportunities as well as challenging tasks within the curriculum. The progress of these students will be monitored, evaluated and reviewed 6 weekly by a teacher with responsibility for Gifted and Talented. We will develop a programme to allow students to identify talents in each other by developing models of what "talent" could look like with the students themselves assisting, to define what talented means. At the end of each academic year the students on these profiles will be reviewed and additional students can be added. The School will also work closely with London universities to offer unique opportunities to Gifted and Talented students in Mathematics and Science that will accelerate learning right from reception up to Post 16.

Information and Communication Technology

ICT is vital in supporting and enhancing all aspects of student development and learning across the School. Every subject area will provide opportunities for students to access a range of outstanding packages and resources made available through the Federation which have been designed to complement the classroom environment. The Harris Federation have created their own 'Private Cloud'. This strategy will mean that the new Harris Free School Tottenham will immediately gain access to the Harris intellectual property that will include schemes of work and resources, as well as valuable networking opportunities with other schools. This new innovation will provide a fast and secure communication highway for students and teachers to experience new learning opportunities from virtual classrooms all over the world. Learning links can be made with external agencies; other schools and Academies; businesses; and entrepreneurs from all four corners of the globe who will further enhance the opportunities of our students.

D5 Measures of Success and Accountability

Outline targets and why they are suitable and strategy for achieving them

Describe success measures for students and for teaching

How will success measures be monitored, reviewed and reported – inc students assessment and tracking systems

Reporting to parents and involving parents/carers in supporting their child

Harris Federation believes a new high-achieving school for local children would help to lift and regenerate the Tottenham community in numerous ways. We will be ambitious for the children and families of this new Free School in Tottenham. 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 achievement by the time the first cohorts take KS2, KS4 and Post 16 examinations. The following targets/outcomes will be used to measure the success of the school:

The **Aspirations for Achievement** of the Free School are by 2021(KS2) 2018(KS4) 2016(Post16 and Year 1). The targets set will apply for each group of students, as well as the whole cohort, the expectation would be that students on FSM, in care or on the SEN profile would make at least the same progress as their peers.

- By the end of reception, at least 80% of children will be secure across all the early learning goals;
- By the end of year 1 Year 1 80% of children will be achieving challenging nationally expected levels in phonics;
- At the end of KS2, the English and Mathematics combined score will be at 85% Level 4+ and 60% Level 5, with a high proportion of these achieving level 6 in Mathematics;
- At the end of KS4 at least 80% of our students will achieve 5+A*-C grades with English and Mathematics; (Haringey average 57%);
- 60% of KS4 students will have achieved the English Baccalaureate; (Haringey average 14%);
- For 60% of our students to achieve A*-B in Mathematics GCSE and 50% to achieve A*/A grades;
- Year on year, every pupil will be expected to achieve at least two sub-levels progress The proportion of students reaching expected levels of progress at each key stage to be at least 85% in Maths and English at KS4. (Haringey average English 78%, Maths 73%);
- A high proportion of our students will progress to study AS and A2 qualifications in Mathematics at Post 16;
- 50% of our A-Level Mathematics students will gain A/A* grades;
- 100% of Post 16 students will meet or exceed ALPS targets;
- For 85%, of our year 13 students, to be successful in obtaining places at universities.

Close scrutiny of progress will be a key element to the schools success. Outstanding teaching will achieve this outcome, with early intervention and support being given to those pupils who are underachieving. Children who do not achieve the expected level at the end of the academic year will receive intervention support at the start of the following year, or at summer school, to ensure all children reach the standard by the end of the following Autumn term.

The following key indicators will also ensure success for all students

- Fixed term exclusions less than 4% of the school population (currently Haringey average is 9.7%);
- 95% attendance (currently Haringey average 93.5%);
- 98% punctuality;
- 95% parental attendance at open evenings;
- For Students at the end of each phase to have achieved the **minimum entitlement mapped through our enterprise curriculum**. This will encompass progress in developing the core skills of **Resilience, Reciprocity, Reflectiveness** and **Resourcefulness** as well as key **Literacy, and Numeracy capabilities** related to high employability and high rates of success in accessing places at universities of their choice;
- No students leaving school as NEET (Not in Education Employment or Training);
- For 80% of our students in exit polls, to agree with a statement on graduation that they had been well prepared for the next phase of schooling or higher education.

The Harris Free School Tottenham will be committed to ensuring that outcomes for all students are excellent regardless of their demographic profile. We will use the very successful Harris Federation assessment policies and procedures for target setting, assessment and tracking progress, including recently re-designed and streamlined student information systems relating to the use of assessment data. The School will track students meticulously, as individuals and as part of a variety of demographic groups.

Learning in each subject will be broken down into short term motivational modules, each lasting six weeks. Students and parents will receive feedback at the end of each module on how well students are doing and what they need to do to improve their work further. This will be in the form of an attainment grade which will be an NC fine level or GCSE fine grade. Students will be assessed on their progress towards subject specific targets by a range of different methods, including; ongoing teacher assessments; formal exam assessments; extended homework projects; controlled assessments; oral presentations and completion of classwork. A holistic grade will then be awarded, taking into account the progress and standards each individual student has made.

All students will be set annual targets based on national expectations of progress plus two fine levels which will ensure targets are aspiring. Student's progress towards these targets will be recorded centrally by each subject, every 6 weeks and any underperformance will be acted on swiftly. This six weekly set of data will be fully analysed for any patterns that may indicate a particular group of students are underachieving and cross School intervention strategies will be put in place at an early stage where this is the case. Each year, targets will be reviewed and where progress has exceeded targets for any subject targets will be increased further for future years. Only in very exceptional cases would targets be reduced, for example, if a student had been absent for a long term serious illness.

Targets will also be set for extra-curricular activities and for personal development – encouraging and recognising involvement in clubs, other community activities and volunteering. The school will be a data rich environment, where teachers use data effectively to plan for each individual students' learning and progress, where leaders use data effectively to track the progress of groups of students planning effective intervention swiftly, whether this be adding stretch and challenge for the more able or supporting students where progress is not reaching expectations.

Additionally, students and parents will have a clear understanding of current progress data and targets. It will be important for students to be actively engaged in a dialogue with subject teachers and tutors about how to improve further to ensure aspirational targets are reached.

The leadership team will be accountable for ensuring assessment data is accurate and is being used effectively. To do this, leaders, supported by federation subject specialists, if required, will routinely drop into lessons and spot check the appropriateness of standards being taught, the quality of written assessments, the use of assessment for learning strategies and the engagement of students in understanding their progress and targets. This rigorous monitoring evaluation and review of classroom practice will ensure the progress data analysed and acted upon, is robust and valid.

Tracking and developing a mindset for learning

Our specialisms of Mathematics and Enterprise will also be embedded in our assessment cycle. Students will be assessed in the 4 Rs as well as other factors that affect learning like attendance and punctuality. We will expect students to improve their Enterprise learning scores which be a measure of their progress towards becoming exceptional learners. The scores will be reported to students and parents 6 weekly, alongside progress grades. They will combine the capabilities of Resilience, Resourcefulness, Reflectiveness and Reciprocity, alongside other factors that are required for outstanding learning capacity. Through this we will encourage our students to adopt an aspirational and “can do” attitude to their studies and their preferred future.

HARRIS FREE SCHOOL TOTTENHAM - CORE SCORE DESCRIPTORS, ATTITUDES TO LEARNING

C+ O + R = E which gives an enterprise score out of 15 reported to parents 6 weekly and used between Tutors and Students to agree targets and strategies for improving learning. The spirals detailing the 4 Rs will be visible and used as reference points in every classroom as prompts for improving approaches to learning.

Score out of 5	C = Commitment/ Resilience	O = Optimism/ Reflectiveness	R = Resourcefulness/ Reciprocity
Summary statement of each element	<p>Students will demonstrate perseverance even when learning tasks are challenging and are able to manage distractions to enable deep learning to occur. Students are able to recognize barriers but still overcome them, applying a systematic and logical approach to completing tasks, to allow full absorption in the learning process.</p> <ul style="list-style-type: none"> • Excellent attendance and punctuality • Excellent behaviour and preparedness for learning • Commitment to fulfilling potential 	<p>Reflective students research and plan in a precise and methodical way to improve learning outcomes, and are able to revise plans as appropriate to maximize success. Students demonstrate flexibility and adaptability to reach and surpass new challenges, and can detect own learning capacity through meta-cognition.</p> <ul style="list-style-type: none"> • Excellent active participation within lessons • Excellent understanding of target grades and how to attain them • Ability to self and peer assess work accurately • Maintaining a positive, flexible and optimistic approach to learning 	<p>Resourceful students exploit the widest range of stimuli to aid learning and learning outcomes. Students are able to use analytical, disciplined and inventive thinking and to be able to take risks and experiment, forging links between disparate themes and concepts. A determination to discover new phenomena and unearth ground breaking concepts is a key motivating factor.</p> <p>Reciprocity involves developing the skills required to be an effective and efficient collaborative learner, demonstrating leadership and partnership skills to produce the best possible learning outcomes. They show sophisticated skills of empathy, using enquiry, investigative and experimentation.</p> <ul style="list-style-type: none"> • Excellent independent working skills • Excellent submission of homework tasks • Ability to work as an effective, pro-active team member • Ability to exploit resources to maximise success of learning outcomes
5	Virtually 100% attendance and punctuality, behaviour is excellent, through their attitude they make as much progress as can be expected during lessons, they work exceptionally	Students get really involved in lessons, hand is always up, keen and eager to ask and answer questions. During group, pair or individual work, they get down to it and	All homework is completed on time. Taking into account their individual potential, students' homework is completed to the highest possible standard, they actively ask for help and students will never submit any

	<p>hard and as a result are on course to exceed their target grades. Students are 100% focused in class and can systematically absorb themselves in learning. Stretching challenges are welcomed as the determination to exceed targets and discovering fresh potential is evident.</p>	<p>make excellent contributions and share their ideas. Students have a real “buzz” about their attitude to lessons and will often motivate others to take part. Students know their targets, which are challenging. They have clear ideas about what they need to do to reach them and a “can do” approach to meeting aspirational targets. Students can create sophisticated, precise and methodical plans to maximize own learning journey, using parameters effectively. Students can critically assess own and others’ work with exactitude, and have a flexible approach to altering plans to maximize learning outcomes. Students have a sophisticated and methodical ability to transport skills across subjects and learning opportunities and have an in-depth appreciation of detecting own learning capacities</p>	<p>work they know is below standard, eg, leaving questions out if they are unsure. They attend any additional lessons where relevant eg, extra curricular, revision or support. They readily adapt to new teaching approaches and challenges and make excellent progress. Students are inquisitive, inventive learners who ask complex questions and can forge sophisticated, innovative links between skills, concepts and subjects. Students’ adventurous imagination leads to risk-taking and experimentation which creates unique and ground-breaking outcomes Students can apply analytical thinking in a disciplined way, taking full advantage of a variety of resources, exploiting and inventing to create excellent outcomes Students can balance interactive and solitary learning effectively, able to maintain autonomy even when collaborating. Students can identify external and internal influences on others and emulate the skills and mental strategies of others to improve own understanding and progress. Confidence in experimentation and enquiry are evident.</p>
4	<p>Attendance and punctuality is very good with only a few absences and no recorded lates. Behaviour is generally very good, students respond immediately to teacher intervention and re-gain a focus on their work. They make very good progress during lessons and are on track to achieve or exceed their target grades. Students persevere, even when tasks are</p>	<p>Students show a strong level of interest in their learning, they will often volunteer answers and ask questions, the hand often goes up. They work well during group, pair or individual work by making very good contributions and sharing their ideas. They have a positive attitude and show a real sense of enjoyment in their learning. Students can create a precise route map to</p>	<p>All homework is completed on time and to a very good standard. Students will, on the whole, be very good independent learners but will need some teacher direction. They are very resourceful, eg, whether it’s using their parents or teachers in helping them to develop their understanding. They enjoy and respond to new challenges during lessons and show a creative side in solving problems. They make use of any relevant after school sessions in order to take</p>

	<p>challenging, as fulfilling potential is a key motivator. A logical approach to study is evident.</p>	<p>organize own learning and can effectively self and peer assess objectively and with accuracy, to improve the learning outcomes. Students can transfer skills across different concepts.</p>	<p>responsibility for their progress. Students can use own brain in an inventive and evaluative way and can judge the best resources to be used and experimented with to guarantee a high quality, innovative result. Students can absorb the strategies demonstrated to produce high quality outcomes. An exploratory and investigative approach can be adopted when discovering new concepts.</p>
3	<p>Overall attendance is good but there may be one or two recorded lates during the 6 weekly period. Behaviour in lessons could be described as good and as a result students make good progress. Achievement in the subject will be in line with their target grade. Students can concentrate throughout the lesson, engaging in the learning aims fully. Students are aware of areas for improvement and can focus in a logical way on reaching targets.</p>	<p>Students will answer questions but generally need to be asked to make a contribution rather than volunteer answers. They will ask for help when needed. During group, pair or individual lessons they make some contributions and share some ideas but this is not consistent. They have a good attitude to their learning but they could give more and need to step up to the next level! Students can make a clear plan to organize own learning and can self and peer assess against learning objectives with some precision. Students know own learning skills and potential.</p>	<p>Homework is completed on time and the quality of the work is good. Students show some independence in their learning. They make some use of additional support whether it be teachers, parents or additional after school lessons. However students could take more responsibility, eg, they could be doing more revision or research to improve the overall quality of their class or homework. Students are curious, experimental learners who can use verbal and non-verbal questions. Students' imagination can be used in an active, exploratory and receptive way to discover new concepts. Students understand when independent or collaborative learning skills are needed and are able to share ideas coherently and show empathy skills. Students have the capacity to experiment through investigation and enquiry.</p>
2	<p>Attendance is satisfactory but due to some absences the student is struggling to keep up with class work. Punctuality needs to be improved. Behaviour is not good enough and limits progress during lessons. Achievement is generally below target.</p>	<p>Students tend not to ask questions when they need help and will not volunteer any answers unless prompted. During group, pair or individual lessons they need to be encouraged either by the teacher or other students to become more involved.</p>	<p>Homework is completed, sometimes it might be late, the quality of it is satisfactory and there is definite room for improvement. Students have often had to be placed in detention for late submission of work. There is less independent learning and more teacher direction. Students</p>

	<p>Students can pay attention for most of the lesson and respond to targets, though is easily distracted from fulfilling learning aims. The approach to learning is not systematic; therefore outcomes are not always logical.</p>	<p>Attitude is generally satisfactory but students need to take more responsibility and become more involved in lesson activities. Students can use a basic plan to help organize learning and is able judge the quality of own work with some precision, changing it along the way as required. Students can detect general strengths and areas for improvement in own and other's work.</p>	<p>tend not to ask for help and will submit or complete class work that is below their level of ability. They do not attend any relevant additional support sessions and show some motivation when new activities are introduced – there is a reluctance to take part! Students can ask exploratory questions to help progress learning and understand that there are connections in own learning. Logic and imagination can be used and awareness of different resources is apparent. Students have some capacity to work independently and as a team member and can listen to others and understand different points of view. A level of enquiry is evident when the students are approaching new topics and concepts.</p>
1	<p>Poor attendance and punctuality is preventing any progress from being made. Behaviour needs to be improved and this is disrupting the learning of themselves and other students. Lack of progress being made during lesson, achievement is below target level. Students can pay some attention in class though fail to commit to completing learning tasks. There is an understanding of targets set, but an unwillingness to meet them. A failure to apply a logical approach to learning opportunities, results in inadequate outcomes.</p>	<p>Attitude to learning is disappointing. There is no sense of willingness to become involved in class activities. Teacher needs to monitor participation in any activities as students will come off task and will often not make progress in group, individual or paired work. Students take limited responsibility for learning and therefore fail to achieve targets. Planning is imprecise and lacks clear method; students fail to detect how to improve own standards of work.</p>	<p>Homework completion is rare and when it is the quality is not in line with students' potential. Students never ask for help or support to complete work and it would seem that the teacher does all the work and the students make no attempt to be an independent learner. When new activities or lesson approaches are introduced there is no motivation to participate demonstrated. Students rarely ask questions or detect relevant resources. A reluctance to experiment or be inventive results in low standard outcomes. Occasionally, students can be influenced by positive role modelling to engage in learning. Students struggle to enquire meaningfully into new learning.</p>

Accountability and Performance Management

The Harris Free School Tottenham is committed to providing students with the highest standard of educational provision and therefore, we are dedicated to ensuring that all teachers are self-reflective learners who understand clearly their responsibility to and accountability for student progress and attainment. We believe that rigorous and systematic self-review is critical in order to secure improvements in the Free School, raise the achievement of all our students and provide worthwhile professional development for our staff. Monitoring, evaluation and review will form a natural element of our journey towards excellence and form the foundation of our professional learning culture. The Free School welcomes external evaluation to inform our internal processes and development and we are committed to working with our Federated schools to develop and share best practice.

We will have in place, rigorous and meticulous procedures for monitoring evaluation and review of the quality of teaching and learning alongside student progress. There are very clear lines of accountability in the staffing structures and the outcomes for students are uncompromisingly used as a measure of staff performance.

We will also frequently monitor evaluate and review student progress data, student attendance, behaviour and exclusions, in addition to using monthly management accounts to monitor spending. Frequent and robust monitoring with swift intervention will mean we will routinely achieve our targets year on year and outcomes **for all students** will be outstanding.

See Appendix I for Monitoring, Evaluation and Review policy.

A highly effective and well resourced programme of Professional Learning will be crucial to our success. The Harris Free School Tottenham's Professional Learning policy will be a central strand in the achievement of a learning culture for **all**. This includes the School Leadership Team, teaching and non-teaching colleagues. The central platform upon which we will build this learning community is based on cohesion between individual professional development and the new School's needs.

AIMS OF CONTINUING PROFESSIONAL DEVELOPMENT IN THE SCHOOL

- To have a core focus on providing Professional Learning that will make the greatest impact on raising standards of teaching and learning;
- To establish a learning community, both within the School and through our contribution to the Federation, that recognizes and builds in the capacity for staff to learn together;
- To make clear and tangible links between the provision of Professional Learning with sustained individual, faculty and School performance;
- To provide opportunities for teaching staff to engage in action research that encourages professional reflection, intervention and evaluation of new teaching practices that will ultimately improve standards;
- To encourage all staff to embrace Professional Learning and make available the opportunity to embark on Professional Learning that will lead to accreditation.

Performance Management

Performance Management means a shared commitment to high performance. It helps to focus attention on more effective learning in order to raise the quality of teaching and support

in a way that benefits students, teachers, support staff and the School as a whole. Our Performance Management Policy will set out the framework for a clear and consistent assessment of the overall performance of staff including the Principal and for supporting their development needs within the context of the School's Improvement Plan and their own professional needs.

There is a central assumption that performance management of all staff will synchronise with the School priorities, subject/faculty priorities and individual roles and responsibilities detailed in their job description. This is used together with contributions made to the life of the School and performance related to standards of dress, loyalty, punctuality, attendance and commitment to the aims and objectives of the School. Four grades will be used by reviewers to judge the overall rating of performance for teachers across the academic year, as follows:

Outstanding

This category is reserved for that select group of staff whose all round performance can be said to be **truly outstanding**, where the key performance targets are achieved in full and where wider contributions are in tune with the aims and objectives of the School.

- All lessons observed as part of the Performance Management process are judged good or better with some outstanding features.
- Challenging student performance targets are met or exceeded.
- All other work observations in relation to performance objectives are judged good or better with some outstanding features.
- Key accountabilities are performed to a Good standard with outstanding features.

Good

Good and consistent all round performance. Key targets are achieved to a good extent, all objectives are met and some may be clearly exceeded. This category of grading will be considered the minimum level of performance for teachers on the upper pay scale who are eligible for progression as well as those on M5 and M6 of the main pay scale in relation to the entering the upper pay scale.

- All lessons observed as part of the Performance Management process are judged as at least good.
- Challenging student performance targets are met.
- All other work observations in relation to performance objectives are judged at least good.
- Key accountabilities are performed to a Good standard.
- Post threshold standards met (applies only to those M5 or above).

Requires Improvement

Key accountabilities are not performed to a Good standard and therefore require improvements. However standards are not inadequate as long as:

- All lessons observed as part of the Performance Management process are judged as at least requiring improvement and not inadequate;
- Student performance targets are broadly met;
- No other work observations in relation to performance objectives are inadequate;
- Core standards for teachers are met.

Inadequate

Performance in relation to the stated targets and/or key accountabilities is not satisfactory, i.e., key targets are not achieved, with achievement in relation to some targets not sufficient to offset serious shortfalls in others. Effort is misdirected, with performance and attitudes out of step with the aims and objectives of the School. An overall judgement of Inadequate can be made if any of the following apply

For teaching staff:

- One or more lesson observation is judged inadequate;
- Student performance targets are not met;
- Some other work observations in relation to performance objectives are judged Inadequate;
- Core Standards for teachers are not met.

D 6 Admissions arrangements

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 admissions process will be fair and transparent and provide equal opportunity for all to be admitted. The Free School will be designed to be fully accessible by all children with physical disabilities. We are aware of our duties under Section 149 of the Equalities Act 2010.

The admission arrangements for the Harris Tottenham Free School for the year 2014/15 are proposed to be:

a) The Harris Tottenham Free School has an agreed admission number of 60 pupils in Reception; 180 pupils in Year 7 and 140 pupils in Year 12. The Free School will accordingly admit at least 60 pupils in Reception (aged 4 at 1st September of the year of admission), 180 pupils in Year 7 and 140 pupils in Year 12 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 in the case of Reception and Year 7 pupils, and will be made on the Common Application Form (CAF) provided and administered by the respective home LA's of the applicants. The Free School will also require the submission of its own application form for Year 7 applicants which will be used only to make the administration arrangements for the sitting of the banding tests (to be submitted by 31st October). Applications for Year 12 will be made on the Free School's own application form (see below).

Consideration of applications

The Harris Tottenham Free School, will consider all applications for places. Where fewer than 60 applications are received for Reception, and 180 applications are received for Year 7, the Free School will offer places to all those who have applied in the undersubscribed year group.

Procedures where the Harris Tottenham Free School is oversubscribed

a). Reception

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 Tottenham Free School 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 sibling 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 applicants home address to the main entrance to the Free School.

b). Year 7

The Free School will admit students representing all levels of ability among applicants for

admission to the Free School. All applicants will take a standardised non-verbal reasoning test, which will be standardised against the national distribution of ability. Students will then be placed in rank order and will be allocated to one of nine groups. The number of places in these groups will represent the national distribution of abilities by applying national percentages in each group to the number of places available. There is no pass or fail to the assessment but the process produces valid and reliable scores so that places can be allocated from each of the nine groups to produce a balanced and equitable intake. The Free School requires applicants to complete a supplementary Free School application form – which is available from the Free School – to enable it to organise the tests and allow for any special considerations.

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 to create the rank order in each group for offering places:

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 students will be given top priority in each band before the oversubscription criteria is applied.

b) Nearness to the Free School, as calculated by straight line distance from the pupil's home to 3 points within Haringey – with 33% of the (remaining) places each being filled by children living close to each of the 3 points, with those living closest having priority, whilst maintaining the correct number in each group as identified in the paragraph above; Where a student lives for part of each week at different addresses, the 'home' address shall be that address where the student spends the majority of the week. (The rationale for choosing the 3 points is twofold – first to allow pupils attending Harris Primary Academies to have priority by having as two of the nodal points the front entrance of the Harris Primary Academies - and second to allow an area of Haringey which is at a distance from existing schools to have a first choice which they have a good chance of getting into. Policies which use closest to the school gate cause parents to be unable to get their first or second choices for their children if they live at distance from any one school. As demand rises they become unable to get places in any of their favoured schools if they live outside the cut off distance for any school.

This process of allocation using the criteria above will continue until reaching the correct number in each group as identified in above; If at the end of this process there are unallocated places in any band these will be filled by unallocated applicants, alternating between the band above and below, using the same allocation criteria set out above and continuing the sequence of the allocation of places.

Children who apply via the CAF and then do not turn up for the test, unless they have statements of Special Educational Needs or are Looked After Children, will be considered for a place after all those children who have sat the test.

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.

Arrangements for admission to Post 16 provision

The Free School will operate a sixth form for 250 students. The Free School will publish academic entry requirements for the sixth form and for each course available, based upon GCSE grades or other measures of prior attainment.

Young people failing to meet the grades for their preferred course option will be offered alternative choices of courses if available.

140 places overall will be available in year 12 at Harris Tottenham Free School (the year 12 'capacity'). The admission number for year 12 is 140. This is the number of places which will be offered on an annual basis to eligible external applicants.

If Year 12 is oversubscribed then, after the admission of students with 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 to determine which student should be given priority for the places available on chosen courses, providing they have met the sixth form entry and course requirements:

- a. Looked after and former looked after young people (see definitions in admission criteria for Year 7)
- b. The distance of the applicant's home from the Free School with those applicants living closest being given priority.

There will be a right of appeal to an Independent Appeals Panel for internal pupils refused transfer and external applicants refused admission to the Free School.

Arrangements for admitting pupils to other year groups, including replacing any pupils who have left the Free School

It is likely that the Free School will take part in the LA's co-ordinated casual entry arrangements. Subject to any provisions in the LA's co-ordinated admission arrangements relating to applications submitted for years other than the normal year of entry, the Free School must consider all such applications and if the year group applied for has a place available, admit the child. If more applications are received than there are places available, the place will be allocated to the applicant who is in the same ability band as the pupil who has left - applying the criteria set out in Para 7 and 8 above. In the case of applications for such places in years 8-11 the Free School may, after considering the merits of the case, refuse admission to challenging pupils in cases where there are fewer students in a particular year group than the published admissions number. Such refusals will only occur where the student concerned has been previously excluded from two or more schools or where special circumstances apply as specified in the Admissions Code of Practice. However, the Secretary of State may direct the Free School to admit such students and such a direction will be binding. Parents/Carers whose application is turned down are entitled to appeal.

There will not be a published admission number for Years 1 to 6 and Years 8 to 11 in 2014/15. The year groups without an admission number will reduce each year by one primary and one secondary year group; thus in 2015/16 it will be Year 2 to Year 6 and Year 9 to Year 11; in 2016/17 it will be Year 3 to Year 6 and Year 10 to Year 11; and so on.

Consultation

We would consult with the LA and all other admission authorities in the first 3 months after agreement to proceed on these admission proposals and on the nodal points we should use.

D 7 Behaviour Management

Excellent Attendance

The Harris Free School Tottenham is clear that attendance and punctuality to the School is vital to the well-being and future prospects of all our students. Attendance and punctuality will be intrinsically linked to our School strategy for raising achievement. We have developed 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 students, parents and carers and all staff, ensuring consistency in our approach to improving attendance.

The School learning ethos will ensure an environment where students are encouraged to attend regularly and to be punctual because they feel they are making progress, are valued, safe and secure.

As with other Harris Academies a “student information centre” will be established, managed by non-teaching staff, who will focus solely on student attendance and welfare. Teaching staff and Leadership will be kept well informed with rich data on attendance. Roles and responsibilities will be very clear in that all staff will be accountable for high levels of attendance and punctuality. We will also buy in the services of an excellent education welfare officer to oversee and train staff and to work with our most persistent cases.

Excellent Behaviour for Learning

Good discipline will be promoted through the focus on high standards of achievement and the rigorous learning ethos. These are pre-requisites to achievement and should be shared values of parents, teachers and the school governing body. Each child will be viewed as an individual whose needs must be met through an entitlement to an appropriate and personalised curriculum. We recognise that exciting and relevant lessons, that are engaging for students will mean that poor behaviour is minimised.

In order for students to learn and reach high standards as well as enjoy their education, a calm, purposeful environment is essential. This is the case both inside and outside the classroom. Students will be expected to follow the code of conduct and safety rules as well as implement the School Policies for equal opportunities. All of these are summarised in the student’s diaries.

Staff and students at Harris Free School Tottenham will develop an understanding of good learning behaviour that relates to our specialism of Mathematics and Enterprise. Whereas we may understand a few students may as yet lack the “moral compass” required for successful engagement in learning, we do not accept that they can be allowed to disrupt the learning of others. Consequently, it is very important that we teach students behaviour for learning strategies both implicitly and explicitly, that expectations and consequences are clearly explained to students, parents and carers and consistently applied by School staff.

We have adopted the very successful Harris model to support the development of good learning behaviour in all our students, additionally, we have invested in a new student information system that will streamline the collection of data concerning students rewards and sanctions. This will enable us to identify strengths and areas for improvement that can be acted on swiftly and reduce the risk of exclusions.

We recognise that students do not always behave appropriately. We also know that poor behaviour detracts from learning. Our over-riding principle regarding behaviour is that we will deal with it in a consistent and positive way in partnership with the parents. Our approach to discipline is based on creating a culture of respect, where clear expectations of behaviour are set out with parents and students. Positive behaviour and work will be rewarded simply, clearly and publicly whilst negative behaviour will be dealt with calmly, quietly and consistently according to a consistently applied consequence.

Prior to joining our School, parents of prospective pupils will be required to sign our School Parent Agreement which will include a copy of our Behaviour and Attendance Policy and Code of Conduct and which will also set out our arrangements for safeguarding and promoting the welfare of all children who are pupils at the school in line with national legislation and expected best practice to ensure the safety of our students.

Our Code of Conduct will be monitored and evaluated on an annual basis and will be ratified by our local governing body, with the input of students and teachers, and also with rigorous parental consultation e.g. on anti-bullying, anti-racism, rewards and sanctions.

The Harris Federation has detailed, tried and tested discipline policies and procedures that are supported by excellent on- line student information systems which allow for detailed tracking of both positive and negative events. This means we will be able to analyse student's behaviour data half termly and take swift action where intervention is required. This could be for individual students or specific identified groups by gender, ethnicity, SEN stage FSM or other demographics.

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. $D = (B/A) \times 100$.

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. $D = ((B+C)/A) \times 100$.

	2014				2015			
	A	B	C	D	A	B	C	D
Reception	60	41		68%	60	41		68%
Year 1					60	41		68%
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	180	180		100%	180	180		100%
Year 8					180	180		100%
Year 9								
Year 10								
Year 11								
Year 12	100				150			
Year 13					100			
Totals	340				730			

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.

We made an initial application to open an all-through free school in Tottenham, with AESE as partners, for a school to open in September 2013. That application was approved by the Department to proceed, but we then discovered that AESE were not prepared to stand by the Heads of Terms they had signed, setting out how we would run the school with them. We therefore felt that we had a fundamental breach of trust with our partners and withdrew. We understand that the Department allowed AESE to show how they would deliver the project without us and in the event were not prepared for it to proceed – making that decision in November 2012.

This, therefore, is a resubmission of that bid, recast with a different focus and with the Federation delivering the free school on its own, without a partner. We did not wish to submit in opposition to AESE, but if their proposal is not proceeding, we feel we need to step forward to meet the demand for places in good secondary schools in Tottenham. Because of the shortage of time to resubmit, the Federation needs to rely on the demand information it has from the work done in association with AESE for the 2013 submission. It will update this before March in the hope of being called to interview.

The Federation commissioned an independent polling company to undertake (in January and February 2012) a poll of parents of primary and pre-school children to attest the support would be there for a Free School in Tottenham run by the Harris Federation. **In doing so, we interviewed parents of children eligible for entry in 2013 and 2014.** The summary report can be submitted if required.

Populus interviewed 322 parents of nursery and primary school children in Tottenham between Monday 30th January and Tuesday 14th February 2012. 122 were parents of nursery school children with ages which meant they would be admitted in September 2012 or September 2013; and 200 were parents of primary school children due to enter secondary school in September 2013 and September 2014. 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.

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

Their Executive Summary concluded:

A majority of parents in Tottenham worry about getting their children into good primary and secondary education. Many are particularly worried about getting their children into good secondary education in the local area, and three-fifths feel there are not enough good primary or secondary schools in Haringey.

A clear majority of parents would be interested in sending their children to a Harris Free School in Tottenham and most also think it is likely that the Free School would be their first choice. These sentiments strengthen after people have been told about the Harris Federation's proposals for the school.

More than 90% of parents agreed that the Harris Free School should combine traditional values with the best of modern teaching methods and technology and that it should provide extra tuition for children who need it. Indeed, there was overwhelming support for each of the Harris Federation's proposals other than the proposal that the Free School should open up its new facilities for the community to use when they are not being used by students (which 76% still agreed with).

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

34% of the **122 nursery parents interviewed** said they were very likely to put the Free School down as a first choice on the Haringey school application form and 32% said they were quite likely to put the Free School down as first choice - **adding up to 68% 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 these parents it implies that there will be 83 applications spread over the two years – or 2/3 of the places available. **We have therefore used 41 in the table above although we feel the evidence here supports much higher numbers.**

For parents of Year 4 and Year 5 pupils it was a similar story. The 200 interviews covered 11 local primary schools (with a combined student age group of just over 600 – if all were full it would be 628). 28% said they were very likely to put the Free School down as a first choice on the Haringey school application form and 41% said they were quite likely to put the Free School down as first choice – **adding up to 69% who said that they were likely to put the Free School down as first choice.**

So in terms of demand for secondary places and using 600 as the student population 414 applications are likely for September 2014. This is not surprising given the Federation's academies frequently get applications 5 times oversubscribed for 180 places. **We have therefore used 180 in the table above.**

It should also be noted in respect of the demand for secondary places that Harris Federation is sponsoring two primary academies – Harris Primary Academies Philip Lane and Coleraine Park – and is likely to be sponsoring a third by September 2013. We would expect parents to be keen for their children to transfer to a Harris Federation secondary school in the area. **Neither of these schools were Harris Academies when the survey was carried out**, but the children attending them will have had two years experience of a Harris education by September 2014 and will want the opportunity to continue their education in a Harris secondary school. This amounts to 120 parents with whom we can work closely to aid recruitment. We are expecting at least one other Haringey primary to

have joined us in September 2013 increasing this pool of supportive parents.

Populus Survey – other expressed support

It is also worth noting that the Populus Survey showed strong support for the following aspects of the Free School offer:

96% 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”.

94% agreed “the Free School should provide extra tuition, either in small groups or on a one-to-one basis for children who need it” and

89% agreed “the Free School should open in the early morning so children can come for breakfast and stay open in the evenings for study clubs and activities”.

76% agreed “the Free School should open up its new facilities for the community to use when they are not being used by students”.

90% supported the proposals that “the Free School should give students aged nine and ten a head start in the secondary curriculum, by having specialist teachers to teach them subjects such as history, science and modern foreign languages early”.

96% agreed “the Free School should give younger children extra lessons in literacy and numeracy to ensure they are at or above national standards”.

95% of Parents of primary school children agreed (74% strongly) with the proposals that “the Free School should encourage students to develop skills for life in work and at university, and promote an ethos of making a contribution to their community”.

91% agreed that “the Free School should have a well-rounded curriculum, but there should also be a special emphasis on Entrepreneurship and Sport”. *We will need to revisit this now the Specialisms are proposed to be Enterprise and Maths*

89% agreed that “the Free School should enable some students to start exam courses early and enter them early for GCSEs and AS Level”.

Other Evidence of Need

Further evidence of demand for the need for a new Secondary School is demonstrated by Haringey Secondary Schools GCSE Results from 2008 to 2011 which show the very low levels of attainment, below the national average, which for 2011 was 58.2%. Haringey’s figure was 57.3% of students achieving 5 A* – C grades including English and Maths. 2011 was a considerable improvement on previous years. (See Figure 1)

Figure 1: 5+ A* - C including English and Maths (East Haringey in italics)

School	2008 5+ A* - C incl E& M	2009 5+ A* - C incl E& M	2010 5+ A* - C incl E& M	2011 5+ A* - C incl E& M
Alexandra Park	60	62	66	69
Fortismere	70	73	73	79
Gladesmore	42	46	41	54
Greig City Academy	30	40	30	37
Highgate Wood	46	51	46	68
Hornsey School for Girls	42	51	53	58
<i>John Loughborough</i>	39	34	31	29
<i>Northumberland Park</i>	38	35	40	39
<i>Park View</i>	30	31	45	53
<i>St Thomas More RC</i>	36	30	31	54
<i>Woodside High</i>	28	38	47	58
Haringey	42	45.7	48	57.3
England Average	47.6	49.7	53.1	58.2

In contrast, Harris Federation with a similar number of secondary schools, achieved an average of 68% of students achieving 5 A* – C grades including English and Maths in 2011. The area we will be serving is East Haringey and is deprived compared with the rest of Haringey. If we compare the Harris Academies performance with schools in East Haringey we see:

East Haringey schools	5 A – C inc Eng and Maths 2011 as %	Harris Academies	5 A – C inc Eng and Maths 2011 as %
Northumberland park	39	Crystal Palace	96.2
John Loughborough	29	Peckham	50
Park View	53	Bermondsey	64
St Thomas More RC	54	Girls East Dulwich	67
Woodside High	58	Merton	75
		South Norwood	75
		Falconwood	57
		Purley	61

To show that this better performance does not simply relate to serving less deprived communities we can compare CVA for 2010 – see table below which lists Haringey schools by CVA performance and does the same with Harris Federation Academies (there were 8 academies with Year 11 at June 2010). It can be seen that the lowest CVA score for a Harris Federation Academy was 1025 while only 2 Haringey schools bettered the lowest Harris Federation CVA.

Haringey schools	2010 CVA	Harris Academies	2010 CVA
Gladesmore	1044	South Norwood	1063
<i>Northumberland Park</i>	1028	Merton	1053
<i>Woodside High</i>	1026	Girls East Dulwich	1049
Alexandra Park	1014	Crystal Palace	1042
<i>Park View</i>	1010	Falconwood	1037
Greig City Academy	1008	Bermondsey	1032
Fortismere	1006	Purley	1026
<i>John Loughborough</i>	1000	Peckham	1025
Highgate Wood	987		
Hornsey Girls	984		
<i>St Thomas More</i>	980		

(Schools in italics are in East Haringey)

Published statistics for total absence in 2010 at each Haringey School also show relatively high levels of absence with (of 9 schools) – 5 schools above 7%, of which 4 have 7.3% or above; 2 schools were in the range 6.4 to 6.8% with the other two in the range 5.2% to 5.8%. The national average is 6.55%. Again the Harris Federation – with similar challenging intakes - can show better management of student absence with only 1 of its (then) 9 schools in 2010 over 7% (at 7.2%); 3 in the range 6.6% to 6.9%; 3 in the range 5.3% to 5.9% and 2 in the range 4.3% to 4.5%.

The DfE Statistical Release Bulletin dated 17 March 2011 regarding Secondary Applications and Offers sets out statistical information which reveal that of the 2337 children applying for places in Secondary Schools in Haringey, 6.4% of students or approximately 150 children did not get into any of the 6 Secondary Schools of their choice.

Please click on the link below to access the Statistics of Education, School Destinations of Secondary School Pupils Resident in London Boroughs 2010, for further information on the situation relating to the destination of Secondary School students in Haringey in 2010. The table at Fig2A on page 4, clearly shows that less than 75% of Haringey Secondary School students currently attend School within the Borough.

<http://www.education.gov.uk/rsgateway/DB/SBU/b000951/b02-2010.pdf>

The School Place Planning Report for Haringey for 2011 makes clear that demand for primary school places is increasing and only being met by opening bulge classes in existing schools as emergency measures. They accept (para 16.4) that demand could be met by opening Free Schools. Para 16.5 sets out that the likely shortfall will be 2 fe in September 2013, 4 fe in September 2014 and 5 fe in September 2015 without increasing the permanent size of 3 primary schools in the borough from 2 fe to 3 fe. The opening of the Free School which this application proposes enables 2 of these primary schools to remain at their existing 2 fe.

At secondary level, the report recognises that demand for Haringey secondary places from within the Borough will rise from around 2014. The graph at para 17.4 shows this exceeding available places in 2017/18. However, this graph assumes that the 400 to 500 students who currently find places outside Haringey will continue to do so. The evidence they give in Appendix 9 to their own report shows that:

In Barnet GLA, forecasts show demand for secondary places increasing by 17% while current surplus places are only 5%;

In Enfield (the closest Borough to our preferred site) the loss of its BSF programme leaves it needing a new secondary strategy and having on current forecasts 9 forms of entry less than it had planned; with substantial new housing developments planned on top;

Waltham Forest is forecasting that its secondary schools will be under pressure from rising numbers.

It is clear from this that Haringey students will not be as successful in future, as catchment areas tighten, in obtaining places outside the Borough – and that the need for additional places is understated by Haringey's assumption that uptake of secondary places in the borough by its Year 6 students will continue at previous percentage levels. The 6 forms of entry proposed in this Free School application will clearly be required in the context of wider demands across boroughs. Haringey seems to assume that demand can be managed by allowing its existing secondary schools to expand. It does not consider that the performance of these will become even more difficult to manage if they expand to sizes which are too large to organise easily. It is far preferable to allow greater choice of good and outstanding schools of ideal size, than to expand schools which are underperforming.

Haringey have promised to share their latest draft place planning reports with us and a copy is awaited as this application was being finalised. Updates can be given at interview if successful in being selected.

E2 Marketing

Local context

This Free School is designed to serve east Haringey where our survey shows parents feel there is not a sufficient choice of good schools. [REDACTED].

Engagement with the community is vital for the Free School: We are developing a good relationship with the Local Authority and will work closely with them to ensure that the Free School links well with local community organisations and businesses and designs its curriculum to meet local parental demand. The quality of provision in Harris schools is well known and we will make sure that our outstanding record in working with children from deprived backgrounds is well publicised. **While 34% of pupils with Free School Meals or looked after nationally achieve 5 A – C inc Eng and Maths this figure is 56% on average across Harris Federation Schools (so these children are 1.7 times more likely to be successful in a Harris Federation school).** Marketing the school in the normal Harris Federation approach can be expected to be successful in leading to over subscription (Harris Schools on average have 5 applicants for every place). Our primary academies are working in areas with real challenges and we will continue to engage with the parents of these children to ensure we are serving the whole of the local community.

The admission policy proposed will ensure the Free School is, and remains, a local school for east Haringey.

Parental engagement

We will work with Haringey and the parents' groups at our primary academies 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 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. See above.

We will run a campaign with our Harris Primary Academy parents to recruit them (up to 120) and to attract other parents through them to apply for places. We will engage those who are interested as a support group with whom we will explain our proposals and plan our marketing.

Haringey LA and neighbouring schools: The school will engage with the LA on admissions and local initiatives. It will develop relationships with local schools and particularly with the Harris primary academies in Haringey and the Chobham Academy in Newham. Because the organisation of the Free School will be very similar to Chobham Academy we expect them to work closely together to share curricular materials and initiatives.

Sixth Form Recruitment

As is highlighted in the finance section, we feel that our biggest area of risk is over recruitment to the sixth form. We will plan our recruitment strategy with the experience of what has worked well for Chobham Academy and will also plan to piggy-back on the

recruitment campaigns for Chobham Academy for its 2014 intake and for the Harris Westminster Free School – a sixth form college to serve north London.

Businesses and business organisations: Lord Harris has [REDACTED] and has good linkages with existing local businesses which we can exploit to build 'social partnerships'. This will benefit the school and wider community, through the creation of training and employment opportunities, as well as embedding the curriculum in real world situations. We will use the Free School to develop a forum for local businesses and organisations to engage with students, parents and educators to promote more interaction; building a sense of social responsibility in sustaining local employment. By working with local businesses and organisations supporting them in developing 'local workforces', this will build better community engagement alongside providing opportunities for cross-sector partnerships bringing investment into the community at large.

Charities and other community groups: The values of the school encompass those of social inclusion and community engagement. The school will work closely with local charitable and other community organisations to bridge the gap between engagement and social cohesion. Building a strong community vision for the school, sharing and appreciating the diversity of people from different backgrounds and circumstances can only work towards enhancing learning opportunities and promoting positive relations between communities. The School will encourage community involvement by students, by recognising and rewarding volunteering.

We are of course aware of our responsibility to act in line with the Equality Act 2010.

Summary

We will continue to work with our Harris primary academies to engage with local groups and will build a parent support group which can assist us to ensure that the Free School delivers what local people want and serves the whole community, including all faith groups, and those who may suffer from deprivation. Harris Federation serves children with measures of deprivation (like qualification for free school meals) well and significantly outscores the national averages in percentage of those groups who achieve 5 A – C grades at GCSE including English and Maths. Once approved to proceed, we will be in a good position to engage with local community groups and build a consensus of support.

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.

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. We have experience of working with DFE on preparing schools for opening and know all of the procedures. We will commit one of our Executive Principals to the oversight of preparation to open and will appoint a Principal to start 2 terms before opening. We will also use our experience of preparing to open the Chobham Academy in Newham and their curricular materials and “twin” the Free School with Chobham Academy in the first few years after opening, making use of their resources and expertise to assist the Free School.

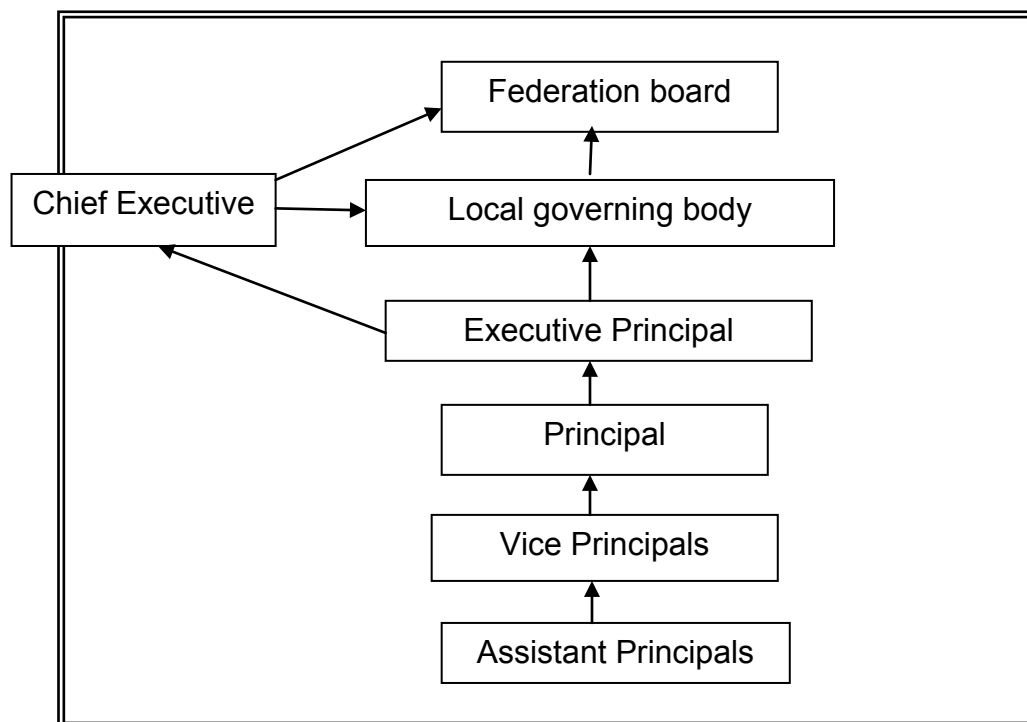
Roles and Accountability

Once open, the Free School will be a Federation School. 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 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.

The chart showing standard Harris Federation responsibilities is set out below.



Governance

The Local Governing Body will be relatively small – probably a maximum of 15 – including staff and parent governors. Sponsor Governors would be appointed by Lord Harris from people who are committed to Academies and Free Schools and to the value of high quality education to the young people of Tottenham that this proposal delivers. We are likely to use a number of the Governors of our primary Academies in Haringey as a core of the new Governing Body because they are committed to those values and will also have an interest in making sure the educational experience is good for the children in their care from 4 to 19 including transition from primary to secondary for those admitted at age 11. We will consider whether we should have a federated board of governors covering all 3 schools – which is a model we are developing elsewhere.

A Steering Group including those core Governors would be formed to take key decisions until the Local Governing Body begins to operate just under 2 terms before opening. The Federation is experienced in training Governing Bodies and ensuring that Governors take on the key roles of monitoring and challenging the senior staff of the free school to deliver an outstanding school. It is also experienced in making sure that the local governing body maintains and acts on a risk register.

It is important to be clear that roles, responsibilities and authorities are very different in the Harris Federation than in a stand-alone free school or academy. In this instance, the Chief Executive has the role of true Chief Executive – being the Federation Board’s chief operating officer and holding Principals to account for the performance of their schools. The Chief Executive is also the lead professional in the Federation and carries the Board’s authority in agreeing targets with the Principals and holding them to account for performance. Equally though, he is held to account by the Principal Sponsor, as Chair of the Federation Board, if performance drops at any Academy or Free School.

Education preparation

The Federation will appoint a Principal two terms before the opening date but will second one of their existing Principals to lead the educational planning. This is a system well developed now when they are preparing to open new Academies and Free Schools whereby an Executive Principal from an existing group of Academies oversees and leads on development of the educational offer.

[REDACTED]

We will recruit a Principal in January 2014 to assist with preparation for opening.

Financial

[REDACTED]

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

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

Other Expertise

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

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

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

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

Project Management and Team working

The Federation's Projects Director – ██████████ - will lead a Project Steering Group which brings together all the key stakeholders, including the local authority with whom we have good relationships. The Projects Director will model the project management systems on the Academies product breakdown structure and divide the work into workstreams with clear programmes. A risk log will be set up and risks actively managed to reduce their impact or eliminate them.

The Federation has a contract in place with ██████████ to provide marketing expertise and support and ██████████.

It has 4 sets of solicitors with whom it has worked successfully and will tender the legal work to get the best value for money.

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

Recruitment


As set out above the Associate Principal will not be recruited to start until 2 terms before opening but ██████████, with ██████████, will put in place preparations for opening until the Principal starts in post. Recruitment would be planned early in the Autumn Term 2012 to allow time for interviews to take place and if necessary a second round of advertisement and interviews take place if an appointment cannot be made at the first attempt. There would be some informal headhunting among contacts the Federation has and a series of high profile adverts. The Federation will put together a recruitment strategy and programme not only for the Principal but for other senior staff, all teaching staff and support staff. The Federation has recently implemented such a strategy for Chobham Academy and begins a major recruitment drive in the Spring before the Academy opens in September 2013. We will be well placed to learn from this experience and adopt any lessons in Tottenham. Once appointed, and before starting, the Executive Principal will involve the Principal elect in key decisions, and after appointment commences will oversee the establishment of the Free School for the first few years.

The Federation will recruit Governors in Spring 2014, but will start with 5 or 6 handpicked and

experienced Governors from other Harris Academies including a core from the Tottenham primary Academies, ensuring that a relatively small number of new Governors will need to be recruited.

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.

The site of the Free School needs to be in East Haringey and reasonably close to our primary Academies ([REDACTED] and [REDACTED]).

Sites for a school of this size are not easy to identify.

Our preference [REDACTED] would be to acquire the [REDACTED] – [REDACTED]. This is owned by [REDACTED]

Our second preference would be a site as part of the redevelopment of [REDACTED], [REDACTED].

When we submitted the proposals with AESE a year ago there were other possibilities by acquiring properties close to Tottenham Hale station and arising from the Tottenham Hotspur development and regeneration of that area of Haringey.

We are also aware of the empty or largely empty Council property at the back of [REDACTED] – the former [REDACTED] – though have not checked if this is large enough for a school of this size.

Annexes

The annexes:

- are included within the page limit and restricted to documents relating to your evidence of demand (e.g. questionnaires and maps) and relevant CVs;
- should be submitted as part of your application i.e. as one Word document; and
- do not include the financial templates (which should be submitted separately in Excel and are excluded from the page limit).

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