



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated March 2014)

HARRIS LAMBETH SIXTH FORM ACADEMY

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Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Data Protection

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

Application checklist

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

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

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

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

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

Declaration

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

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

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

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

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

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

Signed: 

Position: Member of company

Print name: 

Date: 07 May 2014

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

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

X

Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.

Section C: Education vision

Section C1

The Sutton Trust report published in December 2010 highlighted serious gaps in educational outcomes affecting access to university, between pupils from low income families when compared to their peers. **At the most selective universities less than 1% of Pupils are FSM pupils compared with over 50% having an independent school background.**

Harris Federation has 27 academies and Free Schools at April 2014 with 7 more free schools planned to open in September 2014 and 2 academy conversions. One of the free schools planned is Harris Westminster Sixth Form – a free school being opened in collaboration with Westminster School with the ambition to replicate the success of the Westminster School model in academic teaching and extra curricular enrichment – particularly in the area of developing cultural capital that prepares students well for applying to the best universities and for interview situations. This application is a proposal that replicates that provision and replicates the priority for children with high levels of deprivation but without the Westminster School involvement. The two institutions need to be within about 20 mins walk to allow for academic and extra curricular collaboration. We will be using the Harris Westminster model for pedagogy in Lambeth and will open a sister institution with the same high expectations, opportunities and support for its students but with a slightly wider choice of A levels. Lambeth is an area in which large numbers of students leave the authority to be taught elsewhere and many of these are seeking high quality academic provision. The size of the sixth forms and relative success of many of the 11-18 schools is poor. Lambeth College is focusing on vocational qualifications with the raising of the participation age.

Harris Federation has secondary schools that are among the very best in their classes for transforming the life chances of children in challenging circumstances and we achieve high levels of progress. Our federated post 16 provision manages, supports and quality assures nearly 1500 students per year being taught in 10 schools in Croydon, Southwark and Merton. In 2013 the average points score per student for all qualifications was 777 compared to the national average in 2012 of 754. The average points score the previous year was 779. The average point score per entry was 225. We would expect to achieve even better outcomes at A level by combining the lessons learned in academic pedagogy from Harris Westminster with the Harris Federation systems for managing student progress.

This proposal is to establish a new aspirational Post 16 provision for students who meet an entry criteria for studying level 3 qualifications. We will set our bench mark for admission to include A grades at GCSE in 2 of the subjects to be studied at A level with at least a B in the others. We will expect B grades at least in Maths and English. Students will follow traditional A Level programmes and if they are not taking A Level maths will also be expected to study level 3 core maths during the two years. There will be a greater emphasis on Science and Technology subjects but we will also offer students the opportunity to study a wide breadth of A Level subjects. Harris Lambeth will link with Harris Westminster and access their cultural perspectives programme.

Harris Lambeth Sixth Form Academy (HLSFA) will be a vibrant learning community in the heart of London serving a slightly wider catchment than just Lambeth, but with 50% of places allocated with priority given to those who have a history of Free School Meals or LAC. After LAC or former LAC, distance will be the key criteria if oversubscribed in either the places for FSM applicants or those where FSM is not taken into account. The key drivers for success will be an uncompromising focus on raising students' life chances. The Harris Federation asserts that it is greater than the sum of its parts and the aim here is to create a new Free School that will combine the academic focus of an independent school approach with the tried and tested progress monitoring systems of Harris Federation, and the quality assurance and support from a very successful and established post 16 team.

The Free School will operate as a full member of the Harris Federation. It will be free standing and funded under the Federation's Master Funding Agreement so that lines of accountability to the DFE will be clear and unambiguous. Harris Federation will appoint the Governors. It will benefit from the services and support from the Federation's post 16 team which manages a federated sixth form offer for a total of almost 1500 students a year across the Harris secondary schools directly affiliated.

Harris Lambeth Sixth Form Academy (HLSFA) will benefit from the extensive resources available to ensure a rapid and smooth take off, including the unique "Harris in a box" resource bank for establishing successful schools alongside a team of key staff with a proven track record to support on implementation and create capacity.

This is a Route 1 application and will use the Harris Westminster application as its template. We will illustrate where this application is different from that approved by the DFE to go into pre-opening and set out differences in full.

Key Features of Harris Lambeth Sixth Form Academy:

Harris Lambeth Sixth Form Academy

“Leading transformation in London Schools”

A HLSFA Teacher:

- Has an exceptional subject knowledge, with a good degree, from a good university; or
- Has a passion for their subject that they desire to share with others;
- Has high aspirations for all their Pupils;
- Provides exciting and interesting challenges to Pupils, above and beyond exam success;
- Has pupil centred academic learning at the heart of their planning and assessment;
- Gives responsibility to Pupils and allows them to make decisions;
- Takes risks and thinks outside the box to stretch and challenge Pupils’ development;
- Perseveres and focuses on what can be done rather than on what cannot;
- Participates meaningfully in the co-curricular offer to Pupils, understanding that the wider curriculum will be exceptionally important for future success in applications to the best university courses or employment opportunities.

A HLSFA Student:

- Accepts personal challenge and is ambitious about success in learning and access to the best universities;
- Is resourceful and tries to solve their own problems yet can seek advice when relevant;
- Makes their own decisions and takes responsibility for their own progress and learning;
- Relishes working with their peers and their teachers, listens to them and engages actively;
- Is creative and adapts to new situations that may be out of their comfort zone;
- Is keen to learn leadership skills;
- Is actively involved in their own wider learning and takes part in a range of activities;
- Grasps opportunities and does not let them pass by, both within and beyond the classroom;
- Makes a significant contribution to the wider community in a range of activities.

- A unique co-curricular provision will be a compulsory part of the school week. Taught by teaching staff, it will raise aspirations and develop the intellectual and social capital of our Pupils, to prepare them for application to the best universities in the UK and abroad.
- The organisational structure will ensure the expertise available from Harris staff can be

harnessed throughout the year. This may be through secondment of key leaders, recruitment support, subject support and training, quality assurance and sharing of resources including good practice.

- The structure of the provision will also create a range of opportunities for students from HLSFA to work alongside students from Harris Westminster. This may be in competitive events like sports or debating, but could also be in joint academic or community projects that will support the development of a range of skills, for example leadership and team work.
- Outstanding outcomes will be evident for all groups of Pupils regardless of gender, disability, ethnicity, deprivation indicators, or any other personal circumstances that may create a barrier to learning. The demographic profile of the cohort will mean a commitment to support Pupils through any barriers to learning that present themselves.
- All Pupils would be expected to apply for university. They will be challenged to aim high and will be supported to prepare for interview and a key measure of success would be the offers received by each individual Pupil.
- 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.
- Pupils attending HLSFA will be offered a wide range of opportunities to broaden their horizons and prepare them for university life, as well as possible careers as professionals in the future. We recognise that these young men and women will not necessarily have the “cultural capital” to feel comfortable and confident in these situations and there will be leadership programmes in place to ensure this possible barrier to success is not an issue.
- We will create the foundation for a powerful Alumni group, which will be critical for the future success of HLSFA, and plans to establish this will begin before opening. We will actively seek support and sponsorship from interested individuals or groups that are keen to be involved in this unique project, promoting social mobility for a significant proportion of London’s brightest young people. Initially, we will be raising funds for establishing a Library that will sit at the heart of the new school and will represent HLSFA as a serious centre of learning in the locality.

Section D: Education plan – part 1

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

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

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
Year 12		300	300	300	300	300	300	300	300
Year 13			300	300	300	300	300	300	300
Totals		300	600	600	600	600	600	600	600

Section D: Education plan – part 2

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

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

NB We don't find this table very helpful – so please see **Annex 1**, appended separately with the electronic versions or inserted below in the hard copy, our curriculum map setting out the A levels we will offer and the number of groups we expect per A level, plus the enrichment activities in terms of a level 3 Maths qualification for all those not taking A level Maths; and the study skills and cultural awareness entitlement classes.

Section D1:

This provision is intended to make a significant difference in the number of pupils from Lambeth and surrounding areas from disadvantaged backgrounds applying to and gaining places at universities, including the top university courses. We will be attracting able pupils from a background of disadvantage, who would not normally be exposed to the academic rigour of an entirely A level sixth form. The challenge is to stretch such pupils academically while giving them the cultural capital and intellectual capacity to be successful in the application process, gaining access to the best universities in the UK and abroad. All pupils not taking A Level Maths will be expected to undertake the new core Level 3 maths qualification. Harris Federation has applied to pilot this new Maths qualification.

We will be offering mainly Facilitating subjects with a heavy focus on Science and Technology and will ensure academically able pupils have access to the best tried and tested schemes of work, teaching resources and pedagogic practice available, resulting in high attainment for all pupils. We will draw on the experience of Harris Westminster staff and subject heads will work together to plan the curriculum delivery and quality assure the pace and progress of lessons.

“Informed Choices” introduces the term ‘facilitating subjects’. These include the subjects that are asked for most frequently, as part of the offers for good university courses and most significantly, they keep as wide a range of options open for higher education as possible. By developing a curriculum which largely consists of these facilitating subjects, we will develop our expertise in delivering those subjects that will make the biggest difference to the achievement of our pupils, enabling them to apply for the most demanding and competitive university courses in the UK and abroad. Pupils will aim for and achieve the highest grades, which will secure access to these courses.

Our provisional blocks are shown below. Dependent on demand some subjects may run with 2 groups in a block. This is a slightly wider A level offer than Harris Westminster – allowing students to mix facilitating subjects with others that may be subjects in which they have an interest. Pupils will be expected to take at least 2 facilitating subjects as this is an expectation of top universities. However subjects such as Economics and Government and Politics are also well respected by top Universities.

Block A	Block B	Block C	Block D
Art and Design	Biology	Physics	English Literature
Biology	Physics	English Literature	Maths
Further Maths	Economics	Spanish	Biology
Music	English Literature	Maths	Graphics
Physics	History	Chemistry	Computer Science
Geography	Maths	Resistant Materials	Maths
Chemistry	Psychology	Religious Studies	Chemistry
Government and Politics	French	History	

Pupils joining HLSFA will be bright and ambitious. However, they may not have been stretched academically or intellectually, as they will be used to being one of a few high achievers in their schools. They are likely to be from Lambeth and neighbouring Boroughs and will be diverse in terms of demographic background and ethnicity. The first few weeks will be crucial for setting high expectations for both the quality and quantity of application to studies, not just within subject areas, but also in the wider curriculum offer. Although communication of the vision and developing the ethos of HLSFA will be ongoing, it will also be important to communicate this explicitly to our new pupils on the first day, with keynote speeches from our Sponsor Lord Harris, as well as key leaders from both Harris Federation and the local community setting the pace from the first day of opening.

A range of practical support strategies will be provided to overcome disadvantage and build confidence to ensure that non-traditional groups of pupils develop the desire and resilience to aspire to, and apply for, top universities. There will be weekly subject specific “clinics” for pupils who are finding a particular aspect of their study challenging and who would benefit from a 1-1 tutorial discussion. There will also be themed extra lessons or master classes close to examinations. Surgeries/Catch-up/Prep times will be viewed as much a part of the pupils’ academic life and study as their normal timetabled lessons and whilst they may not be needed by all of the pupils, they will be compulsory for those that do.

Pupils will be expected to produce extended research essays in many subjects to foster their intellectual curiosity, to extend their reading and to help develop those skills that will be essential to success at university.

An innovative and unique cultural perspective and options programme will ensure pupils are taught critical and imaginative thinking skills through scholarly discipline. Through these programmes the new school will ensure the spiritual, moral, social and cultural development of all pupils. Additionally, this will generate opportunities to broaden horizons and develop intellectual capital, improving the likelihood of acceptance and success at the best universities.

Engagement in community tasks is key to building self confidence and interpersonal skills and this will be a key feature of the educational programme. HLSFA will have well planned activities for the year and we would ensure that the HLSFA calendar is coordinated with Harris Westminster so students can join Harris Westminster pupils in planned events throughout the year.

Pupils will be supported extensively throughout the whole university process from the day that they enrol at HLSFA. The curriculum will concentrate on developing a readiness for success in applying to the best university courses both in the UK and abroad. The ultimate aim is for every pupil to be successful in gaining a place at the university course of their choice and we recognise that this is only possible with an unrelenting focus on preparation for application and interview across the two years.

In summary, pupils will be offered an academic subject curriculum and will be supported by Harris subject specialists to ensure outstanding teaching and pupil achievement. In addition, there will be the delivery of options and cultural perspectives lessons that will be just as important to preparation for university applications and careers as professionals. These will be delivered by teachers and will build the intellectual, as well as the spiritual, moral, cultural and social capital of all pupils. Alongside this, tutors will give intensive coaching to ensure confidence and a practical readiness for application to the best universities. Pupils will also be encouraged to return to HLSFA as ambassadors for future cohorts and the school will begin the process of creating supportive Alumni, which will be so important for the future success of the school.

The HLSFA Curriculum will mirror the Westminster curriculum. There will be 36 timetabled lessons. 28 will be subject based, 2 will be sport choices 3 will be cultural perspectives/ study skills, 3 for level 3 Maths (as required). Lessons will be taught in blocks of 40 minutes. There will be some double lessons. There will be one afternoon allocated to sport.

Timings of the school day and the pastoral and house systems will largely follow the models set out in the Harris Westminster application.

The main difference will be that we will not have Saturday morning schooling and shorter terms. This enables youngsters with Saturday jobs to apply for the high quality academic places here and not compromise Saturday jobs or indeed Saturday morning social or sporting commitments and will differentiate our offer from Harris Westminster, as well as in the range of A levels on offer. We

feel that the HLSFA offer will enable some youngsters from deprived areas to access a very high quality of provision who might find Saturday morning school intimidating or difficult to afford in terms of economic opportunities foregone.

The teaching week will be:

Monday: Assembly (9-9.20) Period 1 (9.25-10.05) Period 2 (10.10-10.50) Break (10.50-11.15) Period 3 (11.15-11.55) Period 4 (12-12.40) Lunch (12.40-1.55) Tutor Period (1.50-2.10) Period 5 (2.15-2.55) Period 6 (3-3.40) Period 7 (3.45-4.25)

Wednesday: Period 1 (9-9.40) Period 2 (9.45-10.25) Period 3 (10.30-11.10) Break (11.10-11.35) Period 4 (11.35-12.15) Period 5 (12.20-1.00) Lunch (1-1.50) Sport (1:50 – various)

Tuesday, Thursday and Friday: Tutorial/Assembly (9-9.20) Period 1 (9.25-10.05) Period 2 (10.10-10.50) Break (10.50-11.15) Period 3 (11.15-11.55) Period 4 (12-12.40) Lunch (12.40-1.55) Period 5 (2-2.40) Period 6 (2.45-3.25) Period 7 (3.30-4.10); Period 8 (3.40 – 5.00 pm)

This allows students to have 2 free periods for study during the week.

A 9am start will be beneficial as pupils could be travelling from a relatively wide catchment area. The library will need to be accessible for study until at least 9pm, so that pupils with poor facilities at home for study can undertake the necessary homework and extra study that will be an essential part of the curriculum. The day will begin with either a tutorial period or a house assembly. There will be a full assembly every Monday – hall arrangements in the building allowing. The school would look carefully at each pupil's financial situation to ensure travel costs could be subsidised where required, or coaches made available to ease travel arrangements in the mornings – making use of the post 16 bursary to which many pupils will have entitlement.

Compulsory sport will be held on Wednesday afternoons as part of the Federation Post 16 sport afternoon, allowing for matches and competitions between other schools and academies. The alternative would be to join Westminster on a Tuesday. There will also be some coordination of the Almanac/Calendar as it will be beneficial for all pupils to be involved in planned events throughout the year. The benefits to pupils in HLSFA and Harris Westminster working together at times are clear, in terms of developing their capacity to understand and work with pupils and staff from a sister institution. These activities would include:

- Student Commission events
- Maths and Science competitions
- Opportunities to hear external speakers

- Invitations to musical, drama and sports events
- Sporting competitions
- Debating competitions
- Art exhibitions
- Ambassadors to secondary schools

Pupils will be taught in class sizes of 16 - 20. Some Study Skills groups may be 21. There may be some setting in Maths and Sciences if there is more than one group in a block, but mainly pupils will be taught in mixed ability groups. Pupils will choose 4 subject options at A-level.

We will use the same specifications as the rest of the Harris Federation and will not be delivering any subjects as Pre-U's. This will additionally create the greatest benefit for staff across the Federation schools, with opportunities for colleagues from the same subject area to work together, discussing and sharing teaching ideas and resources. Examination specifications outlined below:

Board	Subject
Edexcel	Geography
AQA	English
Edexcel	French
Edexcel	Spanish
Edexcel	Art
OCR	Chemistry
Edexcel	Drama
AQA	Economics
Edexcel	AS/A2 Mathematics
Edexcel	Further Maths
OCR	Biology
Edexcel	History
OCR	Physics
Edexcel	Religious Studies
TBC	Core Maths
Edexcel	Graphics
Edexcel	Resistant Materials
AQA	Psychology
TBC	Music
Edexcel	Politics

Study support as part of the extended curriculum tends to be non-compulsory in many post-16 provisions, but within Harris 6th Forms it is a way of life, so happens by definition. At Harris Lambeth we will make sure the crucial activities that support independent learning are compulsory and will need to make sure their importance is recognised by pupils. This will mean higher levels of supervision and input from staff for homework, use of the library, essay writing and subject surgeries. We are committed to the importance of this provision, supporting pupils who are likely to lack independent learning skills that will be crucial to their success at university.

The wider curriculum outlined below will be an integral part of every pupil's programme and extremely important in relation to achieving the ultimate goal of a place in one of the best universities in the UK or abroad. Additionally, this will ensure that provision for Spiritual, Moral, Cultural and Social development is a priority for pupils, who may have a background which has been lacking in opportunity to develop these areas as individuals.

As well as the taught programme outlined below, leaders, teachers and support staff will need to actively engage with pupils on a daily basis and we will agree a programme of Spiritual, Moral, Social and Cultural education that will be seen in action across the curriculum. This will include:

- Explicit mapping of “awe and wonder” moments across the curriculum, where the clarity of learning is enlightening for both pupils and staff.
- On-going correction and improvement of spoken English.
- Promotion of wider reading including poetry.
- Awareness and interest in current affairs.
- Stretching knowledge skills and understanding of the written word.
- Higher level questioning and debating skills.

The taught programmes of enrichment were set out in the Harris Westminster application and will be replicated here.

An external mentoring programme will be established which will harness the resources of successful adults who have achieved highly from backgrounds of challenge or disadvantage. As well as the coaching expertise that this programme will make available, this will also be a key to establishing a sense of philanthropy amongst pupils that will enable them to form a powerful Alumni group to support future pupils and the development and growth of Harris Lambeth in the future.

Our links with the best universities will be highly developed. It will be crucial to our pupils that they have an ongoing programme of advice and guidance that establishes a clear understanding of the ethos and aims of these universities. Harris Federation have very strong links with some of the best universities already and we are in a strong position to support our pupils to access places in these.

The house structure replicates what was in the Harris Westminster application.

The role of the tutor will have exceptional importance at Harris Lambeth. They will each take a keen interest in their tutees throughout their time at the school, ensuring the needs of each individual are met so that they can achieve highly, but also to make sure every pupil enjoys their time at Harris Lambeth and are supported strongly in their applications to universities.

Section D2

All students are to be set and expected to achieve ambitious target grades derived from previous performance and the Assessment Recording and Reporting procedures in place will challenge and support the students so that they all achieve them. All students will be expected to achieve grades which would place them in the top 10% for value added in the country. Where performance is best, it comes as a result of a supportive partnership between home, school and the Sixth Form. There will be a structured induction period to ensure students are following the appropriate courses. The Assessment Recording and Reporting procedure will allow us to report to parents/guardians four times during the academic year on how a student is performing in comparison to his/her target grade and precisely detail and monitor what they need to be doing in order to ensure that they are achieving or surpassing their target grade, and if they are falling below it, the actions they need to take to achieve it. These reports will be published at the beginning of half terms 2, 3, 4 and 5. Action Points will be set at the beginning of each half term. A Most Likely Grade (MLG), the Most Recent Assessment (MRA) result as a percentage (%) and CORE (commitment, optimism and resilience totalling a student Enterprise score) will be published 4 times a year.

This is the system adopted across the Harris Post 16 provision.

Tutors liaise with subject staff in monitoring and mentoring students and there are regular sessions in tutorial time that allow 1 to 1 support in helping students to review their targets and their actions and to arrange extra support where required.

Additionally there will be two periods of mock exams throughout the year with a formal distribution of results after each session. Exam performance needs practice, of course.

Section D3

The organisation chart below shows the planned staffing structure for Harris Lambeth Sixth Form Academy by the end of the 2nd year.

The senior team will consist of

Principal: Recruitment, policy – same responsibilities as Harris Westminster

Vice Principal : responsible for Behaviour for Learning, Curriculum, Assessment

Assistant Principals: 3 X Head of House / Faculty – 1 = Science and Technology, 2 = Humanities and MFL, 3 = Maths and English(including performing arts). Responsibilities include subject and pastoral, line managing subject heads and student faculties, student progress and tracking.

Underneath this there will be Subject Heads or teachers i/c subjects

The staffing numbers required are set out below:

YEAR 2					
Subject	teacher periods	contribution to study skills and enrichment	Total	Divide by 30 (.83 contact on average)	FTE required
Art	35	5.0	40.0	1.3	1.5
Biology	126	6.0	132.0	4.4	4.5
Chemistry	126	6.0	132.0	4.4	4.5
Computer Science	35	4.0	39.0	1.3	1.5
Economics	35	4.0	39.0	1.3	1.5
English Literature	70	4.0	74.0	2.5	2.5
French	35	4.0	39.0	1.3	1.5
History	35	4.0	39.0	1.3	1.5
Maths all	186	10.0	196.0	6.5	6.5
Music	35	4.0	39.0	1.3	1.5
Physics	126	4.0	130.0	4.3	4.5
Geography	35	4.0	39.0	1.3	1.5
Graphics	35	4.0	39.0	1.3	1.5
Spanish	35	4.0	39.0	1.3	1.5
Politics	35	5.0	40.0	1.3	1.5
Psychology	35	4.0	39.0	1.3	1.5
Religious Studies	35	4.0	39.0	1.3	1.5
Resistant Materials	35	4.0	39.0	1.3	1.5
Total:	1089	84		39.1	42

But 2 FTE to be delivered by senior team -2
So need
min 40

Note: All teaching staff are also tutors regardless of additional responsibilities.
Heads of Subject will not necessarily be appointed as per chart.

Recruitment of the best teachers and leaders will be crucial for success. Applications will be welcome from those with exceptional academic qualifications, from a range of backgrounds and experiences. The expectation for applicants would be a good degree from a good university and at least a grade A at A-level in the subject they will be teaching. Additionally, the Interview process will include an academic interview to confirm subject expertise, as well as a general interview to ascertain the value candidates will add to the development of pupil's intellectual and cultural capacity through the taught options, cultural perspectives and sport programmes.

A Principal will be appointed by the Federation, to take up post in January 2015, or April 2015 if we cannot afford a January start, and will be available for the staff recruitment process. In the first year, we will appoint a Vice Principal and the two senior members of staff will split the leadership roles between them, which will allow for the limited budget to be spent on ensuring a proportion of experienced subject leaders and Heads of House are recruited, as well as highly qualified subject teachers. The staffing based on the curriculum model for Year 1 follows below:

Curriculum model for year 1 (100% capacity) with provisional staffing

YEAR 1					
Subject	teacher periods	contribution to study skills and enrichment	Total	Divide by 30 (.83 contact on average)	FTE required
Art	21	2.0	23.0	0.8	1
Biology	63	3.0	66.0	2.2	2.5
Chemistry	63	3.0	66.0	2.2	2.5
Computer Science	21	2.0	23.0	0.8	1
Economics	21	2.0	23.0	0.8	1
English Literature	42	2.0	44.0	1.5	2
French	21	2.0	23.0	0.8	1
History	21	2.0	23.0	0.8	1
Maths all	93	6.0	99.0	3.3	4
Music	21	2.0	23.0	0.8	1
Physics	63	2.0	65.0	2.2	2.5
Geography	21	2.0	23.0	0.8	1
Graphics	21	2.0	23.0	0.8	1
Spanish	21	2.0	23.0	0.8	1
Politics	21	2.0	23.0	0.8	1
Psychology	21	2.0	23.0	0.8	1
Religious Studies	21	2.0	23.0	0.8	1
Resistant Materials	21	2.0	23.0	0.8	1
Total:	597	42		21.3	26.5

The model above shows a need for 26.5 teachers to cover the taught curriculum.

Final staffing will be dependent on student option choices which will be finalised in February 2015.

In the event that pupil recruitment was not as expected, the School would need to recruit staff as appropriate to income and our finance team have a range of models that we have used in situations that require budgets to be adapted to meet the financial constraints and these have been very successful.

For limited periods of time, use of staff in other Harris Academies and Harris Westminster to cover teaching may be more economical than recruiting a permanent member of staff where it may not be necessary.

If we look at the model that assumes only 70% of the predicted cohort of 300 is recruited (see Finance narrative), this situation is more difficult to manage but can be made viable. We would reduce the number of groups and may have to run some at slightly larger group sizes. Some staff that we have rounded up to 1 FT then become half time; and rounded down compared to the numbers in the chart above.

The curriculum model used assumes the deployment of staff not only in their subject areas but also for the delivery of choices, cultural perspectives, and subject clinics (study support). The sport sessions will be delivered by coaches in addition to the teaching establishment. There will also be a team of education support staff that will ensure the education plan is managed successfully. This will include librarians and pupil services officers, accountable for the management of pupil data, including assessment tracking, attendance monitoring, liaison with external agencies as well as supporting after hours activities. The school will not require a bursar given the central services supplied by Harris Federation but will need a finance and property manager to liaise with central staff and oversee key areas like health and safety for the school alongside the premises officer, as well as manage production of orders and payment of invoices. They will also coordinate returns to DfE.

High level services such as ICT, management of capital projects, human resources and financial management will be led and managed centrally by Harris Federation where we can be assured of rigorous high quality systems and procedures that represent good value for money, as well as tried and tested effectiveness.

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

Not applicable

Section E: Evidence of need – part 1

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

If your school is new provision:

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

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

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

	2015				2016			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of need – part 2

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

Section E1

The guidance suggests that you will look at need and demand in the LA for sixth form provision and we don't need to complete this section. We have not completed the numbers above but **feel confident we will be able to fill 300 places a year.**

Our logic in assessing demand is driven by 3 factors:

1. Lambeth is a net exporter of its 16-18 population for education. The report to LA Members on Raising of the Participation Age in March 2013 reported that of 6106 residents at January 2013, 70%, so c 4150, go outside the Borough for education or work and 30% of Lambeth educated 16-18 students are from other Boroughs. Lambeth officers readily recognise that many of these students going outside Lambeth are seeking academic sixth form provision outside the Borough. (See next section for engagement with Lambeth officers). So a large demand is there for academic courses in Lambeth if we can provide them;
2. Lambeth College is focusing more on vocational provision and the sixth form provision in schools is generally not good – numbers are small and inefficient, and schools achieve variably as a result and in general poorly compared with Harris Post 16 provision. See table on next page.
3. Having run the admissions process for Harris Westminster in the first year with
 - only 125 places advertised
 - and without being able to name the site or hold events in the building;
 - and without full time staff able to market the Sixth Form actively in schools;

we achieved 345 applications – so almost 3 applications for each place. And 170 offers were made – so only to 50% of applicants. This is because Harris Westminster is selective and the tests for entry and the cut off score are high. Our assessment of the applicants was that almost all of them would achieve places at HLSFA if it had existed. So once established, and indeed marketed in parallel, we feel that there is every chance we could fill HLSFA as a second choice to Harris Westminster when the latter is achieving – as expected - 700 or more applications.

When we put the local attraction to Lambeth students of an academic sixth form together with the opportunity to attract good candidates who miss out on a place at Harris Westminster we feel the demand case is more than made.

A level results by school and compared to HF Post 16

School	2011/12			2012/13		
	cohort at end of study	APS per student	APS per entry	cohort at end of study	APS per student	APS per entry
Archbishop Tennison	25	369	141.9		481.8	161.9
Bishop Thomas Grant	69	681.2	203.9		736.2	221.3
Dunraven	82	761.2	217.1		767.9	218.7
Le Retraite	62	731	207.9		696.8	200.9
Lambeth Academy	68	708.3	219.4		699.4	211.9
Lambeth College	221	504.2	194.9		578.2	191.8
London Nautical	34	484.1	167.3		484.8	169.5
Norwood	21	890.4	222.6		727.8	200.6
St Martin-in-the-Fields	59	625.8	202.1		661.2	203.5
Lambeth total	641	617.2	202.1			
National (all schools and FE)	n/a	733	212.8			
National (excl independents)		714.3	209.3			
Harris post 16 single centre	247	634	213	299	766	212

Section E2

Our engagement with the local community has consisted of discussions with students who have applied for Harris Westminster and a discussion with Lambeth LA colleagues.

As mentioned above, most of the candidates that applied for Harris Westminster and did not achieve the cut off score were in our assessment good candidates for HLSFA. The difference is that HLSFA is looking at getting students into any university and aiming for the best ones; Harris Westminster really is only looking at students capable of being helped to get a place at a Russell Group University. We conducted informal discussions with a number of such students who also

attend our academies and there was a lot of interest in the establishment of a second Sixth Form on similar principles, providing the site was reasonably easily accessible.

Below is the feedback from Lambeth LA colleagues which was confirmed in an email to them:

“To confirm the messages I got from the discussion:

You would welcome high level and aspirational provision that will meet the demand from Lambeth students (so distance as a priority criteria in the admissions policy will be important alongside “smart” indicators of deprivation);

You already have a good quantity of level 2 provision in your schools and have a UTC approved to open in Brixton. So Level 2 not needed.

We need to make sure we emphasise that this is not a poor relation of the Westminster sixth form – albeit we will build on the learning we get from that on how to deliver an academically rigorous teaching programme and to prepare for university interviews by adding cultural capital. We may need to keep a relatively high GCSE qualifying score for entry while not having tests and interviews.

Provision in the Sciences and Technology will be welcomed as there is increasing demand as Lambeth moves forward with its economic and commercial strategy.”

We have reflected these comments in the proposal we are now submitting.

Section F: Capacity and capability

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

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

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

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

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

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and Ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

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

F1 (a) Pre-opening skills and experience

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

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

F1 (b) Skills gap in pre-opening

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

Skills/experience missing	How you plan to fill the gap
No missing skills	

Section F2

As an approved Academy Group we have not completed the tables above.

The DFE are aware that we have teams of people who ensure that we have the expertise available to cover all the skills required in preopening and once open. We recruit at the appropriate times to add additional people to our team if we need to add capacity. We are opening 7 Free Schools and a LA competition school in September 2014 (5 primary and 3 secondary) when we plan to have between 36 and 40 open schools and, including this application, only plan for 5 Free Schools to open in September 2015. So we will have plenty of spare capacity to manage preopening of this School.

We will also have the experience of opening Harris Westminster this September.

██████████ - and one of her two Vice-Principals will lead the preparation for opening work and then support the Principal we will appoint from January 2015. Between them they will be able to dedicate a day and a half a week to the Free School during the preparation stages. She will also work with the Principal of Harris Westminster to make the most of his advice and of synergies between the two sixth forms. She will also be supported by the Federation's subject leaders in Maths, English and Science and will use the existing post 16 support team to prepare materials and policies. We have not completed a CV for ██████████ – that does not seem necessary.

██████████ as ██████████ will have regular reviews with ██████████ of preparation and readiness to open.

Financial

██████████ will work on the financial viability of the Free School as ██████████. ██████████. She will be able to allocate 1 day a week to the financial planning of the Free School until we recruit a Finance Assistant, around April before opening. We operate a system of using our most experienced accountants on new schools and once we have them operating soundly move them to new accountants we recruit and train up.

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 a term 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 and will continue to expand our in-house resource as needed.

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

The Federation has a very experienced Director of New Developments (██████████) who has experience of more than 20 academy and free school projects – creating new academies/free schools as well as conversions. We have a Projects Director, (██████████) who joined us with substantial project direction experience with ██████████. They are assisted by a Project Manager and again the resourcing is sufficient to deliver the projects for new academies and free schools currently planned. If required the Federation has good relationships with project management companies like ██████████, ██████████, ██████████ and with individual project managers so can call down additional support on a short term basis if required.

The projects team also have links with property professionals including architects, planning consultants, building surveyors, quantity surveyors and mechanical and electrical engineers. They have in depth experience of managing building projects and can call down support from a number of the above professional companies at short notice. We have successfully procured 3 building projects with one at ██████████ and 2 between ██████████ to ██████████. We have good and fast growing experience of working with EFA on sites and building projects for Free Schools.

Project Management and Team working

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

The Federation has a contract in place with ██████████ to provide marketing expertise and support and ██████████ well assist this project, as well as helping the Federation with PR more generally.

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

The Harris Federation commits to provide the staff to deliver the opening of the Free School on time and to the highest expectations of the DFE. The Federation has the resources to deliver up to 10 new schools or converting Academies a year. We have bid for or are bidding for only 5 free schools for September 2015 opening.

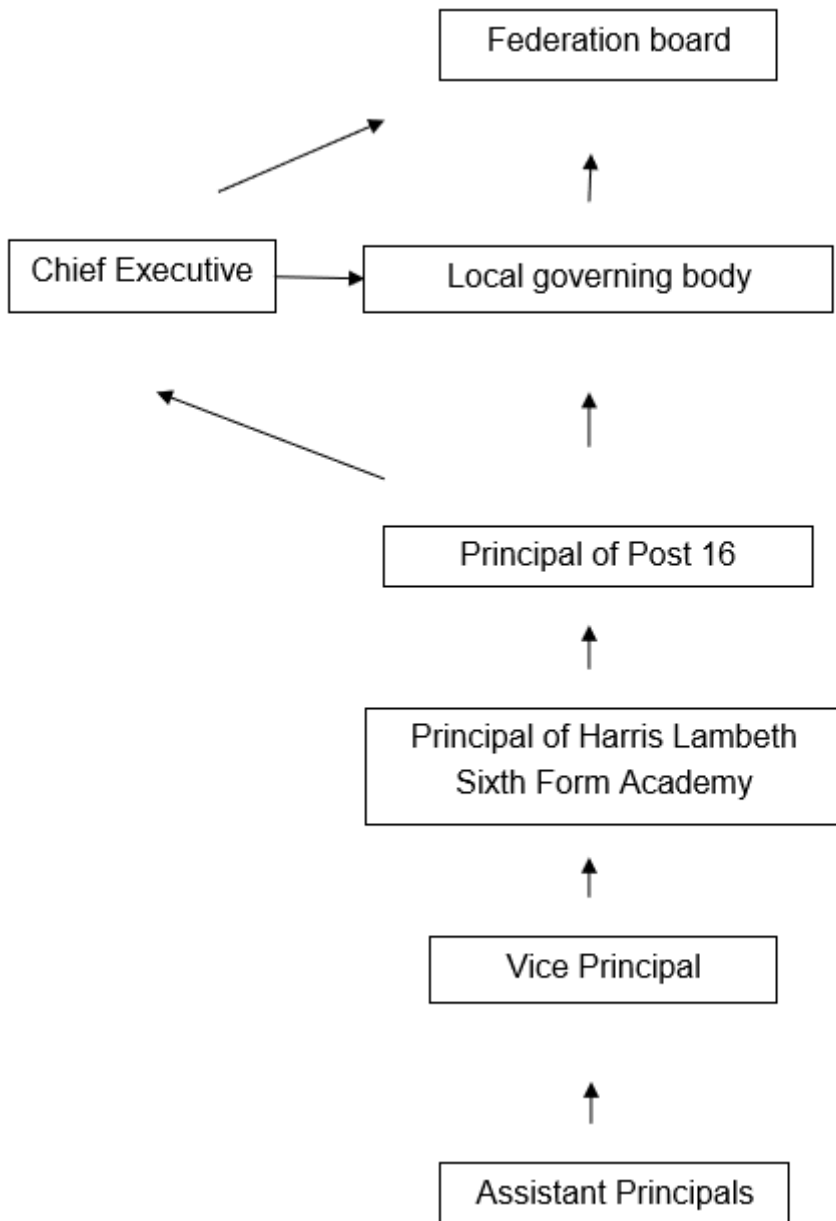
F2

Roles and Accountability and role of Governance

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

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

The Principal will be held to account by the Principal of the Federation Post 16 and through her to the Federation's Chief Executive and they will all be held to account by the Local Governing Body and the Federation Board. Key KPIs and targets will be set and rigorously monitored (and in turn delegated to the responsible staff) and reported on. If issues arise and are not addressed at senior level the Federation Chief Executive, on behalf of the Federation Board, will intervene to take action. It is clear that the Federation's accountability system is effective given that 80% of Harris secondary Academies which have had a full inspection after more than a year as a Harris Academy have been judged to be Outstanding compared to 17% nationally. The other two were judged to be Good. See the model on the next page of the lines of accountability:



Governance

The Local Governing Body will be relatively small – probably a maximum of 10 – including staff and parent governors. 6 of these Governors would be appointed by Lord Harris from people he knows are sympathetic to Academies and Free Schools. A Steering Group would be formed to take key decisions until the Local Governing Body begins to operate just under a term before opening. The Federation is experienced in training Governing Bodies and ensuring that Governors take on the key roles of monitoring and challenging the senior staff of the free school to deliver an outstanding school. It is also experienced in making sure that the local governing body maintains and acts on a risk register. We will appoint 3 or 4 Governors from Harris Westminster and other existing Harris Governing Bodies so that we start the Free School with some very experienced Governors and the links with Harris Westminster are strong.

It is important to be clear that roles, responsibilities and authorities are very different in the Harris Federation than in a stand-alone free school or academy. In this instance the Chief Executive has the role of true Chief Executive – being the Federation Board’s chief operating officer and holding Principals to account for the performance of their schools. The Chief Executive is also the lead professional in the Federation and carries the Board’s authority in agreeing targets with the Principals and holding them to account for performance. Equally though he is held to account by the Principal Sponsor, as Chair of the Federation Board if performance drops at any Academy or Free School. The success of this model of governance and accountability is shown by the excellent performance of the Federation. The Chief Executive or the Director of Secondary Education sits on all of our secondary school governing bodies to make sure that there is always a focus on performance data and that the Governing Body provides challenge to the Principal of Post 16 and the Principal of HLSFA.

F3 (a) Proposed governors

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

F3 (a) Proposed governors

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

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

F3 (b) Skills gap for governing body

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

Skills/experience missing	How you plan to fill the gap

Section F4

Recruitment

As set out above the Principal will not be recruited to start until 2 terms before opening but [REDACTED] and one of her Vice-Principals will put in place preparations for opening until the Principal starts in post. Recruitment would be planned early in the Autumn Term 2014 to allow time for interviews to take place and if necessary a second round of advertisement and interviews take place if an appointment cannot be made at the first attempt. There would be some informal headhunting among contacts the Federation has and a series of high profile adverts. The Federation also has some high quality Vice Principals that are ready to take the step up to principal level positions. The Federation will put together a recruitment strategy and programme not only for the Principal but for other senior staff, all teaching staff and support staff. The Federation has recently implemented such a strategy for Chobham Academy and Harris Westminster with great success and will undertake a major recruitment drive in the Spring before the Academy opens in September 2015. Once appointed, and before starting, the Principal of Post 16 will involve the Principal elect in key decisions, and after appointment commences will oversee the establishment of the Free School for at least the first few years.

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

As set out in F1 above the Federation has good systems that enable it to plan for additional staff to support an expanded number of schools. Which is why it has been able to grow from 9 schools in September 2009 to 27 schools in September 2013 with no loss of quality in performance. We are currently gearing up for at least 36 schools in September 2014. At the moment we only expect to grow to 41 or so schools in 2015.

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

Insert text

F6(a) Shared services

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

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

F6 (b) Shared services

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

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

Section F7 (Independent schools)

Insert text

Section F8 (Independent schools)

Insert text

Section G: Budget planning and affordability

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

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

In addition you should complete the Excel budget templates.

Sections G1



Section G2

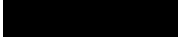
I think the spreadsheet and the notes above cover this criteria.

G3 Financial resilience to reductions in income

You should include an overview explanation of how you approached making 30% savings and your rationale for suggesting the changes that you have. You must show how you made 30% savings for each year up to and including the year your school reaches steady state. As part of this, you should explain how your amended plans would continue to support delivery of your education vision and plan.

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

In the table below you should explain in detail the actions you would take to reduce costs, the reasons for these and the approximate savings that would result.



Section H: Premises

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

Please complete the Excel application form.

Annexes

Any annexes you add:

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

CV template

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

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

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

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

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

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

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

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

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

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

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