



Department
for Education

Free school application form 2015

Mainstream and 16 to 19 (updated July 2015)

HARRIS ASPIRE SIXTH FORM, CROYDON

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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, ie 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 a guaranteed method such as '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, ie 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 a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Data Protection

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

Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	Y	
2. Have you provided information on all of the following areas:		
Section A: Applicant details	Y	
Section B: Outline of the school	Y	
Section C: Education vision	Y	
Section D: Education plan	Y	
Section E: Evidence of need	Y	
Section F: Capacity and capability	Y	
Section G: Budget planning and affordability	Y	
Section H: Premises	Y	
3. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	Y	
4. Have you fully completed the budget plans?	Y	
5. Independent schools only*: have you provided all the financial information requested for in the criteria?		
6. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria and a governance self-assessment form		
7. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?		

8. 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 ? (See guidance for dates and deadlines).	Y	
9. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	Y	

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

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

Section I of your application		
<p>10. 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 a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	N/A	

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:

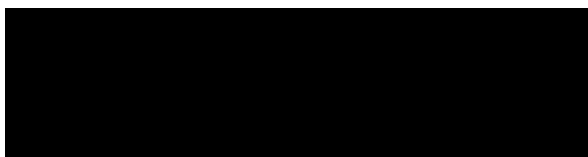
- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) 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:



Print name:



Date: 05 October 2015

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.

Section A: Applicant details

Please complete the excel application form.

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.

This section will need to be completed by both route 1 and 2 applicants.

Section B: Outline of the school

Please complete the excel application form.

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.

This section will need to be completed by both route 1 and 2 applicants.

Section C: Education vision

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

This section will need to be completed by both route 1 and 2 applicants.

Section C1

This application is for a small vocational sixth form for 210 to 230 students in South Norwood addressing the need for vocational provision and GCSE retakes for students to study a traditional suite of GCSEs or a particular vocational pathway including the techbac at level 3.

- a. Students who are new or recent to the country and have not had the opportunity to obtain GCSE scores that allow them to progress to the next phase of education but have the ability to do so;
- b. Students who for various reasons are vulnerable or require more pastoral care and progress management than an FE College can provide
- c. Wish simply to stay on in a smaller sixth form environment and have choice and diversity in the provision they opt to follow.

This application is unusual in that envisages the sharing of some staff and premises costs by co-locating the free school with an existing AP free school helping both institutions to fund and employ specialist staff and specialist vocational facilities and to run some joint classes. When joint classes made up of both AP and sixth form students are run the progress of the students will be managed by staff from their home institution and results will be reported by their home institution. We believe the ethos of the Sixth Form we will create will sit well alongside an AP provision, since one of the aims of the Sixth Form is to assist young people with barriers to learning to access post 16 courses that will achieve qualifications that enable them to progress to higher level courses or improve their employability.

It is also unusual in having two points of entry to its courses – in September and January. This will help to address the difficulty in a number of cases where students drop out of provision that they realise is unsuitable for them in the Autumn – but are then NEET for the rest of the academic year – and for students who for other reasons like pregnancy or late entry to the country or caring responsibilities cannot start courses in September.

The need for the provision is evidenced by the demand that the Federation has received for post 16 students needing access courses – especially GCSEs - to move on to the next stage of their education, and students seeking vocational

opportunities with the level of support and management of progress that the Federation's Post 16 provision already offers. But these latter are courses that the Federation cannot currently provide in the Croydon area.

The Local Authority considers that there is a surplus of academic provision in sixth forms in Croydon but has indicated that they would support provision like this that provides opportunities for GCSE retakes, combined with vocational provision for students for whom FE College is too daunting and too big a step and which provides diversity in the learning environment being offered. They have also specifically identified the need for more KS4 and KS5 ESOL specific support to enable young people to access and progress into mainstream courses and for LDD; CLA/Care leavers; young carers and young parents and other vulnerable groups who need intensive support to be able to achieve and move on to access higher level courses.

This sort of provision will sit well alongside AP provision that is well resourced and focused on high quality teaching and learning and focused management of progress.

In addition one of the courses on offer will be Business and Retail Management which is not currently on offer in any Croydon post 16 institutions.

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. We wish to use the same principles in an institution which is set up to deliver high quality vocational courses alongside the core GCSE subjects for those who still have the aspiration to access academic sixth form courses. We feel we can ensure a much more intensive focus on student progress and achievement than local FE Colleges.

The proposal is to establish a new 16 - 19 provision with two distinct routes. One is a traditionally vocational curriculum but also enabling students who can cope with it to complete the Technology Baccalaureate with the inclusion of level 3 Maths and the EPQ in their Key Stage 5 Education. We will look to create a vocational centre of excellence where students will focus on preparation for a defined career. Students will follow a 1, 2, or 3 year pathway with a view to moving into another academic sixth form course, adult working life or applying to University. This will include a Vocational Internship offer that gives students the opportunity to spend a two week period in the work place of their chosen career and to record the experience that will enrich their portfolio and be used towards their Extended Project Qualification. The Harris Aspire Sixth Form will be open to all students who think they can benefit from a vocational pathway. We aim to create a unique educational model. Secondly we will create the opportunity for students to complete their KS4 studies by undertaking a course of GCSE or equivalents and therefore

completing successfully their KS4 education and moving onto Level 3. By doing this successfully we will deliver a high quality vocational and GCSE education for up to 230 students from all backgrounds. There will be two points of entry, during the year to some courses. All entering courses other than GCSE retakes will be expected to continue to the end of Year 13 or Year 14 where required. Those completing a full suite of GCSES will have the guidance and support to be able to undertake A Levels at a suitable academic institution.

By basing the Harris Aspire Sixth Form in South Norwood in the former police station – close to the High Street and 3 mins walk from Norwood Junction Station - we are in the heart of 5 existing Harris Croydon secondary schools and within easy travel distance of two of our Academies in Bromley. But the admissions process will be open to all and will use distance as the key admission criteria after SEN and LAC – and the closeness to Norwood Junction Station which is a significant rail hub, will ensure that it is accessible to other children attending schools across Croydon, Southwark, Lewisham and via the overground into Tower Hamlets and even Hackney. So although we can almost underwrite a full intake from Harris Federation academies and external applicants to the Federation Post 16, we will be ensuring that it is open to all. We will consult Croydon LA on criteria which will ensure we are admitting young people with barriers to their learning.

In terms of core skills KS5 will either focus on a Vocational course relevant to their ability level or a progression from KS4 but they will all continue with Maths at Level 2 or 3; plus English if they do not have a GCSE C grade. Alternatively students who follow a resit GCSE route will be targeted to achieve at least 5 A* to C GCSE including English and Maths.

A range of Vocational qualifications will be on offer including City and Guilds, IMIALS, VICTs, OCRs and BTECs dependent on the subject.

Harris Aspire Sixth Form will be a vibrant learning community in the heart of its local community. This is a community we know well and contains many of the businesses which can give our students career opportunities. The key drivers for success will be an uncompromising focus on subject excellence and development of each individual pupil's career opportunities, alongside explicit strategic interventions determined to raise aspirations and transform the life chances of some of London's students who traditionally underachieve. Pupils will join the Academy in the knowledge that they will continue to study Maths alongside their chosen career path.

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. We propose to use a joint Governing Body with our Aspire AP Free School. 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 500 students a year across the Harris secondary schools directly affiliated to it.

It will benefit from the extensive resources available to ensure a rapid and smooth start-up, 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.

Key Features of Harris Aspire Sixth Form:

Harris Aspire Sixth Form “Leading transformation in London Schools”

A Harris Aspire Sixth Form Teacher:

- Has an exceptional subject knowledge in their career field, with industrial qualifications and experience
- 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 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 the future success of their Pupils

A Harris Aspire Sixth Form Pupil:

- Accepts personal challenge and is ambitious about success in their chosen career
- Is keen to study Maths up to level 3
- 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 and management 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;

- The taught curriculum will fuse the needs of the vocational pathway with the core elements of a traditional curriculum
- A unique co-curricular provision will allow students to learn to use vocational skills,

gain top quality vocational qualifications and access relevant work experience. The work experience will be linked to the EPQ qualification. We will ensure that students access work experience that is relevant to their future aspirations and it is purposeful.

- The organisational structure will ensure the expertise available from the Harris Federation is readily available but the need to recruit appropriate leaders in the field of vocational education will be a priority. The structure of the provision will also create a range of opportunities for students from the **Harris Aspire Sixth Form** to work alongside students from other Harris 6th Forms. This may be in competitive events like sports or debating, but could also be in mentoring projects that will support the development of a range of skills, for example public speaking. The opportunities for pupils to learn about “differences” and gain different perspectives of the world will be extremely beneficial.
- 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 have an exit plan which could include university or employment. They 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 vocational dress code, courtesy and care for others will be the expectation for all, both in the School and the local community.

We would aim to open in September 2017 after remodelling and refurbishment of the premises.

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 2017, please leave the relevant earlier columns blank.

This section will need to be completed by both route 1 and 2 applicants.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
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		145	145	145	145	145	145	145
Year 13			85	85	85	85	85	85
Totals		145	230	230	230	230	230	230

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.

This section must be completed by route 2 applicants.

Please see curriculum model attached AND NOTE THAT THERE WOULD BE SHARED TEACHING OF THE Y10/11 ASPIRE AP STUDENTS WITH THE LEVEL 2 ASPIRE SIXTH FORM STUDENTS (60). THE VOCATIONAL STAFF WOULD BE EMPLOYED BY THE SIXTH FORM (see Staffing Structure and Budget sections)

Section D1:

We have completed this section with the elements of the offer which will be different from the other sixth form institutions you have approved us to open.

The curricular provision is twofold.

First it is designed for those Y12 who need to repeat GCSEs (or if ESOL may not have been able to follow a full 2 year GCSE course as new to the country) to have the opportunity to obtain the qualifications to access A levels. It is intended to maximise students' chances of attaining at least 5 A* to C GCSEs while offering a personalised curriculum which will, if they have the ability, allow them to achieve Progress 8. Alternatively it will allow them to undertake one, two or three vocational qualifications to add to the core English, Maths ,Science Humanities and Language GCSEs.

Second for students who enter to take vocational courses in Year 12 we will offer a vocational qualification combined again with English, Maths, Enrichment and Study Skills with a degree of personalisation to their abilities. We will offer the opportunity to join courses in January for up to 20 students who for various reasons would otherwise miss out on education or training for a year.

The vocational courses will be designed to allow them 2 weeks work experience per year in placements in their chosen work field.

We will use the following Boards and qualifications:

Board	Subject
Cambridge/AQA	English
Edexcel	Maths
OCR	Science
Edexcel	Humanities
Edexcel	MFL
BTEC	Business Retail
City & Guilds	Bricklaying
City and Guilds/ BTEC	Painting and Decorating
City & Guilds	Plumbing
IMIAL	Motor Vehicles
BTEC	Hospitality and Catering
VTCT	Hair and Beauty
BTEC	Art and Design

Students will generally have a 33 period week (50mins per period). The vocational curriculum will allow for two blocks of learning time per day due to the practical nature of the content of the main courses. More traditional subjects will be delivered in manageable chunks of time to maximise student learning. Pupils will have blocks of day release for Vocational Internship dependent on their programme of study.

We anticipate a variety of abilities and prior knowledge on entry to the sixth form. Our programme will be flexible so that students can take level 1 or level 2 qualifications initially and then to progress on to higher level courses, or to start level 3 qualifications immediately. The courses will be agreed with students on an individual basis and targets for progress set. All students who have attained Maths GCSE at grade C or above will undertake level 3 Maths. Harris Federation is running the pilot new Level 3 Maths qualification.

There will be a period timetabled on a Wednesday for private study for Y12 and Y 13 that will also be used for individual tutorials when targets will be set and reviewed, progress discussed and any support needed agreed.

Pupils will be taught in class sizes of up to 15 for Vocational subjects and 20-25 for Core subjects. 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.

The library will be open before school and after school until 7 pm for private study.

The SENCO role, which will be undertaken by the Vice Principal, will be important in assessing needs when students join the school and working with tutors to monitor progress for those with special needs or vulnerabilities. There will be an induction programme to assist with recognising prior attainment and agreeing strategies to address any blocks there may be to learning. There will be vertical tutor groups so that older students can mentor younger ones. Tutors will be active in monitoring progress and intervening quickly if progress and achievement is not as expected. We will be setting stretching targets for students so that they make faster progress than national averages.

Work Skills programme:

Students will follow a programme of study which addresses:

Health & Safety: all key elements of H&S within their chosen vocational course

Applying for jobs: building a CV in preparation for work applications

Portfolio of evidence: Creation of a portfolio of evidence for each student

Vocational Internship: Students will have regular internship placement in a business related to their chosen career path for 2 weeks a year. Staff will regularly visit to monitor and will in conjunction with the partner business ensure the placement is purposeful and allows the student to work towards gaining their EPQ qualification. This would be in the form of a project where in discussion with the company pupils will be expected to:

- Discuss a development the company would like to implement
- Complete a plan for implementation to be agreed
- Carry out the plan
- Present the outcomes
- Pupils will then re visit their work experience placement to review the success of their project.

Section D2

Our targets for the Vocational Academy are

Level 3 (by the end of the second year after opening)

95% retention to end Year 12

98% retention of Y 13 to end of Year 13

100% pass in Vocational programmes Level 1, 2 and 3

60% A-C Level 3 Core Maths

50% of Level 3 students to achieve Tech Bacc

Level 2 GCSE Route (by end of first year after opening)

60% A*-C Maths, English and Science Core GCSE

Proportion obtaining EBACC qualification - in line with national average at 25%

Progress 8

- Score for English and Maths blocks +0.4
- Score for “other” block +0.5

- Score for EBAC block +0.2
- Overall Progress 8 target 0.35

All students are to be set and expected to achieve ambitious target grades derived from previous performance. Using the Harris Assessment Recording and Reporting procedures we will challenge and support the students so that they all achieve them. We have not set out the assessment procedures in detail here as you have accepted these and know they work well, in other bids.

There will be a structured induction period to ensure students are following the appropriate courses and that initial barriers are addressed and appropriate support put in place. 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. 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 is the system adopted across the Harris Post 16 provision.

We will use the Federation Post 16 senior team to regularly monitor quality of teaching and learning and will use OFSTED trained staff to observe lessons once each term. All staff will be expected to be delivering at least Good and working towards Outstanding lessons. Any staff not delivering Good lessons will be supported to make rapid improvements. The Federation INSET programme and cross school working will be available to the Harris Aspire Sixth Form. We will use an OFSTED team to inspect the school in its first year of operation and to highlight opportunities to improve practice so we can set objective targets for the Governing Body and the senior staff for the second and subsequent years.

Section D3 - Staffing

Because of the joint provision of courses with Harris Aspire Academy AP Free School we have actually produced a curriculum plan that includes both schools to check that

we can afford a full staffing provision between them. We have then assumed that the Sixth Form will employ all the staff that it needs to deliver the curriculum and all the vocational subject staff and that Harris Academy Aspire will pay £45,000 by recharge as a contribution for the Aspire element of the joint Y10/11 and Y12 offer for vocational courses. So the figures below cover the Sixth Form curriculum and all vocational staff employed.

The Sixth Form is a very small post 16 institution with a maximum roll of 230, at a similar size to one of our school sixth forms, so we have designed a limited senior staff structure with a Principal who would do some teaching for maybe 20% of the week, a full time Vice Principal who would also act as SENCO for students who have particular SEN or barriers to learning that originate from outside the Sixth Form; and teach 40% of the week; and an Assistant Principal who would lead on the vocational provision and also teach 40% of the week. We have assumed in the staffing model that the senior staff would deliver half a F/T equivalent of English and of Maths in the curriculum model.

The full distribution of roles in the senior team will be:

Principal: Recruitment, policy, core curriculum

Vice Principal: responsible for Behaviour for Learning, Assessment and SENCO

Assistant Principal: Head of Vocational studies, and responsible for Vocational Internship and Extended Programme

The Principal will be able to draw on central Federation resources for quality assurance of core subjects by our Central Consultants and the Post 16 team for assistance with marketing and recruitment of students. There is also a central resource for assisting with recruiting staff.

We would appoint all senior staff from Year 1 (except the AP who we would share with the central Post 16 team in the first year and have 75% of their time) and only build up the subject staff as the courses developed.

If we could only recruit to 70% of the student numbers then the senior team would need to be reduced in line with the revised budget shown and we could not afford a VP, and would have to reduce to a shared AP with another nearby School. In reality the Federation would have to input more support from central resources to assist.

We would build up the subject delivery as set out in the table that follows (including the 0.5 Maths and 0.5 English as above):

Subject	Year 1	Year 2
English	1.0	1.5
Maths	1.7	2.0
Science	1.0	1.0
Business Retail	0.8	1.5
Art	0.6	1.2
Hair and Beauty	1.4	2.0
PE and enrichment	0.5	0.5
Construction – all trades	3.5	5.3
Engineering and Mechanics/Motor Vehicle	1.5	2.0
Catering	0.5	1.0

NB

1. 0.5 Maths and 0.5 Eng in above delivered by senior team
2. 3 periods of HUMs and MFL delivered by Harris Aspire Academy staff
3. All vocational provision by Sixth Form staff including to Harris Aspire Academy Y10/Y11 (with recharge of £45k to cover)
4. EPQ delivered by staff above in subjects that are slightly overstaffed
5. Catering only needs 1 FTE if they teach slightly above 80% of the week
6. Refer back to the Curriculum Plan for teaching periods needed.

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.

This section will need to be completed by both route 1 and 2 applicants.

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

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

	2017				2018			
	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	145		111	77%	145		110	77%
Year 13					85		51	60%
Totals	145		111	77%	230		161	70%

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.

This section will need to be completed by both route 1 and 2 applicants.

Section E1

We have discussed demand with Croydon LA (the School Improvement Adviser for Commissioning and Post 16 Participation) and she has highlighted that while there is overprovision of A level places in Croydon there is underprovision of GCSE retake courses. We already have provision for GCSE retakes at our Academy in Bromley but will not be able to keep the provision there after 2017 as demand increases for A level subjects. If we close that provision there then there will be a shortfall in provision.

Croydon's analysis of overall demand for sixth form places is that it will decline in the next 3 to 4 years before then climbing again from 2020. While they report that the number of students attending 16-18 provision had declined from 8224 in 2013/14 to 7413 in 2014/15 this is not the experience in Harris Federation sixth forms. Demand for sixth form places and the Harris Federation offer has remained strong.

Croydon also have agreed that there is a need for a "non-mainstream" post 16 provision which can provide extensive support to young people who are vulnerable or have disengaged from education and allow access in non-traditional ways; including access at other than just one point in the year. This is particularly so for students with ESOL needs, LDD, CLA/care leavers, young carers and young parents – and many of these at age 16 have not attained a full level 2, nor are employment ready. We feel that a small sixth form operating alongside AP provision can offer personalised support to help to break down the barriers to learning that these young people encounter. Offering a second intake opportunity at January to join courses increases flexibility for young people who for various reasons are not ready to start courses in September or have started courses which are not best suited to address their needs and drop out in the first few weeks.

This provision can be combined with that for students who may not have the same barriers to learning but feel that a large College with relatively impersonal pastoral systems is not the best environment for them, for a variety of reasons. What we will offer is a relatively small institution at 230 students maximum and pastoral systems and programmes of study that are personalised and supportive.

The vocational subjects we are offering are only available in Croydon at FE Colleges. And we will be offering a retail management qualification that no other institution offers locally and will prove popular with young people keen to exploit the employment

opportunities of the major proposals for Westfield/Hammerson to regenerate the central area of Croydon from 2019.

The other vocational subjects we offer are available at Croydon College. While the overall OFSTED finding in the latest inspection in 2014 was Good, the Outcomes for Learners was found to Require Improvement with criticism of attendance rates and punctuality in some subjects. It was remarked that there was not sufficient opportunity for work placements for students. While improvement was noted in outcomes for students in health and social care and public services (which we will not be offering); it was noted that there was still underperformance in visual arts and in catering, construction and business management. There was also criticism of qualifications achieved in English and Maths with very few students progressing from functional skills to GCSE qualifications. So what we offer is strengths in areas where existing provision has weaknesses.

Section E2

We already offer GCSE retake courses at Harris Academy Bromley, because demand for academic courses has been low in the last two years and we have been able to accommodate demand. But as the performance of the School improves at GCSE we will have a full 250 on roll taking A level courses and will have nowhere for the GCSE retakes to be offered. This September (2015) we have 63 students enrolled on these courses so we already have full uptake of the places we will be offering in Y 12 for GCSE. (This accounts for 60 of the 111 we have shown in the table above). We are confident then that moving the provision to South Norwood will retain numbers and demand for GCSE courses in Year 12. The offer is already very popular and demand is proven.

We have over the last 3 years had around 60 to 70 applications for post 16 places to the Federation's coordinated post 16 provision from students who are more suited to a vocational offering than A levels but have had to reject them because we do not have a suitable curricular offer, even though our pastoral care will serve them better than a post 16 college. Last Autumn we canvassed those students we were rejecting because of their qualifications and asked if they would have accepted places on a vocational course tailored to their needs. 51 agreed that they would have accepted a place with us and we have used this figure in the table above. **This is without prior marketing of the provision.** In reality if we are able to market the provision (including in our nearby secondary schools) we would expect to more than double this notional rate of application for these courses, and have no doubt we can fill the 85 places we will have available. In addition we will be offering a Business/Retail course that is not available in

any Croydon post 16 provision and will prove popular given the expansion of retail opportunities planned in Croydon with the Westfield redevelopment of central Croydon.

The area immediately around the site proposed for the Sixth Form has a number of small businesses and the nearby Harris Academy South Norwood has a well-established relationship with a number of these and has strong academy – business links. This has included placing Y10 and Y11 students in extended work experience opportunities linked to transforming their learning when they have become disengaged from the traditional curriculum. We know the local community and they know us well and would support us. Looking wider afield than this Harris Federation Post 16 has a programme of work placement and work experience across South London and we would build on this for the 2 week internship with employers who are very supportive of the aims of the Federation and this proposal. **Currently we have over 800 year 12 students who undertake a minimum of 1 week work experience, with over 50% completing 2 weeks.**

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-F9

* 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](#).

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.

We have not completed either F1 or F2 – we have all the skills required and do not consider we have any skills gaps, except one – see written section below.

F1 (a) Pre-opening skills and experience

Complete table and provide a short commentary on your plans.

You must complete a separate line for each member, trustee 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

As an approved Academy Group we have not completed the tables above – but we need to declare one skill gap. 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 opened 7 Free Schools and a LA competition school in September 2014 (5 primary and 3 secondary), plus managed 2 failing schools to covert to academies. At the present time we have 2 primary schools (but one with no site identified yet), 1 other sixth form college and 2 secondary schools potentially able to open in 2017. As 2 of these have challenges in identifying or making sites work they may yet slip to 2018. So we will have spare capacity to manage preopening of this School. We have no other free school applications in the current round.

The one skill gap we have relates to the vocational courses for the non-BTEC and more manual related work areas – although we do have some subject specialists across the Federation in some of these areas. We have a BTEC vocational specialist but will need to use the preopening grant to get on board early a specialist in the area of the manual vocational courses to assist with our planning and recruitment.

[REDACTED] and then support the Principal we will appoint from January 2017. Between them they will be able to dedicate a day and a half a week to the Free School during the preparation stages. [REDACTED] will be supported by the Federation's subject leaders in [REDACTED]. We have not completed a CV for [REDACTED] – that does not seem necessary.

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

██████████ will work on the financial viability of the Free School as a specialist management accountant who has supported the opening of a number of our academies. ██████ understands the requirements of the Academies Financial Handbook and is fully experienced in managing school finances. ██████ 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 normally set up a Local Governing Body about 1 term before opening. In this instance we will use the existing Governing Body of Harris Aspire Academy (AP) and would begin reporting to them at this stage.

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. This includes project management and procurement management.

The Federation has a very experienced [REDACTED] who has experience [REDACTED]
[REDACTED]. We have a [REDACTED]
[REDACTED] who joined us with substantial project direction experience with [REDACTED] and has [REDACTED]
[REDACTED]. They are assisted by an Assistant 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 Mouchel, EC Harris, and Capita 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 £400,000 and 2 between £1.5M to £2M. We have extensive 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 using a simplified version of the Academies product breakdown structure and divide the work into workstreams with clear programmes. A risk log will be set up and risks actively managed to reduce their impact or eliminate them.

The Federation has a contract in place with 8hwe to provide marketing expertise and support, 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.

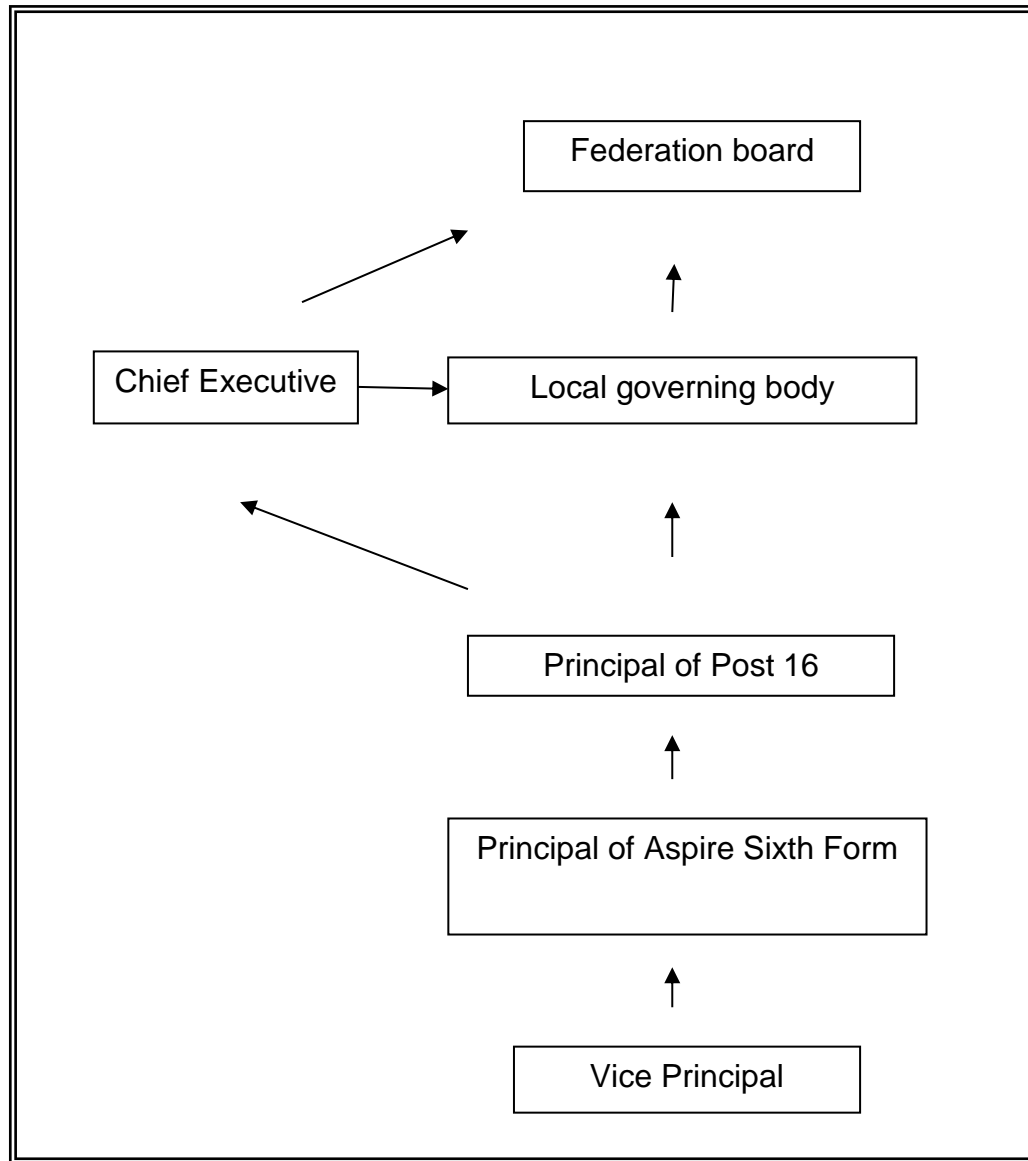
Section F2

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 [REDACTED]
[REDACTED] I 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 12 – 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. In this instance we would share a Governing Body with Harris Aspire Academy.

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 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 the Academy/Free School.

We have not completed section F3 as it is not applicable

F3 (a) Proposed trustees

Complete table and provide a short commentary on your plans.

You must complete a separate line for each person that will be on the board of trustees, including your proposed chair of the board 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, 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 board of trustees	Role(s) in pre- opening	Summary of relevant expertise	Available Time (hours per week)

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F3 (b) Skills gap for board of trustees

NB: If you do not have a proposed chair of the board 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

As set out above the Principal will not be recruited to start until 2 terms before opening but [REDACTED]

[REDACTED] until the Principal starts in post. Recruitment would be planned early in the Autumn Term 2016 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. We have recently implemented such strategies for the Free Schools we opened in September 2014 with great success and will undertake a recruitment drive in the Spring before the Academy opens in September 2017. We will appoint a Vocational Specialist at an early date to help fill our skills gap. 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)

Not applicable

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

Insert text and provide evidence

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 (eg. 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	
	2017/18	2018/19
	£0.00	£0.00

Section F7 (Independent schools)

Insert text. Complete self-assessment forms as an annex.

Section F8 (Independent schools)

Insert text. Submit other information as an annex

Section F9 (Independent schools)

Insert text. Submit plans and other information as an annex

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 in this section.

This section will need to be completed by both route 1 and 2 applicants.

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.

Section G1

Because we will be basing this Free School Sixth Form alongside our Harris Aspire Academy AP provision in a single set of premises we have, as well as producing financial plans for the Sixth Form Free School, also produced a joint plan for the two schools taking their costs and income together so that we have tested that individually and together that it is financially viable for them to share premises and staff. We have not included these joint budget analyses but can provide them if required. The result is that we have shown that it is financially viable for them both to share premises and cooperate over staffing. In producing the Sixth Form stand-alone budget we have assumed that Aspire Academy AP will meet 70% of the premises costs in line with their respective income compared to the Sixth Form. In looking at the staffing of the joint courses that would be run for Y10/Y11 and Y12 GCSE retake group from the Sixth Form we have assumed that Aspire Academy AP staff will provide the 3 periods of MFL and 3 of Humanities and that the Sixth Form will provide the vocational staff. In return the Aspire Academy AP will pay across [REDACTED] as a recharge towards staffing costs.

We have built up the staffing requirement led by the curriculum plan assuming a 33 period week and 80% contact teaching week for all staff – which is if anything on the generous side for contact time and gives a little flexibility for management time and for supporting students with barriers to learning. That flexibility includes for setting up the Maths, English, Science and enrichment/entitlement classes for the 20 students who join as “second starts”.

In terms of income we have assumed that in addition to the 60 students taking GCSE retakes and the 85 taking vocational courses, all of whom will have started at September, there will be 20 students joining courses at January (or between September and January). For the purposes of income, although this will need

agreement with EFA, we have assumed we would receive 2/3 student per capita funding as a minimum allowance for 2 terms – but have shown that by including 2/3 of the 20 students (13) on the roll to generate income – hence 210 plus 13 = 223 shown. And this is why in the summary there is a line with red figures showing us above capacity (of 210)

The Sixth Form will have a large proportion of vocational courses and the programme cost weighting at the national average, which is the default calculation, is too low. We have used the weighting achieved by the school sixth form we have with the most heavily vocational offering – Harris Academy Peckham – at 1.125. We would expect the weighting to actually be higher than that which also builds in additional contingency in the budget plans.

We always drive value for money in our expenditure using Federation buying power. We have assumed that the vocational teaching staff would not have QTS and would use our freedom to appoint non-qualified staff to obtain value for money in these appointments.

The budget plan is carefully tied back to the vision and the curriculum plan and, as well as having a modest contingency of 0.5% already allowed, shows surpluses in all years and a steady state surplus of 2% of income.

Section G2

As can be seen the budget does not show a deficit in any year - even while building in the first year of operation and shows a steady state surplus at 2% of income.

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.

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Introduction and overview	70% reductions are difficult to deal with in this model – we have to protect teaching for the 70% of students still attending and that would be our main focus. So we have to reduce senior staff structure radically and in reality as a Federation we would be providing resource from central consultants, post 16 team and from other academies to help out. More detail below:	[e.g. 2017 to 2019)	[e.g. £k (2017) £k (2018) £k (2019)]
Senior staff salaries	We would have to reduce to a Principal and a shared AP at 50% - so half the establishment if full. We actually have to increase the number of teachers because we would lose half a F/T equivalent of teaching too (before then cutting the number of classes by 1/3). Only sustainable really by leveraging in	Immediately	██████████ ██████████ ██████████

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	resource across the Federation paid by others, to assist the management of the sixth form.		
Teaching salaries	We would have to reduce the number of classes run by 2/3 and have adjusted the teaching posts accordingly. It may see a slight rise in class sizes and although we have shown a reduction across the piece in reality whole subjects may have to go and we can only run the most popular ones with viable student numbers.	Immediately	██████████ ██████████ ██████████
Educational resources	We would adjust direct educational resources and exam fees down in proportion with reduced intakes	Immediately	██████████ ██████████ ██████████ ██████████
Federation overheads	The Federation would need to subsidise the Sixth Form to keep the educational provision at the highest level, and the first way to do this would be to reduce or not take the costs back of Federation support to the Sixth Form if it could not afford to meet them	Immediately	██████████ ██████████ ██████████

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Federation Common Benefit Fund	The above applies to this line too which pays for staff benefits – this too would need to be subsidised by other schools	Immediately	<div></div> <div></div>
TOTAL			<div></div> <div></div>

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.

This section will need to be completed by both route 1 and 2 applicants.

Please complete the excel application form.

Annexes

In this section you should provide CVs of key individuals, any letters of support and maps. The annex is excluded from the page limit but should be submitted as part of your application, i.e. as one word document.

This section will need to be completed by both route 1 and 2 applicants.

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 GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	

CV template

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

Self-assessment form for independent 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				
		[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]				
Chair of governors						
Number of pupils currently on roll						
Capacity						

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	<i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]</i>		
Achievement of pupils at your school	<i>[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/moderation will be essential to ensure reliability. please delete this guidance before submitting this form]</i>		

Quality of teaching in your school	<p><i>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management.</i></p> <p><i>Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake.</i></p> <p><i>Consistency of student presentation of work and scrutiny reference progress and standards</i></p> <p><i>How marking, assessment and students feedback/reflection enhances pupil learning</i></p> <p><i>Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs</i></p> <p><i>How teaching promotes pupils learning and progression</i></p> <p><i>The review should be validated externally to ensure moderated outcomes for the school</i></p> <p><i>Reading, writing, communication and mathematics across the curriculum.</i></p> <p><i>Tutor and pastoral time including SMSC and British values</i></p> <p><i>please delete this guidance before submitting this form]</i></p>		
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Behaviour and safety of pupils	<p><i>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</i></p> <p><i>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies.</i></p> <p><i>Health and safety procedures, policy, training and again supported by clear validated evidence.</i></p> <p><i>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</i></p> <p><i>Student questionnaires and reviews as evidence to support outcome conclusions.</i></p> <p><i>Parental questionnaires and where appropriate business partners.</i></p> <p><i>Pupils attitudes to learning and the creation of a positive ethos</i></p> <p><i>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</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>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve</i></p>		

	<p><i>and overcome specific barriers to learning.</i></p> <p><i>The Ofsted framework identifies detailed areas for review as does the National College such as the Headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</i></p> <p><i>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</i></p> <p><i>please delete this guidance before submitting this form]</i></p>		
<p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school,</p>	<p><i>[pupil recruitment and how the education will be adapted to meet the needs of all</i></p> <ul style="list-style-type: none"> <i>- progress on financial planning and cash management systems, including appointment of finance director</i> <i>- budget predictions and resource for ongoing budget management</i> <i>- trust's plans for ensuring funding agreement compliance</i> <i>- ensuring adequate systems and controls in place, including accounting software package</i> 		

<p>and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p><i>please delete this guidance before submitting this form]</i></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>			

Governance Self-Assessment

Your assessment against the Governors and Academies Financial Handbook		Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
1 The roles and responsibilities of the directors/trustees	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> a) company directors and charity trustees b) accounting officer <p>Understanding of the strengths and weaknesses of the school.</p> <p>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)</p> <p>Holding school leadership to account</p>		

2 Structure of the board	Accountability system Structure of decision making		
3 Meetings	Please detail your board and committee meetings schedule and outline agenda		
4 Finance	Please give details of your chief financial officer, with appropriate qualifications and/or experience Schemes of delegation Approvals process- budget Investment policy Procurement including leases Internal control framework Contingency and business continuity plan Insurance cover		



Department
for Education

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