



Department
for Education

Free School Application Form 2013

Mainstream and 16 to 19

HARRIS PRIMARY FREE SCHOOL NUNHEAD

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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 template.

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

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

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

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

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

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

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

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

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

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

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

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

Data Protection

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

Application checklist

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

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

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

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

| | | |
|---|--------------------------|--------------------------|
| Section I of your application | | |
| <p>9. Please note that we have not been required to do this as an established and approved Free School and Academy Sponsor</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 acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed: [REDACTED]

Position: [REDACTED]

Print name: [REDACTED]

Date: 12TH September 2013

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

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

x

Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.

Section C: Education vision

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

The Harris Federation were initially contacted by 3 local councillors within Southwark, and asked whether we would consider applying to open a Free School in the area to meet the rising demand for primary school places. They serve the East Dulwich area in which we have Boys and Girls Academies and they have been impressed by the success of our existing primary and secondary academies in Southwark. They are aware of course of the primary free school we have opened on the Peckham Academy site and its growing reputation. They are very concerned that Southwark do not have the capacity to meet forecast demand from existing schools and having heard our education vision were very keen for us to open a new primary school (4-11) here to meet the increasing demand for primary places. We applied for a Free School (Harris Primary Free School East Dulwich) and have been approved to open it in September 2014. They pressed us to apply for two schools given the extent of the demand which arose, but we preferred to achieve approval for one first and then to follow up with an application for a second. **This is the application for the second school.** It will follow the same model as the school already agreed to open.

Southwark are forecasting that there will be a shortage of reception places in the borough from 2014 due to the increase in recent birth rates. The demand section of this application makes it clear that there is a need to provide additional places at primary school level in Southwark, in the area we are proposing to serve, in excess of 3 FE and we would argue, with support from local parents, that the additional places should be provided by increasing choice rather than expanding existing schools which are already running at capacity. In doing so this will ensure parents are more likely to get their first choice school for their child and that the school will be in their local area. The site for the Harris Primary Free School East Dulwich (HPFSED) is likely to be on the Dulwich Hospital site while much of the demand comes from the Nunhead area and when distance criteria are used the Nunhead supporters of the Free School will not get places. Our discussions with Southwark officers suggest the LA see the Nunhead area having at least 2 FE of unmet need and indeed they would have preferred our first Free School being sited there rather than East Dulwich.

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

- A new 2 form of entry primary school that will benefit from the vision and values of the Harris Federation and its track record of collaboration and school improvement applied to the primary sector with expert support from our [REDACTED].
- A 420 place primary school that will grow from 60 students in 2015/16 to reach

full capacity in 2021/22 by 60 students at the point of intake each September.

- Operational and educational benefits from co-locating in the same area as Harris Primary Academy Peckham Park, Harris Primary Free School East Dulwich, Harris Primary Free School Peckham, Harris Academy Peckham, Harris Girls' Academy East Dulwich and Harris Boys' Academy East Dulwich, thus having the opportunity to share staff and curriculum support across the four primaries, as well as have access to the secondary academy facilities and teaching staff (in years 5 and 6) for specialist teaching which will facilitate a seamless transition from primary to secondary education.
- Shared headship with HPFSED – so we can recruit a really outstanding leader and operate the two schools as a closely federated pair of schools within a wider Federation;
- The establishment of a joint board of governors for HPFSN with HPFSED to maximise the quality of the influence and challenge from a small pool of outstanding Governors.
- Recruitment plans which grow staffing levels to match the increase in pupil numbers avoiding unnecessary staffing costs.
- An admissions policy based on proximity to the school.
- Demand for primary places substantiated by the Local Authority which has shown there will be a shortage of over 3 FE of reception places in September 2015 in this area which will rise further to around 5 FE of reception places in September 2016.
- Endorsement of the Harris Federation's vision and plans for HPFSN from local parents who have signed up to support us and have been consulted on the plans for opening HPFSED. We will keep our parent steering group in operation planning the second school while opening the first.
- The financial plans show that the Free School will run at a surplus if admissions fill all the places and it is staffed tightly; it will have a healthy position in the longer run and be able to appoint additional staff to improve the quality of teaching and learning and increase personalisation of learning.

Vision and ethos

All Harris Federation schools operate within one academy trust, The Harris Federation of London Schools, with a local governing body for each school or pair of schools under a single Harris Federation Board of Trustees. As part of the network of Harris Federation schools, the HPFSN will benefit from sharing curriculum, teaching and learning practices, pastoral practices and administrative services. It will have very strong links with Harris Primary Academy Peckham Park, Harris Primary Free School East Dulwich, Harris Primary Free School Peckham, Harris Academy Peckham, Harris Girls' Academy East Dulwich and Harris Boys' Academy East Dulwich. It will be partnered with HPFSED.

The HPFSN will open in September 2015 with 2 Foundation classes with a total of 60 students and grow by a further 60 students annually with each new intake until the School reaches capacity of 420 in 2021.

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

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

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

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

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

The HPFSN (while closely partnered with HPFSED) will also establish strong links with all other Harris Primaries and in particular Harris Primary Academy Peckham Park and Harris Primary Free School Peckham. They will have common policies and a common curricular approach ensuring that the four primaries are more robust since the risk of key staff leaving and reducing the quality of provision can be covered by transferring staff or seconding staff to cover vacancies. HPFSN will also establish strong links with the Harris Academy Peckham (secondary), Harris Girls' Academy East Dulwich and Harris Boys' Academy East Dulwich and make the most of the opportunity to share these Academies' specialist facilities and teaching staff. This will be particularly beneficial in ensuring pupils are able to make a seamless transition from primary to secondary education and continue to excel.

The secondary academies themselves will wish in particular to encourage extra-curricular activities with the Free School which cross traditional primary/secondary boundaries and promote collaborative projects in areas such as music, dance, drama

and art. There will be opportunities for older students to lead younger pupils in small group work as part of developing their own personal Enterprise targets in leadership.

The specialism

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

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

Numeracy and mathematical skills will be enhanced by teaching through problem solving contexts and Literacy will be enhanced by a phonics approach to reading and enhanced development of oracy through interaction with adults other than teachers, along with many opportunities for presentation of project work. The approach to the teaching of reading, writing and mathematics will be highly structured with some ability grouping in use.

Reward System

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

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

Performance and Standards

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

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

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

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

Harris believes that all children, regardless of culture or socio-economic background, have a right to the highest quality education. Southwark is an area with a wide mix of ethnicities and higher-than-average levels of poverty. With this in mind, Harris will endeavour to ensure:

1. All teaching will be at least good with the majority outstanding.
2. KS1 and KS2 SATs results to be within the top 10% in the country.
3. Attendance is at least 95%.
4. Children throughout the school achieve well and make rapid and sustained progress.
5. Those children who start education at a lower than expected level, make accelerated progress.
6. Children with English as an additional language receive the provision and language-rich curriculum to help them succeed within the English system.
7. Children with Free School Meals make at least as good progress as other children.
8. All children are happy, enjoy learning and want to go to school.
9. The school has an ethos of accepting and celebrating differences.
10. There is strong support from the community and parents of the school.

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

Section D: Education plan – part 1

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

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

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

| | Current number of pupils (if applicable) | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------------------|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Reception | | 60 | 60 | 60 | 60 | 60 | 60 | 60 |
| Year 1 | | | 60 | 60 | 60 | 60 | 60 | 60 |
| Year 2 | | | | 60 | 60 | 60 | 60 | 60 |
| Year 3 | | | | | 60 | 60 | 60 | 60 |
| Year 4 | | | | | | 60 | 60 | 60 |
| Year 5 | | | | | | | 60 | 60 |
| Year 6 | | | | | | | | 60 |
| Year 7 | | | | | | | | |
| Year 8 | | | | | | | | |
| Year 9 | | | | | | | | |
| Year 10 | | | | | | | | |
| Year 11 | | | | | | | | |
| Year 12 | | | | | | | | |
| Year 13 | | | | | | | | |
| Totals | | 60 | 120 | 180 | 240 | 300 | 360 | 420 |

Sections D1, D2, D3 and D4

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

This Free School will partner Harris Primary Free School East Dulwich and share a Principal. It will deliver the same Education Plan.

The Education Plan for Harris Primary Free School East Dulwich has been designed to deliver high levels of progress and achievement. By following on a year later staff who have developed effective schemes of work at Harris Primary Free School East Dulwich will be able to support their colleagues to implement those same schemes in the new Free School. Staff with key subject and stage responsibilities will work across both schools to ensure quality of delivery and to share the work of curriculum planning.

This will ease issues of diseconomies of scale in the early years and ensure that high quality staff can be offered attractive terms to work across the two schools by pooling staffing resources in the longer term.

Section E: Evidence of need – part 1

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

If your school is new provision:

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

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

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

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

Evidence of need – part 1

| | 2015 | | | | 2016 | | | |
|------------------|------|----|---|----|------|----|---|----|
| | A | B | C | D | A | B | C | D |
| Reception | 60 | 37 | | 62 | 60 | 42 | | 70 |
| Year 1 | | | | | 60 | 37 | | 62 |
| 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 | 60 | 37 | | 62 | 120 | 79 | | 66 |

Section E: Evidence of need – part 2

In conjunction with local Councillors Harris Federation has signed up supporters for 2 Free Schools – one to serve East Dulwich and the other to serve Nunhead.

We currently have support from parents of nearly 200 children due to start school in the period 2014 to 2016, who have received a leaflet setting out the key features of the primary free schools Harris Federation runs and have returned a response form to support them, saying they will put our schools down as first choice on the application form. 74 of these have a child eligible for Reception from September 2015 and 84 have a child eligible for Reception from September 2016. Roughly half of these come from the Nunhead area.

We have approval to open a Free School in East Dulwich for 60 places but this clearly does not meet the demand we have evidenced above. And since, after consultation, admission criteria will be based on distance from the site, around half of the children looking for places will not be admitted.

In July 2013 Southwark sent out a bulletin to its schools setting out an analysis of unmet demand in the Peckham/Nunhead area for primary places and an update on its strategy for meeting it.

The table of forecast unmet demand included in that bulletin is set out below:

| | September 2014 | September 2015 | September 2016 |
|--|---------------------------|---------------------------|---------------------------|
| North West (Borough, Bankside and Walworth) | 0 FE | 0 FE | 2 to 3.5 FE |
| North East (Bermondsey and Rotherhithe) | 4 to 5.5 FE | 6.5 to 8 FE | 7.5 to 9FE |
| Central East (Peckham and Nunhead) | 2 to 3.5 FE | 3 to 4 FE | 4.5 to 5.5 FE |

| | | | |
|------------------------------|-----------------------|------------------------|-------------------------|
| Central West (Camberwell) | 0 to 0.5 FE | 1.5 to 2.5 FE | 2 to 3 FE |
| South (Dulwich) | 2.5 to 3 FE | 1.5 to 2 FE | 1.5 to 2 FE |
| Total | 8.5 to 12.5 FE | 12.5 16.5FE | to 17.5 23FE |

After taking account of expansion plans and free schools approved to open (including HPFSED) Southwark identifies 12.5FE of definite places being provided for September 2015 with 5.5FE in Bermondsey and Rotherhythe, 3 FE in Camberwell and 4 FE in Dulwich. It might be possible to achieve a further 1 FE dependent on capacity assessments. Critically there is no additional provision planned for Nunhead.

This makes clear there is considerable basic need in the Nunhead area and we know from our community engagement that there is substantial support for a Primary Free School operated by the Harris Federation there.

For the purposes of the form at the start of this section we have allocated 50% of our current supporters to this second free school although it is clear that any school will be full on opening.

Section F: Capacity and capability

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

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

As an established Federation managing 27 schools (and due to open a further 7 free schools in September 2014) the tables below are not helpful. We don't have any skills gaps and we have not yet recruited Governors – though will be sharing a Governing Body with Harris Primary Free School East Dulwich and will have the Governing Body in place by Summer 2014. So they have been left blank.

F2. F3

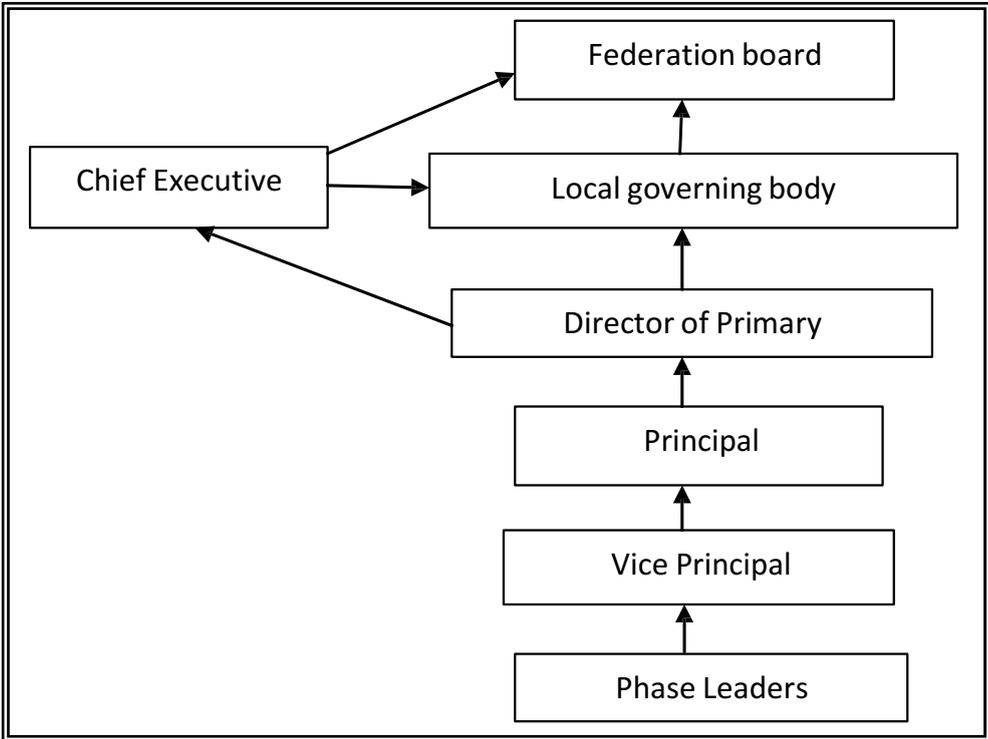
Roles and Accountability

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

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

The Principal will be held to account by the Federation's Chief Executive operating through the Director of Primary and they will all 3 be held to account by the Local Governing Body and the Federation Board. Key KPIs and targets will be set and rigorously monitored (and in turn delegated to the responsible staff) and reported on. If issues arise and are not addressed at senior level the Federation Director of Primary reporting to the Chief Executive, on behalf of the Federation Board, will intervene to take action. It is clear that the Federation's accountability system is effective given that 70% of Harris Academies which have had a full inspection as a Harris Academy have been judged to be Outstanding compared to 17% nationally.

The accountability structure is set out below:



Governance

HPFSN would be established under a Supplementary Funding Agreement underneath the overarching Harris Federation Funding Agreement. The Trust therefore already exists and the Free School governance would mirror that of similar Harris Academies. There would be a local governing body which would meet termly, and in this instance would be shared with Harris Primary Free School East Dulwich.

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

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

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

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

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

Appointment of governors

The Federation will appoint governors in Summer 2014 to Harris Primary Free School East Dulwich. They will then be able to monitor the preopening planning for HPFSN in parallel with the opening of HPFSED. We have a range of professional people who contact us seeking governor opportunities as our reputation is well established. In fact we often have more applicants than places. Furthermore we will engage with local people during the preopening phase and advertise for governors through the 'Governors One Stop Shop' – but we will only appoint governors (after an informal interview) who are committed to spending time supporting the school and the approach to teaching and learning that we adopt and are focused on outcomes for children. We find the success of the Federation means that we can easily recruit good governors.

F4 - Recruitment

Recruitment is key to getting good staff and in particular an outstanding Principal and will require investment early in the project. In this case the Principal will already be appointed at the start of preopening work since we will be appointing to start in January 2014 for HPFSED and plan to have a Head operating across both schools. The benefit of this is that alongside getting ready to open HPFSED he or she can be fully involved in all the early planning including open evenings and marketing to potential parents in Autumn 2014. A recruitment plan will be developed early on in the project and detail all the timings, adverts, interviews, salary details etc. for each position we need to recruit for. All positions will be advertised through the local press and Times Educational Supplement (both on-line and in print). In opening our recent Primary Free School Peckham, experience indicates that recruiting high quality staff is not as difficult with a Harris school as it might be for other schools. The Federation offer highly competitive packages for their staff and this along with the appeal for candidates of working for a highly successful Federation will ensure we are able to recruit from a high calibre pool of candidates. Offering a headship of 2 partnered schools allows a really competitive package to be offered to attract an experienced head.

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

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

E5

Educational Track Record

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

None of our primary academies have had OFSTED inspections except within the first year of opening. The first academies to join us – Harris Primary Academy Peckham

Park and Harris Primary Academy Chafford Hundred had little intervention from us – and our Director of Primary had only just joined and not been able to put his team of advisers in place before their inspections. When they performed badly we took action and both Heads have left and the Governing Bodies were replaced.

Since [REDACTED], the inspections we have had have been interim reports for schools which were failing when we took them over. Some of the judgements we have received:

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

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

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

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

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

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

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

Harris Primary Academy Peckham Park Ofsted monitoring visit, May 2013

[REDACTED]

[REDACTED]

[REDACTED]

The model being adopted is currently for around 2 days of week of support to be given to each school, as required by a needs analysis of their strengths and weaknesses. As we begin to turn around our previously failing and underperforming schools the aim is to develop staff who will be able to support each other to improve – as is the case in the secondary sector.

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

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

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

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

E6

Capacity to expand

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

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

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

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

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

1. [REDACTED];

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

F1 (a) Pre-opening skills and experience

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

| Name | Member of core applicant group (Y or N) | Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.) | Other relevant area(s) of expertise | Available Time (hours per week) |
|-------------|--|--|--|--|
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F3 (a) Proposed governors

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

| Name | Role on governing body | Area(s) of expertise (e.g. educational, financial, etc.) | Other relevant area(s) of expertise | Available Time (hours per week) |
|-------------|-------------------------------|---|--|--|
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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 |
|----------------------------------|-------------------------------------|
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F6 Shared services

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

| Name | Role in central service team by area(s) of expertise (e.g. educational, financial, etc.) | Other relevant area(s) of expertise | Hours per week | Cost £ |
|-------------|---|--|-----------------------|---------------|
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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 |
| | | |
| | | |
| | | |
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| | | |
| | | |
| | | |
| | | |
| | | |
| | £0.00 | £0.00 |

Section G: Budget planning and affordability

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

Criteria G1 and G2

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

In addition you should complete the Excel budget templates.



G3 Financial resilience to reductions in income

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

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



Section H: Premises

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

Please also refer to the Excel template.

Annexes

Any annexes you add:

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

CV template

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

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

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

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

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

| | | | | | | |
|---|---|------------------------------------|---|--|-----------------------------|---------------------|
| Name of school | | | | | | |
| Girls/Boys/ Co-educational | | % Special Educational Needs | % Free School Meals (or pupils on bursaries) | % English as an Additional Language | % Persistent Absence | % Attendance |
| | | | | | | |
| Name of principal | Additional information about the school | | | | | |
| | <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 | | | | | | |

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

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

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

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

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

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

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

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

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

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

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



Department
for Education

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