

Free Schools in 2014

Application form

Mainstream and 16-19
Free Schools

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to:

mainstream.fsapplications2014@education.gsi.gov.uk

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

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

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

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

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	x	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<u>Section A</u> : Applicant details – including signed declaration	x	<input type="checkbox"/>
<u>Section B</u> : Outline of the school	x	<input type="checkbox"/>
<u>Section C</u> : Education vision	x	<input type="checkbox"/>
<u>Section D</u> : Education plan	x	<input type="checkbox"/>
<u>Section E</u> : Evidence of demand	x	<input type="checkbox"/>
<u>Section F</u> : Capacity and capability	x	<input type="checkbox"/>
<u>Section G</u> : Initial costs and financial viability	x	<input type="checkbox"/>
<u>Section H</u> : Premises	x	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	x	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	x	<input type="checkbox"/>
5. Independent schools only : you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only : you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	x	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	x	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <u>Section A</u> of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input type="checkbox"/>	<input type="checkbox"/>
As an accredited Sponsor it was agreed in last year's applications that we did not need to do this.		

Section A: Applicant details

Main contact for this application	
1.	Name: ██████████
2.	Address: Harris Federation, Fourth Floor. Norfolk House, Wellesley Road, Croydon, CR0 1LH
3.	Email address: ██████████
4.	Telephone number: ██████████
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input type="checkbox"/> Yes
6.	If Yes, please provide more details: Lord Harris has members of his family acting as Chair of the LGB of academies within the group, and as such acting as Directors of the Board of the Federation
7.	How you would describe your group: <input type="checkbox"/> An existing Free School sponsor and <input type="checkbox"/> An academy chain
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School application in this round? <input type="checkbox"/> Yes
10.	If Yes, please provide more details: We are also applying to open 2 primary schools in Bromley and a primary school in Thurrock, a primary school in Southwark, and a Sixth Form College, in partnership with Westminster School, in north London, plus an 3 - 18 school in Haringey.
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <input type="checkbox"/> Yes
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful: We have developed the application with Invictus who are a parent group who submitted an application for a Free Secondary School in this area two years ago but were unsuccessful. We have agreed Heads of Terms whereby they will appoint 3 Governors to the LGB and will act as community Governors. They will also facilitate links to local businesses in delivering the Enterprise specialism. We have developed all the educational plans in agreement with them through a 3 month detailed engagement. Harris Federation however will have control of the LGB and of the educational delivery of the School.

Details of company limited by guarantee	
13.	Company name: Harris Federation
14.	Company address: Harris Federation, Fourth Floor. Norfolk House, Wellesley Road, Croydon, CR0 1LH
15.	Company registration number: 6228587
16.	Does the company run any existing schools, including any Free Schools? Yes
17.	<p>If Yes, please provide details: The Harris Federation currently runs 19 Academies – 14 secondary and 5 primary; and is actively in the pre-conversion management phase of 1 other primary to join the Federation by September 2013. It is also in preopening phase of the Chobham Academy which the Federation will run for the Academy Trust (Lendlease with [REDACTED] and Lord Harris as junior sponsors) which opens as an all through school in September 2013.</p> <p>Of its existing Academies 11 have now had full inspections after a year as a Harris Academy and 10 of these have been found to be Outstanding.</p>
Company members	
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>	
18.	Please confirm the total number of company members: 4 are specified in the Articles. One place nominated by the Secretary of State is vacant and will not be filled so in effect there are three.
19.	Please provide the name of each member below (add more rows if necessary):
	1. Name: Lord Harris of Peckham
	2. Name: [REDACTED]
	3. Name: [REDACTED]
	4. Name:

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

20.	1. Name: Lord Harris of Peckham (Principal Sponsor)
	2. Name: [REDACTED]
	3. Name: [REDACTED] ([REDACTED])
	4. Name: [REDACTED]
	5. Name: [REDACTED]
	6. Name: [REDACTED] ([REDACTED])
	7. Name: [REDACTED]
	8. Name: [REDACTED]
	9. Name: [REDACTED]
	10. Name: [REDACTED]
	11. Name: [REDACTED]
	12. Name: [REDACTED]
	13. Name: [REDACTED] ([REDACTED])
	14. Name: [REDACTED]
	15. Name: [REDACTED]
	16. Name: [REDACTED]
	17. Name: [REDACTED]
21.	Please provide the name of the proposed chair of the governing body, if known: Not known yet.

Related organisations

22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input type="checkbox"/> No
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23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School.
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>N/A</p>
Existing providers	
25.	<p>Is your organisation an existing independent school wishing to convert to a Free School? <input type="checkbox"/> No</p>
26.	<p>Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School? <input type="checkbox"/> No</p>
27.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School? <input type="checkbox"/> No</p>
28.	<p>If Yes to any of the above three questions, please provide your six digit unique reference number here:</p>
29.	<p>If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:</p>
30.	<p>If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p>
31.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p>

32.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: Academy and Free School sponsor: Harris Federation: company number 6228587. See answer to question 17
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**Please tick to confirm that you have included
all the items in the checklist.**

yes

Declaration to be signed by a company member on behalf of the company

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed: (signed in hard copy)

Position: [REDACTED]

Print name: [REDACTED]

Date: 4th January 2013

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

Section B: Outline of the school

1.	Proposed school name:	Harris Invictus Free School
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 11-19
4.	Date proposed school will reach expected capacity in all year groups:	2020
5.	Will your proposed school be:	<input type="checkbox"/> Mixed
6.	Will your proposed school include boarding? <input type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. <input type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> No	
10.	If Yes, please specify the faith, denomination, etc of the proposed school:	
11.	If you have a preferred site, please give details, including the post code:	██████████ Croydon (██████████)
12.	Please tell us how you found this site:	Croydon Council have identified it as a potential site for a secondary school and have indicated that they are in negotiations to purchase it.
13.	Is the site:	<input type="checkbox"/> a public/government building? ██████████

14	If you have not identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	Croydon
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Sutton, Merton
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p>	

Section C: Education vision

Please refer to page 19 of the 'How to Apply' guidance for what should be included in this section.

This is a **unique partnership of a grass roots community based organisation in Invictus and the Harris Federation** a leading, and arguably THE leading, Academy group in the country, with an unrivalled track record in achievement and in running outstanding schools. We will equip all students with the best possible education, ensuring they are fully prepared to succeed in a future which is likely to be characterised by technological advance and the need for the ability to be entrepreneurial, flexible, creative and familiar with all modern technologies. We will also ensure high attainment, particularly in English and Mathematics from the moment they join the school. The Free School will be modelled on Harris Academy Purley (an Outstanding School which scored a 1 in teaching and learning) but use the standards achieved there to deliver the Invictus vision for all children to leave school capable of running e-businesses and having strong entrepreneurship skills – whether they choose to run businesses or not.

The Harris Invictus Free School will be a vibrant learning community serving north Croydon in an area which is poorly served by local schools. There will be a culture of high expectations for all students, which will underpin every development in the School. We will develop flexible and creative approaches to teaching and learning that will raise standards for all, from Year 7 to Post 16, regardless of demographic profile. In their research on demand for the school Invictus found that local people wanted a Free School that prepared students well for a fast developing world of business that is flexible and can exploit the opportunities of the INTERNET and all modern technologies. They were also keen that it offered high quality sporting opportunities. By combining the Specialisms of **Enterprise and Sport**, this new Free School will create an environment of high aspirations and self-belief for everybody involved. We aim for our young people to be highly employable, self-confident citizens and **entrepreneurs** of the future. To achieve this we will create an “Enterprising ethos” in which the concepts of **personal best in enterprise skills and attributes** can flourish. As well as embedding an enriching, challenging and Enterprising curriculum, comprising personalised pathways to a range of academic and industry standard qualifications, we will encourage our students to adopt a **can do culture** where staff and students together set **challenging targets** and are supported to reach them.

Croydon LA have identified that the Borough needs 22 forms of entry of additional secondary school places and that this area of Croydon is poorly served at the moment. Parents know the Harris Federation offer and when surveyed and the key features of the school were explained, 85% of the

parents in the poll, whose children attend the 5 primary schools within the area, said that they were likely or very likely to choose the Free School as their first preference. The demand for places at Harris schools outstrips supply by 5:1. This is an opportunity to provide more places at a Harris Free School (hopefully on a site being bought by Croydon in an ideal location to serve north Croydon and deliver the Invictus vision). We are proposing an 11-18 school but are happy to look at creating an all-through school if the Secretary of State and Croydon LA wish and the site will support that. The Secretary of State recommended that model when he gave his support to the proposal on a recent visit to Harris Academy South Norwood.

The Free School will be modelled on the successful organisation and curricular delivery at Harris Academy Purley which Invictus have fully embraced since they have seen it in action and believe that it will deliver the high achievement they seek. The Principal of Harris Academy Purley will act as Executive Principal across both schools and ensure the quality of the teaching, learning, curriculum and the rewards system is embedded.

The Education Plan therefore reflects the key elements of what works well at Harris Academy Purley but adds a further layer to the Enterprise specialism there by building into the offer a join up with the high quality ICT provision so that the highest level of Enterprise Activity will involve setting up e-businesses which will be hosted in the Federation "cloud"

Some of the features of the Free School (on top of the Harris Academy Purley model) to deliver students able to run global e-businesses will be:

- standalone ICT lessons as well as ICT integrated into all subjects;
- 3 hours of foreign languages with 2 MFLs taught and 3 hours of sport;
- whole day and afternoon enrichment activities built in to deliver the Specialisms of Enterprise and Sport
- introducing innovation through Enterprise projects – including taking a finance or business qualification at Year 9; access to business coaches and challenges through Invictus contacts; the final project being to develop an e-business
- a reward system in place for demonstrating enterprise skills – with the development and evidencing of the skills integrated into all lesson planning – bronze, silver and gold award levels – with gold involving a project that is presented to Invictus Governors
- enrichment undertaken before and after school as half term modules; students take tasters and then opt. Specialist coaches will be brought in and not just taught sport but also life skills, and personal development skills; homework clubs before and after school are vital for those who find it difficult to study at home.

- personalisation will be brought into the curriculum by use of acceleration and early entry to exams and courses that allow students who cannot move at fast pace to take longer – with a mixture of stage not age courses and qualifications up to age 18
- the Federation “cloud” which allows each academy to connect to the others, with shared curricular resources. Students will be able to create eportfolios. Areas of the cloud will host e-businesses that the Free School students had created.
- Students constantly striving to beat their personal best
- strong student support including a full time counsellor and access to speech therapy
- a lot of senior staff presence to ensure outstanding behaviour. Good behaviour encouraged and expected.

The **Aspirations for Achievement** of the Free School are by 2019:

- For at least 80% of our students to achieve 5+A*-C grades with English and Mathematics;
- For 50% of Year 11 students to have achieved the English Baccalaureate;
- For 75% of Students at the end of Year 11 to have achieved gold standard in their Enterprise projects and 100 % achieved silver;
- For levels of progress at each key stage to be significantly above national averages;
- For 85% of our Year 13 students each year to be obtaining places at universities;
- Attendance above 96%;
- Fixed term exclusions lower than Croydon averages;
- No students leaving school as NEET (Not in Education Employment or Training);
- For 90% of our students in exit polls to agree with the statements that a). they had been well prepared for employment or higher education, and b). that they have been given skills that allow them to run their own business.

Section D: Education plan – part 1

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

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		180	180	180	180	180	180	180
Year 8			180	180	180	180	180	180
Year 9				180	180	180	180	180
Year 10					180	180	180	180
Year 11						180	180	180
Year 12							140	140
Year 13								110
Totals		180	360	540	720	900	1030	1150

Section D: Education plan – part 2

Please refer to pages 20-26 of the 'How to Apply' guidance for what should be included in this section.

Summary of the whole Education Plan

Invictus and the Harris Federation are committed to the following principles to deliver our educational vision – which then drive our curriculum (inside and outside school) and our staffing and organisation:

- Innovative and personalised learning pathways from Year 7 to Post 16 which offer our students a challenging and relevant curriculum that prepares them well for their chosen career;
- The School specialisms, in Enterprise and Sport, will not only permeate every aspect of the School and raise aspirations, but also feature in after school activities and reach into the local community;
- A longer school day complemented by the offer of wrap around care before school with breakfast and early morning activity and study clubs; and after school activities;
- Staff who are responsible for the whole child, both pastoral and academic together. In order to develop a strong sense of belonging, students will be allocated to one of four Faculties. These Faculties will provide a focus for rewards, competitions and celebrations and students will stay in their Faculty as they move through the school from Year 7 to Year 13. This is a key feature of our schools recognised in our Outstanding OFSTED reports.
- A unrelenting commitment to ensuring that all students make good or better progress (see below) regardless of their demographic profile. Outstanding outcomes will be evident for all groups of students regardless of gender, disability, ethnicity, deprivation indicators, or any other personal circumstances that may create a barrier to learning.
- Strategies for improving teaching and learning will be exceptionally well supported by the training programmes and cross school support offered by the Harris Federation. Our leadership team will monitor evaluate and review the quality of teaching rigorously with the expectation of teaching and learning being good or outstanding in every classroom. Within the Federation's cross academy support there will be specific support in the links with Harris Academy Purley;
- A constant focus on ensuring outstanding learning and progress. All students will be set challenging progress targets and the expectation will be that all students reach these targets. Assessment will be six weekly and any underachievement, however minor, will be followed up with intervention that closes the gap.
- Traditional high standards of good behaviour, smart uniform, courtesy and care for others will be the expectation for all, both in the School and the local community.
- Students will benefit from the opportunities to participate in the Federation wide Student Commission which allows students to explore the ways in which they can be active participants in ensuring teaching and learning reflects their needs and achieves the maximum outcomes. Within the Free School its own Commission will act as a Student Forum for engaging students in the running of the Free School and ensuring it maximises learning opportunities for them.

The Enterprise Programme will be supported by Invictus's links with local businesses so that learning how to run businesses and business skills can be rooted in the real issues and problems of local business people.

Rationale for our curriculum offer

We have Academies at Harris Academy Purley and Harris Academy South Norwood which already serve students from this area. Indeed many of the parents supporting us have older brothers and sisters or friends' children in our Academies. We know that we can achieve 80% of our students – with an intake at national averages of ability or below; and higher than average levels of free school meals – getting 5 A* - C with English and Maths because that is what Harris Academy South Norwood achieved in 2012. The equivalent figure when we took the school over in 2007 was 20%. Harris Academy Purley achieved 63% in 2012 – before we took the School over in 2009 they were proud of boosting it to 33% for that year by putting all their good teachers into Year 11 and neglecting younger age groups. Harris Academy Purley will achieve 80% by 2014.

So the curriculum we offer and the methods of delivering it are tried and tested and get high levels of achievement. That is the approach that Invictus have signed up to and the targets we are setting will be stretching targets but are entirely realistic with what we propose.

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

The Harris Academies have a proven track record in their approach to curriculum design. They have been able to create flexibility in the way learning time is organised in order to maximise opportunities for all students. Through these disciplined but innovative strategies the positive impact on achievement is clear. The Harris Invictus Free School is keen to embrace this practice and will model its work on curriculum design on the policies used at Harris Academy Purley (an Outstanding School with a 1 in teaching and learning) that will effectively raise achievement.

- The flexibility to create “personalisation” in the curriculum so students can engage in intervention if they do not make adequate progress or additional projects if they need further stretch and challenge.
- Maximising the time allocated to English and Mathematics from Year 7 to Post 16 as it is our experience that to graduate with good business skills students from similar areas of Croydon (as reflected in experience at our Academies in South Norwood and Purley) need more time to accelerate their learning in these key areas of competency before broadening their curriculum later.
- A longer than normal taught School day (adding up to a 27.5 hour week) to give students who will generally have little parental support at home for their learning the maximum engagement with teachers – we will supplement this with homework clubs and revision classes for those who need even more time.
- Design student options that allow for industry standard business qualifications and experience to be obtained.
- Offering 2 foreign languages from Year 7.
- Strong reading programmes to ensure students reading ages are continuously accelerated from arrival in Year 7 right up to Post 16.
- Harris Invictus student learning commission, actively engaged in curriculum redesign and linking with the Commission at Harris Academy Purley to carry out joint work and benefit from the experience of older students;
- Enterprise and personal and social development will permeate all subjects, and there will be a taught Enterprise course which links with local businesses.
- There will be 3 lessons of sport each week within the curriculum and in addition there will be a wide range of extra-curricular activities.

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

The Curriculum Plan will be delivered by:

Curriculum and Organisation of Learning

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

The school will be organised into three clear phases.

1. Phase 1 – Year 7 and 8

This will reflect the formal timetabling associated with a secondary school curriculum, with teaching by subject specialists.

	Lessons
Mathematics	5
English	5
Science	5
History	2
Geography	2
PSHE/RE	1
MFL	2
Enterprise/ICT/Finance	2
PE	3
DT	2
Drama/Music	1
Total	30

There will be daily English & Science lessons plus Mathematics which will have a heavy influence in the Enterprise & ICT curriculum offer, focusing on financial capability. There will also be additional time for daily reading. To ensure students are able to make connections between their learning and that they have access to a broad and balanced curriculum the timetabling of other subjects would be blocked across the year. This would allow for deeper learning experiences as appropriate and for a more personalised curriculum, allowing flexibility for deeper support for those with exceptional needs and stretch and challenge opportunities for gifted and talented students. Some longer blocks of time given to our curriculum in this phase will ensure that we can provide learning experiences that will develop our students into independent learners and thinkers.

We will assess students on joining the Academy and put in place catch up programmes for those behind phase. Harris Academy Purley does this very successfully with Year 7 students behind stage

in literacy who are taught as a discrete group with a primary style of teaching and a focus on literacy in all subjects. Experience is that by Year 8 they have caught up and can fully access the curriculum with none in bottom sets. We would set in all subjects from midway through Year 7.

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

2. Phase 2 - Year 9, Year 10, Year 11

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

Maths	Lessons
Pathway 1	5
Pathway 2	6
English	
Pathway 1	5
Pathway 2	6
Science	
Pathway 1 (triple)	7
Pathway 2(double)	5
All Pathways	
PE (core)	2
Enterprise/Careers etc	1
RE	1
Pathway 1 - Option A	4
Pathway 2 - Option A	4
Pathway 1 - Option B	4
Pathway 2 - Option B	4
Pathway 1&2 - Option C	4

The new Free School will have unique access to the high quality schemes of work and resources developed by specialists across the Harris Federation. This will enable our teaching teams to focus on developing high quality teaching and learning strategies, and to increase achievement and secure high attainment for all students. Students, parents and carers will receive high quality advice and guidance in order to ensure a personalised curriculum pathway is in place from the beginning of year 9. Whether this is the new EBacc qualification, a combination of academic and rigorous vocational subjects, or a specialised course in preparation for the world of work, every pathway will have a route to further education clearly mapped as well as a clear development of skills required for employability.

It will be just as important for our Phase 2 learners to experience deeper learning opportunities, however they will also need some flexibility in the timetable to allow for focused revision days in preparation for examinations, or longer blocks of time to complete coursework and extended projects in a less disjointed way than a normal timetable will allow.

3. Phase 3 - Post 16

Our Post 16 provision will be part of the Harris Federation Post 16 Co-ordinated offer. This will allow us to offer a far wider range of both academic and vocational courses in conjunction with the nearby (Harris) Academies at Merton, Purley, Crystal Palace and South Norwood (and shortly Westwood Girls College in Upper Norwood will join us). Being geographically close to other Harris Schools our students will be able to access an unprecedented selection of courses available at entry level 1, 2 and 3. The Harris Invictus Free School will focus initially on courses that reflect the specialisms of Business and Sport, whilst other local Harris Schools will offer our students alternative specialisms. The Principal of the Post 16 Federation will be working closely with the new School in order to introduce policies and procedures that will enable us to successfully integrate the already outstanding Harris model of provision.

We expect the option block model at Y 12 to be similar to the below:

Post 16 Blocks

Year 12			
Block A	Block B	Block C	Block D
English Literature	Art (Fine, Graphic, Fashion & Textiles)	History	Business
Maths	Economics	Maths	Chemistry
Psychology	Biology	Media	English Literature
Photography	ICT	Physics	Law
Sociology	French	RE	Spanish
Geography	Business Cert S/D	H&SC Cert S/D	Sport Cert S/D
ICT Cert S/D	ICT Dip	Sport Dip	Business Cert S/D
		Business Dip	H&SC Dip

We would work closely with universities in order to raise the aspirations of our students and would expect a higher than average rate of applications to universities. With a target of 85% of our year 13 successfully accepted on a university course.

Transition and induction to Year 7

To help to manage transition from primary school to secondary school – especially in the early years of the Free School's existence – we will look to run a specially designed transition and induction programme, similar to the one funded by the DFE in Summer 2012 for children with Free School Meals . This will need to be funded through Lead-in budgets before the Free School opens (and is therefore dependent on the availability of funds). This will include visits to the children transferring in their primary schools, getting to know their individual needs and strengths and a Summer School to help them to be ready for the Year 7 organisation and curriculum. We will use assessment of students during that period to identify learning plans for individuals and provide follow up support during the first term of Year 7.

Raising achievement through our specialisms

By combining **Enterprise and Sport** as our specialisms, we will create a vibrant learning community in which the concepts of personal best, innovation and ground breaking achievement can flourish. We will be embedding an enriching, challenging Enterprise curriculum through all subjects by embedding a ladder of these skills into lesson planning and assessment. This is already embedded at Harris Academy Purley and schemes of work with these skills embedded can be transferred across. We have not appended examples but can provide these if required as evidence of the quality of the

planning and embedding of these skills.

We will also have a strong emphasis on developing positive attitudes to learning. This will enable students to develop the attributes of a successful Entrepreneur across the curriculum. We will also copy the Harris Academy Purley system of having student leaders in the 4 areas of Enterprise, Use of Information Technology, Learning and Sport.

Students' progress towards meeting the expectations of each of the Enterprise skills will form the basis for discussion between students, teachers and tutors on setting challenging targets to improve students' ability to accelerate learning, which will in turn increase employability and readiness for Higher Education. There will also be a reward system for demonstrating these skills through projects – with bronze, silver and gold awards.

As well as developing the entrepreneurial attributes described above across the curriculum, we have a very clear view on the importance of **employability skills** and will map out an **Enterprise entitlement** throughout each phase. This will include many opportunities to broaden our students' horizons through ensuring a range of new experiences, for example visiting local businesses and working with a variety of entrepreneurs from the local community. Invictus will broker relationships with local businesses and community groups for the Free School, and will help to source personal coaches and mentors. **This will help to deliver those elements of our Vision that Invictus is seeking in terms of improving the employability of students and at the same time also deliver accelerated learning in developing robust learning skills which children from deprived backgrounds often lack.**

A set of entitlements will be agreed giving expectations for every student at the end of each phase.

We will also adopt the Harris Academy Purley Rewards System that is summarised on the next page:

Rewards

Rewards Systems

The Academy will use the Vivo Miles rewards system.

Members of staff will have an allocation of 750 points to award every week. Students will monitor their Vivo Miles progress using the on-line website.

Vivos can be exchanged for goods like calculators; pens etc.

Certificates and other Incentives

Certificates will be awarded for the top 50 Students termly who collect the most Vivo Points.

Half termly achievement and Progress certificates will be awarded by all teaching staff to award to students in their classes. These will be posted home in the half termly mailout.

Principal's postcards will be awarded half termly for nominations from teachers.

Vivos will be awarded for attendance, alongside other prizes

Subject areas will be encouraged to issue their own certificates and letters home, phone calls home for praise will also be encouraged.

All staff are encouraged to use other incentives such as stickers, competitions and achievement charts to motivate students

In addition to these Vivo Miles awards there will be termly "Celebration of Achievement" Assemblies with Subject, Sporting, Community and other certificates and prizes distributed to students

Sports specialism

Both Invictus and the Harris Federation recognise the value of Sport in fostering healthy bodies and minds for our young people. Sport has a overwhelmingly positive impact on lifestyles and encourages Teamwork, Leadership and Resilience. Students will participate in 3 hourly lessons of PE each week and additionally will broker the use of professional coaches where the staff of the Academy do not have the expertise to cover individual sports. There will be a wide range of sports programmes after hours and at weekends. We believe this will further empower students to achieve high standards. We also acknowledge the importance of providing a business context to sporting excellence and will explicitly teach students at secondary level about the range of opportunities within the business side of sport. There will be a focus on developing understanding of health, nutrition and fitness for sport; delivering coaching qualifications to teach others, and careers in sport related professions, as well as a programme of activities that will allow taster sessions at new and different sports. We will work to access a range of sporting scholarships for gifted sports people. There will be opportunities to use the all weather pitch at Harris Academy Purley in after school activities.

Our Post 16 provision will include Sports and Business and both of these subjects will be enhanced

by a range of industry standard qualifications for example, coaching, first aid and refereeing; Accountancy, touch typing and Microsoft. All Post 16 students will complete an enterprise activity connected to a work based activity which will also be scheduled during the school week. Our Students will complete their compulsory education with high standards of English, Mathematics and chosen options that give clear pathways to university, but they will also leave with knowledge and skills to be highly employable in the very competitive job markets.

Information and Communication Technology

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

Timings of the School day

Our school day will follow national trends in relation to School holiday and term times. Term dates will normally be very similar to those adopted for Croydon schools but will include 3 or 4 INSET days which are fixed on common dates across the Federation to facilitate training and co-operation in learning across all the Federation's schools, whether subject or issue based.

However, Harris Invictus Free School will offer a wide range of enrichment programmes, transition programmes, study programmes, industry standard courses and catch up programmes throughout the holiday periods.

In Phase 1 and 2, our core hours will be 8:30am – 3:00pm plus the enrichment curriculum. Students will be timetabled for 6 lessons of 50 minutes per day on Monday to Friday. A Breakfast club will be available from 8am However there will be a rolling programme of enrichment sessions on Tuesday, Wednesday and Thursday which students will book into each term as well as paid for after school clubs if required on other days. One break of 20 minutes mid morning and a 50 minute break for lunch.

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

The School year will also be organised to allow for **deeper learning opportunities**, with the timetable suspended at key points to ensure greater flexibility in gaining new experiences.

This is something that has given us tried and tested results in improving students' skills and motivation. We want to ensure our students gain an educational experience that raises aspirations and motivates success:

In "A New Design For Learning: Recommended by the Harris Student Commissioners"

a model for this has been tried and tested very successfully. ***”Week-long intensive learning experiences will be linked to students’ passions, aspirations or development needs. The aim is to dramatically change their sense of themselves as a learner and what it might be possible to achieve or become. Content could include a week of sculpture, carpentry, dance, drama, art, business, climbing, reading, maths, learning mandarin or visiting Paris or Rome”***

Examples are given below and would be open to teaching groups or year groups of all pupils across the Free School, but organised by the individual faculty in their subject areas.

Communications:

- Running a news room for a day
- Poetry Slam
- Spelling Bean
- IMAX trip
- Master classes (art/ drama/ music)
- A View from the Bridge (Eng and Drama)
- Coursework and exam intervention (Year 11)
- National Book week
- Trip to the Royal Opera House
- Trip to the Globe
- Debating competitions

Enterprise:

- Dragon’s Den
- Democracy day, Academy Hustings and elections of students representatives.
- Enterprise Days
- Probability Fair
- Work Related Learning Role Play
- Money Money Money board games
- Financial Literacy and the 7 Money Skills
- Making a Movie on a theme
- Website Design
- Work placements
- Interview days in the city
- Microsoft courses
- Sage accounts course

Organisation of Learning

In Phase 1 there will be 180 pupils in year 7 and 8, split into tutor groups of a maximum of 25 students. The Tutor for each group will be accountable for tracking the behaviour, attendance, enterprise skills and achievement across subject areas, of each of their tutees. They will be the first line of home school communication alerting parents/carers to any potential issues or excellent work.

Students will be set by ability in each subject after half term in Year 7, meaning a student could be in a higher set for mathematics and a lower set for Art depending on their aptitude in that subject. Students will be set on teacher assessments and movement between groups will be flexible at key points during the year.

In Phase 2 there will be a core curriculum for year 9 -11 consisting of English, Maths, Science, RE and PHSCE. Students will be taught in groups set by ability. Additionally students will have received an individual programme of advice and guidance which will have helped them select a pathway of courses that will take them through to Post 16 and beyond. In the transition to Post 16 a further programme will ensure they have re-visited their original plan and are given the opportunity to re-think their future plans when choosing post 16 courses which may be more limiting in breadth.

Homework and study support

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

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

Extension and enrichment

A range of high profile and high quality enrichment provision will be offered to harness the talents of our students and provide opportunities to stretch and showcase both individual and team success. A key aspect of our ethos is to Celebrate Success and this will include the skills and talents which are demonstrated beyond the classroom. We encourage students to seek out every opportunity to grasp experiences to identify, reinforce and extend skills outside of the timetabled curriculum as we recognise that the application of the 3Rs will be further strengthened when practised beyond the academic sphere of the School. We will use assemblies to celebrate achievements outside of school.

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

- Kings College and Imperial College will work with us to develop our Science provision.
- Price Waterhouse Cooper and Barclays bank to co-construct our financial capability and careers programmes.
- We will join the Harris Federation Post 16 which is judged outstanding and will support the development of post 16 courses – ensuring high quality provision.
- The well-established Federation student learning commission will support us in ensuring students become more actively engaged in improving teaching and learning for all.
- We will be involved in Harris Federation events and competitions which will offer a range of activities for all students and staff.

In terms of sport we will use Harris Academy Purley's high quality facilities – with a 4 court sports hall, fitness suite, dance studio, 4 tennis courts, 6 netball courts, 4 basket ball courts, 3G artificial turf pitch (all of the hard surfaces floodlit) plus grass pitches and access to the LA's Purley Way playing fields.

Teaching and learning

We will use the research undertaken by the Harris Federation Student Commission to embed a range of teaching and learning styles that have been proven to engage students in their learning. Senior staff will regularly observe lessons and feedback on what teachers need to do to improve learning and maximise progress against these targets. Subject leaders will have access to subject schemes and lesson plans produced by other Federation subject leaders – and particularly those at Harris Academy Purley - and will regularly meet to plan and share effective teaching in their subject. We will embed

the programmes which have been so successful at Harris Academy Purley in supporting teachers whose lessons are satisfactory to be able to identify what methodologies to adopt to make their lessons good and for teachers whose lessons are good to do the same to become outstanding.

Qualification/Assessment outcomes by year group:

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

Post 16	GCSE/BTEC fine levels, NVQs, City and Guilds, Industry standard qualification Apprenticeships, AS/A2 levels
11	GCSE/BTEC fine levels NVQs, City and Guilds, Industry standard qualifications
10	GCSE/BTEC fine levels NVQs, City and Guilds, Industry standard qualifications
9	GCSE/BTEC fine levels NVQs, City and Guilds, Industry standard qualifications
8	Termly reading tests and half termly TA NC fine levels EOY National KS3 tests Ma &En & EOY examination NC fine levels all subjects
7	Termly reading tests and half termly TA NC fine levels

D 3 Harris Invictus Free School – Organisational structures and staffing

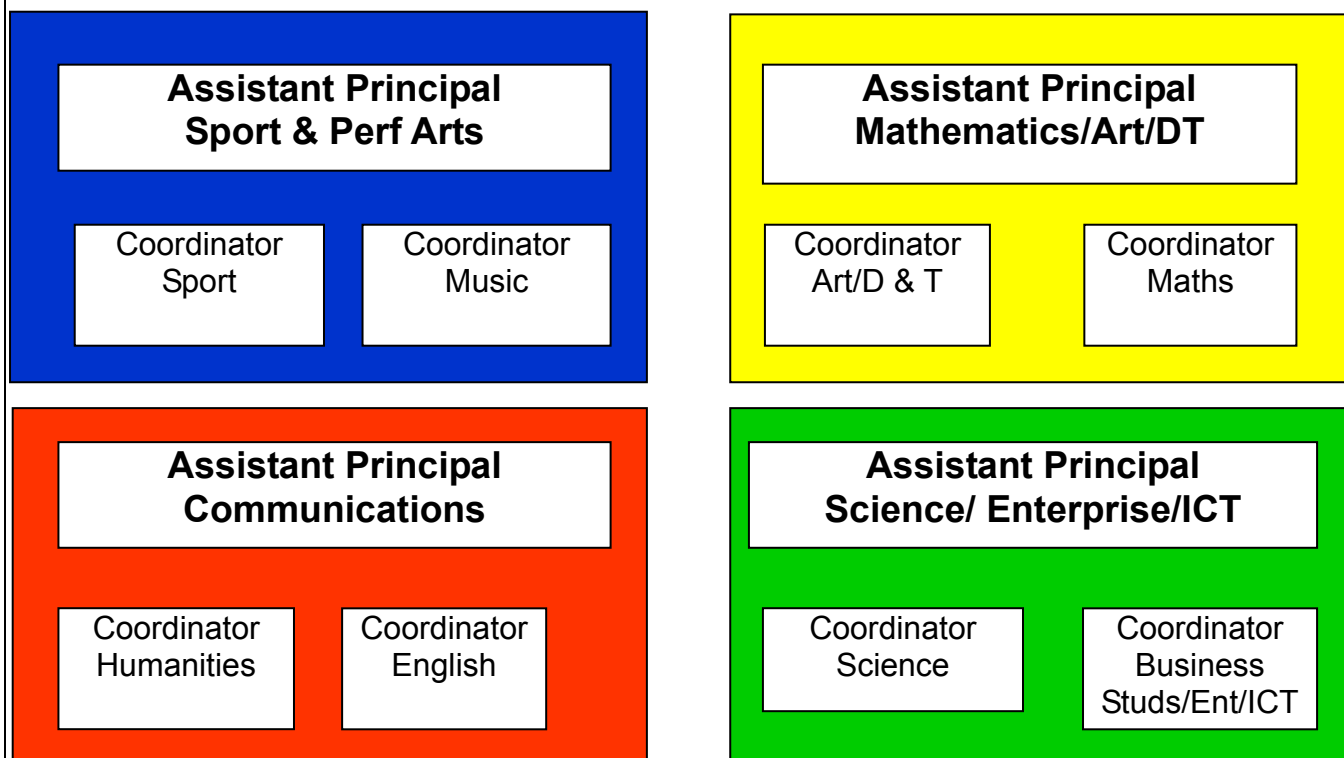
Students join the Harris Faculty Structure when they enter the Free School at the start of year 7. The faculty ensures management of student progress as the whole child – combining pastoral with academic support in the same person – and ensuring the head of faculty is responsible for the progress of all students in their faculty and passing accountability down through the structure. While a student is managed within a faculty it in no way affects their choice of subjects – tutors liaise with other faculties on progress and achievement data.

Four Assistant Principals will work across 11-16, taking responsibility for ensuring cross-curricular strategies proven for raising achievement are successful. They will also lead teams of tutors. Students will identify with their faculty, which will provide a sense of belonging and security to a smaller unit within the larger School. This faculty structure will offer the opportunity for cross school competitions as well as providing tutoring in groups by staff responsible for both academic and pastoral issues. These staff will set and review personal growth and academic targets with students. There will be links with INVICTUS to develop personalised extra-curricular programmes for students as well as personalised curriculum pathways inside the School. There will be a named INVICTUS link for each Faculty in progressing this work.

Ultimately, there will be two tutor groups from each year group in each faculty. This will allow tutors to track and monitor progression of their students meticulously throughout their life in the School. The rewards system for achievement and enterprising attitudes to learning will reflect this structure, as will the sanctions procedures to ensure learning comes first.

There will be opportunities for students from different year groups within each faculty to work together on “specialist events”. This will allow older students to act as role models and give support to younger students.

The faculty structure is set out below:



A fifth Assistant Principal will be responsible for the sixth form.

The staffing structure showing senior team responsibilities when the school is full is set out in Annex 2. During the first few years and until all the senior staff are appointed these duties and responsibilities will be shared between senior team members and the Executive Principal will take some directly. Ultimately her role will be in monitoring and evaluating and challenging the Principal and the senior team rather than having day to day management responsibilities. **The Executive Principal will be responsible for the overall strategic direction of the School ensuring strategies are sustainable for Academy improvement and the direction of Harris Invictus echoes the aspirations of the parents and the local community. The Executive Principal will ensure appropriate focus is on student progress and attainment, providing the necessary professional challenge and support ensuring practice and performance is continually improved.**

We have structured the build-up of staff required under the two models (100% pupil take-up and 80% pupil take-up) as follows:

Staffing build up both models									
100% model									
	No of yr groups	Students	Tch grps	Periods	Total Periods	Prov No of tchrs	Tchrs req'd	Senior Team	Total Teaching Staff
2014	1	180	7	33	231	9.24	13	2	15
2015	2	360	14	33	462	18.48	21	3	24
2016	3	540	21	33	693	27.72	34	3	37
2017	4	720	28	33	924	36.96	45	6	51
2018	5	900	35	33	1155	46.2	56	8	64
2019	6	1000	44	33	1452	58.08	64	8	72
2020	7	1150	55	33	1815	72.6	74	8	82
80% model									
	No of yr groups	Students	Tch grps	Periods	Total Periods	Prov No of tchrs	Tchrs req'd	Senior Team	Total Teaching Staff
2014	1	144	6	33	198	7.92	11	2	13
2015	2	288	12	33	396	15.84	18	3	21
2016	3	432	18	33	594	23.76	29	3	32
2017	4	576	24	33	792	31.68	38	6	44
2018	5	720	30	33	990	39.6	47	7	54
2019	6	800	37	33	1221	48.84	52	8	60
2020	7	920	46	33	1518	60.72	59	8	67

D4 - Student Support Services

We recognise that students attending the School will have a wide range of learning styles and some will have **exceptional needs** that will need particular support in order to ensure outstanding progress is made. This could be for a short period of time or may be a longer term need. This may be a student who is struggling to learn effectively in the classroom due to dyslexia or other specific learning difficulties; a student who is finding it a challenge to meet the expectation of at least 96% attendance; or an exceptionally high ability student who needs to be further stretched and challenged in order to reach his or her full potential.

The Role of Student Support Services Manager (SENCO) (see SEN policy at Appendix D)

The Student Support Services Manager is extremely important to the successful running of the school. He/she will be a member of the senior leadership team and will advise the middle and senior leadership on the SEND strategy and monitor, evaluate and review the school's success in this area. He/she will coordinate school-based assessments to identify needs, support staff to produce and review Individual Learner Plans (ILPs) and manage a team of teaching assistants (TAs), including higher level TAs (HLTAs) and support staff. This department will run small group interventions

targeting needs including literacy, numeracy, social skills, study skills and speech and language. The Student Support Services team will aim to engage parents every step of the way in supporting their child's needs. We acknowledge that the use of high quality voluntary sector agencies and corporate volunteer programmes may be a cost effective way of providing capacity to deliver intervention programmes to meet children's additional needs, e.g. paired Reading.

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

As a fully inclusive school we welcome and support all children and young people with exceptional needs as a matter of course. We embrace diversity and aim to ensure that while our differences are acknowledged, all children are encouraged to develop strengths that are celebrated, rather than being labelled only by their difficulties and/or disabilities. The term 'exceptional needs' includes special educational needs and disabilities (SEND), categorised broadly as follows:

A. Cognition and Learning	
• SPLD	• Specific Learning Difficulty (SpLD) Dyslexia, Dyspraxia, Dyscalculia
• MLD	• Moderate Learning Difficulty (MLD). We also include Mild Learning Difficulty and Global Learning Difficulty in this category.
B. Behaviour, Emotional and Social Development Needs	
• BESD	• Behaviour, Emotional and Social Difficulty (BESD)
• ADHD	• Attention Deficit Hyperactivity Disorder
• ADD	• Attention Deficit Disorder
C. Communication and Interaction Needs	
• SLCN	• Speech, Language and Communication Needs (SLCN)
• ASD	• Autistic Spectrum Disorder (ASD)
• -	• Aspergers
• PDD	• Pervasive Development Disorder (some delay in development of socialisation and communication skills. The student does not meet the criteria for a diagnosis of ASD)
D. Sensory and/or Physical Needs	
• VI	• Visual Impairment (VI)
• HI	• Hearing Impairment (HI)
• PD	• Physical Disability (PD)

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

- Excellent and specific training in teaching students with exceptional needs. Our yearly in-service training (INSET) diary will include at least one day per year dedicated to "exceptional needs" provision.
- Professional guidance from SEND experts in the classroom that can give advice and guidance on improving support for these students. (SSS Team). This may involve help with seating plans, presentation skills, expectations, use of language, development of resources or help with lesson planning.

- Support from teaching assistants working in the classroom with the teacher to differentiate at an individual level.
- Resources that have been proven to support schemes of work in better differentiation for exceptional needs, for example writing frameworks, colour filters.

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

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

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

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

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

We will adopt the Harris Academy Purley Policy for Inclusion and the Education of students with Special Educational Needs and Disabilities – we have not appended but can supply if required.

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

List of organisations providing support:

- Education Welfare Service
- Educational Psychologist
- CAMHS
- School Nurse
- Social services
- PCT Speech and Language Therapist
- YISP
- YOT
- Alternative Provision Programmes

Harris Academy Purley has links with these and many other local agencies because it works within the area – easing access for the Free School to local support. We are also aware that there are many voluntary agencies in the community such as bereavement support charities and mentoring schemes that will contribute significantly to student support and we are committed to harnessing the talents of these local people through the work of the student support services.

Accessibility

For children and young people with physical disabilities we will ensure that all our rooms are accessible and that we have appropriate facilities to be able to manoeuvre specialist equipment, should this be necessary. We will have a lift and ensure our building conforms to the necessary standards outlined within the Equality Act 2010.

English as an Additional Language

We are aware that children who speak English as an additional language (EAL) will need support to access the curriculum and that local schools typically have a significant proportion of their students for whom English is not their first language. We will have an EAL strategy successfully used across the Harris group. However, we are also aware of the need to have onsite specialist EAL support teacher provision if necessary to ensure these students make progress. Funding for this role will be delegated from the teaching budget.

Provision will be in place according to need and includes:

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

Gifted and Talented

We recognise that we will have some exceptionally gifted and talented students at the School and take seriously our duty to offer significant stretch and challenge to guarantee that expected targets are not only met, but surpassed. Gifted students will be identified in accordance with government guidelines, using achievement data, with profiles of need adjusted accordingly. Criteria for identifying talented students will be devised by Coordinators in performing arts, PE and DT, with progress data used regularly to update lists and provide intervention as required.

As a school with a specialism in Sport there will be a focus on recognising and supporting exceptional sporting talent both inside and outside school. Where necessary the individual curriculum will be modified to support extra time in training and competition if during the school day. The School will work very closely with a variety of sports clubs, offering support for our students to engage at national level where talent is recognised. Any student competing at national level will be recognised on a roll of honour.

Our specialism in Entrepreneurship will create an opportunity to develop enterprise skills in our students; additionally we will set up young enterprise projects to run after hours, giving the most talented in this area opportunities to run real projects in partnership with the local community.

Gifted and Talented Students will be identified on entry to the School. Students in the top 10% of the ability range will be designated Gifted and will be set on a pathway of learning that will offer opportunities for stretch and challenge across all subjects. Talented students will be identified in each subject area and there will be an expectation that these students will be given additional opportunities to develop their talents through the subject area, this is likely to be through enrichment opportunities as well as challenging tasks within the curriculum. The progress of these students will be monitored, evaluated and reviewed 6 weekly by a teacher with responsibility for Gifted and Talented. We will develop a programme to allow students to identify talents in each other by developing models of what "talent" could look like with the students themselves assisting to define what talented means. At the end of each academic year the students on these profiles will be reviewed and additional students can be added. The School will also work closely with London universities to offer unique opportunities to Gifted and Talented students in Science that will accelerate learning right from Year 7 up to Post 16.

We will adopt the Harris Academy Purley policy for gifted and talented and can supply this if required.

D5 Measures of Success and Accountability

Both Harris and Invictus place outstanding outcomes for all children regardless of demographics firmly at the centre of all policies and approaches. By working together we will significantly improve life chances for local young people and close the current “gap” which exists in outcomes between disadvantaged and vulnerable children and their peers.

The **Aspirations for Achievement** of the Free School are by 2019:

- For at least 80% of our students to achieve 5+A*-C grades with English and Mathematics; (Croydon average 61%).
- For 50% of Year 11 students to have achieved the English Baccalaureate; (Croydon average 15%).
- For 75% of Students at the end of Year 11 to have achieved gold standard in their Enterprise projects and 100 % achieved silver;
- For levels of progress at each key stage to be higher than national averages;
- For 85%, of our year 13 students, to be obtaining places at universities.
- Attendance above 96% (currently National average 93.5%).
- Fixed term exclusions lower than Croydon averages;
- No students leaving school as NEET (Not in Education Employment or Training).
- For 90% of our students in exit polls to agree with the statements that a). they had been well prepared for employment or higher education, and b). that they have been given skills that allow them to run their own business.

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

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

All students will be set annual targets based on national expectations of progress plus two fine levels which will ensure targets are aspiring. Student’s progress towards these targets will be recorded centrally by each subject, every 6 weeks and any underperformance will be acted on swiftly. This six weekly set of data will be fully analysed for any patterns that may indicate a particular group of

students are underachieving and cross School intervention strategies will be put in place at an early stage where this is the case. Each year targets will be reviewed and where progress has exceeded targets for any subject targets will be increased further for future years. Only in very exceptional cases would targets be reduced for example if a student had been absent for a long term serious illness.

Targets will also be set for extra-curricular activities and for personal development – encouraging and recognising involvement in clubs, other community activities and volunteering.

The school will be a data rich environment, where teachers use data effectively to plan for each individual students' learning and progress, where leaders use data effectively to track the progress of groups of students planning effective intervention swiftly, whether this be adding stretch and challenge for the more able or supporting students where progress is not reaching expectations. Additionally students and parents will have a clear understanding of current progress data and targets. It will be important for students to be actively engaged in a dialogue with subject teachers and tutors about how to improve further to ensure aspirational targets are reached.

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

Tracking and developing a mindset for learning

Our specialisms of Entrepreneurship and Sport will also be embedded in our assessment cycle. We will expect students to improve their Enterprise learning scores which will be a measure of their progress towards becoming exceptional learners. The scores will be reported to students and parents 6 weekly alongside progress grades. Through this we will encourage our students to adopt an aspirational and “can do” attitude to their studies and their preferred future.

D 6 Admissions arrangements

The Free School will, along with the Federation's other schools, operate under a Supplementary Funding Agreement which will attach as an Annex the standard DFE approved Annex 1 covering the requirement to:

- act within the Admissions Appeals Code;
- act within the Code of Practice for Admissions;
- participate in coordinated admissions processes and Fair Access arrangements;
- accept the Secretary of State's powers to direct the School to admit pupils;
- offer an admission appeal to anyone refused a place;
- consult on admissions arrangements within the relevant area;
- admit children with statements of special educational needs and give priority to looked after and former looked after children;
- include objective criteria in the admission arrangements for determining between applicants if over-subscribed;
- include in all literature the right to object to the Office of the Schools Adjudicator if there are objections to the admission arrangements.

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

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

- a) The Harris Invictus Free School has an agreed admission number of 180 pupils in Year 7. The Free School will accordingly admit at least 180 pupils in the relevant age group each year if sufficient applications are received;
- b) The Free School may set a higher admission number as its Published Admission Number (PAN) for any specific year. The Free School is not required to consult on any proposed increase to the PAN, however it must notify the Local Authority of the increase and specify the changes on the Free School website. Students will not be admitted above the PAN unless exceptional circumstances apply and such circumstances shall be reported to the Secretary of State.

Process of application

Applications for places at the Free School will be made in accordance with the LA's co-ordinated admission arrangements, and will be made on the Common Application Form (CAF) provided and administered by the respective home LA's of the applicants. The Free School will also require the submission of its own application form which will be used only to make the administration arrangements for the sitting of the banding tests (to be submitted by 31st October).

Consideration of applications

The Harris Invictus Free School, will consider all applications for places. Where fewer than 180 applications are received, the Free School will offer places to all those who have applied.

Procedures where the Harris Invictus Free School is oversubscribed

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

Where the number of applications for admission is greater than the published admissions number, applications will be considered against the criteria set out below. After the admission of pupils with statements of Special Educational Needs where the Free School is named on the statement, the criteria will be applied in the order in which they are set out below to create the rank order in each group for offering places:

- a). Looked after children and children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order). Such students will be given top priority in each band before the oversubscription criteria is applied.
- b) Nearness to the Free School, as calculated by straight line distance from the pupil's home to 4

points within north west Croydon – with 25% of the remaining places each being filled by children living close to each of the 4 points, with those living closest having priority, whilst maintaining the correct number in each group as identified in the paragraph above; Where a student lives for part of each week at different addresses, the ‘home’ address shall be that address where the student spends the majority of the week. (The rationale for choosing the 4 points is that at the moment they are at a distance from existing schools and as a result policies which use closest to the school gate cause parents to be unable to get their first or second choices for their children. As demand rises they become unable to get places in any of their favoured schools)

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

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

Operation of waiting lists

Subject to any provisions regarding waiting lists in the LA’s co-ordinated admission scheme, the Free School will operate a waiting list. Where in any year the Free School receives more applications for places than there are places available, a waiting list will operate until the end of term after the admission date. This will be maintained by the Free School and it will be open to any parent/carer to ask for his or her child’s name to be placed on the waiting list, following an unsuccessful application. If additional names are added to the waiting lists the criteria set out above will be used to rank them and place them in rank order within the appropriate band adjusting the rank of other children accordingly.

Children’s position on the waiting list will be determined solely in accordance with the oversubscription criteria set out in the paragraph above. Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria.

Arrangements for appeals panels

Parents/Carers will have the right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision of the Free School. The Appeal Panel will be independent of the Free School. The arrangements for Appeals will be in line with the Code of Practice on School Admission Appeals published by the Department for Education as it applies to Foundation and Voluntary Aided schools. The determination of the appeal panel will be made in accordance with the Code of Practice on School Admission Appeals and is binding on all parties. The Free School should prepare guidance for parents/carers about how the appeals process will work and provide parents/carers with a named contact who can answer any enquiries parents/carers may have about the process.

Arrangements for admission to Post 16 provision

The Free School will as students move through the School, operate a sixth form for 250 students. It is proposed that admissions will be co-ordinated within a Scheme published by the Harris Federation for those Academies within its sixth form Federation (details available from the Harris Federation website and known as the Harris Federation Post 16). This includes a common application form which allows students to rank choices of course and enables the Federation to offer a place at the highest available choice of course and Free School site. The Harris Federation Post 16 will publish specific criteria each year in relation to minimum entrance requirements for Year 12 based on GCSE grades or other

measures of prior attainment. The Harris Federation Post 16 will also publish academic entry requirements for each course available based upon GCSE grades or other measures of prior attainment. These criteria will be the same for internal and external transfers and will be published in a prospectus and on each participating Free School's website.

Young people failing to meet the grades for their preferred course option will be offered alternative choices of courses if available. Pupils already on the Free School roll are entitled to transfer to Year 12 if they meet the published standards of entry and there is one of their chosen courses available at their Free School. If there is not they will be considered alongside and equally with external applicants offered a suitable course at another of the federated Free School sixth forms if they meet the admission criteria.

140 places overall will be available in year 12 at Harris Invictus Free School (the year 12 'capacity'). The admission number for year 12 is 30. This is the number of places which will be offered on an annual basis to eligible external applicants. If fewer than 110 of the Free School's own year 11 pupils, transfer into year 12, additional external pupils will be admitted until year 12 meets its capacity of 140.

If Year 12 is oversubscribed then, after the admission of students with Special Educational Needs where the Free School is named on the statement, the criteria will be applied in the order in which they are set out below to determine which student should be given priority for the places available on chosen courses, providing they have met the sixth form entry and course requirements:

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

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

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

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

D7 – Behaviour management, pupil well being and attendance

Excellent Attendance

The Harris Invictus Free School is clear that attendance and punctuality to the School is vital to the well-being and future prospects of all our students. Attendance and punctuality will be intrinsically linked to our School strategy for raising achievement. Harris Academy Purley has developed a robust framework, within which all staff, parents, pupils, carers and external agencies can contribute to the development and maintenance of a learning environment where high attendance and excellent punctuality is the “norm”. Our policies and procedures will be clearly communicated to students, parents and carers and all staff, ensuring consistency in our approach to improving attendance.

The School learning ethos will ensure an environment where students are encouraged to attend regularly and to be punctual because they feel they are making progress, are valued, safe and secure. If lessons are engaging and interesting students will attend well – so an engaging and challenging curriculum and good teaching and learning are inextricably linked to attendance.

As with other Harris Academies a “Student Information Centre” (SIC) will be established, managed by non-teaching staff, who will focus solely on student attendance and welfare. Teaching staff and Leadership will be kept well informed with rich data on attendance. Roles and responsibilities will be very clear in that all staff will be accountable for high levels of attendance and punctuality. We will also buy in the services of an excellent education welfare officer to oversee and train staff and to work with students and families of our most persistent cases of poor attendance. Where support has been offered and improvement is not forthcoming the School will take issue fixed penalty notices and proceed with court action.

Excellent Behaviour for Learning

We will adopt the Harris Academy Purley Culture for Learning Policy and can supply this if required.

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

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

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

We recognise that students do not always behave appropriately, we also know that poor behaviour detracts from learning. Our over-riding principle regarding behaviour is that we will deal with it in a consistent and positive way in partnership with the parents. Our approach to discipline is based on

creating a culture of respect where clear expectations of behaviour are set out with parents and students. Positive behaviour and work will be rewarded simply, clearly and publicly whilst negative behaviour will be dealt with calmly, quietly and consistently according to a consistently applied consequences.

Prior to joining our School, parents of prospective pupils will be required to sign our School Parent Agreement which will include a copy of our Behaviour and Attendance Policy and Code of Conduct and which will also set out our arrangements for safeguarding and promoting the welfare of children who are pupils at the school in line with 3 and 4 of schedule 1 of the Education (Independent School Standards) (England) Regulations 2010.

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

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

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

Anti bullying

We will adopt the Harris Academy Purley pastoral care and anti-bullying policies and can supply these if required. They are set out with codes of behaviour, and the home school agreement, in students' planners. We will implement the successful Harris Academy policy of having older students act as mentors.

Section E: Evidence of demand – part 1

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

If your school is new provision:

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

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

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

	2014				2015			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	180	408		227%	180	408		227%
Year 8					180	408		227%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of demand – part 2

Please refer to pages 27-29 of the 'How to Apply' guidance for what should be included in this section.

E1 Demand

When Invictus applied two years ago their support was for entry in 2012 and 2013. It was also based around a site that is no longer available. This application is based on North West Croydon in the area served by 5 primary schools: Ecclesbourne Primary School; Elmwood Junior and Infants Schools; Gonville Academy; Kingsley Primary School and West Thornton Academy. It will be seen below that [REDACTED] is in negotiation to buy a site near [REDACTED], and while not central to this area it is well placed to serve it. A map is attached at Annex 1.

Croydon Council in their September 2012 Education Estates Report (focused on primary school place planning) includes the fact that birth rates in Croydon have risen by 32% since 2001 (the year of birth of current entrants to secondary school). They also report that in terms of primary places (which will of course feed through into secondary schools) the immediate demand for additional places is greatest in Central and North West Croydon. In April 2012 the Council reported that while work was underway to update projections taking into account shortages in other LA areas which will impact on cross border pressure (Merton Council are forecasting a shortfall of 25FE in the latter half of the decade) from 2015 demand will exceed supply of places and will grow to create a shortfall of places totalling 22 FE across the Borough. This may increase when the update of projections is complete. The Council agreed as a result of this report to provide for 4 FE of additional provision through a competition to create an Annex to an existing school in a former [REDACTED]; and to purchase the former [REDACTED] for a 6 FE school. The remaining 12 FE were proposed by enlarging existing schools between 2016/17 and 2019/20. (None of these proposals are for Harris Federation Academies). This application is for a Free School which we hope Croydon Council will agree may use the former [REDACTED].

Both Invictus and Harris Federation separately have been lobbied by parents who feel that there is a shortage of good schools serving this area of Croydon. To raise awareness of the proposals we have sent out leaflets through 2 of the above primary schools to Year 3,4 and 5 parents and delivered them to homes within 0.5 mile of a third primary school (Gonville Academy). Regrettably two other schools were not prepared to distribute leaflets for us (Ecclesbourne Primary School and Elmwood Junior School).

We have therefore undertaken a poll of a sample of parents of Year 4 and Year 5 pupils at the 5 schools in the first paragraph to determine the demand for a good School and the support for a Harris Invictus Free School in this area. We sampled 297 parents and the summary report of the polling company, Populus, can be supplied on request The key results were:

- The vast majority of parents in north west Croydon say they need more choice of secondary schools (79%), only 1 in 100 parents would disagree.
- More than two-thirds agree there is a 'shortage of secondary schools serving north Croydon' (68%) and less than a third agree with the statement 'there are enough good secondary schools serving north Croydon' (30%).

- Seven in ten parents say they worry about getting their child into a good secondary school (71%) or worry about the distance their child will need to travel to secondary school (70%).
- Four in five parents (85%) are interested in sending their children to the Harris Free School in north west Croydon if it opens in 2014, with 45% saying they are very interested.
- Parents almost unanimously agree with the proposals that the Harris Invictus Free School should combine traditional values with modern pedagogy (99%), to provide extra tuition (98%), and to place special emphasis on developing personal enterprise and self-confidence within the curriculum (99%). The vast majority also support the idea that the Free School should build students' skills to run an e-business (95%).
- Nine in ten parents agree with proposals to provide extra Master Classes to stretch and challenge students (88%) and to have extended hours for children to attend breakfast or evening clubs (92%), though these were two proposals which some parents were undecided about (10% and 7% respectively).
- 96% of parents are supportive of collaboration between the new Harris Free School in north Croydon and other Harris schools in London – supporting the principles and results of the Harris Federation.
- After hearing the proposals, 85% of parents say they are likely to put the new Harris Free School as their child's first choice of secondary school. This indicates that parents are more likely (+6%) to want to send their children to the new Harris secondary school after hearing the proposals (85%, compared to 79% before).

In registering the extent of support for the Free School we told parents that it would:

- Be a Harris Federation school
- Would be supported by Invictus who will have places on the Governing Body and ensure the School meets local needs
- combine traditional values such as good manners, strong discipline and smart uniforms, as well as the best of modern teaching methods and technology
- have a well-rounded curriculum, but there should also be a special emphasis on developing personal enterprise and self-confidence
- provide extra tuition, either in small groups or on a one-to-one basis for children who need it
- equip all students with the knowledge and skills to run an e-business
- open in the early morning so children can come for breakfast and stay open in the evenings for study clubs and activities
- provide Master Classes in Maths, Russian and Mandarin, for those who wish to take

part, to ensure every student is fully stretched

If we apply the percentage support for the Free School from the poll to the total number of children in each year group at the 5 schools then we can predict the number of first choice applications:

School	Entry numbers	First choice Applications – likely at 85%	First choice Applications – very likely at 45%
Ecclesbourne	60	51	27
Elmwood	120	102	54
Gonville	60	51	27
Kingsley	150	128	68
West Thornton	90	76	40
total	480	408	216

This suggests that the School will be oversubscribed and probably will be oversubscribed by at least 2 applicants for each place from these 5 schools only. This result is not surprising to Harris Federation since all of its Croydon schools and its Academy in Merton are very heavily oversubscribed. The average across the Federation is 5 applicants for every place.

Summary

There is clear need to provide more secondary places in Croydon and particularly north west Croydon. There is substantial support for the Harris Federation among parents and a desire for more Harris Schools to serve this area. If the proposal is not successful the expansion of secondary places of 22 FE planned by Croydon (without any expansion of Harris Schools planned at present) will see proportionately less outstanding Harris School places across Croydon for parents to choose. With good marketing the success of the Harris Federation is such that parents will apply for the school in large numbers and it will be heavily oversubscribed.

E2 Marketing

Local context

This Free School is designed to serve north-west Croydon where parents feel there is not a sufficient choice of good schools. This is where INVICTUS is active and able to link the Free School with local community groups, businesses and faith groups.

Engagement with the community is vital for the Free School: The role of INVICTUS in working with the Harris Federation to develop the Free School will ensure that it links well with local community organisations and businesses and designs its curriculum to meet local parental demand. Although there is not a local Harris Academy some parents are successful in getting their children into our Academies in Merton and at Crystal Palace (which both take children from an inner and outer zone so that some pupils come from a distance). The quality of provision in Harris schools is well known and parents are keen to have a much greater chance of their child attending a Harris School. We will make sure that our outstanding record in working with children from deprived backgrounds is well publicised. **While 34% of pupils with Free School Meals or looked after nationally achieve 5 A – C inc Eng and Maths this figure is 56% on average across Harris Federation Schools (so these children are 1.7 times more likely to be**

successful in a Harris Federation school). Marketing the school in the normal Harris Federation approach can be expected to be successful in leading to over subscription (Harris Schools on average have 5 applicants for every place). In the first two or three years we will market the School to parents who attend our open evenings at Harris Academy Purley, Harris Academy Merton, Harris Academy South Norwood and Harris Academy Crystal Palace until it develops a reputation and identity of its own.

INVICTUS will have 3 members on the Governing Body whose role will be to challenge the Free School Leadership to ensure the needs of the local community are being fully met by the Free School's curriculum. They will also link to outside institutions to provide the best business links, to input into curricular and extra- curricular activities to deliver the Enterprise specialism and to meet the identified personalised needs of individual students, where appropriate. Please see INVICTUS statement of commitment below:

"The Invictus School Management Board is proud to stand alongside the Harris Federation in our shared educational vision and values. Our aim is to deliver the wishes of North Croydon parents for an exceptional free school for 11-18 year old boys and girls.

We offer this support because we have been working alongside the Harris Federation and we have visited their schools to see their outstanding success. This support is based on two firm foundations:

- 1. Focus on Learning for the Future - to provide opportunities for pupils that foster innovation, creativity and global focus.***
- 2. Building Confident School Communities through Learning – to provide significant leadership and educational, economic, social, and cultural development of our emerging school communities.***

Like Invictus, the Harris Federation believes in outstanding School leadership to ensure we have modern, dynamic and proven leaders for our pupils. OFSTED have confirmed that Harris Federation has such leadership in every one of their Schools

Like Invictus, the Harris Federation believes in the need to ensure curriculum renewal and more educational options. In short education that whilst effective and engaging is also relevant on the emerging needs of the global economy. The CBI has joined us in making this call in their Report published in November 2012.

Like Invictus, the Harris Federation believes in fair pupil recruitment and retention and an Inclusion First approach. This approach will help us to attract, train, and support highly motivated pupils that will build the sustainable school communities our country needs.

That is why together, parents, pupils and staff will ensure **the Harris Invictus Free School** will be a vibrant learning community for Croydon North. By ensuring flexible and creative approaches to teaching and learning, together we will raise standards for all. "

It will be seen from the poll above that the fundamental drive behind the INVICTUS approach to education – that parents want a school which provides business skills (especially ebusiness skills) and will accelerate learning as well as providing opportunities for sporting excellence – are overwhelmingly supported by parents. They have been fully taken into account in the design of the curriculum and have been further developed by the student achievement recognition system. The admission policy proposed will ensure the Free School is and remains a local school for north west Croydon.

Parental engagement

Together with INVICTUS we have set up a parents steering group of the parents of children who will be admitted to the School in the first two years. They will assist us in engaging with the wider parental body in the area and with local groups. They will develop into a Parent's Panel for the school, with representation on the Governing Body. Meetings of the Panel will be organised on a termly basis. There will be a standing agenda which includes all aspects of community engagement but with an emphasis on sports and employability. The Free School will develop its school development plan in collaboration with the Parent Panel and include detailed targets on which they will report back to the Panel.

We have sent out leaflets through 2 primary schools to Year 3,4 and 5 parents and delivered them to homes within 0.5 mile of a third primary school. Regrettably two other schools were not prepared to distribute leaflets for us. Once approved to proceed we will hold meetings in each of the 5 schools and market these to parents as they collect their children. We will also target retail outlets in the area and organise a campaign through the local press to raise awareness of the issues of rising numbers and demand for good school places.

We will work with INVICTUS, the Council and the parents steering group to put in place a strategy for targeting potential parents and make sure that we particularly cover those of differing faiths and disadvantaged backgrounds. We will visit and arrange talks in faith venues. We will stress the success of the Federation in achieving good GCSE results for children who receive or have received free school meals. In 2012 56% of our children in this category achieved 5 or more A –C grades including English and Maths – over 50% better than the national average of 34%.

Croydon LA and neighbouring schools: The school will engage with the LA on admissions and local initiatives. It will particularly develop relationships with local primary schools to work with them on curricular initiatives aimed at accelerating achievement in Years 1 to 6. The Free School will sit in the middle of a large triangle formed by Harris Academy Merton, Harris Academy Crystal Palace and Harris Academy Purley and will work with all of them to develop curricular initiatives. The Federation is strong in terms of Schools supporting each other and this Free School will be well placed to benefit from that support in its early years. It will be particularly twinned with Harris Academy Purley and the Principal of Harris Academy Purley will work across the two Schools as Executive Principal.

Businesses and business organisations: INVICTUS offers good linkage with new and existing local businesses to build 'social partnerships'. This will benefit the school and wider community, through the creation of training, and employment opportunities, as well as embedding the curriculum in real world situations. INVICTUS aim to develop a forum for local businesses and organisations to engage with students, parents and educators to promote more interaction; building a sense of social responsibility in sustaining local employment. By working

with local businesses and organisations supporting them in developing 'local workforces' this will build better community engagement alongside providing opportunities for cross-sector partnerships bringing investment into the community at large.

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

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

Summary

We will continue to work with and through Invictus to engage with local groups and will build a parent steering group which can assist us to ensure that the Free School delivers what local people want and serves the whole community, including all faith groups, and those who may suffer from deprivation. We have established and will exploit existing successful marketing strategies in our nearby Academies. Harris Federation serves children with measures of deprivation (like qualification for free school meals) well and significantly outscores the national averages in percentage of those groups who achieve 5 A – C grades at GCSE including English and Maths. Once approved to proceed we will be in a good position to engage with local primary schools and will work closely with the other Harris Federation Academies in the area, and of course, especially Harris Academy Purley.

Section F: Capacity and capability

Please refer to pages 30-33 of the 'How to Apply' guidance for what should be included in this section.

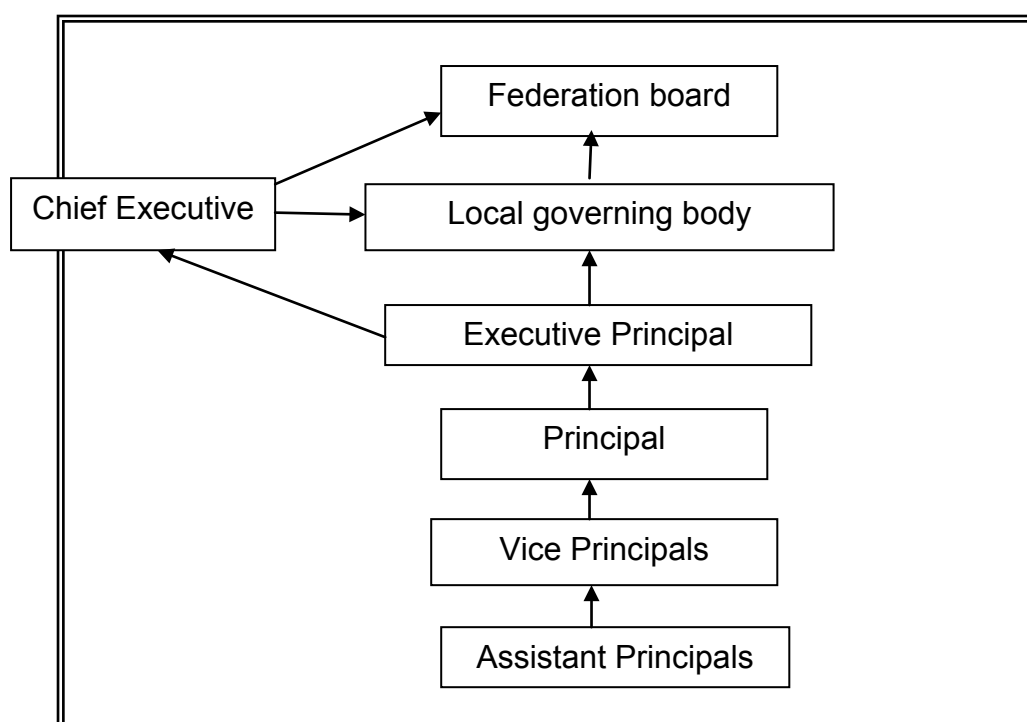
The Harris Federation have in depth experience of setting up new schools and converting existing schools to academies. They have in-house expertise in HR, Finance, Educational leadership, ICT, admissions, marketing and project management (both of building projects and of the process of opening a new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

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 budgets. In practical terms all operating decisions are delegated to the Local Governing Bodies.

The Principal will be held to account by the Federation's Chief Executive and they will both be held to account by the Local Governing Body and the Federation Board. Key KPIs and targets will be set and rigorously monitored (and in turn delegated to the responsible staff) and reported on. If issues arise and are not addressed at senior level the Federation Chief Executive, on behalf of the Federation Board, will intervene to take action. It is clear that the Federation's accountability system is effective given that 80% of Harris Academies which have had a full inspection as a Harris Academy have been judged to be Outstanding compared to 17% nationally.



Governance

The Local Governing Body will be relatively small – probably a maximum of 15 – including staff and parent governors. 8 of these Governors would be appointed by Lord Harris from people he knows are sympathetic to Academies and Free Schools and 3 of the other Governors will be appointed by Invictus. The Invictus governors will provide a link to the community and make sure the Free School is delivering and continues to deliver a high quality of provision for the local community. A Steering Group would be formed to take key decisions until the Local Governing Body begins to operate just under 2 terms before opening. The Federation is experienced in training Governing Bodies and ensuring that Governors take on the key roles of monitoring and challenging the senior staff of the free school to deliver an outstanding school. It is also experienced in making sure that the local governing body maintains and acts on a risk register. We may, as we have been doing elsewhere, have some common Governors for both the Free School and Harris Academy Purley, since this will help to embed the systems and successes at Harris Academy Purley in the Free School and mean we start the Free School with a core of experienced Governors.

It is important to be clear that roles, responsibilities and authorities are very different in the Harris Federation than in a stand-alone free school or academy. In this instance the Chief Executive has the role of true Chief Executive – being the Federation Board’s chief operating officer and holding Principals to account for the performance of their schools. The Chief Executive is also the lead professional in the Federation and carries the Board’s authority in agreeing targets with the Principals and holding them to account for performance. Equally though he is held to account by the Principal Sponsor, as Chair of the Federation Board if performance drops at any Academy or Free School. The success of this model of governance and accountability cannot be challenged given the excellent performance of the Federation.

Education preparation

The Federation will not appoint a Principal until nearer the opening date but will second one of their existing Principals to lead the educational planning. This is a system well developed now when they are preparing to open new Academies whereby an Executive Principal from an existing Academy oversees and leads on development of the educational offer.

The educational leadership and drive to set up the Free School will come from [REDACTED] We have found that having an Executive Principal leading and mentoring an Associate Principal enables us to allow our good Vice Principals to take the step up to Principalship with support and mentoring and allows them to grow into the role. She will be able to dedicate a day and a half a week to the Free School during the preparation stages increasing this to half time when it opens. She will be supported by the Federation’s subject leaders in Maths, English and Science and will use the existing specialist support services in her own academy to prepare materials and policies.

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

[REDACTED] will have regular reviews with [REDACTED] of preparation and readiness to open.

Financial

██████████. We operate a system of using our most experienced accountants on new schools and once we have them operating soundly move them to new accountants we recruit and train up.

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

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

Other Expertise

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

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

The Federation has a very experienced ██████████. We have actually recruited a replacement ██████████ so ██████████ ██████████. They are assisted by a Project Manager and again the resourcing is sufficient to deliver the projects for new academies and free schools currently planned. If required the Federation has good relationships with project management companies like ██████████, ██████████, ██████████ and with individual project managers so can call down additional support on a short term basis if required.

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

Project Management and Team working

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

INVICTUS have identified local professionals who will give time to working with ██████████ in ensuring the educational offer will meet local needs and linking to community resources – and we will set up focus groups to support key areas of activity as required.

The Federation has a contract in place with ██████████ to provide marketing expertise and support and ██████████ of ██████████ is already heavily involved in the project, as well as helping the Federation with PR more generally.

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

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

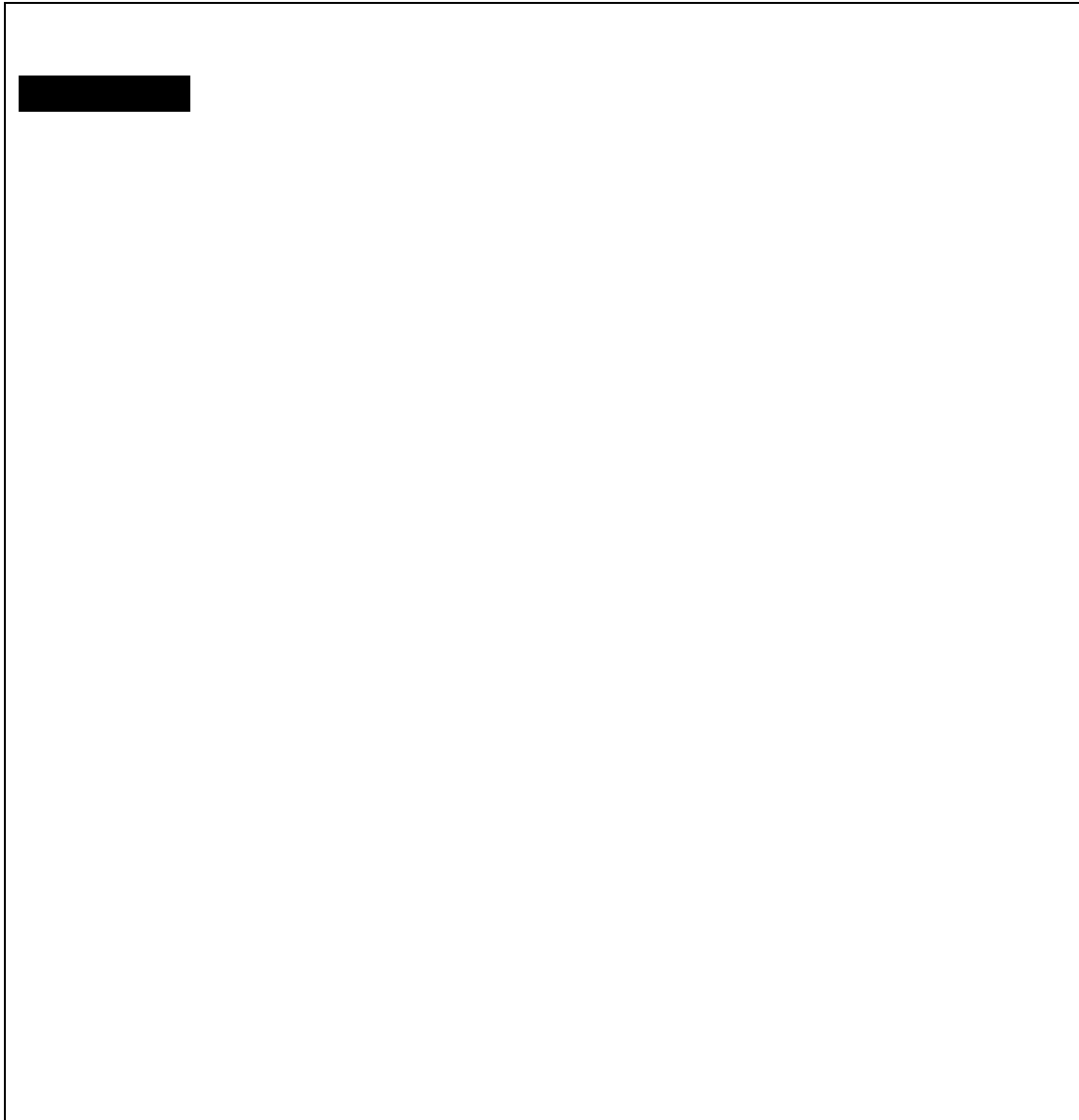
Recruitment

As set out above the Associate Principal will not be recruited to start until 2 terms before opening but [REDACTED] will put in place preparations for opening until the Principal starts in post. Recruitment would be planned early in the Autumn Term 2013 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 positions. The Federation will put together a recruitment strategy and programme not only for the Principal but for other senior staff, all teaching staff and support staff. The Federation has recently implemented such a strategy for Chobham Academy and begins a major recruitment drive in the Spring before the Academy opens in September 2014. Once appointed, and before starting, the Executive Principal will involve the Associate Principal elect in key decisions, and after appointment commences will oversee the establishment of the Free School for the first few years.

The Federation will recruit Governors in Spring 2014, but will start with 5 or 6 experienced Governors from Harris Academy Purley as well as the 3 Invictus Governors, ensuring that a relatively small number of new Governors will need to be recruited. .

Section G: Initial costs and financial viability

Please refer to pages 34-38 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.



Section H: Premises

Please refer to pages 39-40 of the 'How to Apply' guidance for what should be included in this section.

Although it will require discussion with and agreement by [REDACTED] if the Free School is approved to move forward, our preferred site is the former [REDACTED] on [REDACTED] Croydon, close to [REDACTED]. Please see map attached to this application at Annex 1.

[REDACTED] have recognised the need to acquire additional sites for secondary schools in the Borough and have set aside a budget of [REDACTED] to acquire the former [REDACTED]. Their report in April 2012 identified this site as suitable for 6 FE secondary school with a 180 place sixth form. They will of course not enter into negotiations to lease the site until a Free School bid is approved but have indicated that they would be prepared to provide the site for a Free School.

If this site was not agreed then we would be looking to find a site in [REDACTED]. There are good opportunities in office accommodation in Croydon although play space would be difficult to provide.

Annexes

The annexes:

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

Annex 1 PDF – map showing the proposed site and the primary schools where our survey of parents was carried out.

Annex 2 – senior staff responsibilities at full staffing



	Principal		Vice Principal	Vice Principal		Assistant Principal Sports/Perf.Arts Faculty	Assistant Principal Mathematics/Art/D&T Faculty	Assistant Principal Communications Faculty	Assistant Principal Science/Business/ICT Faculty	Assistant Principal		Extended ST	
												SENCO Director of Resources	
Line Management	Vice Principals		Assistant Principal	Assistant Principal		SUBCO PE	SUBCO Mathematics	SUBCO English	SUBCO Science	SUBCO Inclusion		Classroom Support/EAL Co-ordinator	Premises Manager
	Director of Resources		Assistant Principal	Assistant Principal		SUBCO Performing Arts	SUBCO Art	SUBCO Humanities	SUBCO Business/ICT	Literacy Coordinator			Office Manager
	Network / ICT Manager		Assistant Principal	Attendance Manager				Library	Exam Officer				Finance Officer
	Data Manager		Transition Co-ord	Post 16 Non-Faculty Subject Teachers				Student Services Seclusion Officer	Reprographics				
	Admissions Manager		Cover Supervisors	SENCO									
Maintenance	Equal Opps		Schemes of Work	Staff Induction		Parent Council/ Prefects	Y10 Work Experience	Uniform	Homework	Student Council		Tracking EAL/SEN	Census
	Press		Cover Educational Visits	Evacuation Procedure		Parents Evenings/ School Events	Newsletter	Tutor Programme	Displays				
			Duties	Website Maintenance		Assemblies Student Planners	Staff meetings						

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