

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"/>
It was agreed in last year's applications that Harris Federation did not need to do this as an accredited Sponsor		

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, an 11-18 school in northwest Croydon, plus an all through 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 Westminster School who will be partners in opening and supporting the Free School. We have agreed Heads of Terms whereby they will appoint 3 Governors to the LGB, including the Chair, and will provide specific support. They will also facilitate links to universities and to alumni of Westminster School. We have developed all the educational plans in agreement with them through a detailed engagement, and have modelled the provision on their sixth form at Westminster. Harris Federation however will have control of the LGB and of the operation 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. To be nominated by Westminster School.

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"/> Yes Using this slot to register Westminster School's involvement in the project
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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. <p>Westminster School; Charity commission number – 312728; DFE number – 213/6047. They will act as partners assisting the Federation in setting up the Free School and in particular ensuring the academic quality of the sixth form teaching, the creation of cultural capital for the students and the preparation of the students for successful applications to the best universities in the UK and abroad. They will have an on-going quality assurance role and it is planned that the Free School will develop a number of direct links with Westminster School.</p>
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.	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:
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

**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: (hard copy signed)

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 Westminster Free School for Post 16
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 16-19
4.	Date proposed school will reach expected capacity in all year groups:	2016
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:	No preferred site but would like to establish in potential spare space in [REDACTED] in Westminster
12.	Please tell us how you found this site:	N/A – [REDACTED]
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:	Westminster and nearby areas... needs to be close to a transport hub serving north and central London and within easy reach of Westminster School

15.	Local authority in which the proposed school would be situated:	Ideally Westminster
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Will attract students from a number of LAs – see demand section.
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.

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

The proposal is to establish a new Post 16 provision for academically able and committed pupils, from low income families. The curriculum model, pedagogy and practice, so successful at Westminster, will be used alongside the Harris strategies for raising aspirations and transforming ethos with disadvantaged pupils. We aim to fuse the DNAs of two very successful, but very different models for delivering a first class education, creating a unique educational model. By doing this successfully we will deliver a much needed opportunity - a highly academic education for up to 500 London Pupils, from disadvantaged backgrounds. We will challenge them intellectually not only to achieve highly in A-levels but to develop into well rounded individuals ready to continue their studies successfully at the best universities in the UK and abroad.

Harris Westminster will be a vibrant learning community in the heart of London serving a wide catchment, focused on targeting areas where there is high deprivation. The key drivers for success will be an uncompromising focus on academic subject excellence and development of each individual pupil's intellectual and cultural capital, alongside explicit strategic interventions determined to raise aspirations and transform the life chances of some of London's brightest Scholars. This is a unique partnership: Westminster School a highly successful, and arguably the most successful, private school in London, with Harris Federation a leading, and arguably the leading, Academy group, with an unrivalled track record in achievement and in running outstanding schools. The Harris Federation asserts that it is greater than the sum of its parts and the aim here is to create a new Free School that will be greater than the sum of its sponsoring partners.

The Free School will operate as a full member of the Harris Federation. It will be free standing and funded under the Federation's Master Funding Agreement so that lines of accountability to the DFE will be clear and unambiguous. Harris Federation will appoint the majority of Governors, but a number of places on the Governing Body will be selected by the Westminster School Governing Body and the Chair of Governors will be a Westminster School nominee.

Harris Westminster Free School will benefit from the extensive resources available to ensure a rapid and smooth transition, including the unique "Harris in a box" resource bank for establishing successful schools alongside a team of key staff with a proven track record to support on implementation and create capacity. Westminster School will be a committed partner and will share their expertise in curriculum provision, pedagogy and practice for the most able pupils. Harris Westminster Free School pupils will benefit immensely from the opportunities to develop their own intellectual, social and cultural capital which will be crucial to their success in gaining access to the best universities. This unique combination of two forward thinking and highly successful trusts, will ensure Harris Westminster Free School is at the cutting edge of educational reform.

Key Features of Harris Westminster Free School:

Harris Westminster Free School

“Leading transformation in London Schools”

A Harris Westminster Free School Teacher:

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

A Harris Westminster Free School Pupil:

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

- The taught curriculum will mirror the Westminster offer, facilitating subjects, longer school days including Saturdays and an emphasis on leaning beyond high achievement at A-level.
- A unique co-curricular provision will be a compulsory part of the school week. Taught by teaching staff, it will raise aspirations and develop the intellectual and social capital of our Pupils, to prepare them for application to the best universities in the UK and abroad.
- The organisational structure will ensure the expertise available from Westminster and Harris staff can be harnessed throughout the year. This may be through secondment of key leaders, recruitment support, subject support and training, quality assurance and sharing of resources including good practice.
- The structure of the provision will also create a range of opportunities for students from Westminster School to work alongside students from Harris Westminster. This may be in competitive events like sports or debating, but could also be in mentoring projects that will support the development of a range of skills for example public speaking. The opportunities for both groups of pupils to learn about “differences” and gain different perspectives of the world will be extremely beneficial.

- Outstanding outcomes will be evident for all groups of Pupils regardless of gender, disability, ethnicity, deprivation indicators, or any other personal circumstances that may create a barrier to learning. The demographic profile of the cohort will mean a commitment to support Pupils through any barriers to learning that present themselves.
- All Pupils would be expected to apply for the best universities. They will be supported to prepare for interview and a key measure of success would be the offers received by each individual Pupil.
- Traditional high standards of good behaviour, smart uniform, courtesy and care for others will be the expectation for all, both in the School and the local community.
- Pupils attending Harris Westminster will be offered a wide range of opportunities to broaden their horizons and prepare them for university life, as well as careers as professionals in the future. We recognise that these young men and women will not necessarily have the “cultural capital” to feel comfortable and confident in these situations and there will be leadership programmes in place to ensure this possible barrier to success is not an issue.
- We will create the foundation for a powerful Alumni group, which will be critical for the future success of Harris Westminster, plans to establish this will begin before opening. We will actively seek support and sponsorship from interested individuals or groups that are keen to be involved in this unique project, promoting social mobility for a significant proportion of London’s brightest young people. Initially, we will be raising funds for establishing a Library that will sit at the heart of the new school and will represent Harris Westminster as a serious centre of learning in the heart of the London community.

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
Year 12		250	250	250	250	250	250	250
Year 13			250	250	250	250	250	250
Totals		250	500	500	500	500	500	500

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.

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

This provision is intended to make a significant difference in the number of London pupils from disadvantaged backgrounds applying to and gaining places at, top universities. We will be attracting the most able pupils from a background of disadvantage, who would not normally be exposed to the academic rigour of an independent school style sixth form. The challenge is to stretch such pupils academically while giving them the cultural capital and intellectual capacity to be successful in the application process, gaining access to the best universities in the UK and abroad.

By mirroring the Westminster subject curriculum, we will ensure academically able pupils have access to the best tried and tested schemes of work, teaching resources and pedagogic practice available, resulting in high attainment for all pupils.

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

Our provisional blocks are shown below. Only classical languages are missing, which may be added in future years. Whilst RS, Art and Drama and Theatre Studies have been added as a 4th option to add greater breadth.

Block A	Block B	Block C	Block D
Art	Biology	Art	Biology
Biology	Chemistry	Biology	Chemistry
Chemistry	Drama and Theatre Studies	Chemistry	English Literature
English Literature	English Literature	Drama and Theatre Studies	Economics
Economics	Economics	Economics	History
French	History	English Literature	Maths
Maths	Maths	Maths	Geography
Further Maths	Geography	Further Maths	Spanish
Physics	Physics	French	Physics
Religious Studies	Spanish	Physics	Religious Studies

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

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

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

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

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

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

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

D2 Set out a viable curriculum plan with appropriate focus on breadth and balance, core areas of learning, and calendar and timetable:

The Harris Westminster Curriculum will mirror the Westminster curriculum. There will be 36 timetabled lessons. 32 will be subject based, 2 will be options choices and 2 will be cultural perspectives. Lessons will be taught in blocks of 40 minutes. There will be some double lessons. There will also be two afternoons allocated to sport.

Timings of the School Day

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

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

Wednesday and Friday: Tutorial/Assembly (9-9.20) Period 1 (9.25-10.05) Period 2 (10.10-10.50) Break (10.50-11.15) Period 3 (11.15-11.55) Period 4 (12-12.40) Lunch (12.40-1.55) Period 5 (2-2.40) Period 6 (2.45-3.25) Period 7 (3.30-4.10)

Saturday: Period 1 (9-9.40) Period 2 (9.45-10.25) Period 3 (10.30-11.10) Break (11.10-11.35) Period 4 (11.35-12.15) Period 5 (12.20-1)

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

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

- Student Commission events
- Maths and Science competitions
- Opportunities to hear external speakers
- Invitations to musical, drama and sports events
- Sporting competitions
- Debating competitions
- Art exhibitions
- Ambassadors to secondary schools

Pupils will be taught in class sizes of 16 - 20. There may be some setting in Maths and Sciences if there is more than one group in a block, but mainly pupils will be taught in mixed ability groups. Pupils will choose 4 subject options of A-level or PreU. (see blocks in D1)

We will use the same exam specifications as at Westminster School, which will ensure that standards of academic performance and intellectual enquiry are comparable. This will additionally create the greatest benefit for staff across the two schools, with opportunities for colleagues from the same subject area across the two schools to work together, discussing and sharing teaching ideas and resources. Examination specifications outlined below:

Board	Subject
CIE	Geography
CIE	Pre-U Literature in English
CIE	Pre-U French
CIE	Pre-U Spanish
CIE	Pre-U Art
EDEXCEL	Chemistry
EDEXCEL	Drama
EDEXCEL	Economics
OCR	AS/A2 Mathematics
OCR	Further Maths
OCR	Biology
OCR	History
OCR	Physics
OCR	Religious Studies

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

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

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

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

- Opportunities for students to engage in altruistic ideals.

Examples of planned taught programmes

Cultural Perspectives (2x40min compulsory)	Options x 6 per year (2x40min compulsory)	Tutorial (as above)	Other (as per calendar)
<p>A programme integral to school week taught by teaching staff. Designed to look at comparisons of the ways in which cultures differ. A course that gives pupils a greater global perspective. Speakers, debates and visits as well as practical advice through a series of “how to courses”:</p> <ul style="list-style-type: none"> • Theatre • Art gallery • Restaurant • Musical appreciation • Personal Finance • Law • Compare and Contrast Media sources • History of Art • Cultural London 	<p>Choice of 6 Options throughout the year delivered by teaching staff (To be agreed once teachers appointed) Eg.</p> <ul style="list-style-type: none"> • Mathematical Modelling • ICT in the 21st century • Forensic Science • Genetics • International Politics • Global Economics • Nationalism v regionalism • Introduction to Western Philosophy • Geopolitical issues • Macro economics • Science and ethical issues • Asset Languages • Classical Civilisation <p>There will also be a programme of visiting speakers that will, in a majority of cases, link to the options programmes on offer.</p>	<p>Harris Westminster “creating the ethos”</p> <p>Presentations from pupils (recorded)</p> <p>Interview practice</p> <p>Writing an academic essay</p> <p>Socratic circles, debating</p> <p>UCAS application Process</p> <p>Learning commission</p> <p>Developing analytical skills</p>	<p>Visit to a university</p> <ul style="list-style-type: none"> • Harris Manchester (Residential) • Kings College • Imperial College • Oxbridge <p>Sporting competitions</p> <p>Visits to London Theatres, galleries, Museums etc.</p> <p>Mentoring</p> <p>Work shadowing</p> <p>Preparing for interview</p> <p>Practice interviews for university</p> <p>University testing</p> <p>Learning Commission events</p>

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

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

Pupils will belong to one of 4 houses and there will be 8 tutor groups of 16 - 17 pupils in each, 4 in year 12 and 4 in year 13.

A House	B House	C House	D House
4 x Yr 12	4 x Yr 12	4 x Yr 12	4 x Yr 12
4 x Yr 13	4 x Yr 13	4 x Yr 13	4 x Yr 13
125 Pupils	125 Pupils	125 Pupils	125 Pupils

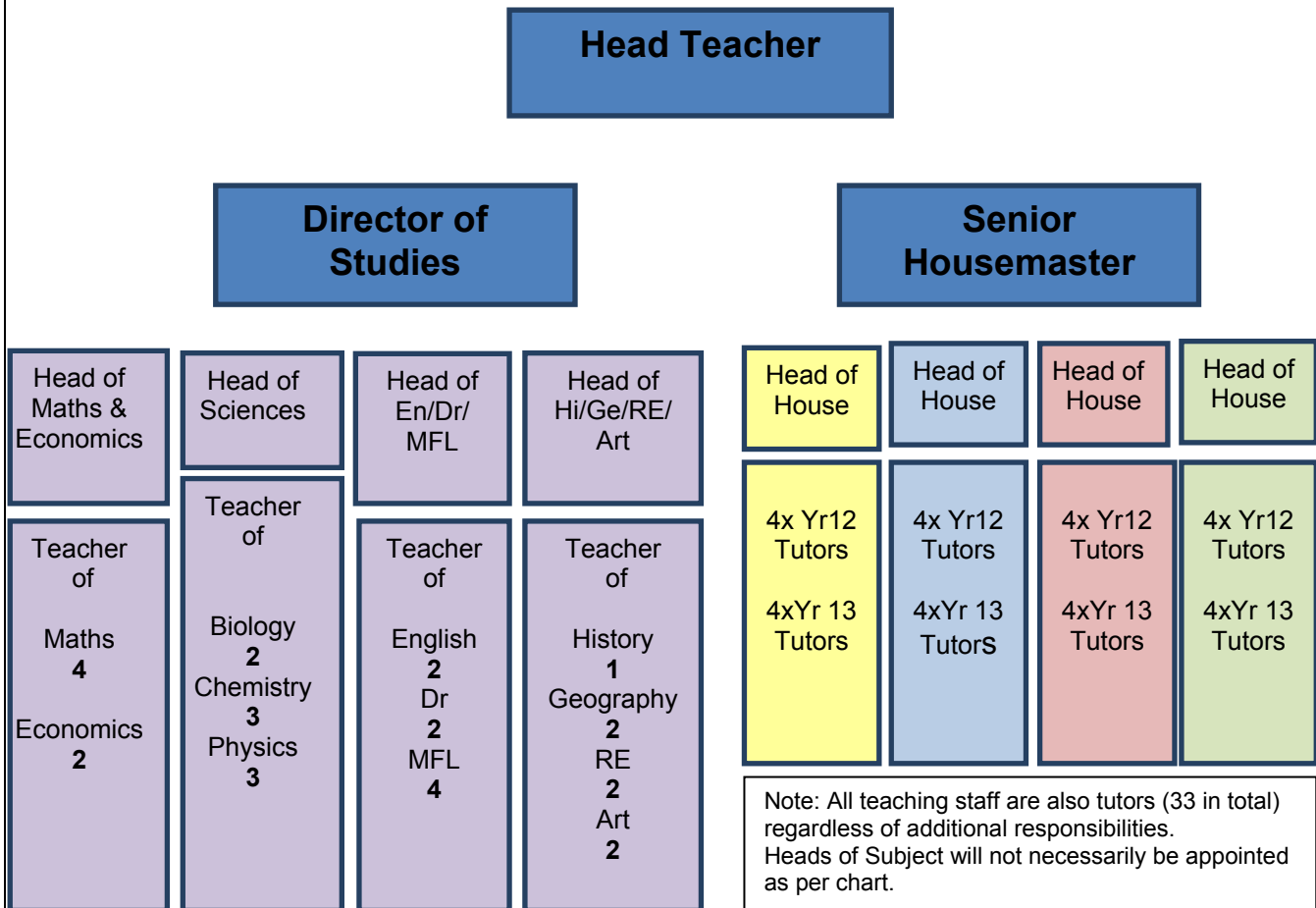
The role of the tutor will have exceptional importance at Harris Westminster. They will each take a keen interest in their tutees throughout their time at the school, ensuring the needs of each individual are met so that they can achieve highly, but also to make sure every pupil enjoys their time at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

The House structure will allow for the development of a house identity within the School and careful thought will be given to naming the Houses. The House structure will foster a competitive spirit and a sense of pride, both of which will be a crucial part of creating the ethos required from the first day of opening. There will be regular competitions between houses. This could be in sporting activities or debating, as well as for gaining half termly prizes for essay writing or ambassadorial success, all of which will be celebrated at House assemblies held weekly.

Each House will be led by a Housemaster (this term throughout is used to mean a person of either sex). He or she will be responsible, with the tutor, for the welfare of all pupils in the eight tutor groups which form the house. Any concerns about a pupil's well being will be brought to the attention of the Housemaster, ensuring good communication and a swift resolution of any issues. The four houses will be led by a Senior Housemaster who will be responsible for the curriculum beyond the subject, as well as the ongoing welfare of all the pupils in Harris Westminster.

D3 Show how your staffing structure will deliver the planned curriculum

The organisation chart below shows the planned staffing structure for Harris Westminster School by the end of the 2nd year.



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

A Head Teacher will be appointed by the Governors, to take up post in January 2014 and will be available for the staff recruitment process. In the first year, a choice will be made on either a Director of Studies or a Senior Housemaster who will complement the Head Teacher's background, which will allow for the limited budget to be spent on ensuring a proportion of experienced subject leaders and Heads of House are recruited, as well as highly qualified subject teachers. This strategy will also allow for clear succession planning which will ensure we retain our best staff. It will be extremely advantageous during the first year, to fill some leadership vacancies with Westminster and Harris staff, to create the ethos required for success. The Headteacher in the first year will cover the responsibilities of the senior post not yet recruited.

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

YEAR 1						
Subject	AS/Pre-U	'Cultural perspectives'	'Options'	Total	Divide by 26	FTE required
Art	16	2	2	20	0.8	0.8
Biology*	32	2	0	34	1.3	1.6
Chemistry	32	0	2	34	1.3	1.6
Drama and Theatre Studies	16	2	2	20	0.8	1
Economics	16	2	2	20	0.8	1
English Literature	32	0	2	34	1.3	1.6
French*	16	2	0	18	0.7	1
History	16	2	2	20	0.8	1
Maths*	48	2	0	50	1.9	2
Physics	32	0	2	34	1.3	1.6
Geography*	16	2	0	18	0.7	1
Spanish	16	2	2	20	0.8	0.6
Religious Studies	16	2	2	20	0.8	1
Total:	304	20	18	342	13.2	15.8

The model above shows a need for 13.2 teachers to cover the taught curriculum. This is based on only 26 teaching periods (72%) which allows for teachers to deliver additional study clinics and/or sport along with other enrichment activities, which will take contact time to approximately 80%. However recruitment of 16 teachers will be required to cover the subject offer and introduce the breadth required. Where there is surplus non-contact time, help can be given to our Post 16 groups in other academies, with Harris Westminster staff offering master classes and tuition to schools wishing to buy in this service. There are several instances where the recruitment of part time staff will be required to achieve value for money and our research shows us that there are several experienced high quality teachers who are looking for this as an option, however part time teachers are not always the best option for flexibility in timetabling or for tutor support. A preferred option would be to recruit our own university graduates direct and train them through our teaching school programmes that are quickly becoming established, teachers training through this route will have a 0.6 timetable and there are many advantages to “growing your own” teaching staff.

Final staffing will be dependent on student option choices which will be finalised in February 2013. Initial indications show maths and sciences will be popular choices whereas languages may not be viable, although community languages may become an option.

An identical model will feed through to year 13 as it is anticipated that numbers of students dropping out will be negligible. The same assumptions will apply as above, however we would expect our master class options to have become popular by that time and excess staffing needed to cover the subject offer will be used to support A-level groups in other schools. This will represent good value for money but also ensure positive partnerships with other schools in London which will increase Harris Westminster’s opportunities of recruiting students for future years.

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

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

If we look in detail at the curriculum model that assumes only 80% of the predicted cohort of 250 is recruited (see Finance narrative), this situation is more difficult to manage but can be made viable. The model below assumes some groups have been cut in year 12 and therefore the number of teachers is reduced overall by just under 20%. Group sizes could be slightly larger than the 15-16 which would be optimal.

Curriculum model for year 2 (assuming 80% capacity)

YEAR 2							
	AS/Pre-U	A2/Pre-U	'Cultural perspectives'	'Options'	Total /36	Div by 26	FTE required
Art	8	8	4	4	24	0.92	1
Biology	32	32	0	4	68	2.62	3
Chemistry	24	24	2	2	52	2.00	2
Drama and Theatre Studies	8	8	4	4	24	0.92	1
Economics	16	16	4	4	40	1.54	1.6
English Literature	32	32	4	4	72	2.77	3
French	8	8	4	2	22	0.85	1
History	16	16	4	2	38	1.46	1.4
Maths	48	48	4	2	102	3.92	4
Physics	24	24	0	2	50	1.92	2
Geography	8	8	4	4	24	0.92	1
Spanish	8	8	4	2	22	0.85	1
Religious Studies	8	8	4	4	24	0.92	1
Total:	240	240	42	40	562	21.6	23

A variety of curriculum models alongside staffing options have been analysed and costed. The above tables just show a snapshot which is reflected in the financial plans. We are confident that we will be able to ensure Harris Westminster is a financially viable school even without any additional sponsorship - which we also feel confident is available.

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

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

Westminster and Harris have both agreed to support curriculum delivery in a wide range of ways. Both have access to a wide and exceptional range of expertise and resources and both are committed to the success of Harris Westminster and will endeavour to make available the best of these, to ensure the success of this unique enterprise. This support will include:

- Access to tried and tested schemes of work and teaching resources;
- Examination expertise including moderation and marking;
- Establishing a “cloud” for staff and students to access materials, through the VLE;
- Sharing of successful pedagogic practice;
- Peer observation and team teaching opportunities;
- Attendance at subject meetings across sites;
- Access to subject INSET and conferences;
- Master classes and exam preparation for pupils;
- Support with teacher recruitment and induction;
- Support with student recruitment and induction.

D4 Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met. Ensuring the needs of all pupils are met:

Harris Westminster pupils will come from a wide catchment area, a wide variety of backgrounds and will have varying degrees of “disadvantage”. Regardless of demographic profile or learning style, we will want to ensure that we can meet the needs of all of our pupils when they arrive, however, we will also seek to ensure that potential pupils have the support they need to apply for a place at the school and that any economic or social barriers are removed, to enable applications to be made by all pupils who aspire to attend the best universities. The Senior Housemaster will be responsible for ensuring all specific needs are met: this includes disability, special needs, language, financial and emotional needs.

As the school will be located in Central London, there are likely to be a number of pupils with English as an additional language and we will need to ensure that their standard of English, both spoken and written, is not a barrier to progression to the best University places. This is likely to require additional support from an English specialist. We will also need to offer teaching to support the improvement of GCSE grades in English Language. We would aim for all pupils to achieve at least a grade B at GCSE. We would plan for pupils with EAL to be supported to improve any grade below this during year 12.

The School would be open to applications from pupils with special needs who are able to meet the entry criteria. We would expect a proportion of these pupils to have specific learning difficulties, for example, autism or dyslexia. The provision of support to these pupils to achieve A/A* grades, as well as to develop the intellectual and social capital to compete for places in the best universities, will be very important to us. Westminster School and the Harris Academies have a wide range of successful support strategies that can be used to ensure these pupils are as successful as their peers.

Pupils from homes where there is financial or social challenge may well need additional support from Harris Westminster. Both teaching and support staff will need to be well informed about any potential barriers to underachievement; and advice, information and guidance strategies will be very clear and consistent. We have mentioned above that the Library will be open until 9pm each night to allow for homework to be completed. This will be important for many of our students who will not have access to suitable study areas at home.

The SEN code of practice for Harris Westminster will be modelled around the new proposals for reform “progress and next steps”, due to be confirmed for September 2014. It is unlikely that any specific educational need or disability would be unidentified before arrival to Harris Westminster and all identified needs would be met by the school from day one, with individual education plans in place, including practical teaching strategies to support learning. Both Westminster and Harris Federation have a strong track record in meeting the needs of these pupils and are absolutely committed to equality of opportunity for all. We recognise that it is likely that during the two years our pupils are with us, there will be a proportion affected specifically by situations that may occur: a death in the family, a family crisis, homelessness, mental health issues or serious health problems. The School will have access to a team of professionals and will set up an early intervention plan to ensure these potential barriers to learning are addressed successfully.

The use of ICT to support good learning is crucial and can support staff and pupils in a variety of ways. The development of a Harris Westminster “cloud” set up by Harris Federation will make appropriate information and resources immediately accessible for staff and pupils. As well as lesson resources and materials for pupils, there will also be more innovative ideas incorporated, including pod-casts from teachers to support learning, blogs to follow up on debates and talks attended. A twitter feed will be established to give up to date information about events, expectations and successes.

Another area of importance will be communication with families. It will be important to inform parents of how to best support their sons and daughters with their studies and their application to the wider curriculum. Parents are unlikely to have attended university themselves and will need to be well informed on the process at all stages. This must include establishing a strong relationship between parents and each pupil’s tutor, parents’ information and consultation evenings and the offer of a visit to a local university. There will also be occasions where family relationships breakdown and there are likely to be times when our pupils can no longer stay in the family home. We will have systems of support for helping our young people to stay safe in these circumstances and ensure that they can continue to focus on their studies.

D5 How will our definitions and measures of success deliver our aspirations for pupil achievement:

An entry requirement of at least an A for subjects studied, would mean that all pupils would be expected to attain at least B grades with a majority securing A grades at AS and a high proportion going on to achieve A*(or PreU equivalent D1 and D2) at A2. These outcomes will stretch academic expectations and will greatly increase the likelihood of an offer from good universities. Targets include:

- 80% of pupils achieve A/A* grades in at least 3 A-levels
- 10% of pupils achieve PreU D1(above A/A* grades)
- 100% of pupils achieve at least a grade B in GCSE English (EAL)

In order to achieve this level of academic success, pupils and staff will need to set high expectations from the first day of the academic year. The schemes of work and resources will be in place to secure success. Talented staff will be recruited to deliver the subject knowledge, skills and understanding required to stretch and challenge all our pupils to achieve their full potential.

Teachers will be well coached by Westminster and Harris colleagues, who will give support where required. This could be in the form of coaching conversations, invitations to subject meetings, moderation of pupils work, involvement in key discussions about subject specific developments, peer observations of lessons or, on occasion, team teaching. The rigour with which pupils apply themselves to their studies will be extremely important. The use of private study and independent learning skills will need to be taught by staff at the new school, as pupils will not necessarily

recognise the difference in level of intellectual challenge between GCSE and A-Level. Pupils will need to understand that they will not be able to catch up easily if they fall behind and they must appreciate the rigour required for success at this level. Additionally, pupils will be encouraged and guided to seek help to close any gaps in understanding and to resolve deficiencies in the successful application of materials to examination questions.

Initially, Year 13 pupils from Westminster school will support and mentor Year 12 pupils at the new school, helping them understand the expectations of their application to studies, facilitating their access to learning resources and giving advice and guidance on preparation for UCAS applications. In future years, Year 13 pupils from Harris Westminster will take on this role.

In addition to examination success, all pupils would be expected to apply to the best universities for their chosen courses. They will be supported extensively throughout the whole university process, discussing options, completion of UCAS forms, interview practice (mock interviews), and university preparation classes in readiness for interviews and aptitude testing (BMAT, TSA etc.). We would expect 100% of pupils to receive an offer from at least one good university of their choice

Our pupils will not only be competing with pupils who have achieved A*/A grades but many of them will also have had opportunities to develop their intellectual, social and cultural capital over a number of years. In order to prepare our pupils for interviews at the best universities, the best careers and to “fit in” to a world they may not be accustomed to, we will need to deliver an innovative programme that will accelerate pupil’s spiritual, cultural and social development.

The impact of the options programme and the cultural perspectives programme must also be assessed and we will use staff and pupil questionnaires to monitor the success of these programmes alongside the SMSC programme. Additionally, we will film interviews with pupils, including a short presentation at the start of the term which will be used to set targets for improvement. We would secure an external mentor for each of our pupils to carry out the interview and give feedback. The mentor would then communicate regularly with their mentee to encourage and receive feedback on a series of experiences to broaden horizons that would be set for each pupil to achieve during the academic year. Mentors should ask challenging questions and stretch the thinking of pupils in response to their experiences. These challenges will link closely with our options and cultural perspectives programmes, as well as our tutorial programmes. They may include visits to the theatre, the ballet or opera, art galleries, key landmarks in London, as well as evaluation of newspapers and musical appreciation.

There will be a robust monitoring, evaluation and review policy and this will link directly with outcomes for pupils and the school’s performance management policy. Lesson observations, work scrutiny and tracking of pupil’s progress will be reviewed half termly, with strengths and areas for improvement succinctly identified. A rigorous plan will be in place for the next 6 weeks and a 6 weekly cycle of improvement will quickly be embedded that will ensure rapid linear improvement.

The Governing Body will meet termly and the Head Teacher will present an executive summary of the progress towards targets. The ultimate measure of success will be progression rates to top Universities at home and abroad. Progress towards this will be measured through:

- Pupil subject achievement.
- Pupil attendance and punctuality.
- Quality of teaching.
- SMSC outcomes tracked by tutors (presentations, debates, essays, contributions).
- Interview and mock interview feedback.
- Applications to universities.
- Offers by universities.
- Acceptances at universities.

The expectation would be that the Governing body both support and challenge the work of Harris

Westminster. As well as the reports from the Head Master, regular visits to the School, including discussions with staff and pupils, will increase their ability to call the leadership team to account, as well as support them in the task of creating outstanding provision.

Assessment for learning will be ongoing in every lesson, based on clear learning objectives for each pupil and on the examination specification for A/A* grades. Feedback to pupils will be both oral and written and there will be an ongoing synergy between pupils and teachers that will inform planning, intervention and progress, in a way that ensures all pupils are on track to meet their target grades.

There will be regular, more formal, written assessments that will be used to track progress and will inform leaders in the school about progress in all subject areas. Both Harris and Westminster will have teaching staff available to intervene in the unlikely event of any underachievement. These formal assessments will be used to complete half term reports to pupils/parents/carers, where there is any underperformance pupils and their parents (where possible) will be asked to meet with tutors or subject teachers to agree a joint way forward at an early stage.

Tracking progress in SMSC outcomes will be more challenging but we would expect to see evidence of an ethos developing in line with that at Westminster, which would become a benchmark for success in this area. This would be alongside observation around active engagement during activities, feedback from mentors on communication skills, quality of essays submitted and comparison of video interview and presentation at the end of the academic year.

Parents' views will of course be very important to us. We recognise that a proportion of parents will be very keen to be involved in the life of the school and we will welcome this through establishing a parent council, who will meet regularly with the Head Teacher and support the school by evaluating where we are being successful and what can continue to be improved. There will also be at least one parent elected onto the Governing Body. A proportion of parents may also be hard to reach and feel uncertain about how they can contribute to the development of Harris Westminster. We will work hard to make sure that these parents feel welcome and their voice is included. Their insight into supporting parents with less confidence in education will be valuable to our success in recruiting the pupils that we are most keen to support in the future.

Pupils will benefit from the opportunity to participate in the Harris Student Learning Commission, which allows pupils to explore the ways in which they can be active participants in ensuring teaching and learning is inspiring, reflects their needs and secures a real enjoyment of deep learning. Within the free school, its own commission will act as a pupil forum for engaging pupils in leading learning at Harris Westminster, giving pupils access to expert witnesses of different concepts and views of learning, as well as the research outcomes of the project thus far.

D6 Describe your admissions policy, confirming commitment to, a fair and transparent admissions practices:

The Admissions policy for this new Free School will be fair and transparent and our marketing strategy must ensure that the aims and ethos of the school are made available to all eligible pupils meeting the entry criteria. This will be a challenge. We will need to convince head teachers of secondary schools in a very wide catchment area that we are offering real opportunities for their pupils to access the best universities, therefore, we must be able to offer some tangible advantage to schools in order to engage them in our recruitment process. Some examples of what we could offer schools where talented pupils were referred to Harris Westminster are:

- Information sessions about the advantages of attending the best universities, including financial advice on loans etc;
- Some excellent advice and guidance sessions on how to access places at the best universities;
- Opportunities to visit the best universities, as a group;

- Master classes to help prepare pupils for the entrance exams;
- University preparation classes to help pupils before interviews and tests;

The above strategies will motivate pupils in Year 11 with the likelihood of improving GCSE success for their secondary school, as well as improving advice and guidance to the brightest pupils, which can be poorly catered for in some schools. It will be very important to build strong relationships between Harris Westminster and a wide catchment area of secondary schools. Any pupils attending Harris Westminster will offer their services as an ambassador to their previous secondary school and other local schools in future years. We will train pupils to be effective in this and programmes would be offered from year 9. Once established we would expect secondary schools to use “successful entry to Harris Westminster“ as a recruitment strategy for their 11-16 intake. As Harris Westminster becomes the school of choice for able post 16 scholars and their parents, we believe schools in London will see the benefits and support the development of this unique post 16 provision.

Admissions arrangements sub section of the Education Plan section:

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

- act within the Admissions Appeals Code;
- act within the Code of Practice for Admissions – except where 16 -19 Free Schools are exempted;
- 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; provided that they meet entry requirements for courses;
- 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 – within the restrictions that the Free School has a mission to serve children with low incomes and no tradition of university education in the family and improve their opportunities to access the best university courses, so that the admission arrangements are biased in favour of such applicants. The Free School will be designed to be fully accessible by all children with physical disabilities.

Recruitment	Provisional dates
Marketing campaign Prospectus circulated Press releases	May 1 st - December 14th 2013
Outreach network agreed <ul style="list-style-type: none"> • Harris Academies • SSAT • LAs • Brilliant Club • G&T network • London SSAT • Teaching school Alliances 	May 1 st - December 14th 2013
Open evenings Open days in different areas of London	Throughout November 2013
Opening date for applications	November 1 st 2013

Closing date for applications	December 14 th 2013
Entrance examinations	7 th January 2014
Interviews	January - February 2014
Offers	29 th February 2104

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

1. The Harris Westminster Free School operates a sixth form for a total of 500 pupils. 250 places will be available in Year 12 (the year 12 'capacity') The admission number for Year 12 is 250.
2. The deadline for applications for entry to the Harris Westminster Free School will be 14th December 2013. Any applications after that date will be considered after the on time applications (except for looked after children). Tests and interviews will be arranged in January and February - exact dates each year will be published on the Free School website.
3. To determine eligibility for admission, the Free School will publish indicative criteria in relation to minimum entrance requirements for Year 12 based on GCSE grades or other measures of prior attainment. The Harris Westminster Free School will also publish academic entry requirements for each course available based upon GCSE grades or other measures of prior attainment. These criteria will be published in its prospectus and on its website. Provisionally a minimum expectation would be:
 - 6 A*- B grades at GCSE (not including BTECs)
 - Minimum of Grade A in subjects applied for
4. All applicants will be required to sit an entrance test and will be interviewed. The tests and interviews will each be scored and a joint score produced for each applicant and a rank order produced. **A qualification score will be set below which applicants will not be offered a place.** This score will be published each year after the tests and interviews.
5. Applicants will then be awarded points as follows:
 - Three points for being above the qualification score;
 - One point for the applicant's home address (the place where the applicant stays overnight on the majority of nights in the week) if it is in an area of high deprivation on the social code annexed to this Policy;
 - One point if they qualify for, or have previously qualified for, Free School Meals
6. If Year 12 is oversubscribed then, after the admission of pupils with Special Educational Needs where the Harris Westminster Free School is named on the statement, the criteria will be applied in the order in which they are set out below:
 - a. Looked after and former looked after young people who achieve a qualification score;
 - b. Applicants who have 5 points in accordance with the paragraph above;
 - c. Applicants who have 4 points in accordance with the paragraph above;
 - d. Applicants who have 3 points in accordance with the paragraph above;
 - e. If there are more applicants with 3 points than places available then those applicants who are highest ranked on the joint score for entrance test and interview will be given preference.
7. There will be a right of appeal to an Independent Appeals Panel for any applicants refused a place.

D7 Describe how your approach to behaviour management, pupil well being and attendance will improve pupil outcomes

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. Most importantly, Harris Westminster students will be committed to learning in the widest sense, outstanding behaviour and attendance will be driven by a commitment to excellence for each pupil and a joint pride in their school's successes. This can only be achieved by a strategy that will involve all pupils in working with their teachers to create outstanding learning in a first class school.

Harris Westminster Pupils will join the Harris Student Commission (established in 2008), designed to create a significant step change in student engagement, motivation and learning. The commission established an ambitious programme of enquiry into the most effective learning approaches in the UK and abroad, with pupils working in partnership with teachers to ensure that teaching learning is outstanding. In 2012, the Harris Federation published 'A New Design for Learning' which outlines 17 entitlements that underpin the work of all schools within the Harris Federation and aims to ensure that all pupils and teachers benefit from the work of the Student Commission. The 17 Entitlements will provide the framework for developing pupil engagement at Harris Westminster Free School and pupils will be given opportunities to lead learning in their own school and across the Federation and will be collaborating with and working alongside their teachers in order to ensure that learning is outstanding. Behaviour will be exemplary and all pupils will be absolutely committed to ensuring that they are successful in their examinations and in their futures.

At Harris Westminster Free School, pupils will be rewarded when they do well and will be encouraged to develop greater responsibility when they do not. There will be a clear and transparent culture of rewards and sanctions, which when applied consistently, will encourage pupils to make the right decisions about their learning and their behaviour and to take greater ownership of how they operate at school. Pupils will also be encouraged to take on additional 'Leadership' roles in Year 13 and will be formally recognised for this. Pupils will be assisted to produce a personal development log which will be used to record engagement in activities, successes, participation in special events and details of any posts of responsibility held. They will continue to build this record of achievement throughout their time at the Free School and they will be used for their UCAS applications and to access materials for interviews with mentors and latterly universities of their choice

Reward points will be issued by a member of staff when pupils perform beyond the teacher's expectations. At the end of each term, there will be the established rewards assemblies where pupils will receive a book token in recognition of their hard work as voted for by their teachers. At the end of the academic year, a formal evening event will be held for pupils. This will include the presentation of trophies and tokens in recognition of student success. Where students are not meeting expectations penalty points will be recorded by teachers: this will ensure pupils can be tracked centrally by their tutor and given the support they require at a very early stage.

Attendance and punctuality will be an absolute priority at Harris Westminster Free School. Whilst we acknowledge that there will be instances where a pupil is not able to attend school, these will be seen as the exception and not the rule. The school will be in daily contact with the pupil and where appropriate the parents/carers of any pupil who has not been able to attend and there will be a number of strategies in place to support any pupil whose attendance falls below 96% or where punctuality is poor. The key responsibility for this will lie with the tutors who will be able to monitor attendance and punctuality centrally. They will phone pupils and follow up on unauthorised absences and agree targets with them. Where problems persist, the Housemaster will be brought into the process and a formal interview will be held with the pupil and targets agreed which the pupil will then sign a commitment to improve.

There will be clear expectations, sanctions and processes set out in a behaviour and attendance

contract which each student will sign on entry to the Free School. Processes need to be firm but supportive.

Pupils from homes where there is financial or social challenge may well need additional support from Harris Westminster. Both teaching and support staff will need to be well informed about any potential barriers to underachievement and advice, information and guidance strategies will be very clear and consistent. Where there are serious problems, there will be access to specialist counselling. We will have arrangements for accessing temporary accommodation where pupils cannot, for any reason, remain living at home.

We know that pupils will not achieve academically unless their welfare needs are met. At Harris Westminster there will be an extensive programme of tutorials and extra-curricular activities to ensure that this support and guidance is provided. Tutors will develop an excellent working knowledge of each pupil's academic and pastoral needs, ensuring that every pupil receives the support and guidance that they require. Pupils will have weekly tutorial lessons which will cover a variety of pastoral and academic issues and there will be a weekly house assembly as well as a full school assembly, covering various themes that will support the SMSC curriculum, led by members of staff with pupil participation.

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								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12	250				250			
Year 13					250			
Totals	250				500			

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.

The Harris Westminster Free School is a Sixth Form provision designed to serve children with entitlement to Free School Meals and with no tradition of university education in their families.

We know that Westminster School's sixth form provision is exceptionally popular with those who have a variety of socio-economic backgrounds.

The numbers applying for places in their sixth form for 2012 entry against an entry requirement of c60 girls and c10 boys were:

Day Girls: 212
Boarding Girls: 119
Day Boys: 64
Boarding Boys: 67

Total: 462 - of which 276 are within travelling distance

Of these 81 were bursary applicants – hoping to have their fees reduced in part or in whole.

With the marketing skills of the Harris Federation – which achieves 5 applicants for every place in its secondary schools - the Federation believes that similar numbers of children with FSM entitlement will apply for the Free School once they realise the quality of the provision and the outcomes available including gaining access to the very top universities.

The Free School will serve a large swathe of London with our target market being the Boroughs of Islington, Haringey, Hackney, Tower Hamlets, Waltham Forest, Enfield, Camden, Barnet, Westminster, Kensington and Chelsea, Hammersmith and Fulham and Brent. We calculate that there are approximately 4800 students who qualify for free school meals and who have passed 5+ A-C including English and Maths in those Boroughs (see Table1 below). so to be successful in filling all places the Free School needs to attract only just over 5% of the potential target market of students.

Summary

There is a huge potential market in numbers of children who qualify for Free School Meals and achieve 5+ GCSEs A – C including English and Maths living within one hour's commute of the Free School ideal location. Westminster School has a reputation for achieving high academic standards and enabling its students to access the best universities in this country and abroad. It is nearly 4 times oversubscribed for the places it has to enter the sixth form, and most students on Free School Meals would not think of applying because they would consider the possibility of a place beyond them. The Federation is adept at marketing and achieves 5 applicants for every place at its schools. As a combination the two institutions cannot fail to attract 250 students each year and competition for the places available will be fierce.

Table 1

Approx Numbers of FSM achieving 5 A - C inc Eng and Maths								
by LA	2012					2011		2011
	Jan-12	Average	% FSM	Numbers FSM	% 5 A-C	5 A - c inc E & M	FSM % A-C	FSM A-C nos
	Total sec roll	Year group = /5		Ave Yr gp	inc E & M	As nos	inc E & M	inc E & M
Inner London								
Camden	10145	2029	33.8	686	58.1	1179		
Hackney	13420	2684	38.9	1044	59.6	1600		
Hammersmith & Fulham	7615	1523	30.5	465	64.3	979		
Haringey	13420	2684	32.3	867	57.9	1554		
Islington	8430	1686	44.1	744	52.2	880		
Ken and Chelsea	4040	808	23.5	190	78.6	635		
Tower Hamlets	14975	2995	51.9	1554	61.2	1833		
Westminster	9505	1901	39.8	757	68.7	1306		
subtotal	81550	16310		6306		9966	52	3279
Outer London								
Barnet	22145	4429	17.1	757	67.3	2981		
Brent	18620	3724	24.2	901	57.7	2149		
Enfield	22530	4506	24.7	1113	54.5	2456		
Waltham Forest	15175	3035	25.3	768	51.9	1575		
subtotal	78470	15694		3539		9160	43	1522
total	160020	32004		9845		19126		4801

- Notes**
1. uses 2011/12 total secondary roll, exam and FSM stats by LA; plus 2010/11 poverty data on % of FSM achieving 5 A-C inc Eng and Maths
 2. stats on FSM % of pupils achieving 5 A - C inc Eng and Maths only available by inner and outer London areas and assumed to apply to these inner and outer London Boroughs

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. Westminster School has expertise in teaching at a high academic level and in creating cultural and intellectual capital in its students. We will be modelling the Free School on the Westminster sixth form provision in both academic and extra-curricular activities. The design of the Free School and the work necessary to open will therefore need close partnership with both organisations freeing up staff to work together to plan and prepare.

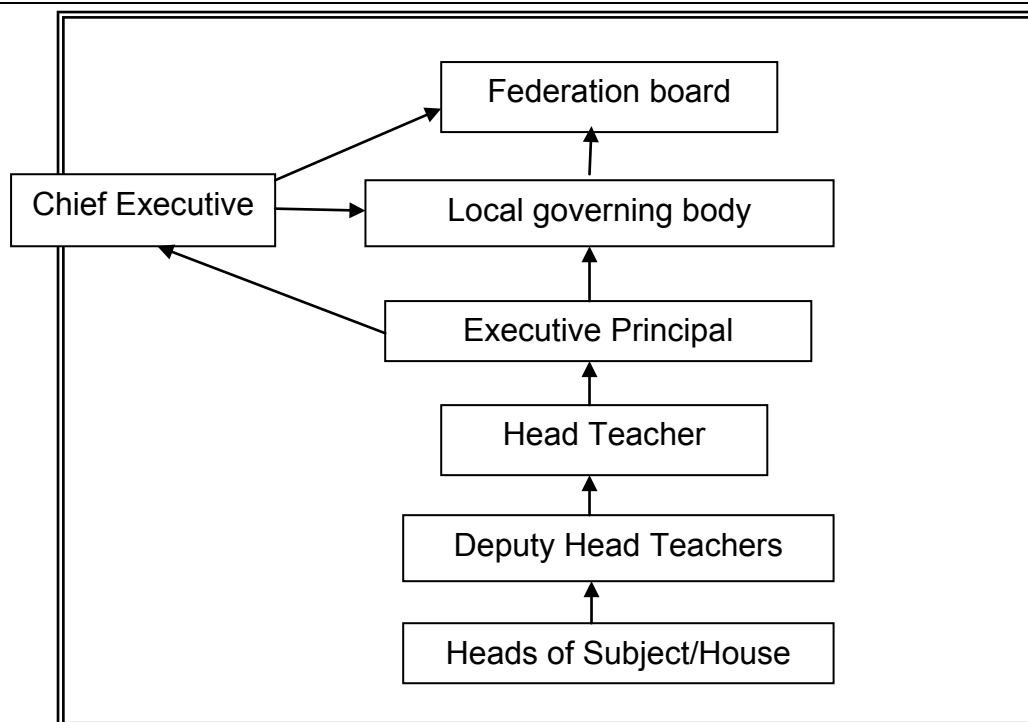
Roles and Accountability

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

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

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

The chart showing standard Harris Federation responsibilities is set out below. In this case, Westminster senior staff will be involved in quality assuring the teaching and learning and providing training and supporting development of programmes of cultural and intellectual capital building. So during the planning and preparation stage we will need to agree with Westminster how the QA reports and a system of review and evaluation of the Free School programmes will be put in place. These will feed into the Chief Executive as well as the Principal of the Free School and a synopsis of such reports will be made to the Governing Body. There will need to be regular reviews with Westminster senior staff and Governors, of the support and advice they are giving and the progress of the Free School. There will be 3 Governors nominated by Westminster School and it may be that these Governors will have a specific role to review and support the added value that Westminster brings to the Free School.



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 who are committed to Academies and Free Schools and to the creation of social mobility that this proposal delivers. 3 of the other Governors will be appointed by Westminster School and are likely to focus on the areas in which Westminster School's involvement adds value and to have a role linking and reporting to the Westminster School Governing Body.

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

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

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 and Free Schools 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]. [REDACTED]. However, as her Principals develop in the role, they are given independence and we expect her role in supporting those 3 Principals to significantly reduce over the next year. She will be able to dedicate a day and a half a week to the Free School during the preparation stages and we will review the extent of time required when it opens, depending on the strength of the Principal we recruit. She will be supported by the Federation's Principal of Post 16 and by Westminster senior staff who will be released to advise her in fortnightly planning sessions.

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

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

Financial

[REDACTED]. She understands the requirements of the Academies Financial Handbook and is fully experienced in managing school finances. She will be able to allocate 1 day a week to the financial planning of the Free School until we recruit a Finance Assistant, around April before opening. We operate a system of using our most experienced accountants on new schools and once we have them operating soundly move them to new accountants we recruit and train up.

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

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

Other Expertise

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

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

The Federation has a very experienced [REDACTED], [REDACTED] who has experience of more than 13 academy projects – creating new academies as well as conversions. We have actually recruited an additional [REDACTED], [REDACTED]. 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 [REDACTED], [REDACTED], [REDACTED] 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 [REDACTED] and 2 between [REDACTED]. We have good experience of working with EFA on sites and building projects.

Project Management and Team working

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

Westminster School have identified their staff who will give time to working with [REDACTED] in developing the educational offer and the programme to develop intellectual capital.

The Federation has a contract in place with [REDACTED] to provide marketing expertise and support. [REDACTED] of [REDACTED] 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 and Westminster School both commit 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] [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 and Westminster School has and a series of high profile adverts. The Federation will put together a recruitment strategy and programme not only for the Principal but for other senior staff and all teaching staff and support staff.

The Federation has recently implemented such a strategy for Chobham Academy and begins a major recruitment drive in the Spring before the Academy opens in September 2013. Once appointed, and before starting, the Executive Principal will involve the Principal elect in key decisions, and after appointment commences will oversee the establishment of the Free School for the first few years.

The Federation will recruit Governors in Spring 2014, but will start with 5 or 6 handpicked and experienced Governors from other Harris Academies as well as the 3 Westminster School 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.

The site of the Free School needs to be close to a transport hub – ideally 15 minutes from a station which allows anyone in north and central London to get to it from home in an hour maximum. It also needs quick access to and from Westminster School.

The School would ideally be sited in redundant Government or public service office space in Whitehall or Westminster – with access to Charing Cross/Westminster/Victoria rail and tube stations. Office buildings are perfect for a sixth form provision where play space is not important. The Federation expects high standards of dress from its sixth formers so they dress like young business people.

We are aware of several Government Department moves in this area which would vacate premises (including DFE/EFA and OSC) and it is likely that the Metropolitan Police will also be moving out of their building.

If public sector office buildings are not available then we would be looking for spare office space in the same area.

Annexes

The annexes:

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

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