



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated August 2014)

HARRIS WIMBLEDON FREE SCHOOL

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Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Data Protection

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

Application checklist

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

written feedback you received?		
9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk (see guidance for dates and deadlines)?	x	<input type="checkbox"/>
10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	x	<input type="checkbox"/>

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

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

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

Declaration

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

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

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

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

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

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

Signed:



Position: Member of company (please delete as appropriate)

Print name:



Date: 2ND October 2014

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

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

X

Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.



SECTION A: APPLICANT DETAILS

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

Basic information

Pre-registration reference number 83195

Name of proposed school: Harris Wimbledon Free School

Is this a route one application or a route two application? Route 1

Name of lead applicant:
Note that all lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details. <Redacted>

Address of lead applicant: Harris Federation, Norfolk House, Wellesley Road, Croydon, CR0 1LH

Email address of lead applicant: <Redacted>

Telephone number of lead applicant: <Redacted>

How you would describe your group? A chain of academies or free schools

If 'Something else' please describe your group:

Have you applied before for this school, whether under the current name or something else? No

If 'Yes' and the name of the school was different, please say what the original name was:

If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results. Please select

About the company

Have you established your trust in accordance with the DfE model articles of association? Yes

Company name: Harris Federation

Company address: Harris Federation, Norfolk House, Wellesley Road, Croydon, CR0 1LH

Company registration number: 6228587

Date when company was incorporated: 01 April 2007

Please confirm the total number of company members (must be a minimum of 3): 4

Lord Harris
<Redacted>

Please give the names of all company members:	<Redacted>
	vacancy for DFE Member

Please list all company trustees, providing their name and the position they will hold when the school is open:	not applicable? We have Members and then a Board of Directors - Board membership as below:
	1. Name: Lord Harris of Peckham (Principal Sponsor)
	<Redacted>

Please provide the name of the proposed chair of the governing body, if known:	Not known yet
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Further details about the group

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	Yes - Lord Harris has family members either on the Board or on Governing Bodies
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Are you an approved academy sponsor?	Yes
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How many existing free schools or academies are run by your group?	36
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	Harris Federation
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	
--	--

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Please select
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	
--	--

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	
--	--

How many free schools are you seeking to open in this application round?	1
--	---

Links to other organisations

<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>No</p>
<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. 	
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. 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 (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	<p>None</p>
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>N/A</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>No help</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>No</p>
<p>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:</p>	



SECTION B: OUTLINE OF THE SCHOOL

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

<p>This application form is designed to be used for mainstream applications and 16-19 applications. 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. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.</p>	
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In which local authority is your preferred location?	Merton
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Proposed opening year:	2016
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Age Range:	11-18
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If 'other' please specify	
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Will the school have a sixth form?	Yes
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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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:	No
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	Please select
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
--	------

If other, please specify	
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Maximum capacity of proposed free school:	1150
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	900 11-16 plus 250 sixth form
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Please say which year groups the school will have in first year and the PAN for each	Y7 only - PAN 180 (we will start admitting to sixth form in 2018)
--	--

Date proposed school will reach expected capacity in all year groups:	2022
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	
---------------------------------------	--

For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	We have selected an Executive Principal and she would lead on preparation initially. We would aim to appoint a Principal in January 2016 - but that will depend on the generosity or otherwise of preopening
---	--

Please say how many people will sit on your governing body:	6-10
---	------

Use of freedoms

Will you operate a non-standard school day?	Not sure
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Will you operate a non-standard school year?	No
--	----

Will you adopt the national curriculum?	Yes
---	-----

Will you adopt non-standard terms and conditions for teachers?	Yes
--	-----

Do you plan to make employ teachers without QTS?	Not sure
--	----------

Please list any other freedoms you intend to use	
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Section C: Education vision

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

Section C1

The Harris Federation already operates two secondary schools in Merton. Harris Academy Merton is an Outstanding School serving the Mitcham area. Harris Academy Morden (the former failing Bishopsford College) which Harris Federation took over in March 2013 is a fast improving school with its % of students achieving 5 GCSEs including English and Maths in Summer 2014 at 56% compared with the 47% in Summer 2012 before the Federation took over. Both of these schools are in the East of the Borough.

Merton Council is forecasting a shortfall of secondary places in excess of 20 FE in the 2020s in the Borough with demand gradually exceeding supply from 2015, rising to 9 FE in 2017 and jumping to 18 FE in 2018 onwards and 21 FE from 2021. Although Merton can cope in the short term by increasing the capacity of existing schools it has realised it will need at least one new school in the middle or west of the Borough in addition to expanding schools. After a meeting with the MP for Mitcham, Siobhan McDonagh, and leading Members the Council has agreed to support a Harris Federation application for a Free School to open in 2016.

The free school will have the traditional Harris Federation emphasis on management of behaviour, ensuring the highest standards in teaching and learning within an engaging curriculum, careful and detailed monitoring of student progress with stretching targets, and regular monitoring of progress and achievement with rapid interventions when progress is not as good as it should be. The free school will be led by one of our experienced Executive Principals who will bring successful initiatives from her Academy at Harris Girls Academy East Dulwich but also use Heads of Subject at Harris Academy Merton, as a nearby Outstanding school, to help the new heads of subject in the free school and get their departments established quickly. They will help with curricular materials, quality assuring teaching and learning and ensuring good management skills during the first few years of the new school, modelling the management behaviours that OFSTED wish to see in an outstanding school.

A new report by The Sutton Trust has shown that the Harris Federation's secondary academies outperform other academies and state-funded schools in raising standards for the poorest pupils.

The research, by Professor Meryn Hutchings, Professor Becky Francis and Dr Robert de Vries, looks at the educational outcomes achieved in 2011 and 2013 by disadvantaged pupils. These are defined as those who have ever been eligible for Free School Meals between Year 6 and Year 11 and looked after children.

The researchers considered a broad range of educational outcomes and found that:

- Compared with other academies groups, Harris has the highest proportion of disadvantaged students achieving at least five A* - C passes including English and maths. Within this, the researchers also concluded that Harris is among the most effective academies groups for pupils who are not disadvantaged.
- At 7.3%, Harris has a lower attainment gap between disadvantaged pupils and their peers than any other academies group. The gap is also significantly smaller than the average for academies (18.8%) and for all mainstream schools (25.7%).
- Harris uses considerably fewer 'equivalent qualifications' than the average for academies and the average for all mainstream schools. Because of this, the researchers name Harris as among the most successful chains 'when we consider the points achieved from GCSEs alone'.
- A higher proportion of disadvantaged pupils at Harris are making the expected progress in English and maths than in any other academies group.
- A significantly higher proportion of disadvantaged pupils at Harris academies achieved the Ebacc in 2013 than the average for all mainstream schools.
- Whereas in all mainstream schools just 7% of children who did not reach the nationally expected standard (Level 4) at age 11 go on to get five good GCSE passes including English and Maths, Harris academies achieved more than double this in 2013 and have scored consistently highly over on this measure over the past three years. **The research also highlights that Harris academies are among the most successful at teaching pupils with average and high prior attainment.**

This is a route 1 application and draws generally on the applications made for Harris Invictus Free School in Croydon and Harris Chafford Hundred Free School in Thurrock. Where there are consistencies in approaches between all Harris Schools we will not repeat what we included in those successful applications. Where there will be local differences - mostly in curricular offer and to some extent staffing structures – we will specifically bring these out.

The School will have a specialism in Enterprise, as all Harris Academies do with a Sponsor who has made his fortune from business and developing that business from modest beginnings. It will also have a Specialism in Languages with a focus on the Romance Languages in particular (French, Italian, Spanish and Portuguese) and will teach Latin to all students as the basis of all the Romance languages. It will also teach Latin to A level and, linking with Harris Westminster and Harris Lambeth Sixth Forms, will ensure that it provides facilitating subjects at A level for entry to the Russell Group universities.

The study of Latin has multiple benefits to a young person:

- The learner gains an understanding of the mechanics and structure of language which makes learning further languages easier
- Latin improves vocabulary and helps the learner understand the English language

- Students have access to the great classics of Latin literature – and this offers entry to the writing which lies at the heart of our western literary tradition – to be a good reader of English literature, knowledge of the literature of the Romans offers an advantage
- The study of Latin and classical civilisations helps to create curious, intellectually rigorous young people
- Latin students surpass the test scores of students who learn other languages – students’ verbal, analytic and problem-solving scores all increase after studying Latin (John Hopkins School of Education publication 2002)
- Latin is the language of law, politics, logic and theology. All legal terms come from Latin. The study of logic comes from Latin translations of Aristotle’s work from the Middle Ages.
- Latin promotes intellectual discipline; Latin is systematic and precise.

The school will deliver a broad and largely academic curriculum for all students. Alongside the study of language both modern and ancient, the school will expect all students to take a range of academic subjects:

- Maths
- English Language and Literature
- Science (at least double, all students pursuing academic courses in this subject)
- History and Geography (with all students following one of these through to GCSE level)

Additionally, we expect to promote strong facilitating subjects with the majority of students through Key Stage 4 and into Key Stage 5. Russell Group universities’ consistent advice is that a student will need two facilitating subjects to achieve a Russell Group place. As our aspiration is for all students to have genuine choice about their futures, this needs to include a genuine choice to Russell Group and Oxbridge where appropriate, because their curriculum profile permits their access to these institutions.

At Key Stage 4 and 5, the school also intends to offer Classical Civilisations as a partner to ongoing study of Latin to prepare students for a pathway into Classics, should they choose to do so.

Other key features underpinning our curriculum entitlement would be:

- Our understanding of what enterprise education really is and the impact it would make on the opportunities we would give our students (genuine audience, win-win situation, financial benefit to someone, relevance beyond the school gate, production of genuine artefacts, how do you ‘think like an artist in Art’?)
- The school would follow the successful HOPE model at Harris Girls’ Academy East Dulwich and attach social enterprise opportunities to each department; these would offer hands-on, practical learning that ‘worked out’ the learning done in the classroom and created opportunities for genuine mastery of learning beyond the classroom door. As with HOPE, the school will have close partnerships with the charities it supports, supporting the

development of awareness and citizenship in students – understanding that life is not just about what you get, but also what you give

- Because the school is focused on enterprise and ‘real world’ learning that supports what is taught in the classroom, it will have a calendar full of extra-curricular events, clubs and trips, including a range of residential opportunities
- Option blocking which encouraged students to maintain a broad and balanced curriculum – with every student encouraged to select an Arts option and an ‘ethics/thinking’ option (eg RS, Psychology, Sociology, Citizenship)
- Exceptional teaching and learning would be the expectation of this school with a clear cycle of receiving, producing and mastery of knowledge, skills and understanding
- A strong focus on producing articulate young people who have a good grasp of language; confidently assimilate new vocabulary and are able to explain what they have learnt and justify their views orally with composure
- A clear emphasis on resilience in learning from the early days of a student’s time at the school – with clear pedagogy of growth and fixed mindsets taught in year 7 following the work of ██████████ and others and a language of learning through mistake-making used by all
- Strong, holistic provision for the wellbeing of students would be in place, following the principles applied at Harris Girls’ Academy East Dulwich and allowing for a comprehensive meeting of student need – thus enabling them to be confident enough to develop the resilience needed for learning
- Child by child tracking from year 7 onwards with a clear focus on any underperforming students and intervention to support their learning.
- An expectation that the school never gives up on any student and never expects any student to give up on themselves. Our belief is that attainment is not about brains, but about effort and that whatever our target grades (all set on EP+ and called Harris targets) we can hit them if we are willing to work with our teachers to do so
- A strong values education as modelled at Harris Girls’ Academy East Dulwich with monthly Harris Values and a clear understanding that we are “on the same side” in all that we do
- Support for students to develop any language capacity they already have upon entry: we know that increasingly our intake may come with English as a second or third language and we believe that we can support students in gaining proficiency in all 4 aspects of many family languages they have knowledge of through our network of language tutors. This follows the model at Harris Girls’ Academy East Dulwich where tutors support the acquisition currently of Urdu, Bengali, Portuguese and Polish beyond what is offered through the academy curriculum map. Offers at Wimbledon would be dependent upon need but may also include Russian and Mandarin amongst others.

PHSE will be taught during tutor time as well as tables and spellings tests done weekly.

By 2021 our targets for the Free School will be:

- No students leaving school as NEETS at year 11 or 13
- Residuals for progress 8 measure to be 0.5 and higher year on year for examination cohorts
- Expected progress at all key stages above the national standard and to a level where our RAISE Online is sig+ for this measure
- All students to be achieving 8 results in the Attainment 8 measure year on year
- Retain at least 70% of our year 11 in to year 12 each year and 80% to all Harris sixth forms
- Student questionnaires to show 90% and above agreeing with all positive statements about the academy – using the Ofsted questionnaire twice yearly
- Parent questionnaire showing 85% and above agreeing with all positive statements about the academy – using the Ofsted questionnaire twice yearly
- Attendance above 96%
- Exclusions significantly below national levels
- All students applying for university to gain a place with 40% gaining Russell Group places

Section D: Education plan – part 1

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

If you are proposing to open later than 2016, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		180	180	180	180	180	180	180
Year 8			180	180	180	180	180	180
Year 9				180	180	180	180	180
Year 10					180	180	180	180
Year 11						180	180	180
Year 12				60	70	80	125	125
Year 13					60	70	80	125
Totals		180	360	600	850	1050	1105	1150

Section D1:

Curriculum Model

We have not completed the table above as it can be taken as granted that extra- curricular activities will be rich and duplicate that on offer at all of the Harris Outstanding Academies (80% are Outstanding). They will support the curriculum. We will be modelling much of the curriculum on that at Harris Girls Academy East Dulwich (which is an Outstanding School but serves an area of greater deprivation than we expect in Wimbledon) and we feel showing the curriculum model is much more meaningful than completing the table.

Students with SEN make very good progress at Harris Academies due to the programmes coordinated by the SEN support staff and offered as intensive intervention to those who enter below expected levels in Maths and/ or English. The curriculum includes a range of options to ensure a sense of achievement and success can be enjoyed by this group of students. The support of this team would also be coordinated across academies with both Harris Merton and Harris Morden sharing good practice, as well as bringing the expertise developed at Harris Girls. Our analysis of the primary schools from which we will be drawing children suggests that levels of SEN may well be lower in the Free School than our existing academies.

At the other end of the spectrum of students, the most able will also thrive at the free school and we have good programmes across the Federation to stretch and challenge the most able.

The school will have a specialism in Enterprise, as all Harris Academies do, having a sponsor who has made his fortune from business and developed that business from modest beginnings. It will also have a specialism in Languages with a focus on the Romance languages in particular and will teach Latin as the basis of all the Romance languages.

The study of Latin has multiple benefits to a young person:

- The learner gains an understanding of the mechanics and structure of language which makes learning further languages easier
- Latin improves vocabulary and helps the learner understand the English language
- Students have access to the great classics of Latin literature – and this offers entry to the writing which lies at the heart of our western literary tradition – to be a good reader of English literature, knowledge of the literature of the Romans offers an advantage
- The study of Latin and classical civilisations helps to create curious, intellectually rigorous young people
- Latin students surpass the test scores of students who learn other languages – students' verbal, analytic and problem-solving scores all increase after studying Latin (John Hopkins School of Education publication 2002)
- Latin is the language of law, politics, logic and theology. All legal terms come from Latin. The study of logic comes from Latin translations of Aristotle's work from the Middle Ages.
- Latin promotes intellectual discipline; Latin is systematic and precise.

The school will deliver a broad and largely academic curriculum for all students. Alongside the study of language both modern and ancient, the school will expect all students to take a range of academic subjects:

- Maths
- English Language and Literature
- Science (at least double, all students pursuing academic courses in this subject)
- History and Geography (with all students following one of these through to GCSE level)

Additionally, we expect to promote strong facilitating subjects with the majority of students through Key Stage 4 and into Key Stage 5. Russell Group universities' consistent advice is that a student will need two facilitating subjects to achieve a Russell Group place. As our aspiration is for all students to have genuine choice about their futures, this needs to include a genuine choice to Russell Group and Oxbridge where appropriate, because their curriculum profile permits their access to these institutions.

At Key Stage 4 and 5, the school also intends to offer Classical Civilisations as a partner to ongoing study of Latin to prepare students for a pathway into Classics, should they choose to do so.

Why are we proposing the above offer?

- 1) We aim not just to be as good as the best state school; our aim is to be as good as the best fee-paying schools. Our belief is that all young people should have the same opportunities in life.
- 2) Too few state schools offer this range of courses and consequently, we continue to live in a society where Oxbridge, academia, politics etc are still over represented by those who have had an independent educational start in life. This start in life is a great benefit to the young people who receive it; we simply seek to make a similar offer in the state-funded independent sector.
- 3) We know that these subjects are those which will prepare our young people for a deep appreciation and understanding of the world around them and will equip them to be strong contributors to it. We know too that they will equip them with the practical everyday knowledge they need to be successful members of their communities.
- 4) We know that far too few of our young people have left education with a strong grounding in a modern foreign language, believing that as English is the universal language of business that there has been no need to gain this mastery. We believe that a second language spoken to a strong level is essential to any young person seeking to gain employment in the 21st century, with an increasingly global marketplace.

Other key features underpinning our curriculum entitlement would be:

- Our understanding of what enterprise education really is and the impact it would make on the opportunities we would give our students (genuine audience, win-win situation, financial

benefit to someone, relevance beyond the school gate, production of genuine artefacts, how do you 'think like an artist in Art'?)

- The school would follow the successful HOPE model at Harris Girls' Academy East Dulwich and attach social enterprise opportunities to each department; these would offer hands-on, practical learning that 'worked out' the learning done in the classroom and created opportunities for genuine mastery of learning beyond the classroom door. As with HOPE, the school will have close partnerships with the charities it supports, supporting the development of awareness and citizenship in students – understanding that life is not just about what you get, but also what you give
- Because the school is focused on enterprise and 'real world' learning that supports what is taught in the classroom, it will have a calendar full of extra-curricular events, clubs and trips, including a range of residential opportunities
- Option blocking which encouraged students to maintain a broad and balanced curriculum – with every student encouraged to select an Arts option and an 'ethics/thinking' option (eg RS, Psychology, Sociology, Citizenship)
- Exceptional teaching and learning would be the expectation of this school with a clear cycle of receiving, producing and mastery of knowledge, skills and understanding
- A strong focus on producing articulate young people who have a good grasp of language; confidently assimilate new vocabulary and are able to explain what they have learnt and justify their views orally with composure
- A clear emphasis on resilience in learning from the early days of a student's time at the school – with clear pedagogy of growth and fixed mindsets taught in year 7 following the work of Carol Dweck and others and a language of learning through mistake-making used by all
- Strong, holistic provision for the wellbeing of students would be in place, following the principles applied at Harris Girls' Academy East Dulwich and allowing for a comprehensive meeting of student need – thus enabling them to be confident enough to develop the resilience needed for learning
- Child by child tracking from year 7 onwards with a clear focus on any underperforming students and intervention to support their learning.
- An expectation that the school never gives up on any student and never expects any student to give up on themselves. Our belief is that attainment is not about brains, but about effort and that whatever our target grades (all set on EP+ and called Harris targets) we can hit them if we are willing to work with our teachers to do so
- A strong values education as modelled at Harris Girls' Academy East Dulwich with monthly Harris Values and a clear understanding that we are "on the same side" in all that we do
- Support for students to develop any language capacity they already have upon entry: we know that increasingly our intake may come with English as a second or third language and we believe that we can support students in gaining proficiency in all 4 aspects of many family languages they have knowledge of through our network of language tutors. This follows the model at Harris Girls' Academy East Dulwich where tutors support the acquisition currently of Urdu, Bengali, Portuguese and Polish beyond what is offered

through the academy curriculum map. Offers at Wimbledon would be dependent upon need but may also include Russian and Mandarin amongst others.

PHSE is taught during tutor time as well as tables and spellings tests done weekly.

Lessons are structured in two equal bands with students rank ordered 1-180 and 1, 3, 5, 7, 9 etc going into first band and 2,4,6,8 etc going into second band. This means that movement between sets is far more manageable and allows students to transfer groups as needed. The intake of 180 would be structured into 7 forms of entry.

The **curriculum model** is based upon 27 hours of taught curriculum time per week.

Year 7 and 8	English	4 hours
	English literature	1 hour
	Maths	4 hours
	Science	4 hours
	History	2 hours
	Geography	2 hours
	MFL	2 hours
	Latin	1 hour
	Art	1 hour
	Music	1 hour
	Drama	1 hour
	Computer Science	1 hour
	RS/Ethics/Citizenship	1 hour
	Design and Technology	1 hour
Sport and Fitness	1 hour	

Option subjects would be selected in year 8, in readiness to start study for GCSE at Year 9.

Year 9	English 4 hours	Maths 4 hours	Science 4 hours	Hums 2 hours	Language 2 hours	Latin 2 hours	Sport 1 hour	Option 1 3 hours	Option2 3 hours	Option3 2 hours
Year 10										
Year 11								Extra maths/Eng – as nec Triple Sci – top set Lit 1 hour– all Extra GCSE choice		

Top students would gain maximum 12/13 grades (13 if Further Maths or Statistics done alongside core Maths GCSE). Mainstream students would gain 11 grades potentially

Potential option subjects may include: (not to be taken as an exhaustive list as subjects are offered in consultation with student polling to ascertain interest and need)

Option 1	Option 2	Option 3
Classic Civilisations	Art	RS
Further language option*	Music	Citizenship
Health and Social Care	Drama	Sociology
Computer Science	Resistant Materials	Psychology
Business Studies	Food Photography	Classic Civilisations* (for those wanting a language and this option)
IT	Physical Education	

*top level students would have the option for a further language in Option block 1 and would continue this into Year 11 rather than completing in year 10. Top sets would therefore have language, lit and triple sci in the greyed box with no further GCSE choice available.

Those needing extra Maths and English in the mainstream groups would have that plus Lit for 2 hours

Those not needing extra Maths and English would have extra Lit plus the choice of one more option that could be completed in 5 hours in the year.

Options 1 and 2 would be expected to be completed at the end of year 10, as long as students were at target grade. If not, these courses would be run in additional time in year 11 for those not completing and students would be expected to complete these in year 11. This model runs effectively at Harris Girls' Academy East Dulwich. By completing courses at the end of Year 10, students are supported in being able to manage their courses with less stress/panic; they get a foretaste of what year 11 will be like and they understand the need for serious pursuit of their studies from the beginning of year 9.

If the need arose, the school would operate a separate stream for students with SEN who were not likely to manage the above curriculum. This would have a reduced offer of 8 subjects which would still have the EBACC subjects in it. For example:

Year 9	English 5 hours	Maths 5 hours	Science 4 hours	Hums 2 hours	Lang 2 hours	Sport 1 hour	Option 1 4 hours	Option 2 4 hours
Year 10								
Year 11							Option 3 8 hours	

In order to deliver the second hour of sport per week students will have an entitlement to an hour of sport through extra curricular activities to add to the hour within the timetable.

Sixth Form

The sixth form will also operate a 27-period week with hour long lessons which may be grouped into double lessons as required. Students would receive 5 hours tuition per week in each course selected.

The sixth form would be a member of the Harris Federation federated sixth form group, bringing with it all the strength that federation and collaboration offers.

Courses offered would be spread over 4 blocks. The school would expect to offer the vast majority of courses on its own site once the sixth form is established but would also offer students the opportunity to take one subject cross-site if this facilitated a better spread of blocked subjects for that individual. It is expected that more students would do this initially and that this would diminish once the provision was at full capacity.

There would be an expectation that all students would be on full time hours and a comprehensive menu of enrichment, tutorials, assemblies and overseen private study would be available to students in addition to their taught lessons. Additionally, work experience and volunteering opportunities would be strong in the sixth form and all students would be expected to undertake a minimum amount of this, with vocational students undertaking regular work experience which would be integral to their studies. Sixth Form students would be involved in supporting the school's social enterprise concerns and also have a wide calendar of additional learning opportunities beyond the academy gate, including international and residential experiences.

Courses on offer would include: (list is not exhaustive)

Academic: facilitating	Academic	Vocational: all at level 3
English Literature	Classical Civilisations	BTEC Sport and Exercise
Maths	Music Art	BTEC Business Studies
Further Maths	Photography	BTEC IT
Physics	Government and Politics	Health and Social Care
Chemistry	Economics	
Biology	Psychology	
Languages	Sociology	
History	PE	
Geography	Religious Studies	
Latin		

In addition, Level 3 Maths would be offered and GCSEs in English and Maths for those not gaining them at C or higher in Year 11.

Section D2

Setting and Achieving Targets

Again we will model these on best practice in other Harris Academies. This pretty much replicates the information set out in the Harris Invictus application. While they may differ in the curriculum offered and the ethos and specialism of each Academy all Harris Academies have the same approach to management of behaviour and to management of student progress. This ensures that challenging targets are set for levels of progress expected of each child and data is regularly collected on progress and achievement. There are six weekly modules taught and assessed and recorded. These are monitored, progress checked and interventions made if required. Each line manager is held to account for the progress being made by students in the care of their staff and each teacher is held to account for the progress of their classes. Accountability is robust and clear. Expectations are consistently high, shared and challenged where necessary (if felt insufficiently stretching). There is training and support for staff to achieve Outstanding progress. This is underpinned by ensuring the teaching and learning is always good or Outstanding – by frequent lesson observation and programmes that help teachers to recognise what to do to make lessons and learning Outstanding and supporting them make improvements. In this case the Executive Principal who is overseeing the Free School is doing that in the context of being able to call on the resources and expertise of the Federation, including its Good to Outstanding in-service and mentoring programmes and its resources as a Teaching School.

All students have targets set for them upon entry at year 7. Those are set based upon 4 levels of progress from current KS2 results. We know that this system will shortly change but we also know that students will come with some form of assessment grading and that we will be able to assess what expected progress and beyond expected progress would be based upon the data they bring from primary education.

Our targets are based upon an understanding that students will at least make expected progress. Whilst the current measure of target-setting is the percentage of students achieving above a C grade in 5 subjects including Maths and English and we know that this will change, what will not change is the Harris expectation that target-setting will be robust and will place the school (if achieved) in the top 5 percent of schools nationally for progress made with students.

All our targets under the new system will be underpinned by an expectation of positive residuals. Indeed, we expect to follow the model already deployed by Harris Girls' Academy East Dulwich which is that no head of department is allowed to offer a course if their previous residuals were not positive. This does not narrow the offer; on the contrary, at Harris Girls it has had the effect of improving the quality of provision across all departments and the early entry results there for the

current year 11 cohort are extremely impressive with all subjects achieving over 90% A-C grades and most achieving over 95% for students already entered.

The school, and indeed the whole Harris Federation, has a very robust system for ensuring that students are monitored and their progress tracked closely. Our new programmes of study, which tie in with the more rigorous GCSEs coming online in the coming years, have ½ termly cumulative testing written in to them and these tests will mirror the new GCSE marking format from early in the secondary years. Being created by the best staff across the Federation, we have confidence that our students will be well equipped to meet the demands of the new exam framework.

Section D3

The senior management structure **once the school is full** would consist of a Principal, Vice-Principal, 6 Assistant Principals plus a Head of Sixth Form and a SENCO. There would be 4 houses which are also subject faculties, since academic progress and pastoral management will be undertaken by the same staff. Each will be managed by an AP. There will also be 2 APs managing key aspects that run across the curriculum .The structure is illustrated below.

Executive Principal, Principal and Vice Principal							
Vice Principal: strategic oversight of Teaching & Learning, shares LM for APs and senior staff							
<i>Hippocrates?</i>	<i>Pythagoras?</i>	<i>Tacitus?</i>	<i>Cicero?</i>	Sixth Form: <i>Wimbledon Campus?</i>	Curriculum & Specialisms	Assessment & Intervention	SEN/Inclusion
AP:	AP:	AP:	AP:	Director of Sixth Form:	AP:	AP:	SENCO:
HoH:	HoH:	HoH:	HoH:				
LPR:	LPR:	LPR:	LPR:				
House Co-ord:	House Co-ord:	House Co-ord:	House Co-ord:				
Science	Maths	MFL and Languages specialism	English	Manager:	Line managing House Co-ordinators alongside House APs x4	Data Manager:	SEN Manager:
DT	ICT	History	Sociology	Student Support Officer:		Exams Officer:	Specialist TA, Intervention tutors, language TA, Learning Mentor, Health Hut & Fresh Start staff, EAL Co-ordinator & tutors, SALT
Art + Photography	Business	Geography	Psychology	Student Support Services:			
Music	SF	RS/PHSE	HSC				
Drama	Enterprise specialism	Latin	Media				

Each House would be composed of students from each year group – whilst tutor groups would be chronological/horizontal. Houses would be vertical in the sense that a Head of House would oversee students in all 5 year groups.

Tutors and tutor groups stay the same as they progress through the school with the same tutor staying with their same tutees throughout.

Non-teaching staff as well as teaching staff act as tutors to keep numbers in tutor groups small and ensure meaningful relationships between tutor and tutee.

PHSE is taught during tutor time as well as tables and spellings tests done weekly.

Lessons are structured in two equal bands with students rank ordered 1-180 and 1, 3, 5, 7, 9 etc going into first band and 2,4,6,8 etc going into second band. This means that movement between sets is far more manageable and allows students to transfer groups as needed.

During the first few years and until all the senior staff are appointed the responsibilities will be shared between senior team members. The Head of School (Principal) and Vice Principal will be responsible for Curriculum and Specialisms and Assessment and Intervention for the first 3 years (until students reach end of Year 9); with an AP joining in the second year to assist and to plan for and then manage the sixth form. In Year 4 two additional APs will assist with Assessment and Intervention and Curriculum and Specialisms and in Year 5 a full SMT will be in place. During the first 3 years a single AP will manage the Houses strategically, assisted by Heads of House from Year 2.

The Executive Principal's role will be in monitoring and evaluating and challenging the Principal and the senior team rather than having day to day management responsibilities. **The Executive Principal will be responsible for the overall strategic direction of the School ensuring strategies are sustainable for Academy improvement and the direction of Harris Wimbledon echoes the aspirations of the parents and the local community. The Executive Principal will ensure appropriate focus is on student progress and attainment, providing the necessary professional challenge and support ensuring practice and performance is continually improved.**

The build up of senior staff over time and their roles are set out below:

Year 1 senior staff

	Responsibilities	notes
Principal	Curriculum and Specialisms and Assessment and Intervention	Shared with VP
Vice Principal	ditto	Shared with Principal
Assistant Principal 1	Management of Houses	
Heads of House		Taken by 4 of mainscale teachers for first year
SENCO	SEN	A day a week shared with Harris Academy Merton

Year 2 and Year 3 senior staff

	Responsibilities	notes
Principal	Curriculum and Specialisms and Assessment and Intervention	Shared with VP
Vice Principal	ditto	Shared with Principal
Assistant Principal 1	Strategic management of Houses	
Assistant Principal 2	Head of sixth form	Also assisting with curriculum
Heads of House x 4	Management of houses	
SENCO	SEN	A day a week shared with Harris Academy Merton (2 days a week by Year 3)

Year 4 senior staff

	Responsibilities	notes
Principal	Line management of all VPs and APs; strategic direction	
Vice Principal	Strategic management of 2 Houses	
Assistant Principal 1	Strategic management of 2 Houses	
Assistant Principal 2	Head of sixth form	Also assisting with curriculum
Assistant Principal 3	Curriculum and Specialisms	
Assistant Principal 4	Assessment and Intervention	
Heads of House x 4	Management of houses	
SENCO	SEN	Full time

Year 5 senior staff – as long term chart above.

If we were operating on the 70% model we would have the same arrangement as above for Year 1 and for Years 2 and 3. That model would then need to continue into Year 4 and from Year 5 our long term staffing would need the Vice Principal to be a Head of House and the 3 APs to combine Head of House and other management roles like Head of Sixth, Curriculum or Assessment and Intervention. The staffing models suggest they may be able to reduce their teaching load a little to compensate.

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

Staffing build up 100%

	No of yr groups	Students	Tch grps	Periods	Total Periods	Prov No of tchrs	Tchrs allowed	Plus Senior Team (x 0.5)	Total Teaching Staff for contact
2016	1	180	7	27	189	8.2	8.5	3	10
2017	2	360	14	27	378	17.5	21	4	23
2018	4	600	26	27	725	30.6	33	4	35
2019	6	850	39	27	1053	46	44	7	47.5
2020	7	1050	49	27	1323	57.7	55	10	60
2021	7	1105	53	27	1431	62.4	60	10	65
2022	7	1150	57	27	1535	67	63	10	68

Staffing build up 70%

	No of yr groups	Students	Tch grps	Periods	Total Periods	Prov No of tchrs	Tchrs allowed	Plus Senior Team (x 0.5)	Total Teaching Staff for contact
2016	1	126	5	27	135	6	5.5	3	7
2017	2	252	10	27	270	11.8	13	4	15
2018	4	420	19	27	513	22.4	23.5	4	25.5
2019	6	595	28	27	756	33	34	5	36.5
2020	7	735	35	27	945	41.2	43	6	46
2021	7	774	38	27	1026	44.7	45.5	6	48.5

2022	7	805	41	27	1107	48.3	48	6	51
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Section E: Evidence of need – part 1

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

If your school is new provision:

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

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

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

	2016				2017			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	180	480		267%	180	480		267%
Year 8					180	480		267%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	180				360			

Section E: Evidence of need – part 2

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

Section E1

We are making this application with the support of Merton Council and as their preferred sponsor for a new secondary school for the Wimbledon area. The Council identified in the Cabinet report of 11th November 2013 that they were looking at rising demand for secondary places that would begin to exceed supply around 2015/16 with gradual increases in demand until 2018/19 when there is a significant jump in demand. By the early 2020s the total increase in demand is of the order of 20 to 30 FE. In a paper to Headteachers in July 2014 the Council modifies its forecasts in the light of revised GLA projections but still suggests that it will need additional provision of:

2016/17 – 4 FE

2017/18 – 6 FE

2018/19 – 15 FE

2019/20 – 16 FE

Rising to c 18/19 FE in the early 2020s.

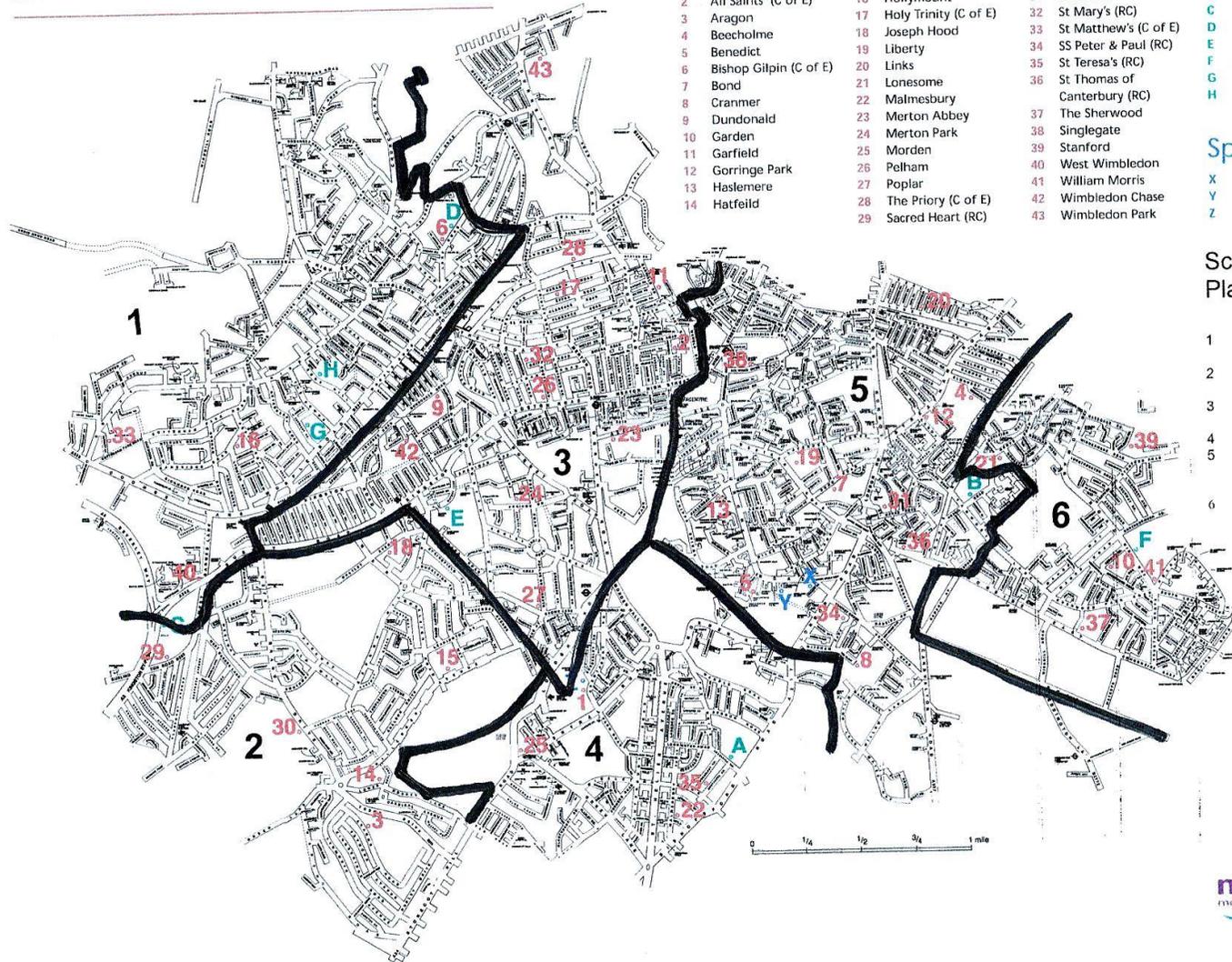
Although this application is for a 6 FE school plus sixth form we would be happy (and have done so in Thurrock and Haringey) to open with 3 or 4 FE because it is likely that temporary accommodation solutions will be required and it is likely to be part way through 2017/18 before a permanent building is completed. We can do this and be viable because we have existing schools close by and can share specialist staff in the first two years.

Although we are aware that another proposal by Chapel Street has been agreed to proceed to preopening we do not believe they have the community support or the capacity to succeed to signing a Funding Agreement and opening. We would contrast the 12 pupils they opened with in their primary school in September with the 159 that are attending the secondary school we have opened in Croydon (in a low year of demand for secondary places). There is no doubt in our minds which Sponsor is more likely to open with a full cohort.

The **demand from parents** is clear. We embarked on this proposal because the local MP and Lead Members of Merton Council were concerned that other free school proposals would come forward that did not have credible educational plans. They preferred that we made an application and considered that the Harris Federation secondary school offer is tried and tested. We know that our local schools are oversubscribed – Harris Academy Merton had 776 applications for 180 places in the 2014 intake process, with 230 of these being first preference and almost 400 being first or second preferences. This is in a year of low demand for secondary school places. We

tested our popularity out with parents in the area of Wimbledon that Merton officers have identified as in most need by leafleting all residents in the Wards within and close to Merton's Planning area 3 (see map below). 202 have replied to support us developing the proposal for a Free School. 92 of these have children in Years 4 and 5 and have specified they would put the Free School first in their list of preferences.

Merton Schools' Location Map



Primary Schools

- | | | |
|--------------------------|--------------------------|---------------------------------|
| 1 Abbotsbury | 15 Hillcross | 30 St John Fisher (RC) |
| 2 All Saints' (C of E) | 16 Hollymount | 31 St Mark's |
| 3 Aragon | 17 Holy Trinity (C of E) | 32 St Mary's (RC) |
| 4 Boecholme | 18 Joseph Hood | 33 St Matthew's (C of E) |
| 5 Benedict | 19 Liberty | 34 SS Peter & Paul (RC) |
| 6 Bishop Gilpin (C of E) | 20 Links | 35 St Teresa's (RC) |
| 7 Bond | 21 Lonesome | 36 St Thomas of Canterbury (RC) |
| 8 Cranmer | 22 Malmesbury | 37 The Sherwood |
| 9 Dundonald | 23 Merton Abbey | 38 Singlegate |
| 10 Garden | 24 Merton Park | 39 Stanford |
| 11 Garfield | 25 Morden | 40 West Wimbledon |
| 12 Gorringe Park | 26 Pelham | 41 William Morris |
| 13 Haslemere | 27 Poplar | 42 Wimbledon Chase |
| 14 Hatfeild | 28 The Priory (C of E) | 43 Wimbledon Park |
| | 29 Sacred Heart (RC) | |

Secondary Schools

- A Bishopsford Community School
- B St. Mark's Academy (C of E)
- C Raynes Park High School
- D Ricards Lodge High School
- E Rutlish School
- F Harris Academy Merton
- G Ursuline High School (RC)
- H Wimbledon College (RC)

Special Schools

- X Cricket Green
- Y Melrose
- Z St Ann's

School Places Planning Area & Wards

- 1 Hillside, Raynes Park and Village wards
- 2 Cannon Hill, Lower Morden and West Barnes wards
- 3 Abbey, Dundonald, Merton Park, Trinity and Wimbledon Park
- 4 Ravensbury and St. Helier wards
- 5 Colliers Wood, Cricket Green, Figge's Marsh, Graveney and Lavender Fields wards
- 6 Longthornton and Pollards Hill wards



To be sure of the demand we also commissioned Populus to undertake a poll of parents of Year 4 and Year 5 children at 10 local primary schools. They interviewed 300 parents – half being parents of Year 4 and half parents of Year 5 pupils – which is a sample of approximately 1 in 5 of the parents of all Year 4 and 5 pupils at those schools. 93% wanted a wider choice of secondary schools in the area. 82% said there was shortage of secondary school places in the area. 56% said they were likely to put the Free School down as one of their top two choices at that stage. Then the interviewers asked them questions about the Free School's key offers to gauge their support for them as key features.

Populus told parents in the interview that **the Free School does not have a site identified yet but the admissions arrangements would prioritise children living in Trinity, Dundonald, Colliers Wood; Abbey; Merton Park, and Cannon Hill Wards. The features of the Free School that they asked about were:**

- **The Free School should adopt the same educational approaches as the Harris Academies of which 75% are judged to be Outstanding by OFSTED and all are Good;**
- **The Free School should combine Harris Academies' traditional values such as good manners, strong discipline and smart uniforms, as well as the best of modern teaching methods and technology**
- **The Free School should open in the early morning so children can come for breakfast and stay open in the evenings for study clubs and activities**
- **The Free School should provide extra tuition, either in small groups or on a one-to-one basis for children who need it**
- **It will teach subjects like Russian and Mandarin and Robotics and will accelerate the teaching of Maths to stretch the most able**
- **The Free School should enable some students to start exam courses early and enter them early for GCSEs and AS Levels**
- **The Free School should encourage students to develop skills for life in work and at university, and promote an ethos of making a contribution to their community**

After sharing these features parents were asked if knowing more about the proposal they were likely to put the Free School as one of the top two choices – and the number who were likely to do so went up to 64% from 56%.

The summary of the Populus poll is available if required. As appendices are discouraged from the application form it has not been included as an Appendix.

The Schools surveyed and their admission numbers are as follows:

School	% of those surveyed	PAN
All Saints CE Primary School	6%	60
Garfield Primary School	10%	90
Hillcross Primary School	10%	90
Holy Trinity CE Primary School	10%	60
Joseph Hood Primary School	10%	60
Merton Abbey Primary School	10%	60
Pelham Primary Academy	10%	60
Poplar Primary School	10%	90
Singlegate Primary School	14%	90
Wimbledon Chase Primary School	10%	
Total	100% (300)	750

If we apply 64% to this total of 750 we obtain the 480 figure shown in the table of demand against places. This is the figure we have used in the table above. Even if the percentage were 56% (the figure before being given the key features of the Free School) this would equate to 420 first preference applications for the Free School and an excess of demand by 240 places. In addition we can expect substantial numbers of second and third preferences because of the existence of the other two Harris Schools nearby. This is a phenomenon with which we are familiar in Croydon where parents can now put Harris Schools as their top 5 preferences if they wish and many name 3 or 4 as their top preferences.

Section E2

This proposal has arisen as a result of discussion with senior Councillors and the local MP in July 2014. We have leafleted every household in our target wards (a total of 36,000 households) and as well as seeking feedback on support we have offered an opportunity to be part of a parents steering group testing our proposals. 80 people have expressed an interest in being part of this group. We will be holding meetings of this group during the Autumn and can feedback on this process if called for interview. We will continue dialogue with parents if agreed to proceed into preopening and adjust our offer to meet local feedback – although as a Federation we are clear with parents that there are some principles of how we operate our schools that are not negotiable. Almost all parents accept this as they realise that they are the features of Harris schools which make them so successful.

As we have existing schools in the Borough our Principals have had discussions informally with other secondary Heads and we have agreed to meet them if approved to proceed into pre-opening to discuss some of their concerns. These are chiefly about the timing of opening the Free School

because the Council have until now been persuading them to expand their schools and they do not want to commit to expansion if they will be left undersubscribed. As elsewhere we are happy to look at opening with a reduced PAN for the first couple of years if we have schools nearby which can assist with supplying specialist staff.

Section F: Capacity and capability

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

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

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

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

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

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

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

F1 (a) Pre-opening skills and experience

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

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

Section F2

As an approved Academy Group we have not completed the tables above. The DFE are aware that we have teams of people who have the expertise available to cover all the skills required in preopening and once open. There are no skills gaps and we recruit at the appropriate times to add additional people to our team if we need to add capacity. We opened 6 Free Schools and a LA competition school in September 2014 (4 primary and 3 secondary) and currently plan for 1 secondary school and 1 primary in September 2015, when we will have 38 open schools. Including this application we only plan for 4 Free Schools to open in September 2016, with 2 primary schools, a sixth form college and this as the only secondary school. So we have plenty of capacity to manage preopening of this School.

██████████ – the ██████████ of Harris Girls Academy East Dulwich and Harris Boys Academy East Dulwich - will act as ██████████ of both of those Outstanding Schools and the Free School. She will act as ██████████ leading the Associate Principal we will appoint to the Free School. We have found that having an Executive Principal leading and mentoring an Associate Principal enables us to allow our good Vice Principals to take the step up to Principalship with support and mentoring and allows them to grow into the role. She will be able to dedicate a day and a half a week to the Free School during the preparation stages and will continue this when it opens. She will be supported by the Federation's subject leaders in Maths, English and Science and will use the specialist support services in her academies to prepare materials and policies. Once open we will use our existing nearby Academies to provide support for fledgling Heads of Subject as well.

We will recruit an Associate Principal in January 2016 to assist with preparation for opening. ██████████ (██████████)

██████████

Financial

██████████ She will be able to allocate 1 day a week to the financial planning of the Free School until we recruit a Finance Assistant, around April before opening. We operate a system of using our most experienced

accountants on new schools and once we have them operating soundly move them to new accountants we recruit and train up.

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

We also have a specialist ICT team again resourced to cope with the additional schools we are planning.

The Federation has a very experienced Director of New Developments (██████████) who has experience of more than 20 academy and free school projects – creating new academies/free schools as well as conversions. We have a Projects Director, ██████████. 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 Mouchel, EC Harris, Capita and with individual project managers so can call down additional support on a short term basis if required.

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

Project Management and Team working

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

The Federation has a contract in place with 8hwe to provide marketing expertise and support and 8hwe is already heavily involved in this project, as well as helping the Federation with PR more generally.

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

The Harris Federation commits to provide the staff to deliver the opening of the Free School on time and to the highest expectations of the DFE. The Federation has demonstrated it has the resources to deliver up to 10 new schools or converting Academies a year. We expect to be operating well below that figure for 2016 openers.

F2

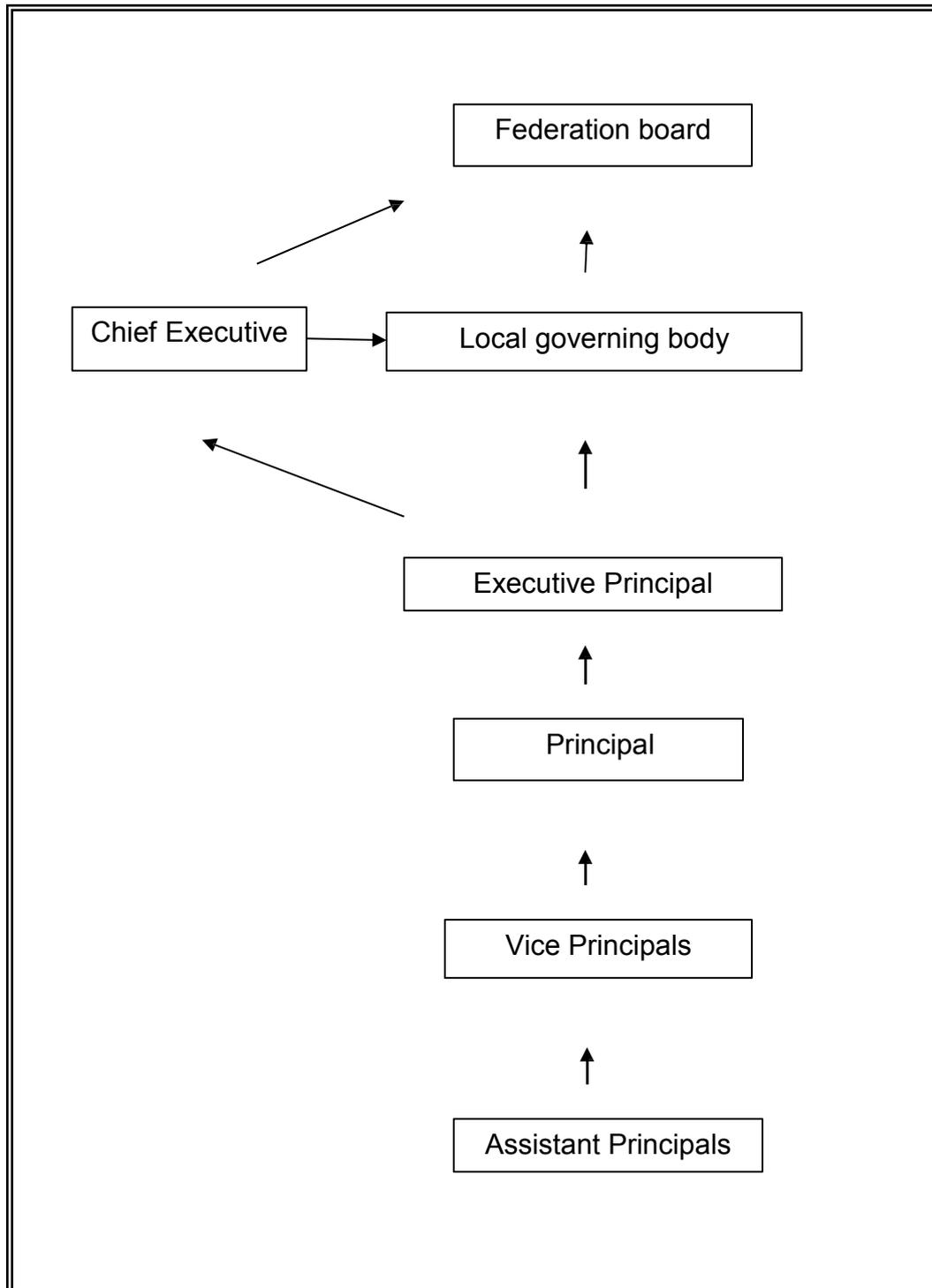
Roles and Accountability and role of Governance

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

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

The Executive 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 secondary Academies which have had a full inspection after more than a year as a Harris Academy have been judged to be Outstanding compared to 17% nationally. The other two were judged to be Good. See the model below of the lines of accountability:



Governance

The Local Governing Body will be relatively small – probably a maximum of 10 – including staff and parent governors. 6 of these Governors would be appointed by Lord Harris from people he knows are sympathetic to Academies and Free Schools. A Steering Group would be formed to take key decisions until the Local Governing Body begins to operate just under 2 terms before opening. The Federation is experienced in training Governing Bodies and ensuring that Governors take on the key roles of monitoring and challenging the senior staff of the free school to deliver an outstanding school. It is also experienced in making sure that the local governing body maintains and acts on a risk register. We may, as we have been doing elsewhere, use some Governors from our other local (joint) secondary Governing Body since this will help to embed the Harris Federation systems and processes in the Free School and mean we start the Free School with very experienced Governors.

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

F3 (a) Proposed governors

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

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

Section F4

Recruitment

As set out above the Associate Principal will not be recruited to start until 2 terms before opening but [REDACTED] will put in place preparations for opening until the Principal starts in post. Recruitment would be planned early in the Autumn Term 2015 to allow time for interviews to take place and if necessary a second round of advertisement and interviews take place if an appointment cannot be made at the first attempt. There would be some informal headhunting among contacts the Federation has and a series of high profile adverts. The Federation also has some high quality Vice Principals that are ready to take the step up to principal positions. The Federation will put together a recruitment strategy and programme not only for the Principal but for other senior staff, all teaching staff and support staff. The Federation has recently implemented such strategies for its new free schools with great success and will undertake a major recruitment drive in the Spring before the Academy opens in September 2016. Once appointed, and before starting, the Executive Principal will involve the Associate Principal elect in key decisions, and after appointment commences will oversee the establishment of the Free School for the first few years.

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

As set out in F1 above the Federation has good systems that enable it to plan for additional staff to support an expanded number of schools. Which is why it has been able to grow from 9 schools in September 2009 to 36 schools in September 2014 with no loss of quality in performance. In this case because the Free School will be able to call on staff in existing schools which will be very close by if there are recruitment issues, it is a relatively straightforward and risk free process.

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

Insert text

F6(a) Shared services

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

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

Section F7 (Independent schools)

Insert text

Section F8 (Independent schools)

Insert text

Section G: Budget planning and affordability

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

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

In addition you should complete the Excel budget templates.



Section G2

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

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]		[REDACTED]	[REDACTED]
[REDACTED]		[REDACTED]	[REDACTED]
[REDACTED]		[REDACTED]	[REDACTED]

Section H: Premises

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

Please complete the Excel application form.

SECTION H: LOCATION AND PREMISES

1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to premises.freeschools@education.gsi.gov.uk. Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.	We are aiming to serve area 3 of the LA's school place planning areas - see Merton Schools and planning area map. It will be difficult to find a site in this area - the LA have been trying to identify sites but have not yet found one. They are likely to be taking more radical options to Members we understand in October. We may have to look outside Planning area 3 but would then need to try to be within easy travelling distance for students to get there by train or bus.
--	---

If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:	not quite central but South Wimbledon Station is a good starting point - and it is <Redacted>
--	---

Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i> .	8820 sq m
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Any comments on your calculated building space:	
---	--

Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	
---	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please Include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Who owns the site?	Please select
--------------------	---------------

Please include information on purchase or lease price if known:	
---	--

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
---	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Fourth choice site

Full address and postcode of your fourth choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Please select
--	---------------

if yes, from what to what?	
----------------------------	--

Please confirm the size of your existing site:	
--	--

Please confirm the size of your existing buildings:	
---	--

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
---	--

Annexes

Any annexes you add:

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

CV template

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

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

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



Department
for Education

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