
Schools Organisation Committee

WEDNESDAY, 14TH MARCH, 2007 at 18:30 HRS - CIVIC CENTRE, HIGH ROAD, WOOD GREEN, N22 8LE.

MEMBERS:	Councillors B. Harris, Meehan, Santry, Alexander and Beynon
SCHOOL GOVERNORS:	Ms C Andrews, Ms B Simon, Mr J Connerty, Mr T Fyles (Vice-Chair) and Dr N Oparaeché
LONDON DIOCESAN BOARD FOR SCHOOLS:	Mr G Marriner and Mr L Haward
WESTMINSTER DIOCESE EDUCATION SERVICE:	Mrs M Fayker and Mike Pittendreigh.(Chair)
LEARNING & SKILLS COUNCIL	Ms Phillippa Langton

AGENDA

1. APOLOGIES

2. URGENT BUSINESS

The Chair will consider the admission of any late items of urgent business. (Late items will be considered under the agenda item where they appear. New items will be dealt with at item 7 below).

3. DECLARATIONS OF INTEREST

A member with a personal interest in a matter who attends a meeting of the authority at which the matter is considered must disclose to that meeting the existence and nature of that interest at the commencement of that consideration, or when the interest becomes apparent.

A member with a personal interest in a matter also has a prejudicial interest in that matter if the interest is one which a member of the public with knowledge of the relevant facts would reasonably regard as so significant that it is likely to prejudice the member's judgement of the public interest.

4. MINUTES (PAGES 1 - 4)

To confirm and sign the minutes of the School Organisation Committee meeting held on 30 October 2006.

5. DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS

To consider any requests received in accordance with Standing Orders

6. NEW SECONDARY SCHOOL COMPETITION (PAGES 5 - 166)

To consider the proposals, objections and any comments prior to submission to the School's Adjudicator.

7. NEW ITEMS OF URGENT BUSINESS

To consider any items admitted at item 2 above

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**MINUTES OF THE SCHOOLS ORGANISATION COMMITTEE
MONDAY, 30 OCTOBER 2006**

MEMBERSHIP

MEMBERS:	Councillors *B. Harris, *Meehan, *Santry, *Alexander and *Beynon
SCHOOL GOVERNORS:	Ms C Andrews, *Ms B Simon, *Mr J Connerty, *Mr T Fyles (Vice-Chair) and Dr N Oparaeche
LONDON DIOCESAN BOARD FOR SCHOOLS:	Mr G Marriner and Mr L Haward
WESTMINSTER DIOCESE EDUCATION SERVICE:	Mrs M Fayker and Mike Pittendreigh (Chair)*.
LEARNING & SKILLS COUNCIL	Ms Mary Vine-Morris

*denotes those present.

MINUTE NO.	SUBJECT/DECISION	ACTION BY
SOC11.	<p>ELECTION OF CHAIR AND VICE CHAIR FOR THE MUNICIPAL YEAR 2006/2007</p> <p>The Committee Clerk led proceedings to elect a Chair for the School Organisation Committee (SOC) 2006/7 and sought nominations from amongst the members for the position of Chair. Nominations were received from Councillor Meehan for Michael Pittendreigh, and seconded by Ms Simon. The Board unanimously voted for Mr Pittendreigh to be the Chair.</p> <p>The Chair led proceedings to confirm the Vice-Chair for the SOC 2006/7 as Mr Fyles.</p>	
SOC12.	<p>APOLOGIES</p> <p>Apologies were received from Ms C Andrews and Ms M Fakyer, and from Mary Vine-Morris' representative, Yolande Burgess.</p>	
SOC13.	<p>URGENT BUSINESS</p> <p>None.</p>	
SOC14.	<p>DECLARATIONS OF INTEREST</p> <p>None.</p>	
SOC15.	<p>MINUTES</p> <p>RESOLVED</p> <p>That the Minutes of the SOC meeting held on 11 July 2006 be confirmed</p>	

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MONDAY, 30 OCTOBER 2006**

	and signed as a correct record by the Chair.	
SOC16.	DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS None.	
SOC17.	COLERIDGE POST APPROVAL MODIFICATION Ian Bailey, Deputy Director, The Children and Young People's Service gave a summary of the processes behind the expansion of Coleridge School and the SOC's involvement in the process. He informed the Committee that a planning application would be submitted for the expansion on 14 November 2006. Mr Bailey explained that there would have to be a town planning process. If planning were to be refused, the Committee would have to reconsider the scheduling for the expanded school. RESOLVED That the Committee unanimously agreed that the date by which planning permission had to be obtained be deferred until 30 March 2007. That the Deputy Director's Report be noted.	
SOC18.	INCLUSIVE LEARNING CAMPUSES CONSULTATION Ian Bailey, Deputy Director, The Children and Young People's Service informed the Committee that despite a change to statute, the SOC would need to continue its life in order to finalise the Inclusive Learning Campuses Consultation. This process would begin at a meeting of the Council's Executive Committee on 21 November 2006 for a consultation period to run between March and May 2007 where it would be brought back to the Committee to decide on issues such as age ranges, and the nature of the specialisms to be taught at each of the two schools. RESOLVED: That the Deputy Director's update be noted.	
SOC19.	NEW SECONDARY SCHOOL CONSULTATION Ian Bailey, Deputy Director, The Children and Young People's Service gave an update to the Committee on the development of the new secondary school proposals and process. He stated that the Committee would be asked to consider it in detail in March 2007 after a public meeting on 16 January 2007 with promoters. Mr Bailey stated that there had been no indication as yet as to any potential promoters but that Haringey was the first authority to deal with a new school proposal following this new process. It was agreed that the Committee would meet with candidate promoters before a decision was made on which one would be chosen to take on the project. Given this, the Committee discussed where it would receive impartial advice from. Mr Bailey stated	IB

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	<p>that he would be able to give advice on the process because this would be detached from a likely Haringey Council candidacy – and that lawyers from the Authority would be on hand too. The DfES would also be able to offer advice, although there would be concerns over the impartiality of this. Nonetheless, the Committee agreed that it would need assistance in its responsibilities during this process.</p> <p>RESOLVED:</p> <p>That the Committee is to explore help and advice options on dealing with the new school promoters competition, possibly from another CYP Service.</p>													
<p>SOC20.</p>	<p>CHANGES TO SCHOOL ORGANISATION LEGISLATION AND GUIDANCE</p> <p>Ian Bailey, Deputy Director, The Children and Young People’s Service drew the Committee’s attention to the plans submitted by the DfES relating to the role of the Committee (SOC) in the new Secondary School Competition process and the subsequent changes to legislation and guidance issued to SOCs. Access to all of the information relating to the new competition arrangements could be obtained by the Lead Officer in the CYP Service, Corrine Hilton. It was also re-emphasised that the Authority would need to maintain objectivity over its support for its own candidacy in the competition, whilst adhering to its responsibilities to the Committee itself.</p> <p>Referring to a PowerPoint presentation, Mr Bailey set out some of the key issues that will arise during the competition process including a revised timetable for the process as follows:</p> <table data-bbox="287 1344 1244 1792"> <tr> <td>Publish Invitation to bid to promote the new secondary school</td> <td>4 September 2006</td> </tr> <tr> <td>Deadline for bids to be received by the Council</td> <td>4 January 2007</td> </tr> <tr> <td>Publish Statutory Notice detailing the received bids</td> <td>10 January 2007</td> </tr> <tr> <td>Public meeting discussing all bids</td> <td>16 January 2007</td> </tr> <tr> <td>Statutory notice period ends</td> <td>20 February 2007</td> </tr> <tr> <td>Deadline for decisions by SOC</td> <td>2 May 2007</td> </tr> </table> <p>Further information can be obtained from the School Organisation website: www.dfes.gov.uk/schoolorg</p> <p>Mr Bailey also touched on other changes contained within the DfES guidance, namely changes to school categories and nursery school closures.</p>	Publish Invitation to bid to promote the new secondary school	4 September 2006	Deadline for bids to be received by the Council	4 January 2007	Publish Statutory Notice detailing the received bids	10 January 2007	Public meeting discussing all bids	16 January 2007	Statutory notice period ends	20 February 2007	Deadline for decisions by SOC	2 May 2007	
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	RESOLVED: That the Committee notes the information provided by the Deputy Director relating the School Organisation legislation and guidance.	
SOC21.	NEW ITEMS OF URGENT BUSINESS None.	
SOC22.	DATE OF NEXT MEETING RESOLVED: The Committee agreed to cancel its next scheduled meeting on 23 January 2007, and to call for a new meeting to be held at 6pm on Wednesday 14 March 2007. THE MEETING FINISHED AT 19:45	

Mr M PITTENDREIGH
Chair

School Organisation Committee
on Wednesday 14th March 2007
Report title: NEW SECONDARY SCHOOL COMPETITION
Report of: DIRECTOR OF THE CHILDREN & YOUNG PEOPLE'S SERVICE
1) Purpose this report:

- a) To provide the School Organisation Committee (SOC) with details of the representations made by stakeholders during the statutory representation period on the proposed new secondary school in Haringey's Heartlands.
- b) To enable the SOC to consider and make recommendations to the Schools Adjudicator on which, if any, of the proposals should be approved.

2) Advice to School Organisation Committee

We recommend that the SOC

- a) Note that the consultation was carried out in accordance with the arrangements for the establishment of a new secondary school as governed by the provisions of Section 66 of the Education Act 2005.
- b) Note that preliminary statutory notice inviting bids for the new school was published on 4th September 2006 and ran for the statutory 4 month period – until 4th January 2007.
- c) Note that the second statutory notice detailing the proposals received was published on 11th January 2007 and ran for 6 weeks – until 21st February 2007.
- d) Note that a public meeting was held within the first 2 weeks of the statutory representation period.
- e) Note that there were 26 representations received during the statutory representation period. These comprised of 19 letters of support for a new community school, 4 letters of support for Haberdashers' Aske's Trust to establish an Academy, 1 letter of support for more diverse educational provision in Haringey and 2 letters expressing discontent over the process, particularly the change of legislation, but not actually commenting on any of the four bids. Three representations were received after the 21st February deadline.
- f) Note that copies of the Statutory Notices and the four bids has already been circulated to all members of the SOC.
- g) Note that from 9th February 2007 new regulations have come into force which will impact on the decision making arrangements for the competition. These new regulations provide that where a competition for a new secondary school is held, the School Organisation Committee (SOC) must refer the proposals to the Office of the Schools Adjudicator for a decision if they include:
 - proposals published by the Local Authority for a community or foundation school;
 - proposals published by the CE or RC Diocese for a foundation or voluntary aided school.

The former point applies in this case.

- f) Note that the Office of the Schools Adjudicator will make the final decision about who will set up and run Haringey's new secondary school, taking account of the recommendations made by SOC.
- g) Submit a recommendation to the Schools Adjudicator.

Report authorised by: Ian Bailey, Deputy Director of the Children & Young People's Service



Contact officers: Ian Bailey, Deputy Director, Business Support and Development
Corinne Hilton School Organisation and Development Officer

Telephone: 020-8489 2450 / 5019

3. Access to information: Local Government (Access to Information) Act 1985

The following background papers were used in the preparation of this report:

- Decision Makers Guidance Sections 1, 2a & 6 updated from 1st September 2006.
- New Secondary School in the Heartlands: report to Executive 13th June 2006.
- Consultation document and representations from interested parties June 2006 to February 2007.
- Haringey Council's proposal for the New School in Haringey Heartlands: Report to Executive 21st November 2005.
- School Place Planning Annual Report: Report to Executive 26th July 2005.
- SI 59 - The Education (New Secondary School Proposals) (England) (Amendment) Regulations 2007.

4 Need for a new secondary school

- 4.1 Detailed analysis of pupil numbers was presented at the SOC and Executive in the annual school place planning report in July 2006. This report demonstrates that Haringey has an increasing number of pupils in primary schools and projections show that we will need to open a new school by 2010.
- 4.2 The table below shows the total surplus capacity across Haringey's community and voluntary aid secondary schools for the last academic year and for September and January of the current academic year 2006/07.

school	2005/06 school year			2006/07 school year	
	Sep-05	Jan-06	May-06	Sep-06	Jan-07
Alexandra Park School	0.80%	0.00%	0.70%	0.00%	0.10%
Fortismere School	0.30%	0.20%	0.20%	0.00%	0.41%
Gladesmore Community School	1.30%	0.80%	0.80%	1.60%	-1.48%
Highgate Wood	0.90%	1.20%	1.10%	1.60%	1.15%
Hornsey school for girls	2.10%	0.30%	1.20%	1.90%	1.23%
Northumberland Park Community School	2.50%	3.20%	1.70%	3.70%	2.38%
Park View Academy	1.20%	1.60%	1.20%	2.10%	0.41%
St Thomas More RC School	-3.30%	-0.40%	0%	-1.60%	-0.73%
The John Loughborough School	1.30%	2.30%	3.00%	3.30%	2.66%
Woodside High School	15.10%	11.80%	10.90%	16.30%	13.99%
Haringey Total	2.50%	2.20%	2.10%	3.00%	2.06%

- 4.3 It has been acknowledged by the London Challenge team and the DfES that Local Authorities should have a surplus capacity within their secondary school sector of 5%. This allows for parental choice and pupils moving to the area and being admitted to school outside of the normal transfer time. Haringey's surplus capacity is significantly below the recommended standard.

5 Funding for the project

- 5.1 Secured BSF investment of £25 million will provide the funding for the new school. The planned levels of expenditure and accommodation schedule for the school are based on DfES BB98 and on the proposed specialisms of the school in visual arts and media, and allow for provision for students with autism. The council purchased the freehold of the land for the school site for £7.2 million on 7th December 2006.

6 The competition process

- 6.1 From 1st September 2006 the Education Act 2005 came into force. Under Section 66 Local Authorities are required to hold a competition whenever statutory proposals are required for a new secondary school, including proposals by the council (unless, exceptionally, the Secretary of State agrees that a competition need not take place). A competition is when interested parties compete against each other to establish and run a new school.
- 6.2 Under these regulations, the competition would have been decided by the School Organisation Committee or, upon appeal, the Schools Adjudicator, not by the Secretary of State.
- 6.3 These regulations set a requirement to publish a preliminary notice inviting bids for the new school. The notice invites bids from independent promoters within 4 months. The local authority then publishes details of all received bids, along with any Local Authority proposal. There is then a six week representation period in which comments or objections can be made, before the bids are forwarded to the School Organisation Committee.
- 6.4 From 9th February 2007, new regulations have come into force which will impact on the decision making arrangements for the competition currently underway in Haringey. These new regulations provide that where a competition for a new secondary school is held, the School Organisation Committee (SOC) must refer the proposals to the Office of the Schools Adjudicator for a decision if they include:
- proposals published by the Local Authority for a community or foundation school;
 - proposals published by the CE or RC Diocese for a foundation or voluntary aided school.
- 6.5 The School Organisation Committee may consider the different bids and make comments on them to pass to the Schools Adjudicator, but cannot determine the outcome of the competition.
- 6.6 These new regulations can be viewed in Appendix 1.

7 Consultation process

- 7.1 On 13th June 2006, Executive agreed that statutory consultation and the competition processes for the new secondary school under The Education Act 2005 could begin. The first phase of the consultation finished on 11th August 2006. A copy of the consultation document can be viewed in Appendix 2
- 7.2 Twenty-one (21) responses were received from the public consultation. Fifteen (15) prefer the new school to be a Community school and two (2) would prefer a Voluntary Aided school. Four (4) did not state a preference. All responses received during the consultation can be viewed in Appendix 3.
- 7.3 The main points responders commented on were as follows:
- support for an inclusive community school;
 - assurances that the school facilities are opened up to wider community use;
 - concern about the location being near the railway line, and;
 - concerns over the timing of the consultation.
- 7.4 In response to the final point, we agreed to continue to accept responses to the consultation throughout the period of competition. No further responses were received until the representation period, (see below).
- 7.5 On 4th September 2006 Statutory notices were published inviting proposals for the new school. The notice invited proposals from independent promoters to be received by the council no later than 4th January 2007,(see Appendix 4 for the notice).
- 7.6 On 3rd October 2006 a meeting was held by representatives of the Department for Education and Skills (DfES) for interested parties and potential sponsors at The Decorium, in Wood Green. Representatives of the council discussed why a new school is needed, listened to comments and answered questions.
- 7.7 Four submissions were received in response to the notice, these were from:
- CfBT Education Trust - for a foundation school
 - Haberdashers' Aske's Hatcham College Trust - for an academy school
 - Haringey Council - for a community school
 - United Learning Trust (ULT) - for an academy school
- 7.8 Summaries of each proposal received are given in section 8 below.
- 7.9 On 11th January 2007 a statutory notice was published which provided information on all the proposals received (see Appendix 5). Following a six week representation period, ending 21st February 2007, comments or objections on the proposals could be made by anyone with an interest in the new secondary school.

7.10 Two public meetings were held to give Haringey residents and interested parties the opportunity to discuss the bids for the new secondary school. In accordance with the regulations the first meeting was held within two weeks of the start of the statutory representation consultation – 16th January 2007. Just over 35 people attended this meeting. A second meeting was held on 6th February 2007 to provide a further opportunity for interested parties to ask questions to the different promoters. Over 110 people attended this meeting.

8 Proposals to run Haringey's new school

8.1 Four proposals have been received to run Haringey's new school. These are summarised as follows, drawing on summaries provided by the promoters.

CfBT Education Trust proposal

8.2 CfBT are seeking to establish the new school as a Trust school under the terms of the Education and Inspections Act 2006. These are not expected to come into force until after May 2007. Consequently, as this proposal for a Trust school is being established before the Education and Inspections Act provisions comes into force, it will actually be for an enabling Foundation under the 1988 Act. This school would cater for 11-16 year olds.

8.3 The proposed organisation of the school would create the effect of having 3 smaller schools within a larger school. Each of the small schools would have a designated head of school. Together they would form the senior leadership team working together to the Chief Executive Principal of the entire school. The CfBT would work to Haringey's over subscription admissions criteria.

CfBT Education Trust background

8.4 CfBT Education Trust is a registered charity and the country's leading specialist not for profit education consultancy company. Established 40 years ago CfBT now has an annual turnover exceeding £100 million. All funds are used for educational purposes, reinvest £1million every year for practice-based research.

8.5 CfBT has managed the implementation of several national programmes for the DfES, NCSL, Local Authorities and, Connexions and juveniles in secure estates. CfBT is one of six contracted OfSTED providers, is contracted to deliver the school improvement service in East Sussex and Lincolnshire, and was recently awarded a contract by the DfES to deliver the entire Gifted and Talented programme across all schools and Local Authorities.

8.6 CfBT is on the PfS (Partnership for Schools) Education Advisers framework and is heavily committed to the BSF (Building Schools for the Future) programme. They are currently contributing to the schools BSF development programme in Islington, Lambeth, Newham, Nottingham, Kent and Birmingham.

8.7 Alongside Southwark Diocese Board of Education and Toc H, CfBT are the joint sponsors of St. Mark's Academy in Merton. CfBT owns six private primary schools in the UK and one (4-19 year old school) in South Africa. CfBT manages 12 schools on behalf of the Ministry of Abu Dhabi as part of a major public-private partnership and has a well established school support operation based in

Hyderabad, India. From 2007 CfBT will manage the International School of Azerbaijan.

Haberdashers' Aske's Hatcham College Trust proposal

- 8.8 Haberdashers' Aske's Hatcham College Trust proposes to establish an 11-18 Academy in Haringey: the Haberdashers' Aske's Wood Green Academy [HAWA] and to consult on extending this to a 3-18 Academy. Classes will be largely single sex 11-16 within a co-educational campus while the Sixth Form will be fully co-educational. The Trust reaffirms the vision of absorbing Alexandra primary school into HAWA, either now or at a future date, and hope to provide an integrated 3-18 curriculum.
- 8.9 There is interest in modifying the borough's distance criterion for admission to HAWA to a random ballot among remaining applicants living within three miles of the school, once places have been allocated to the accepted priority groups (SEN; public care; exceptional medical/social/educational need; siblings). The proposal includes automatic entry to the secondary school for Alexandra primary pupils, and 10% of students to be chosen for musical aptitude in line with the school's specialism.
- 8.10 It is proposed that HAWA would become part of the Federation of Haberdashers' Aske's schools, which include Hatcham College & Haberdashers' Aske's Knights Academy.

Haberdashers' Aske's Hatcham College Trust background

- 8.11 The Haberdashers' Company (one of the twelve 'great' Livery Companies of the City of London) remains trustee of the Aske Charity and as such will continue to safeguard the original intentions of Robert Aske. In September 2005 the Federation of Haberdashers' Aske's Hatcham College & Haberdashers' Aske's Knights Academy were set up by the Haberdashers' Company in order to increase the availability of an Aske's education to more students and make a wider use of the strengths that Aske's has to offer. These schools share a single Vision and Ethos, with one overarching Governing Body and Chief Executive. The Aske's Vision is one where all students in the federation are inspired to reach their full potential, regardless of ability or background, where aspirations and achievements are constantly raised through the highest quality academic, personal and vocational teaching and guidance, and where the students and staff at the two academies benefit from each others strengths.

Haringey Council's proposal

- 8.12 Haringey Council's proposal is for an 11-16 year old mixed, multi-faith community comprehensive school serving the Wood Green, Hornsey and Haringey Heartlands communities with an opportunity to become part of a hard federation of successful schools.
- 8.13 The school will specialise in the visual arts and media which will enable it to benefit from its unique location in the cultural quarter of Haringey. It will also have an additional specialism in supporting students with autistic spectrum disorder. The school would work to Haringey's over subscription admissions criteria.

Haringey Council's background

- 8.14 The Children and Young People's Service was judged as good in the recent inspection in the context of a rapidly improving Council which moved to 3* in the Annual Comprehensive Performance Assessment of Local Authorities in 2005 and maintained it in 2006.
- 8.15 The Council has a good track record in establishing successful new institutions. Alexandra Park School was opened in 1999 and the new Haringey Sixth Form Centre is on-track to open in September 2007. Haringey Council created and supported the most successful Fresh Start School in the country, and have secured Haringey in Waves 2 and 4 of the Building Schools for the Future (BSF) Programme, an investment of £178 million.
- 8.16 Standards in all Haringey secondary schools have risen rapidly in the past five years, at twice the national rate. Haringey is 8th out of 150 local authorities for progress between Key Stage 3 and 4 (14 to 16 years olds).

United Learning Trust proposal

- 8.17 United Learning Trust proposes to establish an 11-16 Academy with a specialism in Arts and Media. Admission to the Academy are in line with Haringey's over subscription admissions criteria. ULT are not proposing any 6th form provision at the Academy. The school will be federated with both UCST's Independent Schools and ULT's other Academies.

United Learning Trust background

- 8.18 The United Learning Trust (ULT) is an educational charity, created to manage a number of Academies spread across the country. ULT is a subsidiary of the not-for-profit charity, the United Church Schools Trust (UCST) and shares with it the objective of managing schools which offer students a high quality education. With an ethos based on their founding Christian principles of respect, service and compassion, discipline and hard work, ULT helps to prepare young people for a rewarding and enriching adult life.
- 8.19 ULT is currently involved with 13 Academies. The existing Academies in Manchester, Lambeth, Northampton and Salford were joined in September 2006 by ULT's new Academies in Barnsley, Walthamstow, Paddington and two in Sheffield. Working is progressing on four proposed Academies in Stockport, Banbury, Swindon and a second one in Manchester. It now runs 20% of academies that have opened.
- 8.20 The United Church Schools Trust was founded as an educational charity in 1883 with the principal objective of creating schools that would offer pupils a good academic education based on Christian principles of service and tolerance, with particular reference to the Church of England.
- 8.21 Whilst the Christian faith will be the starting point and the central focus for the ethos of the Trust and the Academy, the beliefs and practices of other faiths will be valued and respected. It is hoped that parents and pupils of all faiths will find the Academy a welcoming community.

9 Guidance

9.1 This report, as required in the guidance, summarises representations received during the statutory period and sets out a response on behalf of Haringey Council as promoter of the competition. The Education Act 2005 requires that, when deciding competitions, the SOC and Schools Adjudicator must have regard to guidance issued by the Secretary of State. The full guidance is attached as Appendix 6.

10 Representation

10.1 Copies of all representations received are attached in Appendix 7. Twenty Six (26) written representations were received during the statutory period.

10.2 Nineteen (19) letters expressed support for the council's proposal to establish a community secondary school.

This included representation from:

- David Lammy MP
- Haringey Green Party
- Highgate Wood Governing body
- Muswell Hill Governing Body
- Haringey NUT
- Haringey TUC

10.3 Four (4) letters expressed support for Haberdashers' Aske's Trust to establish an academy.

10.4 Two (2) letters expressing discontent over the process, particularly the change of legislation, but not actually commenting on any of the four bids.

10.5 One (1) letter expressed support for the notion of more diverse educational provision in Haringey other than a community school.

10.6 Three (3) representations were received late. These can be viewed in Appendix 8

11 Summary of comments

11.1 The following excerpts are representative of the comments made in representations supporting the community school proposal:

- "Mechanisms of accountability put in place by other bidders cannot compensate for the absence of the ultimate electoral mechanism at the disposal of Haringey people".
- "If we are to retain any degree of strategic thinking and planning at all in education planning for all students, it is essential that schools are given the support and framework supplied by a local authority".
- "Haringey Council has recent experience of planning, designing, and marketing a new school, Alexandra Park School and the New Sixth Form Centre".

- “I am confident of the success of such a school given the authority’s proven track record in driving and sustaining improved standards of achievement, and in particular its vital experience in securing and providing highly regarded support and constructive change”.
- “Haringey has been at the fore-front in developing special units for pupils with disabilities within mainstream schools and the proposed unit for autistic children will meet a growing need”.
- “We have concerns about how the community and council would influence how the school is operated, if either an independent trust or governing body also governing schools in other boroughs were running the new school. We also think that other local residents and parents are mostly in favour of a community school and these views are more important than following other non-local views and policy”.
- “Haberdashers’ Askes’ Federation are running two secondary schools in Lewisham and claim considerable academic success. The data here suggests that the Federation has in fact shifted the balance of admissions in two failing schools to higher-attaining students over recent years so improvement in academic achievement should not be unexpected”.
- “We are also concerned about the impact upon Alexandra Primary school about the proposed ‘absorption’ into an academy [Haberdasher’s Askes’ Federation proposal]”.
- “The proposal [Haberdasher’s Askes’ Federation] suggests that (assuming the federation has ‘absorbed’ the neighbouring Primary School) pupils would be taught co-educationally at KS1 and KS2, then segregated at KS3 and KS4, mixing again in the sixth form. No real educational justification is put forward for this approach. We are simply told that it ‘is the Haberdashers’ way.’ This aspect of the proposal does not reflect any known local parental demand”.
- “How can the public be satisfied that public monies in these schools [other than community schools] are properly used? What action can the public take if concerns are raised? This is one problem of public money being handed over to less democratically accountable bodies”.
- “The case for a new community school linked through a Federation with other Haringey schools under the guidance of the council seems to me to be by far the best way forward”.
- “CfBT have little experience of running inner London schools exhibiting the challenges faced in Haringey”.
- “ULT claim expertise in managing construction projects, yet are a year behind with their Paddington Academy”.
- “In terms of the process Haringey TUC is extremely perturbed to find that it would appear that Lord Adonis has changed the process whereby bids will be adjudicated part of the way through the process. This seems to us highly unusual and may be thought to bring the whole matter into disrepute”.

11.2 The following excerpts are representative of the comments made in representations supporting the Haberdasher's Askes' Federation proposal:

- “[Haberdasher's Askes' Federation proposal] brings with it the potential for partnership between an educational foundation of proven ability, commitment and resources and those behind the development of the Heartlands”.
- “I believe that Haringey's Education Authority needs to concentrate on improving standards at other schools in the area first and foremost”.
- “They [Haberdasher's Askes' Federation] have a proven track record with the Hatcham College and Knights Academy schools in Lewisham”.
- “I like their [Haberdasher's Askes' Federation] proposed admission procedures”.
- “Their [Haberdasher's Askes' Federation] proposal to teach boys and girls separately would benefit both groups”.

12 Recommendations

12.1 Note that the consultation was carried out in accordance with the arrangements for the establishment of a new secondary school as governed by the provisions of Section 66 of the Education Act 2005.

12.2 Note that preliminary statutory notice inviting bids for the new school was published on 4th September 2006 and ran for the statutory 4 month period – until 4th January 2007.

12.3 Note that the second statutory notice detailing the proposals received was published on 11th January 2007 and ran for 6 weeks – until 21st February 2007.

12.4 Note that a public meeting was held within the first 2 weeks of the statutory representation period.

12.5 Note that there were 26 representations received during the statutory representation period. These comprised of 19 letters of support for a new community school, 4 letters of support for Haberdashers' Aske's Trust to establish an Academy, 1 letter of support for more diverse educational provision in Haringey and 2 letters expressing discontent over the process, particularly the change of legislation, but not actually commenting on any of the four bids. Three representations were received after the 21st February deadline.

12.6 Note that copies of the Statutory Notices and the four bids has already been circulated to all members of the SOC.

12.7 Note that from 9th February 2007 new regulations have come into force which will impact on the decision making arrangements for the competition. These new regulations provide that where a competition for a new secondary school is held, the School Organisation Committee (SOC) must refer the proposals to the Office of the Schools Adjudicator for a decision if they include:

- proposals published by the Local Authority for a community or foundation school;
- proposals published by the CE or RC Diocese for a foundation or voluntary aided school.

The former point applies in this case.

12.8 Note that the Office of the Schools Adjudicator will make the final decision about who will set up and run Haringey's new secondary school, taking account of the recommendations made by SOC.

12.9 Submit a recommendation to the Schools Adjudicator.

2007 No. 59

EDUCATION, ENGLAND

**The Education (New Secondary School Proposals) (England)
(Amendment) Regulations 2007**

<i>Made</i>	<i>16th January 2007</i>
<i>Laid before Parliament</i>	<i>19th January 2007</i>
<i>Coming into force</i>	<i>9th February 2007</i>

The Secretary of State for Education and Skills, in exercise of the powers conferred by sections 66 and 120 of, and paragraphs 5 and 10 of Schedule 10 to, the Education Act 2005[[1](#)] makes the following Regulations:

Citation

1. —(1) These Regulations may be cited as the Education (New Secondary School Proposals) (England) (Amendment) Regulations 2007 and come into force on 9th February 2007.

(2) These Regulations apply only in relation to England.

Amendment of Education (New Secondary School Proposals) (England) Regulations 2006

2. —(1) The Education (New Secondary School Proposals) (England) Regulations 2006 [—(1) These Regulations may be cited as the Education (New Secondary School Proposals) (England) (Amendment) Regulations 2007 and come into force on 9th February 2007.

(2) These Regulations apply only in relation to England.

Amendment of Education (New Secondary School Proposals) (England) Regulations 2006

2. —(1) The Education (New Secondary School Proposals) (England) Regulations 2006 [—(1) The Education (New Secondary School Proposals) (England) Regulations 2006 [[2](#)] are amended as follows.

(2) At the beginning of regulation 5, for "Notices" substitute "For the purposes of section 66 (3)(d), notices".

(3) In regulation 5(h) for "schools" substitute "school".

(4) In regulation 6(1)(f) for the comma after "authority" where that word first occurs, substitute "and".

(5) In regulation 10(a), after "them", insert "under section 66(7)(b)".

(6) In regulation 10(b) (ii) for "paragraphs (2)" substitute "paragraph".

(7) At the end of regulation 17(1)(b) insert the word "or".

(8) After regulation 17(1)(b) insert—

" (c) where the proposals published under section 66 in response to a notice under that section, consist of or include any proposals which are

made by the local education authority for the area in which the school organisation committee has been established; or

(d) where the proposals published under section 66 in response to a notice under that section consist of or include any proposals for the establishment of a foundation or voluntary school which is proposed to be designated under section 69(4) of the 1998 Act as:

(i) a Church of England school, or

(ii) a Roman Catholic school, or

(iii) both a Church of England and a Roman Catholic school."

(9) After regulation 17(3) insert the following—

" (4) The school organisation committee, in cases where sub-paragraphs (1)(c) and 1(d) apply, must make any referral within four weeks of the end of the period prescribed by regulation 12 or paragraph 3(1) of Schedule 10 (as substituted by regulation 22(3)) as the case may be."

(10) In regulation 22 (1)(a) omit "(2)".

Andrew Adonis

Parliamentary Under Secretary of State Department for Education and Skills

16th January 2007

EXPLANATORY NOTE

(This note is not part of the Regulations)

These Regulations amend the Education (New Secondary School Proposals) (England) Regulations 2006.

They amend regulation 17(1), by inserting new sub-paragraphs (c) and (d), to provide that school organisation committees must refer to the adjudicator any proposals that the local education authority (for the area in which the school organisation committee has been established) has made, or that relate to the establishment of a Church of England or Roman Catholic school (or a school of both those denominations).

They also make a number of minor corrections mostly of typographical errors.

(This note is not part of the Regulations)

These Regulations amend the Education (New Secondary School Proposals) (England) Regulations 2006.

They amend regulation 17(1), by inserting new sub-paragraphs (c) and (d), to provide that school organisation committees must refer to the adjudicator any

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proposals that the local education authority (for the area in which the school organisation committee has been established) has made, or that relate to the establishment of a Church of England or Roman Catholic school (or a school of both those denominations).

They also make a number of minor corrections mostly of typographical errors.



The Children and Young People's Service

Statutory Notice inviting proposals for a new secondary school in Haringey.

Notice is hereby given in accordance with section 66(1) of the Education Act 2005 that Haringey is inviting promoters to establish a new Secondary school for 1080 boys and girls between the ages of 11 and 16 from 01 September 2010.

The number of pupils in Haringey Primary schools is expected to grow over the next 10 years. At the same time Haringey is reducing the number of pupils in several secondary schools.

The new school is to be built at the Eastern Utility site, which is in Wood Green and adjacent to Alexandra Park. The new school will be needed at the centre of the borough in order to provide for the increasing number of pupils. The site is close to Alexandra Palace Station and 600 metres from Wood Green tube and bus station, making travel to and from the school convenient.

The Eastern Utilities land forms part of the Heartlands development, which is a significant regeneration scheme and will contribute towards the regeneration of under used sites and attract major investment into the area. The site will also be in close proximity to a significant amount of residential developments.

The purchase for the land freehold is in the region of £6 million. The Local Authority will meet the capital cost of £25.75 million in order to implement the proposals to the extent required by any enactment. In the event of a non-Haringey Local Authority proposal securing the right to establish the new secondary school, the Local Authority will transfer their interest in the site and any buildings on it, which are to form part of the school premises to the school's trustees, foundation body, or governing body in accordance with paragraphs 13(4) and 14(5) of Schedule 10 to the Act.

The school will be built to accommodate 8 forms of entry in each year group. The number of pupils to be initially admitted to the school at age 11, from 01 September 2010, will be 162 pupils (6 forms of entry). When there is sufficient demand, the roll will be increased to admit 216 pupils (8 forms of entry). There will be an additional 25 places in a special unit for students with autism.

The school will be open from 8am to 6pm all year round, providing access to a range of activities for young people such as arts, sports or special interest clubs, and other study support such as 'catch up' and 'stretch' opportunities. The school will promote family and adult learning through the extended services programme. The school will develop an identity and focus for the local community including facilities to support a wide range of community uses/services. The school will play an important part in the development of the re-development of this part of Haringey and have a particular focus on arts and media.

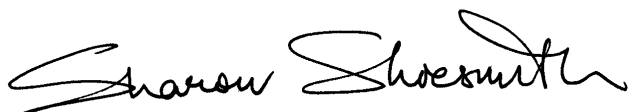
Any proposal brought forward should be in line with the requirements set out in the above paragraph. However, proposals that do not comply with all the requirements but meet the need for secondary places in Haringey will be considered.

Within four months after the date of publication of this notice any person or group may bring forward a proposal to promote the school. The invitation period for proposals therefore extends from the date of this notice until 4th January 2007. Proposals must contain all the information required by part 1 of Schedule 2, under Section 66 (1). Promoters must send their bids to:

Corinne Hilton
School Organisation & Development Officer
Business Support & Development Team
Haringey Children and Young People's Service
Professional Development Centre, Downhills Park Road, London N17 6AR
corinne.hilton@haringey.gov.uk
(Tel) 020 8489 5019 / 5000 (Fax) 020 8489 5004 / 5001

Within three weeks after the end of the invitation period, the Local Authority will publish a notice summarising all proposals received. Within six weeks after the date of publication of these proposals, any person may object to or make comments on the proposals by sending the representations to the Local Authority. Within two weeks after the end of the representation period, the Local Authority will send to the School Organisation Committee all representations made (and not withdrawn in writing) within the representation period, together with the Authority's observations on them.

Signed



Sharon Shoesmith
Director
The Children and Young People's Service

Date: 4th September 2006

Timetable

Statutory invitation to bid to promote the new school	4 th September 2006
Deadline for bids to be received	4 th January 2007
Statutory notice published detailing the received bids	10 th January 2007
Public meeting to discuss all bids	16 th January 2007
Statutory notice period ends	20 th February 2007

HARINGEY COUNCIL

The Children and Young People's Service

Haringey New Secondary School competition

In accordance with section 66(8) of the Education Act 2005, Haringey Council hereby gives notice that following their notice of 04 September 2006 inviting proposals for a new secondary school, four proposals have been received. The following are summaries of each proposals received. Details of where the full proposals can be viewed are listed at the end of this notice.

CfBT Education Trust 60 Queens Road Reading RG1 4BS has submitted a proposal to establish a new Foundation School.

The new school will place a strong focus upon developing the individual skills, aptitudes and interests of all students', equipping them for life as learners and workers in the 21st Century. The school will have a high work ethic. It will set out clear expectations for all students with high aspirations for students' levels of personal achievement. It will be a fully inclusive school built on an ethos of respect for diversity with a sense of self-respect and personal responsibility. It will offer an enrichment programme that will extend the opportunity for students, staff and families to learn beyond the school day and academic year. It will be a school of which the community, students, families and staff alike will be proud. In establishing the ethos of the school, an essential characteristic will be the creation of three small schools within the one organisation, sharing the same campus, working collaboratively as one larger federated model under one executive principal and one governing body. Two of the schools would be as mainstream schools following the full breadth and balance of the national curriculum. They will work in parallel with two Y7 –Y11 vertical groupings. Each of these schools will be the equivalent of 4 forms of entry with 108 young people in each parallel year group. The third small school would be the integrated resource for young people with Autistic spectrum disorders. The specialist provision offered through this third school would be developed in partnership with the National Autistic Society. Each of the small schools would have a designated head of school. Together they would form the senior leadership team working together to the Chief Executive Principal of the entire school. At the heart of the school ethos will be drive to continually improve. It will have a sharp focus on standards and outcomes ensuring all staff are giving of their best on behalf of the young people in the school and all young people recognise the contribution they have to make to their own success at school. At the time of application the nature of the specialism has yet to be determined.

United Learning Trust 23 Chapel Street Titchmarsh Northamptonshire NN14 3DA has submitted a proposal to establish a new Academy.

In our proposal to build an Academy in Haringey we have provided a comprehensive description of our ethos and approach and hope this level of detail demonstrates our thoughtful commitment to the project. In summary, it is our aim to bring out the 'best in everyone'. The Academy will be a non-selective community school welcoming those of all faiths and none. Its ethos will be guided by ULT's founding principles of respect, service, compassion and responsibility. The principles underpinning the Academy's ethos, vision, curriculum, enrichment programme and admissions policy relate not only to the desire to promote academic and personal success, but also to the Academy seeking to be an active agent for community cohesion. The Academy will be a high performing centre of learning promoting the highest possible levels of achievement. It will also actively support the development of personal qualities and competencies to enable each student to become a successful and fulfilled adult. The curriculum will draw upon the strengths of the National Curriculum, but place greater emphasis on personalised learning and in particular an individualised student support programme which guarantees 1-1 tutoring, guidance and progress review on a regular basis. The Academy will provide a broad, balanced and relevant curriculum for all. It will specialise in the Arts and Media and become a centre of excellence, providing enhanced resources which will be made available to students, partner schools and the community. It will specialise in the Arts and Media.

Haberdashers' Aske's Federation Pepys Road London SE14 5SF has submitted a proposal to establish a new Academy.

"Haberdashers' Academies: Three Schools, One Vision" The Federation will bring the three schools together in a new and ambitious way. United by a single Governing body and Chief Executive, they will still be separate schools with a Principal and Senior Management Team. At the same time, links will develop at every level and in every area of school life. There will be excellent opportunities for sharing resources, learning from each other and student and teacher exchange. There will be a distinct Mission: "to value tradition as well as progress and promote excellence". The Federation will be at the cutting edge of national educational initiatives, committed to research and development and to adopting creative solutions that will benefit all Askean students. The Haberdashers' Aske's Federation ethos is one of: Promoting excellence through mutual respect and responsible behaviour, equality of opportunity for all. The aim for all our schools:

- To provide single sex education for students aged 11-16 and co-education at Primary and Post 16
- To ensure that all students receive a broad, balanced and high quality education including extra activities in an extended day
- To raise levels of achievement
- To work with our local community
- To explore innovative ideas in education
- To involve business and industry in education.

This proposal is to include a sixth form (11-18) and, pending consultations, to absorb the Alexandra primary, creating in effect a 3-18 Academy. The school will specialise in Music.

The Local Authority has submitted a proposal to establish a new Community School.

Haringey Council's proposal is for a high achieving, inclusive, multi-faith community comprehensive school, in which all young people achieve their potential through high quality personalised learning that is designed to meet their individual needs. All young people will make excellent progress from different starting points. The school will make a strong contribution to the well-being and cohesion of the local community and gain from connections across the capital. Governors, leaders, staff and young people of the school will share a responsibility to create an ethos whereby students:

- are keen to learn and value highly their own achievements and those of others;
- develop confidence, high self esteem and a sense of responsibility;
- understand and respect each other's feelings, values, beliefs and cultures;
- behave well because they understand and apply the principles that distinguish right from wrong;
- be active and responsible young citizens within the community;
- take a keen interest in a wide variety of opportunities available through the school and the wider community;
- understand and fulfil the responsibilities of living in a diverse community.

Above all the ethos of the school would allow good relationships to flourish. The school will have the opportunity to operate as part of a hard federation of successful schools that have raised standards of achievement at twice the national rate consistently over six years. The Council is proposing the school would have specialisms in visual arts and media, with additional specialisms in areas of SEN (Autism). Additionally the school will form an important contribution to the planned collaboration between Haringey schools to provide the full range of specialist diplomas, which will provide progression pathways 14-19. The school will benefit from a wide range of partnerships already established across Haringey.

Complete copies of the proposals can be inspected at the following address:

Wood Green Library - High Road Wood Green London, N22 6XD

Hornsey Library – Haringey Park, London, N8 9JA

Marcus Garvey Library – 1 Philip Lane, Tottenham, N15 4JA

Or viewed on the Haringey web site at: <http://www.haringey.gov.uk/newschool>

Within six weeks after the date of publication of this notice (no later than 21st February 2007), any person may object to or make comments on the proposals by sending the representations to:

Corinne Hilton, School Organisation & Development Officer, Haringey Children and Young People's Service, 48 Station Road, Wood Green London N22 7TY
corinne.hilton@haringey.gov.uk (Tel) 020 8489 5019

Within two weeks after the end of the representation period, the Local Authority will send to the School Organisation Committee all representations made (and not withdrawn in writing) within the representation period, together with the Authority's observations on them.

Signed



Ian Bailey
Deputy Director of the Children & Young People's
Service
Business Support & Development

Date 11th January 2007

Note

- A public meeting discussing all bids will be held on 16th January 2007. The meeting will start at 18:30 at Civic Centre, High Road, Wood Green London, N22 8LE
- The new secondary school will be located on the Eastern Utilities land which forms part of the Heartlands development.

Decision Makers Guidance Section 1

Statutory Guidance - Issues to be considered in deciding proposals.

■ Standards

1. The Secretary of State wishes to encourage changes to local school provision which will boost standards and opportunities for young people, while matching school place supply as closely as possible to pupils' and parents' needs and wishes. Decision Makers should assess proposals in the light of these overall criteria, and the specific further considerations set out in this guidance. The Decision Maker may wish to consider whether the proposals are consistent with the Children and Young People's Plan for the area, where such a plan is required, but if they are not consistent they should not reject the proposals solely on these grounds.
2. The Government aims to transform the opportunities open to pupils in secondary education, and greater diversity and innovation have a key role to play in this, with each school developing its own ethos and sense of mission and being encouraged to develop a centre of excellence or specialism. Every school should have an incentive to improve, have effective leadership and management, and collaborate with other schools.
3. The Government wants to use the best schools to lever up standards across the system. This may be by enabling successful and popular schools to expand, or by encouraging a range of collaborative arrangements by which successful schools can share their management and other expertise with less successful schools. Decisive action must be taken to deal with failing schools.
4. In considering standards issues, the Decision Maker should also take account of recent reports from Ofsted or other inspectorates, the autumn package of performance data, and any other performance data. The LAs and others bringing forward proposals should justify them specifically in terms of their impact on standards.

■ Curriculum

5. The Decision Maker must also be satisfied that the proposals are consistent with delivery of a broad and balanced curriculum to the pupils involved.

■ Proposals involving schools in special measures and those causing concernPowers of Intervention

6. The categories of schools causing concern are defined in sections 14-19 of the Schools Standards and Framework Act 1998, as amended by sections 54-59 of and Schedule 5 to the Education Act 2002. Further information on these categories and the relevant follow-up procedures can be found in the DfES guidance on schools causing concern. This legislation is being consolidated and extended within the Education and Inspections Bill currently before Parliament. In addition the Department is currently consulting on new draft statutory guidance in this area, and details are available at <http://www.standards.dfes.gov.uk/sie/si/SCC/>
7. All maintained schools causing concern should receive intensive support from their LA.
8. The Education Act 2005 (section 44), changes the definition of a school in special measures and a new category - significant improvement - replaces previous Ofsted categories of serious weaknesses, inadequate sixth form or underachieving (a non-statutory category). Before reaching a judgement that a school requires special measures, Ofsted inspectors must now take into account a school's capacity to improve. A school that is not considered to need special measures but is nevertheless not performing as well as it should be, may be given a notice to improve. These changes came into force with new inspection arrangements in September 2005. Schools judged to require special measures, to have serious weaknesses, an inadequate sixth form or to be underachieving under the arrangements in place until the end of July 2005 will be re-inspected two years after their designation. Under the new arrangements schools that are made subject to special measures will continue to receive termly monitoring visits; those requiring significant improvement will be re-inspected after one year. However, Ofsted will from September 2006 be

trailing a system whereby schools requiring significant improvement will receive one monitoring visit, around 8 months after the initial inspection that made the judgement, to see what progress the school is making in advance of the re-inspection.

9. When considering the closure of any school causing concern and the expansion of other schools in the area, LAs should take into account the popularity with parents of alternative schools.

10. "Fresh start" proposals are normally designed to replace a school that is subject to special measures, needs significant improvement or is subject to a warning under section 15 of the School Standards and Framework Act 1998. The proposals for both the closure of the school and the opening of the new school on the same site should be submitted in parallel and should be considered together. In such cases there should be a presumption to approve both proposals. When considering the approval of a Fresh Start proposal, the Decision Maker should check that the places the new school will provide are needed.

11. DfES has put in place a programme to support Fresh Start schools. In order to qualify for support under this programme, the Fresh Start proposal will need to be endorsed by Ministers. Such endorsement will of course depend on approval of the statutory proposals relating to the Fresh Start. However, in exceptional circumstances Ministers may decide not to endorse a Fresh Start proposal after the associated statutory proposals have been approved. In such circumstances, the new school will neither qualify for support from the Fresh Start support programme, nor be recognised nationally as a "Fresh Start" school. "Collaborative restart" is a variant of Fresh Start and federation, involving closure/reopening of a failing school in a strong partnership with another local school. It therefore comes under exactly the same decision making regime as Fresh Start.

12. For all closure and Fresh Start proposals involving schools causing concern, copies of the Ofsted monitoring letters for the relevant schools should be made available. The Decision Maker should have regard to the length of time the school has been on special measures, needed significant improvement or otherwise caused concern, the progress it has made, the prognosis for improvement, and the provision of places at neighbouring schools. Where the Decision Maker is presented with proposals to close schools in special measures or otherwise causing concern, they should start from the presumption that these should be approved, subject only to checking that there will be sufficient accessible places of an acceptable standard available in the area to meet foreseeable demand and accommodate the displaced pupils.

13. Where a school is to be closed so that it may be amalgamated with a more successful and popular school, the Decision Maker should again normally approve these proposals, subject to evidence being provided by the LA and other interests that the development will have a positive impact on standards.

14. From September 2006, Fresh Start or Collaborative Restart proposals for secondary schools can only go forward without a competition if the Secretary of State has consented under section 28A (1) of the School Standards and Framework Act 1998, as inserted by section 65 of the Education Act 2005.

Secretary of State's power to direct closure

15. Section 19 of the School Standards and Framework Act 1998 as substituted by section 45 of the Education Act 2005, gives the Secretary of State the power to direct an LA to close a school requiring special measures. Such a direction would not be subject to the agreement of the School Organisation Committee or Schools Adjudicator. However, they may be required to consider proposals for the opening of a new school or for alterations as a consequence of the directed closure. There should be a presumption to approve the consequential proposals.

Proposals other than closure or Fresh Start

16. These should be dealt with as quickly as possible, and the Decision Maker should have regard to the impact the proposals may have on the school's ability to take forward its action for recovering from special measures, removing serious weaknesses or no longer requiring significant improvement.

■ **Creating Additional Places (in existing schools or by new schools)**

17. Where proposals will provide additional places, the Decision Maker should consider whether they are needed. In considering need, the Decision Maker should take into account not only the existence of spare capacity in neighbouring schools, but also the quality and popularity with parents of the schools in which spare capacity exists and evidence of parents' aspirations for a new school or their support for expansion of an existing school. The existence of surplus capacity in neighbouring less popular or successful schools should not in itself prevent the addition of new places. In considering proposals for additional places, the Decision Maker must take account of the impact which proposals will have on the standards of provision. Where proposals add to surplus capacity (either by adding places at existing schools or creating new schools) but there is a strong case for approval on parental preference and standards grounds, the presumption should be for approval. The LEA in these cases will need to consider parallel action to remove the surplus capacity thereby created.

■ School Size

18. Decision Makers should not make blanket assumptions that schools need to be of a certain size before they can be good schools (although the cost-effectiveness of proposals should continue to be one of the factors taken into account). All proposals should be considered on their individual merits.

■ New schools

19. Any organisation, association or individual willing to meet the conditions associated with being in the maintained sector, may publish proposals to set up a new maintained school. The Government wishes to encourage the widest possible range of promoters with a contribution to make to educational standards and diversity to come forward – including parent and community groups, private and charitable companies, voluntary groups including church and faith communities, those offering distinctive educational philosophies, existing schools or consortia of schools. All proposals, from whatever source, must be considered on the basis of their educational merits, the extent of parental demand for the places and what they have to offer the local community.

■ Establishing a new secondary school

20. With effect from 1 September 2006 a new statutory framework applies for the establishment of any new secondary school – whether it is to be a brand new school or to replace an existing school. Where a local authority wishes to see a new secondary school established it must either:

- a. invite proposals for such a school as provided for under section 66 of The Education Act 2005 and regulation 3-6 of The Education (New Secondary School Proposals) (England) Regulations 2006. The process is generally referred to as “secondary school competitions”. This is expected to be the route by which most new secondary schools will be established; OR
- b. apply to the Secretary of State for permission to publish proposals for a new secondary school, without running a “competition” as provided for in section 28A of the School Standards and Framework Act 1998, as inserted by section 65 of The Education Act 2005.

21. Where proposers – other than a local authority wish to establish a new secondary school, they must also apply to the Secretary of State for permission to publish proposals for a new secondary school, without running a “competition” as provided for in section 28A of the School Standards and Framework Act 1998. There is no provision for proposers other than LAs to hold competitions.

22. It is important to note that the Secretary of State may only give consent to **publish** proposals. Where consent is granted, the normal statutory process must be followed i.e. Consultation; Publication; Representations and Decision.

■ Proposed admission arrangements – new schools

22A. The Decision Maker should confirm that the admission arrangements proposed comply with the provisions of the School Admissions Code of Practice (Note: under the provisions in the Education and Inspections Bill this is to be replaced by the School Admissions Code). Where the

admissions arrangements are unsatisfactory the proposals should normally be rejected. However, where the Decision Maker would otherwise have been minded to approve the proposals, the Decision Maker should consult the proposer on a proposed modification to the proposals in order that the proposed admission arrangements comply with the Code of Practice.

■ Academies

23. Academies are publicly-funded independent schools established in partnership with business and voluntary sector sponsors. They normally replace one or more schools facing challenging circumstances or will be set up to meet a need for new school places. Academies may be established in rural as well as urban areas. All Academies should contribute to a strategic approach to diversity in their area. The involvement of business and other non-Government partners will enable Academies to develop and implement new approaches to teaching and learning in order to raise standards and promote innovation. All Academies will be required to share their facilities and expertise with other local schools and the wider community.

24. Statutory proposals are not required for the establishment of an Academy – an Academy may be proposed to replace an existing school or schools or may be proposed in response to a secondary school competition. The legal basis for Academies is section 482 of the Education Act 1996, which provides for the Secretary of State to enter into funding agreements with persons undertaking to establish and maintain specific types of independent school. Where an Academy is to replace an existing school or schools, however, the proposals for the closure of those schools should indicate whether pupils currently attending the schools will transfer to the Academy and, if appropriate, what arrangements will be made for pupils who are not expected to transfer.

25. All proposals in response to a secondary school competition will be considered together on their merits. The SOC must consult the Secretary of State to seek a written statement on whether he would be willing to commence negotiations with a view to entering into an agreement for the establishment of an Academy before taking a decision on a competition which includes any proposals for an Academy. All other statutory proposals for changes to maintained schools relating to the establishment of an Academy should be considered together. If provision for pupils at a school proposed for closure is dependent on the establishment of an Academy, any approval of the closure proposals should be conditional upon the making of an agreement for an Academy, but there should be a general presumption in favour of approval.

26. It should be noted that the SOC must consider proposals made by an LA where there are no objections, as the LA do not have the power to make their determination conditional on the making of an agreement for a new Academy.

■ Expansion of Successful and Popular Schools

Secondary Schools

27. The Government is committed to ensuring that every parent can choose an excellent secondary school for their child. The DfES Five Year Strategy document accordingly laid out a range of proposals for increasing the supply of successful secondary schools. One proposal was to support and make easier the expansion of successful and popular secondary schools.

28. The process for the expansion of secondary schools has now been shortened to less than twelve weeks (for proposals which are not referred to the school adjudicator). Governors of all categories of secondary school have the power to publish proposals to increase their intake and the size of their school. And up to two representatives of any governing body that is the subject of expansion proposals are entitled to attend the School Organisation Committee (SOC) meeting which is considering the proposals in order to make their case. In addition, where proposals by a governing body to expand are rejected by the SOC, that governing body now has the right to refer those proposals to the Adjudicator to decide.

29. LAs and school governing bodies may apply to the Department for capital assistance with the work needed for the expansion of secondary schools (other than grammar schools and selective places at partially selective schools) – more information is available at <http://www.teachernet.gov.uk/docbank/index.cfm?id=10541> . Funding will only finally be made available if the proposals are approved by the SOC or the Adjudicator.

General

30. When there is a need or demand to expand school provision, LAs and Governing Bodies should take account of the wishes of parents in deciding which schools should expand. The Secretary of State also wishes to encourage LAs to reorganise provision in order to ensure that places are located where parents want them. For the purposes of this guidance, the Secretary of State is not proposing any single definition of a successful and popular school. It is for the Decision Maker to decide whether a school is successful and popular, however, the following indicators should all be taken into account:

The school's performance

- in terms of absolute results in key stage assessments and public examinations
- by comparison with other schools in similar circumstances (both in the same LA and other LAs)
- in terms of value added
- in terms of improvement over time in key stage results and public examinations.

The numbers of applications for places

- the Decision Maker should also take account of any other relevant evidence put forward by schools.

31. The strong presumption is that proposals to expand successful and popular schools should be approved. In line with the Government's long-standing policy that there should be no increase in selection by academic ability, this presumption does not apply to grammar schools.

32. The existence of surplus capacity in neighbouring less-popular schools should not in itself be sufficient to prevent this expansion, but if appropriate, in the light of local concerns, the Decision Makers should ask the LA how they plan to tackle any consequences for other schools. The Decision Maker should only turn down proposals for successful and popular schools to expand if there is compelling objective evidence that expansion would have a damaging effect on standards overall in an area, which cannot be avoided by LA action.

33. Before approving proposals the Decision Maker should confirm that the admission arrangements of schools proposed for expansion fully meet the provisions of the School Admissions Code of Practice (Note: under the provisions in the Education and Inspections Bill this is to be replaced by the School Admissions Code). Although the Decision Maker may not modify proposed admission arrangements, the proposer should be informed that proposals with unsatisfactory admissions arrangements are unlikely to be approved, and given the opportunity to revise them in line with the Code of Practice. Where the local authority, rather than the governing body, is the admissions authority, we will expect the authority to take action to bring the admission arrangements into line with the School Admissions Code.

■ Balance of denominational provision

34. In deciding proposals to close or reduce the capacity of a Church of England or Roman Catholic school, the decision maker should consider the effect that this will have on the balance of denominational provision in the area. Parental demand and the standards of the school must be taken into account.

35. The Adjudicator should not normally approve proposals for the closure of a Church of England or Roman Catholic school where the relevant church SOC group has voted against its closure and it is clear that the closure, together with any related changes, will reduce the proportion of such denominational places within the authority's area. The exception would be where the school is severely undersubscribed or standards are low.

■ Surplus Places

36. It continues to be important that education is provided as cost-effectively as possible. Empty places can represent a poor use of resources. LAs with high levels of surplus are encouraged to take action to remove surplus places where schools have a quarter or more of their places unfilled and at least 30 surplus places. However, standards at the schools also need to be taken into

account, as well as geographical and social factors, such as population sparsity in rural areas, and the effect on any community use of the premises (see paragraph 60).

37. As noted in paragraphs 17, 30 and 32 above, the Secretary of State wishes to encourage LAs to organise provision in order to ensure that places are located where parents want them. LAs should take action to remove empty places at schools that are unpopular with parents and which do little to raise standards. The removal of surplus places must always support the core agenda of raising standards and respect parents' wishes by seeking to match school places with parental choices.

■ Finance

38. The Decision Maker must be satisfied that any capital required to implement the proposals will be available (paragraph 3(4) of Schedule 6 to the SSFA 1998). Normally, this will be some form of written confirmation from the source of funding on which the promoters rely. In the case of a local authority, this may be from an authorised officer within the Authority.

39. There can be no assumption that the approval of proposals will trigger the release of capital funds from the Department unless the Department has previously confirmed in writing that such resources will be available; nor that any allocation "in principle" can be increased. In such circumstances the proposals should be rejected, or consideration of them deferred until it is clear that the capital necessary to implement the proposals will be provided.

40. Proposals must not be approved "conditionally" upon funding being made available but with two specific exceptions – those being funded under the Private Finance Initiative (PFI) or the Building Schools for the Future programme (BSF). For proposals being funded under PFI and BSF schemes the Decision Maker must be satisfied that funding has been agreed "in principle" but it should set a condition of its approval (see Decision Maker's Guidance Section 6 - paragraph 28 (e) and (f)). This protects proposers so that they are not under a statutory duty to implement the proposals until the relevant contracts have been signed and/or funding is finally released.

41. The Decision Maker will need to be satisfied that the proposals represent a cost-effective use of public funds. The proposed areas and costs should be in line with the Department's guidelines. Decision Makers should confirm that promoters/proposers have referred to the Department's school building design guidance - area guidelines for schools is available in Building Bulletin 98 (Briefing Framework for Secondary School Projects), Building Bulletin 99 (Briefing Framework for Primary School Projects) and BB77 for special schools. Cost information is available in 'Education Building Projects: Information on Costs and Performance Data'. Where costs/areas are not in line with the guidelines the promoters/proposers should provide a satisfactory explanation and in cases of doubt Decision Makers could seek specialist advice from professional building consultants.

42. Implementation of proposals may depend on capital receipts from the disposal of land previously used for the purposes of a community school. Those bringing forward proposals and the Decision Maker should therefore assure themselves that any necessary consent for disposal of the land under paragraph 2 of Schedule 35A to the Education Act 1996 has been received from the Secretary of State. Consent is also necessary for the disposal by foundation or voluntary schools of any publicly funded land and buildings under Schedule 22 of the SSFA 1998.

43. The prior agreement of the Secretary of State will also be needed where it is proposed that capital should be raised from the disposal of school playing fields (details are given in DfES Guidance 1017 - 2004 The Protection of School Playing Fields and Land for Academies published in November 2004). Proposals dependent on disposal of land for their implementation may not receive full approval until consent for their disposal has been received. Proposals may, however, be approved conditionally under Regulation 9 of the Education (School Organisation Proposals) (England) Regulations 1999 conditional upon the acquisition of a site or playing fields.

■ New Voluntary Aided School – Promoter liabilities

44. For proposals for a new voluntary aided school the Decision Maker must have a statement (Form 18), signed by the promoters, that provides evidence that the Governing Body will be able to meet their financial responsibilities for all future building work.

■ Views of Interested parties

45. The Decision Maker must consider the views of all those affected by the proposals or who have an interest in them including parents, residents, pupils, staff, other schools and colleges, diocesan bodies and other providers, LAs, the LSC (where proposals affect 14-19 provision) and the Early Years Development and Childcare Partnership or any local partnership that exists in place of an EYDCP (where proposals affect early years provision). This includes statutory objections and comments submitted during the representation period (and before proposals are accepted as valid the Decision Maker will need to be satisfied that the legal requirement to consult has been met).

■ Community cohesion and race equality

46. The Government wants to promote ethnic, religious and cultural tolerance and respect between different groups of people living and working together. Tensions can grow where ethnic groups have segregated themselves from each other - whether by choice or circumstance - in housing, work, leisure and education. The Government is therefore committed to improving community cohesion: the uniting of people of different races, cultures and faiths in a common sense of belonging and pride in a shared civic identity. The areas which appear to be most successful in uniting different communities are those which combine an emphasis on shared values and common citizenship with a positive approach to celebrating diversity.

47. To realise the benefits of our multi-cultural society there is a need for positive action to promote community cohesion. Schools have a key part to play in this by providing opportunities for young people from different backgrounds to learn from each other; by encouraging, through their teaching, an understanding of, and respect for, other cultures and faiths; and by activities in the community which help to build bridges between different ethnic groups.

48. When considering proposals for new schools the Decision Maker must consider whether the proposals will help to promote community cohesion. This will need to be considered on a case by case basis, taking account of the community that the new school will serve and the views of different sections within the community. There is no single model of school inclusiveness which can be applied to all circumstances - prime consideration should be the needs of the particular local community. Examples of matters which the Decision Makers might consider are: how the school proposes to meet its statutory duty to promote racial equality, how it will encourage good citizenship, if the school is to have a religious character how it will deliver RE both in its own faith and other faiths, how it will address ethnic minority achievement issues and the needs of bi-lingual learners, if it has a religious character whether it will give priority to pupils of other faiths/denominations or to a specified group of applicants regardless of faith/denomination and its plans for partnership working with other schools. Some examples of partnership working are set out in Section 5

49. Promoters of new schools must include in their proposals information about how the school will tackle religious, racial and cultural division, and contribute to well-being across the community. Where proposed new maintained schools already exist as independent schools, information about what they are already doing and contributing will also be relevant.

50. The Decision Maker will need to consider the views of the local community, the commitment of the new school promoters and their own assessment of the robustness of the proposed means for achieving inclusiveness. Proposals for new faith schools should be judged on the same basis as proposals for other schools. The Local Government Association's Guidance on Community Cohesion should also be referred to by those drawing up proposals for changes in school organisation. Proposals should be prepared against the background of the initiatives and documents referred to in that guidance, including the Local Strategic Partnership's community strategy.

51. The Decision Maker must ensure that a proposed school does not intend an admission policy which would disadvantage pupils such as Gypsy and Traveller pupils and asylum seeker pupils where the need to provide for such pupils is likely to arise.

■ Accessibility

52. Difficulties with transport can prevent people participating in learning or restrict their choice of the quality, subject matter or type of learning they attend. In considering proposals for the reorganisation of schools, Decision Makers should satisfy themselves accessibility planning has been properly taken into account that e.g. in cases such as school closures and the location of

new schools. Facilities are to be accessible by those concerned and disadvantaged groups not disadvantaged further, particularly by the cost or availability of transport to places of learning

■ Equal opportunity issues

53. The Decision Maker must consider whether there are any sex, race or disability discrimination issues that arise from the changes being proposed, for example, that where there is a proposed change to single sex provision in an area, there is equal access to single sex provision for the other sex to meet parental demand. In considering proposals for an existing independent school to become maintained the Decision Maker must be satisfied that if the school is co-educational it will provide equal opportunities for boys and girls.

■ Rural schools and sites

54. In considering statutory proposals to close a rural school, the Decision Maker should have regard to the need to preserve access to a local school for rural communities. There is therefore a presumption against the closure of rural schools. This does not mean that no rural school should ever close, but the case for closure should be strong and the proposals clearly in the best interests of educational provision in the area. In order to assist the SOC, those proposing closure must provide evidence to the SOC to show that they have carefully considered:

- The transport implications of rural school closures, including the welfare and safety of the children, the recurrent cost to the LA of transporting pupils to a school further away, the quality and availability of transport links to the alternative provision, the effects on road traffic congestion, and the environmental costs of pupils travelling further to schools.
- The overall and long term impact on local people and the community of closure of the village school and of the loss of the building as a community facility.
- Alternatives to closure including the potential for federation with another local school to increase the school's viability; the scope for Extended School or children's centre status to provide local community services and facilities e.g. child care facilities, family and adult learning, healthcare, community internet access etc.

55. It is the responsibility of the Decision Maker to decide whether a school is to be regarded as rural for the purpose of considering proposals for closure under this guidance and in particular the presumption against closure. The Department's register of schools - Edubase - includes a rural/urban indicator for each school in England based on an assessment by the Office for National Statistics. The Decision Maker should have regard to this indicator. Where a school is not recorded as rural on Edubase, the SOC may nonetheless wish to consider evidence provided by interested parties that a particular school should be regarded as rural. The Office for National Statistics have introduced new rural/urban indicators, and may be prepared to advise in cases of doubt, as may the Countryside Agency.

56. Where a school is situated on more than one site, proposals are required to close one of the sites if any of the other sites is a mile or more away from it. The Decision Maker should take into account the same sort of factors in deciding whether to approve the closure of one of the sites of a rural school, and there is a presumption against their closure also, particularly where schools have recently been amalgamated and there has been an understanding that education would continue on the site.

■ Travel to School

57. In deciding statutory proposals, the Decision Maker should bear in mind that proposals should not have the effect of unreasonably extending journey times or increasing transport costs, or result in children having to negotiate significant barriers such as railway lines or major roads. Proposals should also be considered against Government objectives to reduce traffic congestion and promote alternatives to the car through the School Travel Planning process

58. When considering proposals to close a school in a deprived area, Decision Makers should have particular regard to the transport arrangements proposed by those bringing forward proposals, the quality of the transport links between the communities served by the school and the site of the alternative provision, and the possible effect of the proposed arrangements on pupil unauthorised absence and staying-on post-16.

■ **Extended schools**

59. As part of the Every Child Matters agenda to improve outcomes for all children the Government wants all schools to provide access to a core offer of extended services by 2010, with half of all secondary schools and a third of all primary schools doing so by 2008. The Government's vision for extended schools is set out clearly in the Extended Schools Prospectus available at www.teachernet.gov.uk/extendedschools. The core offer will comprise of: 8am-6pm childcare/varied menu of interesting activities all year round; parenting support including family learning; swift and easy referral to a range of specialist support services; and community access to the school's sports, arts and ICT facilities including adult learning. Where the provision of extended services are a feature of proposals (e.g for a new school) this should strengthen the case for their approval.

■ **Impact on Community**

60. In some areas, a school may already be a focal point for family and community activity, and its closure may have wider social ramifications. It may also provide extended services for a range of users. In considering proposals for the closure of such schools, the effect on families and the community should be considered. The information presented by those bringing forward proposals to close such schools, particularly when they are in receipt of funding as part of regeneration activity, should therefore show evidence that options for maintaining community facilities in the area have been considered. The views of other relevant agencies and partnerships with responsibility for community and family services should be taken into account, alongside those of the local police, Government Offices and Regional Development Agencies having responsibility for the New Deal for Communities.

■ **Foundation body**

61. Foundation and Voluntary schools may establish foundation bodies to be responsible for the land and assets of a group of schools. Proposals may therefore include a reference to plans to establish a new foundation body or join an existing body. Where the proposals include a reference to the need to establish a new foundation body, an approval should be conditional upon the Secretary of State approving the establishment of that body by a certain date.

■ **Federation of schools**

62. Schools may become federated under a single governing body. Where proposals for a new school include plans for a new federation, or to join an existing federation, any approval should be conditional upon the school being accepted into the federation or the federation coming into being by a certain date.

■ **School playing field issues**

63. The Education (School Premises) Regulations 1999 set out the standards for school premises, including minimum areas of team game playing fields to which schools must have access. Decision Makers should satisfy themselves that the proposals include provision that ensures that these standards are met unless the Secretary of State has agreed exceptionally to a relaxation in their case.

■ **Land tenure arrangements**

64. For new voluntary aided schools it is desirable that a trust holds the freehold interest in the site. Sites of certain voluntary schools are held on diocesan general trusts, or by religious orders on their general trusts and these arrangements may apply to new schools. Other arrangements can provide for sites to be held on specific trust for the purposes of the school. Where there are no existing established arrangements, promoters of new schools should consider creating a specific trust.

65. Where the trustees of the proposed VA school hold or will hold a leasehold interest in the site, the Decision Maker will need to be assured that the arrangements provide sufficient security for the school. A leasehold interest under a specific trust would do so where the lease is for a substantial period - normally at least 50 years - and where it avoids clauses which would allow the leaseholder to evict the school before the termination of the lease. The lease should also avoid provisions which would obstruct the governing body or the headteacher in the exercise of their functions under the Education Acts, or place indirect pressures upon the funding bodies.

66. The Department will consider the land tenure arrangements in deciding whether grant-aid can be offered in principle for the establishment of a new VA school. The Department will offer advice as necessary to the promoters on how far the proposed arrangements are acceptable and this advice can be made available to the Decision Maker. For proposals to change a school's category to VA the SOC will need to refer to details of proposed land tenure in the prescribed information to satisfy itself that proposed arrangements are satisfactory.

67. Promoters of new foundation or voluntary controlled schools, and any governors seeking a change of category to such, should discuss their land tenure arrangements with the LA. The LA should provide assurance to the SOC that land tenure arrangements will be satisfactory.

■ Independent schools

68. If the proposal is from an existing independent school the Decision Maker will need to consider whether the school has, or would have, a range of suitable staff to meet the school's needs, including teachers with qualified teacher status, and whether the premises will be suitable for the purpose of a maintained school.

■ Early Years provision

69. In considering any proposals involving changes in early years provision, the Decision Maker should consider whether the proposals will integrate pre-school education with childcare services and/or with other services for young children and their families; and should have particular regard to the views of the Early Years Development and Childcare Partnership.

70. In deciding whether to approve any proposals to close a nursery school, the Decision Maker should be aware that nursery schools generally offer high quality provision, and have considerable potential as the basis for developing integrated services for young children and families. There should be a presumption against the closure of a nursery school unless the case for closure can demonstrate that:

- full consideration has been given to developing the school into a children's centre and there are clear, justifiable grounds for not doing so, for example, unsuitable accommodation, poor quality provision and low demand for places;
- plans to develop alternative provision clearly demonstrate that it will be at least as equal to the quantity and quality of early years provision provided by the nursery school with no loss of expertise and specialism; and that
- replacement provision is more accessible and more convenient for local parents.

71. In deciding whether to approve any proposals to close a nursery class, the Decision Maker should consider whether the alternative provision will maintain or enhance the standard of education provision. Alternative provision could be with providers in the private or voluntary sectors.

■ Infant class sizes

72. Local education authorities and schools have a legal duty to ensure that no infant class of 5, 6 and 7 year olds with a single teacher contains more than 30 pupils (apart from a few very limited exceptions, which relate to children with special needs or those offered places outside the normal admissions round). Before approving any statutory proposal affecting infant classes, the Decision Maker should ensure that its implementation will not compromise the Authority's ability to meet the class size limit.

■ 14-19 provision and collaboration

73. The Government has published proposals to develop 14-19 as a coherent phase of education in which young people remain committed to continuing learning after the age of 16. To that end, it wants young people to be able to choose from a broad range of general and vocational options from the age of 14 and to be able to progress through learning at a pace that is right for them. Where necessary, it expects that this should be achieved through increased collaborative working between local providers, including schools, colleges, training providers and employers.

74. Where a proposal relates to provision for 14-16 year-olds, the Decision Maker should consider the extent to which it will extend the range of options available to students in this age group and enhance the opportunities for collaboration between relevant local providers.

■ 16-19 schools

75. The Learning and Skills Act 2000 allowed the establishment of maintained schools which provide full-time education suitable for the requirements of pupils over compulsory school age but do not provide education suitable for the requirements of pupils of compulsory school age. Arrangements for the publication of proposals for the establishment of 16-19 schools are broadly as for other maintained schools.

■ 16-19 Provision - General

76. The Learning and Skills Act 2000 entitles all 16-19 year olds to further education and training. Schools and colleges must offer high quality provision that meets the diverse needs of all young people, their communities and employers. 16-19 provision should be organised to ensure that, in every area, young people have access, within reasonable travelling distance, to high-quality learning opportunities across schools, colleges and work-based training routes.

77. In September 2003 Ministers set out their **five key principles** for the reorganisation of 16-19 provision, following requests from partners (including LSC and LAs) for more clarity on Government expectations. Decision Makers should therefore consider all proposals for changes to 16-19 provision in the context of these principles.

78. Details of the five key principles can be found in 'Principles underpinning the organisation of 16-19 provision' booklet - <http://www.teachernet.gov.uk/docbank/index.cfm?id=5233>. Briefly they are:

- quality - all provision for all learners should be high quality, whatever their chosen pathway;
- distinct 16-19 provision - all young people should be attached to a 16-19 base which will meet the particular pastoral, management and learning needs of this age group;
- diversity to ensure curriculum breadth – well-managed collaboration between popular and successful small providers will enable them to remain viable and to share and build on their particular areas of expertise;
- learner choice – all learners should normally have local access to high quality 16-19 provision in a range of settings and any proposals for change to this provision should take into account the views of all stakeholders;
- affordability, value for money and cost effectiveness - proposals for change should include how any capital and recurrent costs and savings will lead to improved educational opportunities.

■ ADDITION OF SIXTH FORMS BY “HIGH-PERFORMING” SCHOOLS

79. There should be a strong presumption in favour of the approval of proposals for a new sixth form where:

- The school is a high-performing specialist school that has opted for a vocational specialism; or
- The school, whether specialist or not, meets the criteria for “high performing”, and does not require capital support.

80. Where a new sixth form is proposed by a specialist school that has met the “high performing” criteria and which has opted for a vocational specialism, capital funding will be made available from the new 16-19 Capital Fund. Specialist schools wishing to apply to the 16-19 Capital fund should contact the Learning and Skills Council.

81. There should also be a strong presumption in favour of proposals for a new sixth form where the school, whether specialist or not, is assessed as meeting the DfES criteria for "high performing" and does not require additional capital resources.

82. The presumption will apply to proposals submitted to the SOC within:

- 12 months from the date a school commences operation with vocational specialist status; or
- 12 months from the date a school is informed that it meets the DfES criteria for "high performing";

whichever is the latest. [NOTE: "submitted to the SOC" above refers to when proposals and representations are with the SOC, following the end of the representation period.]

83. Schools wishing to open a sixth form under these circumstances should consult and publish its proposals as soon as possible. The school should ensure that, in forwarding its proposals to the local school organisation committee, it provides a copy of the notification from the DfES that it meets one of the criterion in paragraph 79 above.

84. It is important that any new school sixth form works in partnership with other providers to ensure young people have access to a wide range of learning opportunities. In assessing proposals from "high performing" schools to add a sixth form, decision-makers should have regard to the importance of collaborative working.

85. "High performing" schools seeking to add sixth forms are subject to the same special procedures as secondary schools seeking to expand. The following timetable will therefore apply.

Stage of process	New timeframe
Period for objections and comments	4 weeks
Period by which the LEA must pass comments to SOC together with its own comments and views on the comments of others.	2 weeks
Period after which the governing body of the school concerned can ask for the proposal to be referred to the school adjudicator	6 weeks

86. In addition, the governing bodies of all secondary schools bringing forward proposals to add sixth forms will be able to attend the School Organisation Committee meeting at which their proposals are to be discussed and make representations. They will also be able to appeal to the Adjudicator if their proposals are rejected by the SOC.

■ **16-19 provision "Competitions"**

86A. Non statutory competitions for new 16-19 provision were introduced from January 2006. They are being administered by local LSCs, in line with their role as commissioner of 16-19 provision. Local LSCs will identify need for provision through StARs and invite and process competition entries. The establishment of new institutions by competition will involve a 2-stage approval process:

- i. the competition selection process;
- ii. approval of the outcome by existing processes (e.g. SOC approval of school/LA proposals and Secretary of State approval of college/LSC proposals, as required by law);

Competitors will be eligible to apply to the 16-19 Capital Fund from December 2005 for funding from 2006/07. Where a competition is "won" by a school, they must then publish statutory proposals and these must be considered by the Decision Maker on their merits

Where proposals to establish sixth forms are received, and the local LSC is running a 16-19 competition, the Decision Maker must take account of the competition when considering the proposals.

■ LSC proposals to close inadequate 16-19 provision

87. The Learning and Skills Act 2000 (as amended by the Education Act 2005) gives the Learning and Skills Council (LSC) powers to propose the closure of sixth forms requiring significant improvement at all categories of school (by proposing to change the school's age range to stop at 16); and to propose the closure of a 16-19 school placed in special measures or requiring significant improvement of whatever category, including special schools.

88. A sixth form is deemed to require significant improvement if Ofsted judges that it is failing to give students an acceptable standard of education, or in relation to its provision for pupils over compulsory school age the school is performing significantly less well than it might in all circumstances reasonably be expected to perform. A 16-19 school may require special measures if the school is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school. A 16-19 school may require significant improvement if although not requiring special measures it is performing significantly less well than it might in all circumstances reasonably be expected to perform.

89. The LSC powers to close are triggered only where, having had two consecutive adverse reports from Ofsted, a school has failed to turn its 16-19 provision round. Where the sixth form is proposed for closure there should be a presumption to approve these proposals, subject to evidence being provided by the LA and other interests that the development will have a positive impact on standards.

■ LSC powers to propose the reorganisation of 16-19 provision

90. The LSC may make proposals for the reorganisation of post-16 provision in an area, including changes to school sixth forms. The proposals may be made in response to the findings of an area inspection, or in order to meet at least one of three relevant objectives:

- to increase participation amongst 16-19 year olds
- to increase the achievement of 16-19 year olds
- to expand the range of learning opportunities available to 16-19 year olds.

91. LSC reorganisation proposals may include changes to provision in sixth form colleges and other FE settings in addition to schools and all decisions will be made by the Secretary of State. School Organisation Committees will be consulted and their comments on the proposals, and any objections or comments by interested parties, must be passed by the LSC to the Secretary of State within one month of the end of the objection period when the proposals are submitted for decision.

■ Conflicting Sixth Form Reorganisation proposals

92. Where the implementation of reorganisation proposals from the LSC conflict with other published proposals put to the School Organisation Committee for decision, the Committee will be prevented by the School Organisation Proposals by the LSC for England Regulations 2003 from making a decision on the related proposals until the Secretary of State has decided the LSC proposals (see paragraph 7-9 of Decision Makers' Guidance Section 3). If proposals come before the Adjudicator he or she should similarly delay a decision until the Secretary of State has taken a decision on the LSC proposals.

■ Special educational needs provision

93. Section 14 of the Education Act 1996 provides a general duty on LAs to ensure sufficient primary and secondary school places. The same section also requires LAs to have regard to the need to secure that special educational provision is made for pupils with special educational needs. Indeed almost every school in the country will have some children on roll who have special educational needs (SEN). So there are likely to be SEN implications in every school

reorganisation. School reorganisation provides opportunities for LAs to consider the most effective ways of ensuring that appropriate SEN support is delivered to pupils wherever it is needed. This may be in mainstream schools, in specialist resourced provision within the school or in a specialist unit attached to, or co-located with, mainstream schools, or in special schools.

94. When considering proposals for the reorganisation of special educational needs provision the Decision Maker should have regard to:

- the statutory duty placed on Local Authorities, under section 315 of the Education Act 1996, to keep under review their arrangements for special educational needs provision;
- the elements of the Local Authority's Children and Young People's Plan relevant to special educational needs, and in particular the Authority's plans for promoting inclusion (that is, for educating a higher proportion of pupils with statements of special educational needs within a mainstream setting);
- the particular SEN factors mentioned in Section 2.9.

95. Some children with special educational needs will also be disabled, and some disabled children, though they may not have special educational needs, may have particular access requirements. From September 2002 schools and LAs are under a statutory duty under the Disability Discrimination Act 1995 to increase the accessibility of schools for disabled pupils. LAs are required to prepare accessibility strategies and schools are required to prepare accessibility plans. These strategies and plans must show how the LA or school plan to:

- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the physical school environment;
- improve the delivery to disabled pupils of written information in different formats.

■ Change of school category

96. The Government's five-year strategy and the White Paper - Higher Standards, Better Schools for All - envisages a system of "independent specialist schools", based on the expectation that community and voluntary controlled (VC) schools increasingly will seek to change category to foundation. Regulations have been introduced enabling the governing bodies of most community and VC schools to decide their own proposals to change category to foundation, and the Department has consulted on extending these arrangements to primary schools. Any proposals to change the category of a school falling to the SOC to decide should be considered on their individual merits. A school cannot gain, lose or change a religious character by changing category. To do this a school must close and open as a new school.

97. In deciding such proposals the Decision Maker must take into account the restrictions on changing category prescribed in the regulations:

- if the school proposes to change to the voluntary aided category, evidence must be provided that the governing body are able and willing to meet their financial responsibilities for building work after the proposed implementation date (Form 18 should be provided);
- the change of category cannot authorise a school to establish, join or leave a foundation body; and
- a foundation, voluntary aided and voluntary controlled school may not become a community school and a foundation special school may not become a community special school unless the required transfer agreement is entered into (i.e. regarding the land or buildings owned by the trustees and/or governing body).

98. Where the change of category will lead to a change in admission arrangements those bringing forward proposals should also ensure that all interested parties are consulted on the proposed arrangements at an early stage. These parties should include schools and parents of children already at, or likely to attend the school. In considering proposals for a change of school

category the Decision Maker may not modify proposed admission arrangements. These fall to be dealt with under the normal admissions consultation arrangements.

Implementation

99. Where as a result of a voluntary aided (VA) school changing category the Local Authority becomes responsible for the implementation of previously approved statutory proposals in respect of the VA school which have not yet been fully implemented, the Department would continue its support of any agreed capital costs for those proposals, and would be prepared to consider applications from an LA to meet its share of any capital costs which previously fell to the governing body. LAs would also be able to publish statutory proposals to be relieved of the duty to implement approved proposals in respect of the school in its previous category. The Decision Maker would decide any such proposals under the provisions of paragraph 5 of Schedule 6 to the School Standards and Framework Act 1998.

Conditional approvals

100. Some proposals to become a foundation school may involve becoming a member of a group foundation and may only be approved conditionally i.e. upon the Secretary of State approving the establishment of the new foundation body, or agreeing to the school joining an existing group foundation by a specified date. All such change of category proposals will require conditional approval and therefore cannot be determined by the local authority. They must be referred to the School Organisation Committee for decision and then passed to the adjudicator if the SOC cannot agree a unanimous decision.

101. Where it is necessary for a trust to be established or for an existing trust deed to be varied for the school to change category, any approval must also be conditional upon this occurring by a specified date.

■ **New secondary school proposals – Every Child Matters**

102. The Decision Maker should consider how the proposals will help every child and young person achieve their potential in accordance with Every Child Matters principles. This should include considering how the school will provide its extended services, opportunities for personal development, access to academic and vocational training, measures to address barriers to participation, support for children and young people with particular needs e.g. looked after children or children with special educational needs (SEN) and disabilities.

■ **New foundation secondary school proposals with a foundation**

103. The Decision Maker should consider whether the Trust has charitable objects which are appropriate for a key role in the establishment and leadership of a school (e.g. the advancement of education and/or other charitable objects relevant to this purpose), and also whether the trust partners are involved in any activities that might be considered inappropriate (for example tobacco, gambling, adult entertainment, alcohol etc). Where such information is available, the Decision Maker will also want to consider the experience and track record of the Trust partners, their particular expertise and background as against the needs of the school, for example, their contribution to raising school standards and also to promoting community cohesion.

Statutory Guidance - Factors to be considered - proposals for new secondary schools in response to a secondary school competition

■ 2.1A PROPOSALS FOR NEW SECONDARY SCHOOLS IN RESPONSE TO A SECONDARY SCHOOL COMPETITION

In general, similar considerations will apply to proposals for secondary schools within competitions as to individual proposals for schools. Different proposals may have different strengths and weaknesses. Decision Makers will need to balance these and decide which proposal best meets the criteria for new schools overall. In addition, they will need to decide which proposals best meet the specific requirements for a new school for the area in question.

The following factors should not be taken to be exhaustive. Their importance will vary, depending on the type and circumstances of decisions. All proposals should be considered on their individual merits.

The Decision Maker must also consult statutory guidance in Section 1, in particular any paragraph(s) referred to in brackets.

■ Effect on standards and contribution to school improvement

- the extent to which the proposals will improve the standards, quality, range and/or diversity of educational provision in the area (Paras 1-4, 18, 19-23);
- the extent to which the proposals advance the transformation strategies set out in the Department for Education and Skills : Five Year Strategy for Children and Learners and Higher Standards, Better Schools For All, particularly to make it easier for new promoters – including parents' groups – to open schools in response to local demand.
- the extent to which the proposals will deliver a broad and balanced curriculum (Para 5).

■ Admissions

- whether the admission arrangements are fair and equitable, and in line with the School Admissions Code (Para 22A)

■ Need for places

- the extent of parental demand for the type of school in question, for example, provision for particular faiths or denominations or specialisms (Paras 17, 19)
- the extent to which the proposals would contribute to enhancing the diversity of provision in the area (Paras 1-2)

■ Finance

- whether the proposals represent a cost-effective use of public funds (Para 41)
- whether, if the proposal is for a new voluntary aided school, the promoters have provided a statement that the governing body would be able to meet their financial responsibilities for building work (Para 44)

■ Views of interested parties (Para 45)

- the views of parents and other local residents
- the views of any Local Authority affected by the proposals
- the views of the CE and RC dioceses in the area

- the views of other schools and colleges in the area
- the views of the Learning and Skills Council (if the proposals affect the provision of post-16 education)

■ Community cohesion, inclusiveness and partnerships

- the extent to which, and how satisfactorily in the circumstances of the community, the proposals address the need to promote community cohesion (Paras 46-49)
- the extent to which the proposals take account of the needs of families and the wider community (Paras 50-51)
- the extent to which the proposals contribute to delivery of the Every Child Matters agenda, including the health, safety, enjoyment and achievement of children (Para 102)

■ 14-19 issues

- the extent to which appropriate collaborative arrangements have been considered (Para 73-74)
- how proposals fit in the context of the Five Key Principles i.e. quality; distinct 16-19 provision; diversity to ensure curriculum breadth; learner choice; affordability, value for money and cost effectiveness (Paras 76-78).

■ Equal opportunities

- any sex, race or disability discrimination issues or other human rights issues including any sex discrimination issues in relation to proposals for a single sex school (Para 53)

■ Other issues

- whether the school will provide strong links with the local community and provide family and community services (Para 59)
- for voluntary and foundation schools where a trust is not to hold the freehold of the site, whether the land tenure arrangements are satisfactory (Para 64-67)
- for voluntary and foundation schools, whether the proposal is to join an existing group foundation body or to jointly establish a new group foundation body (Para 61)
- for proposals to establish a foundation school with a foundation, whether the foundation has appropriate charitable objects (Para 103)
- whether the proposal is to join an existing federation or to jointly establish a new federation (Para 62)
- whether the new school will meet the minimum statutory requirement for provision of school playing fields (Para 63)

■ Proposal from an existing independent school

- if co-educational, whether it would provide equal opportunities for boys and girls (Para 53)
- whether it would have suitably qualified staff and the premises would be suitable for the purpose of a maintained school (Para 68)

Non-statutory guidance on community cohesion

■ **Community cohesion – additional factors that may need to be considered**

- How the school proposes to fulfil the Race Relations Amendment Act 2000 requirement to promote racial equality.
- How good citizenship will be encouraged.
- Where the school is to have a religious character, what are the intentions for religious education in the school's own and other faiths.
- Where the school is to have a religious character, whether it intends to give priority for at least some places to applicants of other faiths/denominations, or to specified groups of applicants (e.g. from the locality or local feeder schools) regardless of faith/denomination.
- Where the school is seeking to join the maintained sector from the independent sector, what it already does to demonstrate care for community cohesion.
- What plans the school has for partnership working with other schools, that would contribute to community cohesion by enabling pupils to gain an understanding of, and share experiences with, others from different ethnic, cultural or faith backgrounds. Illustrative examples of possible approaches are given below. This list is not exhaustive or prescriptive and promoters of new schools should be encouraged to be as creative as possible in the light of local circumstances.
- Inter-school twinning between schools with pupils from mainly different cultural backgrounds.
- Lesson exchanges giving opportunities for children of different backgrounds to meet and learn together.
- Teacher exchanges whereby teachers have the opportunity to take classes comprising children from different ethnic backgrounds.
- Joint school trips, either field trips where pupils work together in groups, or recreational trips such as visits abroad.
- Joint school choirs, orchestras or sports teams - offering opportunities for cross-cultural groups to work as part of the same team.
- Joint visits to theatres, museums and galleries.
- Joint drama productions.
- Joint committees of school governors/teachers/parents, working together to share experience and improve standards within the local family of schools.
- Joint cross-cultural community projects such as community action groups to help people living in isolation, or with special needs, for example young mothers, the elderly and

infirm; or joint charity events.

- Community projects within the school designed to coach people with English language difficulties, helping them with conversation, reading and writing.
- Mentoring arrangements at various levels - between schools where the best schools help the lowest achievers, on a one-to-one basis between governors and heads where the more experienced help the less experienced, and between pupils where individuals have a named mentor in another school.
- Shared facilities so that less advantaged pupils have access to good IT facilities, science and language laboratories etc.
- Shared secular school assemblies.
- Joint workshops for brainstorming cross-cultural issues.
- Joint communications such as pupils and teachers working together on an inter-school newspaper, video conferencing between schools and electronic linking between schools, for example via a local area network.

What kind of new secondary school
do you think would be best for Haringey?



**Let us know and
have your say.
August 2006**

Introduction

This document explains the proposal to create a new secondary school in Haringey opening from September 2010. It is written for parents / carers, school governors, school staff, pupils and other people who have an interest in the development of a new secondary school. This is the start of the public consultation process and you will have a number of opportunities to express your views.

The consultation is about the idea of having a new secondary school in Haringey and whether people think this will be good for the community. This consultation is not about the design and layout of the buildings.

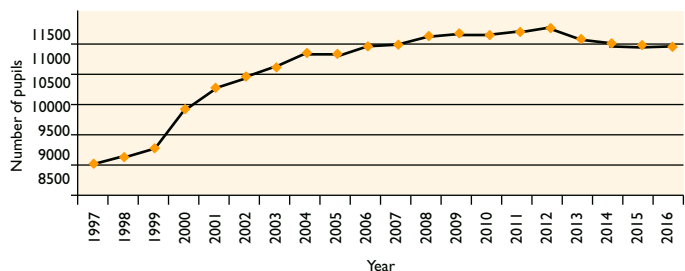
All views and responses will be considered in taking the proposal forward. It is important to note that the responses received by the council do not constitute a ballot or a vote on the proposal. We will consider your views along side wider educational factors at each stage of consultation.

The Proposal

The proposal is for a new secondary school to open for pupils in September 2010. The school would initially admit 162 pupils (6 forms of entry) and when there is sufficient demand, increase to admit 216 pupils (8 forms of entry).

The school would be built to accommodate 8 forms of entry in each year group.

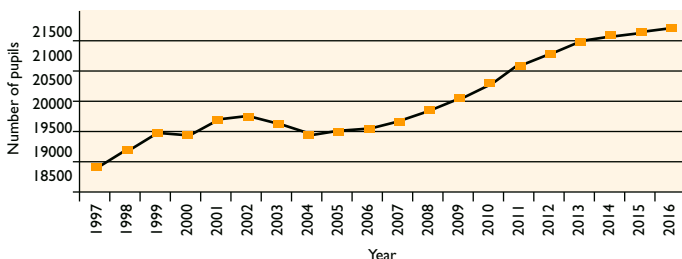
Also pupil numbers in Haringey's secondary schools have increased to the point where all of the schools are nearly full. Projections show that we will need to open a new school by 2010.



Trend of secondary aged pupils in Haringey's secondary schools

Why do we need a new secondary school?

Pupil numbers in Haringey's primary schools have steadily increased in the past ten years. Pupil projections indicate that this trend will continue.



Trend of primary aged pupils in Haringey's primary schools

What would the new school be like?

Current regulations governing the establishment of new secondary schools require the Local Authority to engage in an open competition process. A competition is when interested parties compete against each other to establish the new secondary school. 'Bids' can be to establish any of the following types of schools:

Community schools

The local authority employs the school's staff, owns the school's land and buildings and is the admissions authority i.e. it has primary responsibility for deciding the arrangements for admitting pupils

Foundation schools

Maintained by the local authority but the governing body is the employer and the admissions authority. The school's land and buildings are either owned by the governing body or by a charitable foundation.

Voluntary controlled schools

Schools in England and Wales which are maintained by the Local Education Authority with a foundation (generally religious) which appoints some – but not most – of the governing body. The local authority is the admissions authority.

Voluntary aided schools

Schools in England and Wales which are maintained by the Local Education Authority with a foundation (generally religious) which appoints most of the governing body. The governing body is the admissions authority.

Academies

Publicly funded independent schools, for pupils of all abilities, involving sponsors from business, faith or voluntary groups, working with central Government and local education partners. Sponsors and the Government Department for Education and Skills provide the capital costs for the Academy and running costs are met in full by the Department.

The Current Position

There are 224,000 residents in the borough. Over half are from ethnic minority backgrounds and over 190 languages are spoken in Haringey schools. Of 31,000 pupils, three quarters are from ethnic minority backgrounds and 16% of students below age 16 are of refugee or asylum seeker status.

Haringey currently has a total of 11 mainstream secondary schools.

Seven community schools:

- Alexandra Park
- Fortismere
- Gladesmore
- Highgate Wood
- Hornsey School for Girls
- Northumberland Park
- Park View Academy
- White Hart Lane

Two voluntary aided schools:

- John Loughborough
- St Thomas More

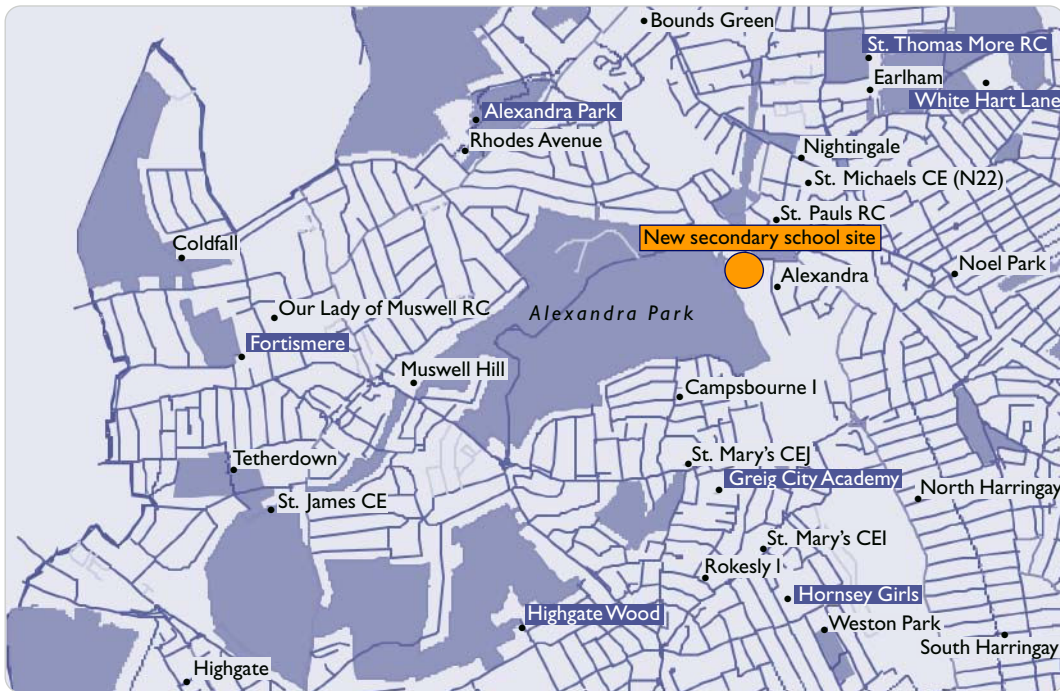
One academy:

- Greig City Academy

Given the diverse nature of Haringey's school population, Haringey Council will propose that the new school should be a non-denominational, inclusive school, which suggests a community school.

Proposed location of the new secondary school

The chosen site is in Wood Green, in the centre of the borough, and is an area being developed as a 'cultural quarter'. Already there are creative industries established near the proposed site and within a short distance



Proposed location for the new secondary and surrounding primary and secondary schools

is Wood Green itself, where there are significant opportunities for educational links. Also nearby is Alexandra Palace with its historic links to the media.

The site is 2.43 hectares in area. Alexandra Park contains sport pitches which could be used by the school. Access from the site to Alexandra Park would be likely to be through a pedestrian tunnel under the adjacent railway.

The New School in the Community

The land forms part of the 'Heartlands' development, which is a significant regeneration scheme in the centre of the Borough. It is one of the largest development opportunities in North London and will contribute towards the regeneration of under used sites and attract major investment into the area.

The draft Haringey Heartlands Development Framework (2003) lists one of the objectives for this land as to provide 'improved community facilities, such as provisions for primary health care and improved school

provision'. Development proposals include establishing a Cultural Quarter, creating new public open space and the addition of shops, offices, surgeries and housing in the area. A new school in this location should make a very significant contribution to the regeneration of the area.

The process

Under Section 66 of the Education Act 2005 local authorities are now required to hold a competition whenever statutory proposals are required for a new secondary school, including proposals by the council.

A competition is when interested parties compete against each other to establish the new secondary school.

Before this starts, the council must consult widely – this document is part of that consultation. If, following consultation, the council still supports the proposal it must publish a preliminary notice inviting bids for the new school. The notice will invite bids from independent promoters within 4 months. After the deadline the council must publish

continued on page 7 >

RESPONSE SHEET

Please tell us your views in the box below

Please continue on a separate sheet if necessary

Would you like the new school to be a: *(please tick as appropriate)*

- | | | | | | |
|--------------------------|--------------------------|-----------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Community school | Foundation school | Voluntary controlled school | Voluntary aided school | Academy school | Don't mind |

Are you? *(please tick as appropriate)*

A pupil Please name your school <input type="checkbox"/> <hr/> A parent Please name the school your children attend <input type="checkbox"/> <hr/>	A member of staff at school Please name the school you work at <input type="checkbox"/> <hr/> A governor Please name your school <input type="checkbox"/> <hr/>	A local community representative Please name <input type="checkbox"/> <hr/> A Haringey resident <input type="checkbox"/> Other – please state <input type="checkbox"/> <hr/>
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Please return your completed form and put it in the sealed box in either school's administration offices by Friday 11th August 2006

How would you describe your ethnic background?

Please tick ✓ the appropriate box

White	Black or Black British	Asian or Asian British	Mixed	Other ethnic group
tick ✓	tick ✓	tick ✓	tick ✓	tick ✓
<input type="checkbox"/> British	<input type="checkbox"/> British	<input type="checkbox"/> Indian / British Indian	<input type="checkbox"/> White & Black Caribbean	<input type="checkbox"/> Chinese
<input type="checkbox"/> Irish	<input type="checkbox"/> Caribbean	<input type="checkbox"/> Pakistani / British Pakistani	<input type="checkbox"/> White & Black African	<input type="checkbox"/> Vietnamese
<input type="checkbox"/> Greek-Cypriot	<input type="checkbox"/> African	<input type="checkbox"/> Bangladeshi / British Bangladeshi	<input type="checkbox"/> White & Asian	<input type="checkbox"/> Latin / South / Central American
<input type="checkbox"/> Greek	<input type="checkbox"/> Somali			
<input type="checkbox"/> Turkish-Cypriot	<input type="checkbox"/> Nigerian			
<input type="checkbox"/> Turkish	<input type="checkbox"/> Ghanaian			
<input type="checkbox"/> Kurdish	<input type="checkbox"/> Zairean			
<input type="checkbox"/> Albanian	<input type="checkbox"/> Mixed Black			
<input type="checkbox"/> Kosovan				
<input type="checkbox"/> Traveller of Irish Heritage				
<input type="checkbox"/> Gypsy/Roma				

Any other ethnic background not mentioned above then please write here:

Are you? Male Female

Do you have a disability? Yes No If yes, please specify _____

How old are you?

Under 18 18 – 24 25 – 34 35 – 44 45 – 54 55 – 59 60 and over

Your full postcode: _____

Please return this form to:
 Corinne Hilton,
 Haringey Council,
 The Children’s Service,
 Professional Development Centre,
 Downhills Park Road,
 London, N17 6AR
 Telephone 020 8489 5019

**The closing date for this consultation is:
 Friday 11th August 2006**

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

< continued from page 4

details of all received bids, along with the councils bid.

There will then be a six week representation period in which comments or objections can be made by anyone with an interest in the new secondary school. This includes prospective parents, local primary and secondary schools, local residents, councillors and community and special interest groups.

After the representation period the details of the bids and all comments received are forwarded to the School Organisation Committee (SOC) for a decision on who will establish the new school. The SOC is set up by law and is independent of the council. It is made up of five groups who represent a number of different interested parties. These include representatives from Haringey Council, Haringey school governors, the church Diocesan Boards and the Learning and Skills Council.

If the SOC is not able to make a unanimous decision, then it is the school adjudicator who will decide. The Adjudicator is completely independent of the SOC, and the Council. The Adjudicator's decision is final.

Timetable

Start of consultation	26th June 2006
Public meeting	13th July 2006
End of consultation	11th August 2006
Council to publish invitation to bid to promote the new secondary	4th September 2006
Deadline for bids to be received by the council	22nd December 2006
Publish Statutory notice detailing the received bids	3rd January 2007
Public meeting discussing all bids	16th January 2007
Statutory notice period ends	13th February 2007
Deadline for decision by SOC	24th April 2007

This timetable is consistent with development of a school for September 2010 opening.

How can you give your views?

There are a number of ways to tell us your views on the proposal to build a new secondary school in Haringey.

- By attending the public meeting, where you will have the opportunity to hear the reason why a new secondary is needed and the process of opening the new secondary school.

The meeting will be on 13th July 2006 at 6.30 – 7.30pm.

The meeting will be held in the Council Chambers at Civic Centre, High Road, Wood Green, N22 8LE.

- By completing the response sheet attached and either handing it in at school or posting it to:
Corinne Hilton, Haringey Council,
The Children's Service,
Professional Development Centre,
Downhills Park Road, London, N17 6AR.
Further copies can be obtained by telephoning 020 8489 5019 or from www.haringey.gov.uk/newschool
- By talking to us at the public meeting
- By email to Corinne.Hilton@haringey.gov.uk
- By telephoning Corinne Hilton on **020 8489 5019**

If you would like this document consulting you on a proposed new secondary school in Haringey, in your own language, please complete and return this form to the freepost address below.

Albanian

Nëse e doni në gjuhën tuaj këtë dokument që ju konsulton mbi shkollën e re sekondare të propozuar në Haringej, ju lutem plotësoni dhe kthejeni këtë formular në adresën e mëposhtme me postim falas.

Arabic

إذا كنت ترد هذه الوثيقة لستشركت على مدرسة ثانوية جديدة مقترحة في هارينجي في لغتك الخاصة، رجاء أكمل وأرجع هذه الإستمارة إلى عنوان freepost تحت.

Bengali

হারিংগে এলাকায় একটা নতুন সেকেন্ডারী স্কুল খোলার প্রস্তাব সম্পর্কে এই আলোচনা-দলিল আপনি যদি আপনার নিজের ভাষায় পেতে চান, তাহলে এই ফর্ম পূরণ করে সেটা নিচের ফ্রীপোস্ট বা বিনা ডাকমাণ্ডলের ঠিকানায় পাঠিয়ে দিন।

French

Pour obtenir un exemplaire dans votre langue de ce document vous consultant sur un projet de nouvel établissement secondaire à Haringey, veuillez compléter et retourner ce coupon, sans affranchir, à l'adresse indiquée ci-dessous.

Greek

Εάν θέλετε αυτό το φυλλάδιο διαβούλευσης για το προτεινόμενο νέο γυμνάσιο στο Haringey, στη γλώσσα σας, παρακαλώ συμπληρώστε και επιστρέψτε το στη δωρεάν διεύθυνση freepost παρακάτω.

Kurdish

Ev dokument li ser xwendegeheke navîn a Haringey a Pêşniyarkirî bi we dişewire, heke hun wê bi zimanê xwe dixwazin, ji kerema xwe vê formê tije bikin û ji navnîşana posta bêpere ya jêrîn re bişînin.

Portuguese

Se você gostaria desse documento te consultando sobre uma nova escola secundária proposta em Haringey, em sua própria língua, por favor complete e retorne esse formulário para o endereço postal gratuito abaixo.

Romanian

Dacă doriți acest document în limba dvs, care vă cere părerea în legătură cu deschiderea unei noi școli secundare în Haringey, vă rugăm completați și returnați acest formular la adresa de mai jos fără timbru poștal.

Somali

Qoraalku wuxuu ku saabsan yahay qorshahe wadatashi oo ku saabsan iskoolka sare oo cusub loo sameeya Haringey. Haddii aad jeceshahay in lagu soo diro asaga oo ku qoran afkaaga hooyo fadlan buuxi foomka kadibna ku soo hagaaji cinwaanka hoos ku xusan. Dib u soo dirista foomka waa bilaash.

Turkish

Haringey'de kurulması önerilen yeni bir ortaöğretim okuluna ilişkin sizlerin fikrini almak için hazırlanmış bu dökümanı kendi dilinizde istiyorsanız, lütfen bu formu doldurup aşağıda verilen, posta ücreti gerektirmeyen adrese gönderiniz.

Please tell us if you would like a copy of this booklet in another language that is not listed above or in any of the following formats, and send the form to the Freepost address below.

In large print On disk audio tape In Braille

In another language, please state:

Name:

Address:

Tel. No.:

**Please return to: Freepost RLXS-XZGT-UGRJ
Haringey Council, Translation and Interpretation Services
8th Floor, River Park House, 225 High Road, London N22 8HQ**



Haringey Council uses recycled paper as part of its commitment to improving the environment

RESPONSE SHEET

Please tell us your views in the box below

I feel that it is vital that any new school should be as the Council proposes - non-denominational and inclusive, therefore a community school.

I would also hope that the new school would not only serve pupils and parents but also the wider community. Sports facilities, art rooms, drama and meeting halls open for use at evenings, weekends & holidays by local residents.

Please continue on a separate sheet if necessary

Would you like the new school to be a: (please tick as appropriate)

- Community school
- Foundation school
- Voluntary controlled school
- Voluntary aided school
- Academy school
- Don't mind

Are you? (please tick as appropriate)

<p>A pupil Please name your school <input type="checkbox"/></p> <hr/> <p>A parent Please name the school your children attend <input type="checkbox"/></p>	<p>A member of staff at school Please name the school you work at <input type="checkbox"/></p> <hr/> <p>A governor Please name your school <input type="checkbox"/></p>	<p><i>Ally Pally Allocation Committee</i> <input checked="" type="checkbox"/></p> <p>A local community representative Please name <input type="checkbox"/></p> <hr/> <p>A Haringey resident <input checked="" type="checkbox"/></p> <p>Other - please state <input type="checkbox"/></p>
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Please return your completed form and put it in the sealed box in either school's administration offices by Friday 11th August 2006

RESPONSE SHEET

Please tell us your views in the box below

I agree that a new secondary school is needed, particularly in the Wood Green area.

I strongly support any new school being a community one.

I would prefer to see more of the Heartlands site being used for the school. The current proposal seems too near the railway and I am concerned about the feasibility of using a tunnel to Alexandra Park for so many pupils.

Please continue on a separate sheet if necessary

Would you like the new school to be a: (please tick as appropriate)

- | | | | | | |
|--|--|--|---|---|-------------------------------------|
| <input checked="" type="checkbox"/> Community school | <input type="checkbox"/> Foundation school | <input type="checkbox"/> Voluntary controlled school | <input type="checkbox"/> Voluntary aided school | <input type="checkbox"/> Academy school | <input type="checkbox"/> Don't mind |
|--|--|--|---|---|-------------------------------------|

Are you? (please tick as appropriate)

A pupil Please name your school	<input type="checkbox"/>	A member of staff at school Please name the school you work at	<input type="checkbox"/>	A local community representative Please name	<input type="checkbox"/>
A parent Please name the school your children attend	<input checked="" type="checkbox"/>	A governor Please name your school	<input type="checkbox"/>	A Haringey resident	<input type="checkbox"/>
<u>Fortismere</u>				Other – please state	

Please return your completed form and put it in the sealed box in either school's administration offices by **Friday 11th August 2006**

RESPONSE SHEET

Please tell us your views in the box below

- ① I VERY STRONGLY SUPPORT A NEW COMMUNITY SCHOOL.
- ② MY EXPERIENCE AS A PARENT & GOVERNOR IN HARINGEY HAS CONVINCED ME OF THE BENEFIT OF LOCAL AUTHORITY SUPPORT FOR RAISING ACHIEVEMENT IN SCHOOLS.
- ③ ONLY COMMUNITY SCHOOLS CAN GUARANTEE FAIR ADMISSIONS.
- ④ ALL OTHER TYPES OF SCHOOL ARE DIVISIVE AND LIKELY TO LEAD TO GREATER INEQUALITY BETWEEN SCHOOLS & LESS CO-OPERATION BETWEEN THEM.
- ⑤ I'M VERY OPPOSED TO ANOTHER VOLUNTARY AIDED SCHOOL, AS RELIGIOUS SEGREGATION OF CHILDREN FOSTERS SOCIAL SEGREGATION AND WILL PRODUCE A MORE DIVIDED SOCIETY.
- ⑥ ACADEMY SCHOOLS ARE ALSO DIVISIVE, AND ATTRACT SPONSORS WITH DUBIOUS MOTIVATION AND VESTED BUSINESS OR RELIGIOUS INTERESTS.
- ⑦ HARINGEY'S DIVERSE POPULATION NEEDS A COMMUNITY SCHOOL WITH ADMISSIONS ADMINISTERED FAIRLY BY THE LOCAL AUTHORITY. IT'S VITAL THAT THE SCHOOL IS INCLUSIVE AND NON-RELIGIOUS, WITH RESPECT & VALUE GIVEN TO ALL.

Please continue on a separate sheet if necessary

Would you like the new school to be a: (please tick as appropriate)

- | | | | | | |
|-------------------------------------|--------------------------|-----------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Community school | Foundation school | Voluntary controlled school | Voluntary aided school | Academy school | Don't mind |

Are you? (please tick as appropriate)

- | | | | | | |
|---|--------------------------|---|-------------------------------------|---|-------------------------------------|
| A pupil
Please name your school | <input type="checkbox"/> | A member of staff at school
Please name the school you work at | <input type="checkbox"/> | A local community representative
Please name | <input type="checkbox"/> |
| A parent
Please name the school your children attend | <input type="checkbox"/> | A governor
Please name your school | <input checked="" type="checkbox"/> | A Haringey resident | <input checked="" type="checkbox"/> |
| | | HIGHGATE WOOD | | Other - please state | |

Please return your completed form and put it in the sealed box in either school's administration offices by
Friday 11th August 2006

RESPONSE SHEET

Please tell us your views in the box below

I feel very strongly that the new school should be part of the community of schools in Haringey, and not be a City Academy. Haringey's results are moving up, there is no need for another academy

Please continue on a separate sheet if necessary

Would you like the new school to be a: (please tick as appropriate)

- | | | | | | |
|-------------------------------------|--------------------------|-----------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Community school | Foundation school | Voluntary controlled school | Voluntary aided school | Academy school | Don't mind |

Are you? (please tick as appropriate)

- | | | | |
|--|--|---|--------------------------|
| <input checked="" type="checkbox"/> A pupil
Please name your school _____ | <input type="checkbox"/> A member of staff at school
Please name the school you work at
<u>Park View Academy</u> | <input checked="" type="checkbox"/> A local community representative
Please name _____ | <input type="checkbox"/> |
| <input type="checkbox"/> A parent
Please name the school your children attend _____ | <input type="checkbox"/> A governor
Please name your school _____ | <input type="checkbox"/> A Haringey resident | <input type="checkbox"/> |
| | | <input type="checkbox"/> Other – please state _____ | |

Please return your completed form and put it in the sealed box in either school's administration offices by **Friday 11th August 2006**

RESPONSE SHEET

Please tell us your views in the box below

I believe the new school
should be a non-denominational
inclusive school - a community school.

Please continue on a separate sheet if necessary

Would you like the new school to be a: (please tick as appropriate)

- | | | | | | |
|--|--|--|---|---|-------------------------------------|
| <input checked="" type="checkbox"/> Community school | <input type="checkbox"/> Foundation school | <input type="checkbox"/> Voluntary controlled school | <input type="checkbox"/> Voluntary aided school | <input type="checkbox"/> Academy school | <input type="checkbox"/> Don't mind |
|--|--|--|---|---|-------------------------------------|

Are you? (please tick as appropriate)

A pupil
Please name your school

A member of staff at school
Please name the school you work at

A local community representative

A parent
Please name the school your children attend

A governor
Please name your school

Please name
ALLOTMENTS FORUM
A Haringey resident

Other - please state

Please return your completed form and put it in the sealed box in either school's administration offices by Friday 11th August 2006

RESPONSE SHEET

Please tell us your views in the box below

Please continue on a separate sheet if necessary

Would you like the new school to be a: (please tick as appropriate)

- | | | | | | |
|-------------------------------------|--------------------------|-----------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Community school | Foundation school | Voluntary controlled school | Voluntary aided school | Academy school | Don't mind |

Are you? (please tick as appropriate)

A pupil Please name your school	<input type="checkbox"/>	A member of staff at school Please name the school you work at	<input type="checkbox"/>	A local community representative Please name	<input type="checkbox"/>
A parent Please name the school your children attend	<input type="checkbox"/>	A governor Please name your school	<input type="checkbox"/>	A Haringey resident	<input checked="" type="checkbox"/>
				Other – please state	

Please return your completed form and put it in the sealed box in either school's administration offices by Friday 11th August 2006

RESPONSE SHEET

Please tell us your views in the box below

1. WHILE SUPPORTING A NEW SCHOOL IN THE BOROUGH THE PROPOSED SITE IS NOT APPROPRIATE: A NEW SCHOOL IS NEEDED IN THE SOUTH HARRINGAY / FINSBURY PARK AREA WHERE THE SECONDARY SHORTFALL ACTUALLY IS. THE WOOD GREEN SITE WOULD IMPACT UPON EXISTING SCHOOLS, NOTABLY WHITE HART LANE WHERE THERE IS ALREADY CAPACITY AND A FALLING ROLL. THIS SCHEME SEEMS TO BE DRIVEN BY THE EXISTENCE OF A SITE AND NOT BY THE URGENCY OF NEED!
2. NO CONSULTATION HAS TAKEN PLACE WITH STAFF AT ALEXANDRA PRIMARY SCHOOL, WHICH WILL BE DISPLACED!
3. WHY IS THE CONSULTATION DEADLINE IN THE SCHOOL HOLIDAYS WHEN TECTICERS AND ANCILLARY STAFF WILL BE AWAY?

Please continue on a separate sheet if necessary

Would you like the new school to be a: (please tick as appropriate)

- | | | | | | |
|-------------------------------------|--------------------------|-----------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Community school | Foundation school | Voluntary controlled school | Voluntary aided school | Academy school | Don't mind |

Are you? (please tick as appropriate)

- | | | | | | |
|---|-------------------------------------|---|-------------------------------------|---|-------------------------------------|
| A pupil
Please name your school | <input type="checkbox"/> | A member of staff at school
Please name the school you work at | <input checked="" type="checkbox"/> | A local community representative
Please name | <input type="checkbox"/> |
| A parent
Please name the school your children attend | <input checked="" type="checkbox"/> | A governor
Please name your school | <input type="checkbox"/> | A Haringey resident | <input checked="" type="checkbox"/> |
| <u>ALEXANDRA PARK</u> | | <u>ALEXANDRA PRIMARY</u> | | Other - please state | |

Please return your completed form and put it in the sealed box in either school's administration offices by Friday 11th August 2006

RESPONSE SHEET

Please tell us your views in the box below

Personally, I think a community school would be most suitable. I don't know what other issues came up at the public meeting as I wasn't able to go with my two children.

I also think there needs to be consideration that many children in the area live in flats without gardens. I would be interested to know if the provisions a company can provide is included in the competition or if it is based purely on cost.

PFI is also a costly way of building a new school from what I've gleaned from reports.

Please continue on a separate sheet if necessary

Would you like the new school to be a: (please tick as appropriate)

- | | | | | | |
|-------------------------------------|--------------------------|-----------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Community school | Foundation school | Voluntary controlled school | Voluntary aided school | Academy school | Don't mind |

Are you? (please tick as appropriate)

- | | | | | | |
|---|-------------------------------------|---|--------------------------|---|-------------------------------------|
| A pupil
Please name your school | <input type="checkbox"/> | A member of staff at school
Please name the school you work at | <input type="checkbox"/> | A local community representative
Please name | <input type="checkbox"/> |
| A parent
Please name the school your children attend | <input checked="" type="checkbox"/> | A governor
Please name your school | <input type="checkbox"/> | A Haringey resident | <input checked="" type="checkbox"/> |
| | | | | Other – please state | |

Please return your completed form and put it in the sealed box in either school's administration offices by Friday 11th August 2006

RESPONSE SHEET

Please tell us your views in the box below

Please continue on a separate sheet if necessary

Would you like the new school to be a: (please tick as appropriate)

- | | | | | | |
|--|--|--|---|---|-------------------------------------|
| <input checked="" type="checkbox"/> Community school | <input type="checkbox"/> Foundation school | <input type="checkbox"/> Voluntary controlled school | <input type="checkbox"/> Voluntary aided school | <input type="checkbox"/> Academy school | <input type="checkbox"/> Don't mind |
|--|--|--|---|---|-------------------------------------|

Are you? (please tick as appropriate)

A pupil Please name your school	<input type="checkbox"/>	A member of staff at school Please name the school you work at	<input type="checkbox"/>	A local community representative Please name	<input type="checkbox"/>
A parent Please name the school your children attend	<input checked="" type="checkbox"/>	A governor Please name your school	<input type="checkbox"/>	A Haringey resident	<input checked="" type="checkbox"/>
<u>BOUNDS GREEN INFANTS</u>				Other – please state	

Please return your completed form and put it in the sealed box in either school's administration offices by Friday 11th August 2006

RESPONSE SHEET

Please tell us your views in the box below

I am surprised and dismayed at the lack of publicity about this proposed school.

If you seriously want the residents opinion you need to circulate information more widely.

A community school in the true sense of the words would be most welcome.

There is a need for out of school activities for young people in the form of sports clubs and cultural activities such as ~~art~~ Art and Music, Dance ~~and~~ Drama.

Please continue on a separate sheet if necessary

Would you like the new school to be a: (please tick as appropriate)

- | | | | | | |
|-------------------------------------|--------------------------|-----------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Community school | Foundation school | Voluntary controlled school | Voluntary aided school | Academy school | Don't mind |

Are you? (please tick as appropriate)

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> A pupil
Please name your school _____ | <input type="checkbox"/> A member of staff at school
Please name the school you work at _____ | <input type="checkbox"/> A local community representative
Please name _____ |
| <input type="checkbox"/> A parent
Please name the school your children attend _____ | <input type="checkbox"/> A governor
Please name your school _____ | <input checked="" type="checkbox"/> A Haringey resident |
| | | <input type="checkbox"/> Other – please state _____ |

Please return your completed form and put it in the sealed box in either school's administration offices by Friday 11th August 2006

RESPONSE SHEET

Please tell us your views in the box below

Firstly, I would like to express in the strongest terms my outrage at the appalling lack of management of this 'public consultation'; if you are to canvass the opinions of the public should not these leaflets have been delivered to public places e.g. libraries, & distributed to interested parties i.e. parents & local residents?

I have just received my copy of this document only because it was shown to me by a teacher who lives locally, who realized that the documents weren't in circulation, & therefore asked for some so they could distribute @ least a few to locals. (They were told that the closing date* was flexible - so I am hoping that you will admit the opinions that you receive beyond that date*.)

Regarding the issue for debate :-

I have said that I would like the school to be run by the L.E.A., as in my view, none of the other options are sufficiently accountable to the local community.

Please continue on a separate sheet if necessary

Would you like the new school to be a: (please tick as appropriate)

- | | | | | | |
|-------------------------------------|--------------------------|-----------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Community school! | Foundation school! | Voluntary controlled school | Voluntary aided school | Academy school | Don't mind |

Are you? (please tick as appropriate)

- | | | | | | |
|---|--------------------------|---|--------------------------|---|-------------------------------------|
| A pupil
Please name your school | <input type="checkbox"/> | A member of staff at school
Please name the school you work at | <input type="checkbox"/> | A local community representative
Please name | <input type="checkbox"/> |
| A parent
Please name the school your children attend | <input type="checkbox"/> | A governor
Please name your school | <input type="checkbox"/> | A Haringey resident | <input checked="" type="checkbox"/> |
| | | | | Other - please state | |

Please return your completed form and put it in the sealed box in either school's administration offices by Friday 11th August 2006

RESPONSE SHEET

Please tell us your views in the box below

A new secondary school in Haringey is vital. It must offer pupils real opportunities in terms of choice and attainment, with high expectations for all. It must offer a safe and secure learning environment where behaviour management is good. I should like to see a secondary school offering a wide range of sporting + musical opportunities, and reflecting^{the} cultural heritage of residents. I am concerned that it would be ultimately an eight form entry as I feel it would make the school too large + unwieldy, thus leading to an impersonal feel and children likely to 'slip through the net' in terms of pastoral care. A further concern would be access to Alexandra Park via a pedestrian tunnel as I would have fears about crime/muggings here.

Please continue on a separate sheet if necessary

Would you like the new school to be a: (please tick as appropriate)

- | | | | | | |
|-------------------------------------|--------------------------|-----------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Community school | Foundation school | Voluntary controlled school | Voluntary aided school | Academy school | Don't mind |

Are you? (please tick as appropriate)

A pupil Please name your school	<input type="checkbox"/>	A member of staff at school Please name the school you work at	<input checked="" type="checkbox"/>	A local community representative Please name	<input type="checkbox"/>
A parent Please name the school your children attend	<input checked="" type="checkbox"/>	A governor Please name your school	<input type="checkbox"/>	A Haringey resident	<input checked="" type="checkbox"/>
ST MARY'S COF E INFANTS		CROWLAND PRIMARY		Other - please state	

Please return your completed form and put it in the sealed box in either school's administration offices by

RESPONSE SHEET

Please tell us your views in the box below

I'm in favour of a new school in Haringey
as there isn't enough choice of good secondary
schools in the area -

Please continue on a separate sheet if necessary

Would you like the new school to be a: (please tick as appropriate)

- | | | | | | |
|-------------------------------------|--------------------------|-----------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Community school | Foundation school | Voluntary controlled school | Voluntary aided school | Academy school | Don't mind |

Are you? (please tick as appropriate)

- | | | | | | |
|---|-------------------------------------|---|--------------------------|---|--------------------------|
| A pupil
Please name your school | <input type="checkbox"/> | A member of staff at school
Please name the school you work at | <input type="checkbox"/> | A local community representative
Please name | <input type="checkbox"/> |
| A parent
Please name the school your children attend | <input checked="" type="checkbox"/> | A governor
Please name your school | <input type="checkbox"/> | A Haringey resident | <input type="checkbox"/> |
| St Mary's Infant School | | | | Other - please state | |

Please return your completed form and put it in the sealed box in either school's administration offices by
Friday 11th August 2006

RESPONSE SHEET

Please tell us your views in the box below

It is vital that a secondary school is created in the proposed area. Children living east of the railway line should not ~~be~~ expected to cross this line nor go through a tunnel under-pass to get to school.

It is important that schools serve their local community and though I would personally like to see a good CoFE secondary school in the Borough, I do not think a CoFE school would best serve the population of the area of the proposed site.

Having spoken to many parents as they go through primary/secondary transition, I feel that a school which has a uniform would be ^{popular} Please continue on a separate sheet if necessary

Would you like the new school to be a: (please tick as appropriate)

- | | | | | | |
|-------------------------------------|--------------------------|-----------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Community school | Foundation school | Voluntary controlled school | Voluntary aided school | Academy school | Don't mind |

Are you? (please tick as appropriate)

A pupil Please name your school	<input type="checkbox"/>	A member of staff at school Please name the school you work at	<input type="checkbox"/>	A local community representative Please name	<input type="checkbox"/>
A parent Please name the school your children attend	<input checked="" type="checkbox"/>	A governor Please name your school	<input checked="" type="checkbox"/>	A Haringey resident	<input type="checkbox"/>
ST MARY'S CE JUNIOR		ST. MARY'S CE JUNIOR		Other - please state	

Please return your completed form and put it in the sealed box in either school's administration offices by Friday 11th August 2006

RESPONSE SHEET

Please tell us your views in the box below

A secondary school of a good standard is needed in the Wood Green district.

An adjacent secondary school might help fill spaces at Alexandra Primary.

Please continue on a separate sheet if necessary

Would you like the new school to be a: (please tick as appropriate)

- | | | | | | |
|--------------------------|--------------------------|-----------------------------|-------------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Community school | Foundation school | Voluntary controlled school | Voluntary aided school | Academy school | Don't mind |

Are you? (please tick as appropriate)

- | | | | |
|--|---|---|--------------------------|
| <input type="checkbox"/> A pupil
Please name your school | <input type="checkbox"/> A member of staff at school
Please name the school you work at | <input checked="" type="checkbox"/> A local community representative
Please name | <input type="checkbox"/> |
| <input type="checkbox"/> A parent
Please name the school your children attend | <u>St. Michael's N.22</u>
<input type="checkbox"/> A governor
Please name your school | <input type="checkbox"/> A Haringey resident | <input type="checkbox"/> |
| | | <input type="checkbox"/> Other – please state | |

Please return your completed form and put it in the sealed box in either school's administration offices by Friday 11th August 2006

RESPONSE SHEET

Please tell us your views in the box below

CE church school please but not a religious academy.

It is important to have an admissions authority that will make sure the school has a healthy racial mix to counter the trend of racial segregation (effective, not by policy) in Haringey (and perhaps all of London, or even the UK?).

Please continue on a separate sheet if necessary

Would you like the new school to be a: (please tick as appropriate)

- Community school
- Foundation school
- Voluntary controlled school
- Voluntary aided school
- Academy school
- Don't mind

Are you? (please tick as appropriate)

- | | | |
|---|--|--|
| <input type="checkbox"/>
A pupil
Please name your school
<hr/> | <input type="checkbox"/>
A member of staff at school
Please name the school you work at
<hr/> | <input type="checkbox"/>
A local community representative
Please name
<hr/> |
| <input checked="" type="checkbox"/>
A parent
Please name the school your children attend
<hr/> | <input type="checkbox"/>
A governor
Please name your school
<hr/> | <input type="checkbox"/>
A Haringey resident
<hr/> <input type="checkbox"/>
Other - please state
<hr/> |

St Mary CE Infants

Please return your completed form and put it in the sealed box in either school's administration offices by Friday 11th August 2006



PARKSIDE MALVERN RESIDENTS ASSOCIATION

Hornsey Park Road, Malvern Road and Park Ridings, N8

Correspondence to:
5 Malvern Road
London,
N8 0LE

Ms Corinne Hilton
Haringey Council
Childrens Services
Professional Development centre
Downhill Park Road
London
N17 6AR

10th August 2006

Dear Ms Hilton

The Association discussed the consultation at its July meeting, attended by Cllr Alan Dobbie and wishes to record its disappointment at the lack of public consultation on such an important issue for our community and dismay that this should have been arranged to coincide with the summer holidays, when local schools are closed and many will be either on or planning their holidays. Accordingly, we would ask that the consultation period be extended to the end of September 2006, and a proper consultation carried out through the medium of the local community and schools that will feed the new secondary school.

With regard to the general proposals for a new school, we would ask that the following is taken into account:

The school must be a school for the community, drawing children from the many local primary schools who would otherwise seek to cross the borough to Alexandra Park, Highgate Wood and even Fortismere. We would suggest that the school could be established under the management of the successful Alexandra Park School, importing to the Wood Green area the experience and successful formula from that school.

The mistakes of Greig CA should not be repeated. The school does not serve its local community and, as is well known to all those whose primary age children are seeking a secondary school, is burdened with the problems of disassociation with the local community, longer distance travel across the borough by many of its pupils and alienation of the local community.

The new school is too large: it should be planned for growth but, initially, be smaller until it is well established and well supported. The new school should be planned initially to attract the best from a wider area and a core group from the immediate local community. The planned size suggests the wholesale importing of pupils from beyond the local community and thus risks the passing on or spreading of recognised problems in other local secondary schools.

The local infrastructure cannot support such a large school and certainly one that will draw over 1100 pupils and staff who will rely on the car or buses. On site parking will be essential but any growth car journeys must be avoided.

Cont.../2



PARKSIDE MALVERN RESIDENTS ASSOCIATION

Hornsey Park Road, Malvern Road and Park Ridings, N8

Correspondence to:
5 Malvern Road
London,
N8 0LE

- 2 -

The school must have excellent facilities, including open space: it must not rely upon Alexandra Park or Wood Green Common. The area around the common must not be dominated by the school.

The school would appear to be of such a size that it has the capacity to replace other school capacity in the area: this would be a disaster for Wood Green, Hornsey and the Heartlands. The local community deserves its own school to attract and retain those who are presently seeking places at Highgate Wood, Alexandra Park and Fortismere.

We would urge the Council to make a far greater effort to engage with the community and plan this school with and for them. The new school should be a source of pride, achievement, association and a beacon for growth. It must make good the defects in current provision and be a source of strength at the centre of the community. Planned alone by this Council, it will achieve none of these aspirations.

Yours sincerely

Marcus Ballard
Vice Chair
Parkside Malvern Residents' Association

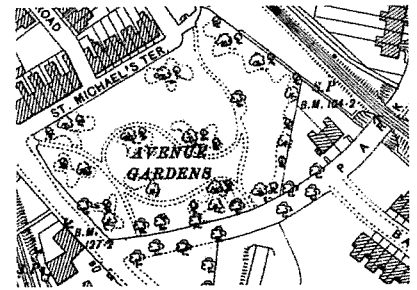
Cc Cllrs Alan Dobbie, Fiyas Mughal, Catherine Harris

Avenue Gardens Residents Association

Page 73

Simon Fedida
Chair, AGRA
21 Barratt Avenue
London N22 7EZ

Tel: +44 (0) 208 881 3232
Email: windjammer@pobox.com



Ms Corinne Hilton
Haringey Council
The Children's Service
Professional Development Centre
Downhills Park Road
London
N17 6AR

7 August 2006

Dear Ms Hilton

Re: Consultation on Proposal for a New Secondary School in Haringey

With reference to the consultation on a new secondary school in Wood Green, Avenue Gardens Residents Association (AGRA – see map attached at annex 1) makes the following objections:

Demand for places

1. The data supplied in the consultation document indicates that Haringey supplied 11,400 secondary places in 2006. The consultation graph shows this demand is forecast to rise to just 11,500 places in 2016, with an intermediate peak of 11,900 in 2012.
2. This does not justify building a new school of capacity 1,000+ pupils (5 years at 216 pupils pa), particularly given the transient nature of the forecast demand which peaks in 2012. The long run forecast is only 100 extra pupils to 2016.
3. The data supplied in the consultation document indicates that existing schools have accommodated an extra 2,000 places or so since 1997. The consultation document states that the Borough's schools are not full. No assessment has been provided of what incremental capacity might be available in the Borough's existing secondary schools to accommodate the forecast 2012 peak – which would amount to approximately another 50 pupils in each of the Borough's 11 existing secondary schools.
4. The source and location of the demand for new school places is not identified. While the Heartlands build-out will create some new demand for secondary places, it is not clear that a school in Wood Green will provide an appropriate catchment area that minimises travel times for children and offers sufficiently local facilities. New residential development in the Heartlands is only a small fraction of the residential development anticipated by UDP policies all over Haringey. New demand for school places should be expected from all over the Borough. Incremental expansion of existing school sites may be a better answer for providing local schooling.

Site Location

5. The site is by the side of the East Coast main train line out of Kings Cross. As far as can be ascertained, the proposed site includes the ex-travellers site at the foot of the railway embankment, and the land on top of the embankment directly adjacent the railway line. There may be a requirement to build into the embankment or on top of the embankment or both. A more unsuitable site cannot be imagined.
6. The site raises questions of safety next to a busy railway. It raises questions of the levels of noise from trains that cannot be conducive to study. There is no space for playing fields or secure recreation grounds for the children.
7. Regeneration benefits: the consultation document claim is spurious in that the site is not well suited for use as a school. The aim in selecting a location for a new school must surely be what is in the best interests of the children. The site lacks suitability as already described. An honest consultation would have put forward a menu of options for satisfying the demand with pros and cons for consideration.
8. In summary the site is poorly considered, does not offer the claims made for it and will in practice supply a low-grade and degraded environment lacking in facilities which Haringey residents should expect of a new school.

Use of Alexandra Park sport pitches

9. Alexandra Palace Park is a site designated Metropolitan Open Land. While planning regulations permit educational uses of such land, AGRA objects that Haringey is planning a school that will make operational use of the Alexandra Palace Park MoL as a stated aim in the original planning of the school.
10. MoL should be protected from development pressures, including those arising from schools. Alexandra Palace Park is not to be appropriated for the use of a school. Such developments lead to a degrading of the amenity of the MoL, for example: floodlighting, installation of astro turf, track facilities, restricted public access etc which are completely out of character with the MoL.
11. The adopted UDP has designated many of the Defined Employment Areas in Haringey for alternate uses. There is sufficient land for new sports facilities in convenient areas that could be used.

Traffic on local residential streets

12. There are already two primary schools nearby that create major traffic congestion in the morning and afternoon school runs.
13. A new school of 1,000+ pupils will generate hundreds of in/out trips in the morning and afternoon. This will increase traffic through Park Avenue, Station Road, and Hornsey Park Road amongst others. This will not be ameliorated by the proposed 'Heartlands Access Route'. Increased traffic movements are not acceptable.
14. Locating another educational institution of this size in this area will exacerbate an already congested environment.

Car parking on site


15. It is noted that Essential Service Permits have been provided to nearby schools for staff to park in local streets which are part of the CPZ, causing problems of parking stress. The proposal would

exacerbate this problem unless the new school can provide parking facilities for staff. There is not enough space on the proposed site for surface car parking for staff.

Buildings

16. While the current consultation does not concern the design and layout of the buildings, it must be pointed out that the proposed site is actually part inside and part adjacent to the Wood Green Conservation Area. Buildings will be required to respect, preserve and enhance the existing character of development in the Conservation Area.
17. The proposed site on the embankment is at 10 metres height. Noise generated at the site travels directly into upper storey windows of neighbouring houses. Any design on this site must be cognisant of this fact and appropriate measures taken.
18. Light pollution: similar considerations apply to light pollution as to noise pollution. A light curfew should be considered as part of a design for the site.

Yours sincerely



Simon Fedida

Chair, Avenue Gardens Residents Association
21 Barratt Avenue
Wood Green
London N22 7EZ

Tel/fax: 0208.881.3232
Email: windjammer@pobox.com

RESPONSE SHEET

Please tell us your views in the box below

Please see attached letter above.

Please continue on a separate sheet if necessary

Would you like the new school to be a: (please tick as appropriate)

Community school	Foundation school	Voluntary controlled school	Voluntary aided school	Academy school	Don't mind
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Are you? (please tick as appropriate)

A pupil
Please name your school

A member of staff at school
Please name the school you work at

A local community representative
Please name Chair, Avenue Gardens Residents Association

A parent
Please name the school your children attend

A governor
Please name your school

A Haringey resident

Other – please state

Please return your completed form and put it in the sealed box in either school's administration offices by Friday 11th August 2006

continued over >

How would you describe your ethnic background?

Please tick ✓ the appropriate box

White	Black or Black British	Asian or Asian British	Mixed	Other ethnic group
tick ✓	tick ✓	tick ✓	tick ✓	tick ✓
<input type="checkbox"/> British	<input type="checkbox"/> British	<input type="checkbox"/> Indian / British Indian	<input type="checkbox"/> White & Black Caribbean	<input type="checkbox"/> Chinese
<input type="checkbox"/> Irish	<input type="checkbox"/> Caribbean	<input type="checkbox"/> Pakistani / British Pakistani	<input type="checkbox"/> White & Black African	<input type="checkbox"/> Vietnamese
<input type="checkbox"/> Greek-Cypriot	<input type="checkbox"/> African	<input type="checkbox"/> Bangladeshi / British Bangladeshi	<input type="checkbox"/> White & Asian	<input type="checkbox"/> Latin / South / Central American
<input type="checkbox"/> Greek	<input type="checkbox"/> Somali			
<input type="checkbox"/> Turkish-Cypriot	<input type="checkbox"/> Nigerian			
<input type="checkbox"/> Turkish	<input type="checkbox"/> Ghanaian			
<input type="checkbox"/> Kurdish	<input type="checkbox"/> Zairean			
<input type="checkbox"/> Albanian	<input type="checkbox"/> Mixed Black			
<input type="checkbox"/> Kosovan				
<input type="checkbox"/> Traveller of Irish Heritage				
<input type="checkbox"/> Gypsy/Roma				

Any other ethnic background not mentioned above then please write here:

Are you? Male Female

Do you have a disability? Yes No if yes, please specify _____

How old are you?

Under 18 18 – 24 25 – 34 35 – 44 45 – 54 55 – 59 60 and over

Your full postcode: N22 7EZ

Please return this form to:

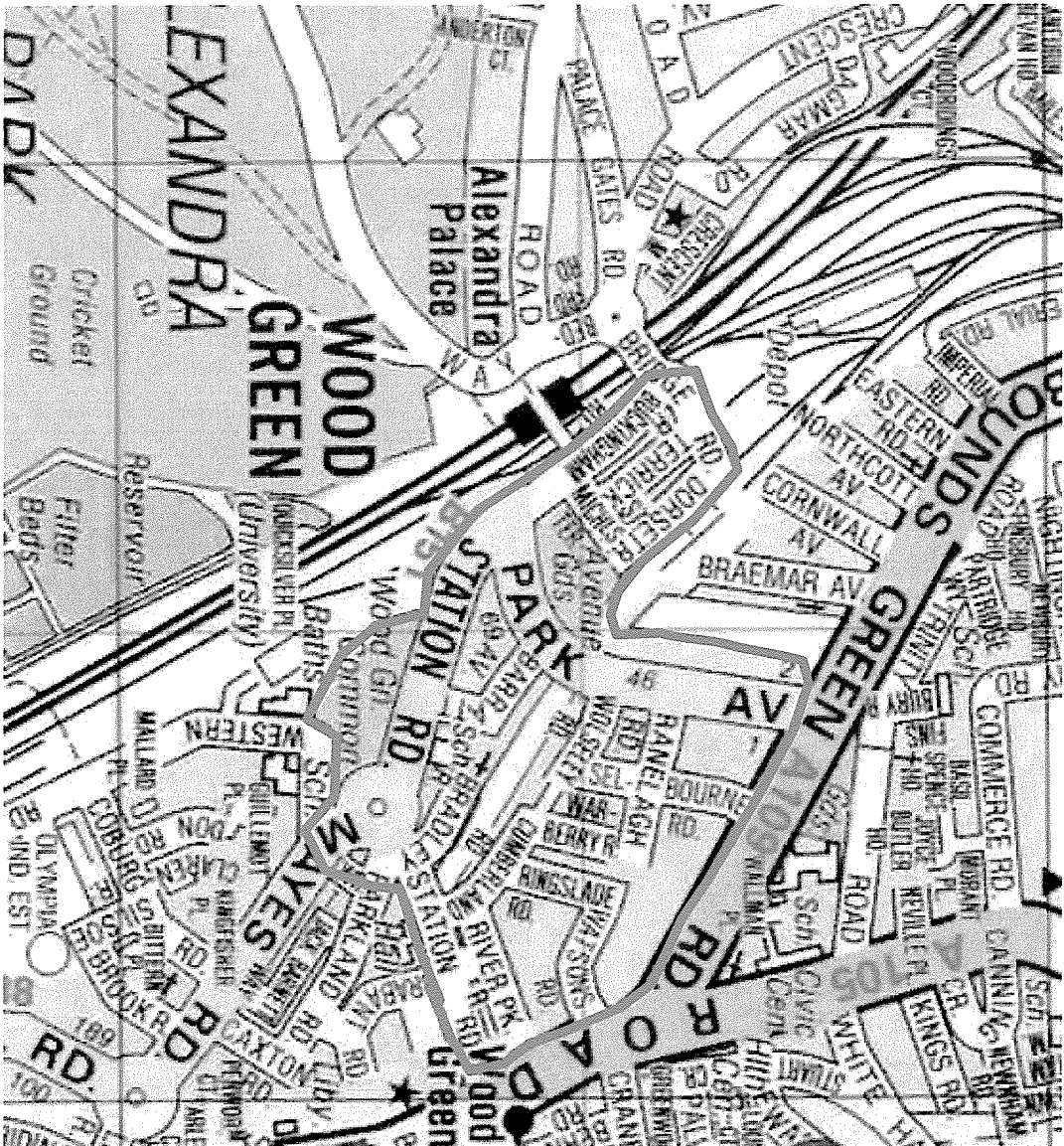
Corinne Hilton,
Haringey Council,
The Children's Service,
Professional Development Centre,
Downhills Park Road,
London, N17 6AR

The closing date for this consultation is:
Friday 11th August 2006

Telephone 020 8489 5019

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

Annex 1: Avenue Gardens Residents Association



Streets:

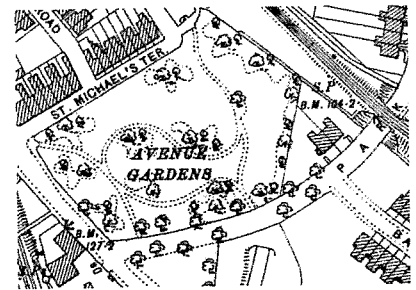
- Barratt Avenue**
- Bounds Green Road** (part to the High Road)
- Bradley Road**
- Bridge Road**
- Buckingham Road**
- Cumberland Road**
- Dorset Road**
- Park Avenue**
- Ranelagh Road**
- Ringslade Road**
- Riverpark Rd**
- St Michaels Terrace**
- Selborne Road**
- Station Road**
- Terrick Road**
- Tower Terrace**
- Warberry Road**
- Watsons Rd**
- Wolseley Road**
- Wood Green Common**

Avenue Gardens Residents Association

Page 79

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Chair, AGRA
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London N22 7EZ

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Email: windjammer@pobox.com



Ms Corinne Hilton
Haringey Council
The Children's Service
Professional Development Centre
Downhills Park Road
London
N17 6AR

31 August 2006

Dear Ms Hilton

Re: Consultation on Proposal for a New Secondary School in Haringey

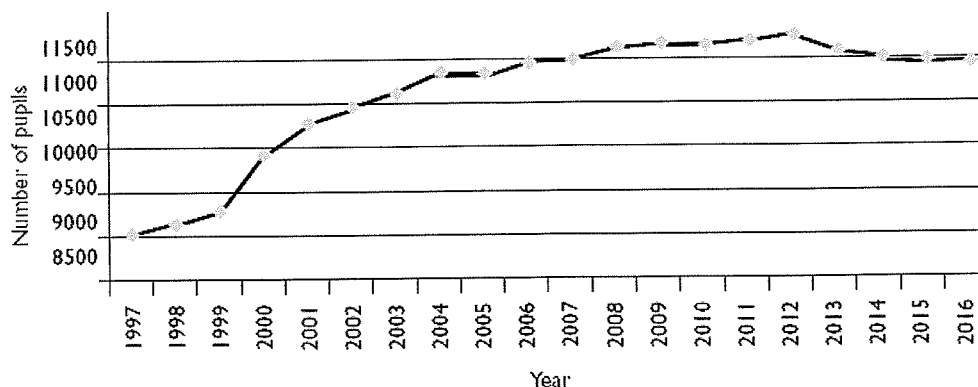
Many thanks for your letter of 22 August concerning points raised by AGRA during the consultation. I look forward to AGRA receiving an invitation to attend the workshop you mentioned. It would be helpful if you could copy any correspondence on this matter to the AGRA Vice Chair in addition to myself. Contact details are:

Mr Colin Kerr
Vice Chair, Avenue Gardens Residents Association
1 Park Avenue
Wood Green
London N22 7HA

Please note the following responses to the replies you have made on the AGRA issues:

Demand for places

1. You give several reasons why the demand for secondary school places is expected to increase in the future. Attached below is the graph for secondary demand that was published in the consultation document on the school:



Trend of secondary aged pupils in Haringeys secondary schools

2. The graph clearly shows that Haringey supplied 11,400 secondary places in 2006. The consultation graph shows this demand is forecast to rise to just 11,500 places in 2016, with an intermediate peak of 11,900 in 2012. The AGRA point is that, on the face of it, the projected increase in demand is not adequate to justify the proposal for a 1,000+ pupil school.
3. These figures are Haringey forecast figures. It is reasonable to suppose that the forecasts include all the factors that you mention in your reply, in which case you have not properly addressed the demand question raised by AGRA. If the forecast published in the consultation papers does not include the factors you mention, please could you supply revised forecasts so that the issue may be properly considered.

Traffic on local streets

4. You raise the issue of 'excellent public transport links' to the location. AGRA would point out that the railway line is a barrier that limits access to the location from the west of the Borough – this access deficit is a problem well recognised, of long standing, and has no solution. Access to the site from the east is also problematic – the Piccadilly Line to Wood Green is north-south, and does not serve the east of the Borough. It is likely therefore that many parents will be using private transport to bring their children to school.
5. You mention that the 'Heartlands regeneration programme details how new roads and green walkways are being developed and implemented'. Please could you provide further information on these new roads and green walkways and how they will serve to improve access to the school location.

Yours sincerely



Simon Fedida

Chair, Avenue Gardens Residents Association
21 Barratt Avenue
Wood Green
London N22 7EZ

Tel/fax: 0208.881.3232
Email: windjammer@pobox.com



DAVID LAMMY MP

House of Commons
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Member of Parliament for Tottenham

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Ms Corinne Hilton
Haringey Children and Young People's Service
48 Station Road
London
N22 7TY

Our Ref: 070280

20 February 2007

Dear Ms Hilton

RE: Schools Organisation Committee

Proposed Bids for a New Secondary School in Haringey Heartlands.

I am writing to you, in my capacity as MP for Tottenham, to support Haringey Council's bid for the new secondary school in the centre of Haringey to be a community school. The site and the proposed new school is the subject of one of the first of the new competitions being held under the Education & Inspections Act 2006.

I understand that although the Schools Organisation Committee will no longer make the final decision on the bids – as the final decision rests with the Schools Adjudicator – it will make a submissions and recommendations. I write so that my submission joins and supports those of other local politicians from across the political spectrum; the National Union of Teachers as well as the majority of concerned local residents and parents who all want to see a new community school built and run by Haringey.

I do this not, as you will appreciate, out of any antipathy to academy schools: I am conscious of the successes they have had in many parts of the country in driving forward our agenda for improving our children's education. I write instead out of a genuine conviction that a community school under Haringey's oversight will be the best solution for the borough's children given the local authority's recent record on school improvement.

Since 2002 Haringey schools have improved at just over twice the national rate (16.1% compared to the national increase of 8%) for GCSE results. For several schools in the more deprived east of the borough, where historically educational attainment levels have been appreciably lower than the west of the borough, the improvement has been closer to three times the national rate. Unlike many authorities, in Haringey the position on these statistics



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when English and mathematics are included is equally encouraging. The improvement in the same timescale is 7.4% compared to a national increase of 3.7%.

The track record of Haringey's Children and Young People's Service in driving change and securing improvement is good. Following their challenge to Northumberland Park School in my constituency – and what is more, in the single most deprived local government ward in London – it is now named as the 7th most improved school in the country under its new leadership receiving a commendation from the Schools Minister. At GCSE level, its results in terms of the proportion of pupils achieving 5+ A*-C grades make it the second highest performing school in the borough after Fortismere, a community school in the west of the borough with a far less challenging intake.

The Council's clear vision - is the same as mine and countless others – aiming to break the link between social disadvantage and educational achievement. This is being achieved for Haringey's children through vision, determination, and a relentless focus on standards and attainment led by a strong local Council.

I attach with this letter graphs to outline these achievements and include the track record school by school, and including the results for Greig City Academy, the academy we already have in Haringey whose catchment area includes substantial parts of my own constituency. You will see that Greig City Academy has made apparent improvements on the 5+ A*-C grades indicator recently, but that when these results are amended to require the inclusion of English and mathematics, the achievement is actually only second from bottom, despite the substantial investment here relative to the community schools in the borough. I am in no doubt about the strength of Haringey's commitment to raise standards and this is a clear example of the determination and resolution with which they pursue their obligations in this regard.

I also want to mention the record a couple of other schools in the borough, whose recent histories further evidence the strength of Haringey's determination to play an active and challenging role in as a champion of improving standards and raising attainment in our schools. St Thomas More RC School is one, where again a change of leadership has begun to deliver improvements and I understand the authority expects the serious weaknesses to be removed at the next inspection.

Woodside High (formerly White Hart Lane School) has recovered from a drop in standards in 2005 with a new Head in place (the former Head has gone on to lead an academy in Hackney). Finally Park View Academy, also in my constituency, has had a slight decline in 2006 but my information is that this



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was cohort-specific – and Haringey's expectation is that this will rise substantially in 2007.

Across London Haringey's improvement stands out. Compared to all 32 London local authorities for 5+ A*-C grades, Haringey is now above Waltham Forest, Hackney, Southwark, Westminster, Islington, Merton and Greenwich – 25th position, an improvement from 29th position in 2002. On 5+ A*-C grades with English and mathematics, Haringey is above Greenwich, Islington and has now pulled in front of Tower Hamlets – itself often seen as the classic case of a local authority in a deprived area making outstanding progress with standards. It is now delivering a strong record of increased attainment, often in challenging circumstances; while staying committed to an inclusive community school led ethos I wish to see continue.

On progress between KS2 – KS4 Haringey is 11th (held from last year) - above Hammersmith and Fulham, Lewisham, Kensington and Chelsea, Barnet, Bromley, Wandsworth, Brent, Barking, Dagenham, Greenwich, Croydon, Havering, Enfield, Hounslow, Kingston upon Thames, Camden, Bexley, Sutton, Merton, Hillingdon, Richmond upon Thames, Westminster.

On progress between K3 – KS4 Haringey is 21st – above Havering, Bexley, Enfield, Greenwich, Camden, Sutton, Hillingdon, Kingston upon Thames, Richmond upon Thames, Merton and Westminster.

Five years ago in 2001 nationally Haringey was in 145th position out of 149 local authorities for 5+ A*-C grades, in 2006 the borough is in 115th position. I have enclosed a graph from the local authority that makes this point powerfully.

Finally, and in brief, the Council is supporting the schools in the east of the borough to develop a hard federation. These schools do not wish to leave the LA by becoming a Trust but to continue to work with the authority to sustain and further improve what has been achieved thus far. The relationship between Haringey and schools in the borough is, from my own experience of talking to headteachers and staff as well as councillors and council officers, a genuinely constructive and effective team effort.

The Council's proposal for a new school is for a multi-faith community school complying with pan-London admission arrangements. They would plan to include it as part of a hard federation, which I understand could be with the schools in the east or the west. I am personally keen to see schools taking an increasing role in leading the provision and co-ordination of youth services, as we set out in our Green Paper in 2005, and I firmly believe this role, and the liaison between a range of authorities that it entails, is one that in Haringey will be best performed by a community school within the family of local community schools.



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In summary, I feel that Haringey's bid should be supported. The local authority should be allowed to establish the new school serving both my constituency and neighbouring Hornsey and Wood Green as a new community school.

I believe that Haringey as the local authority has a clear vision and ethos for the school which will enable diversity, choice and access for young people to achieve their potential. I am confident of the success of such a school given the authority's proven track record of driving and sustaining improved standards of achievement, and in particular its vital experience in securing and providing highly regarded support and constructive change.

A new community school for Haringey would be able to draw on a wealth of well established and effective local partnerships all committed to making this school a success. I hope that you, like me, will also recognise from the wide coalition of groups, individuals and cross party support Haringey's bid enjoys, that this is the best option for Haringey's parents and children.

Yours sincerely

A handwritten signature in black ink, appearing to read 'D. Lammy', written in a cursive style.

DAVID LAMMY

Member of Parliament for Tottenham

Results for Haringey Secondary Schools at GCSE 2002-6

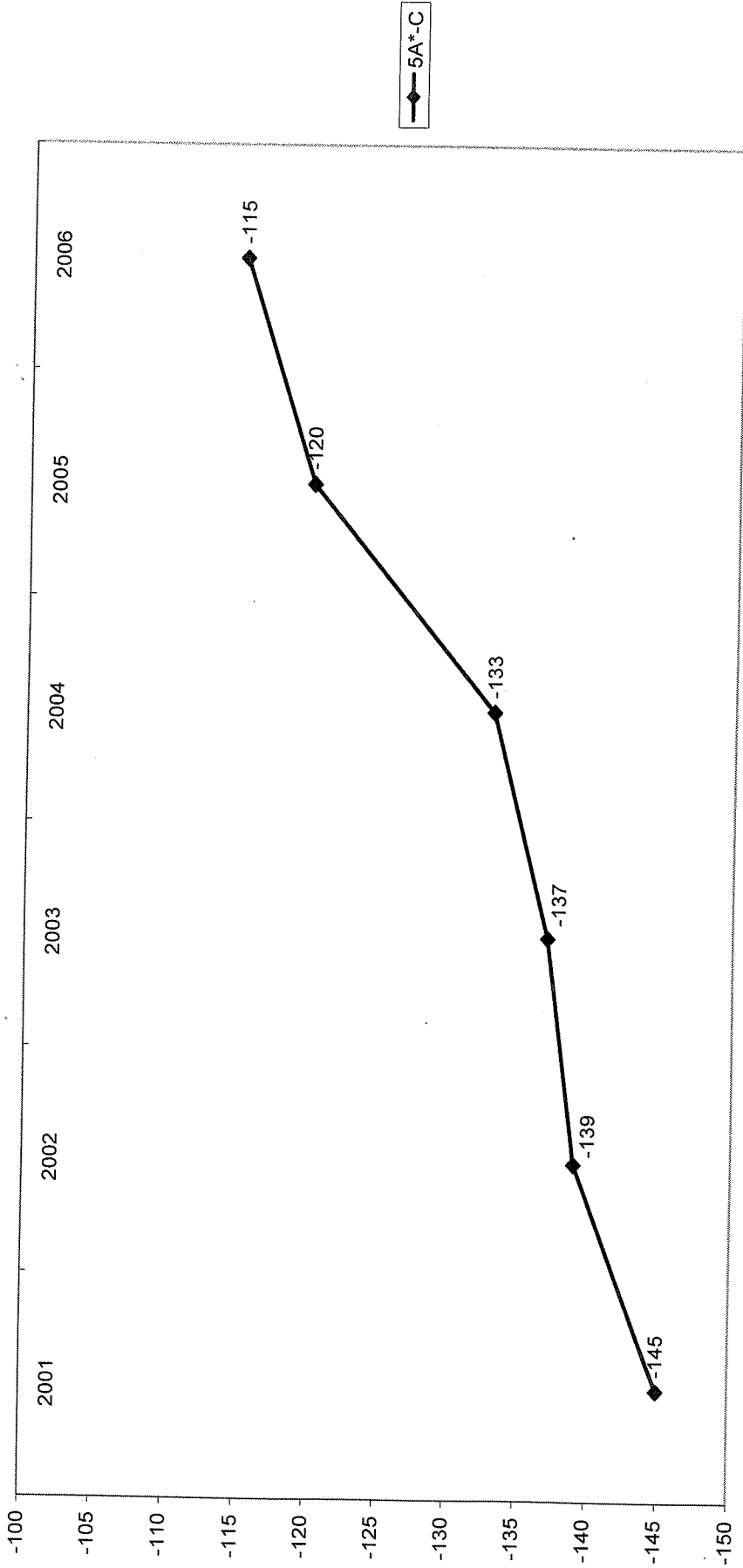
GCSE Trend 5+ A* - C

School	% achieving 5+ A* - C 2002	% achieving 5+ A* - C 2003	% achieving 5+ A* - C 2004	% achieving 5+ A* - C 2005	% achieving 5+ A* - C 2006
Alexandra Park	-	-	49	53	55
Fortismere	67	71	77	77	72
Gladesmore	30	37	41	46	50
Greig City Academy	25	35	26	55	61
Highgate Wood	43	46	51	49	48
Hornsey	52	49	54	49	64
John Loughborough	24	39	36	51	44
Northumberland Park	19	20	27	49	64
Park View Academy	16	23	39	47	38
St Thomas More	33	40	36	36	42
Woodside High	24	27	36	23	32
Haringey	36	39	44	48	51.7
England Average	51.5	52.6	53.7	57.1	59.2

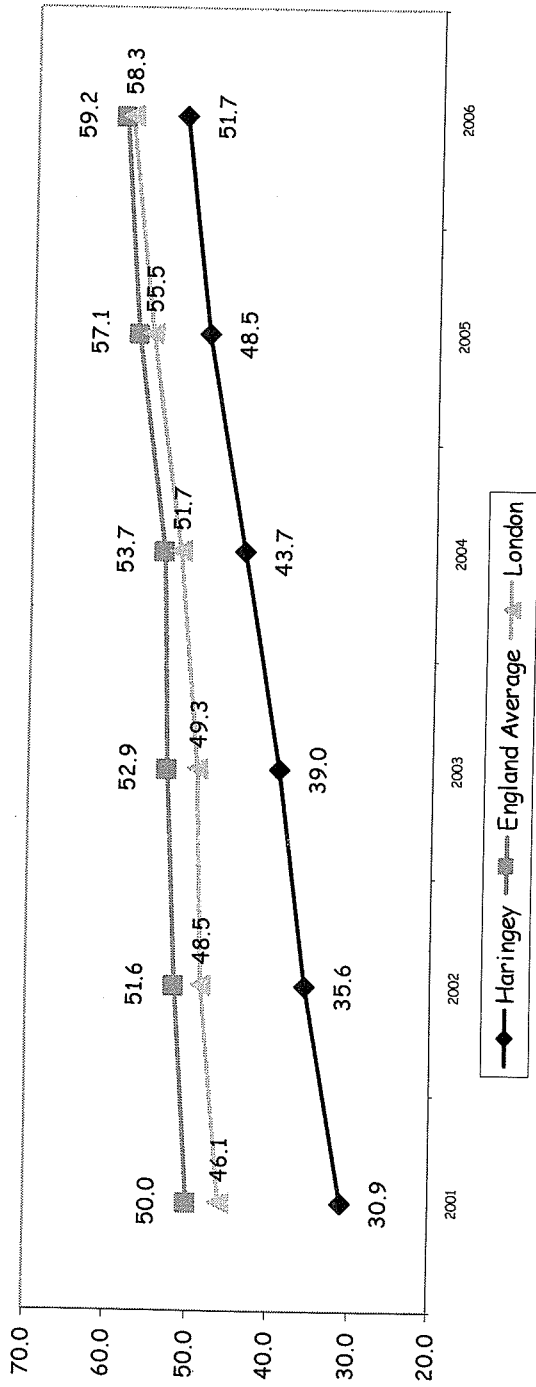
GCSE Trend 5+ A* - C (Including English and maths)

Name	15 year olds 5+ A* - C (inc Eng and maths) 2002	15 year olds 5+ A* - C (inc Eng and maths) 2003	15 year olds 5+ A* - C (inc Eng and maths) 2004	15 year olds 5+ A* - C (inc Eng and maths) 2005	15 year olds 5+ A* - C (inc Eng and maths) 2006
Alexandra Park	-	-	41.8	45	46
Fortismere	57.3	59.6	68.8	65	64
Gladesmore	21.8	27.4	28.6	34	38
Greig City Academy	-	19.4	9.9	10	15
Highgate Wood	31.9	39.1	40.1	41	42
Hornsey	42.4	37.1	44.6	35	49
John Loughborough	18.6	36.5	24.1	15	13
Northumberland Park	11.7	15	14.4	28	20
Park View Academy	13.5	10.5	23	22	24
St Thomas More	24	23.2	18.2	22	25
Woodside High	12	13.3	17.1	11	18
Haringey	26.9	28.5	31	31.8	34.3
National	42.1	41.9	42.6	44.3	45.8

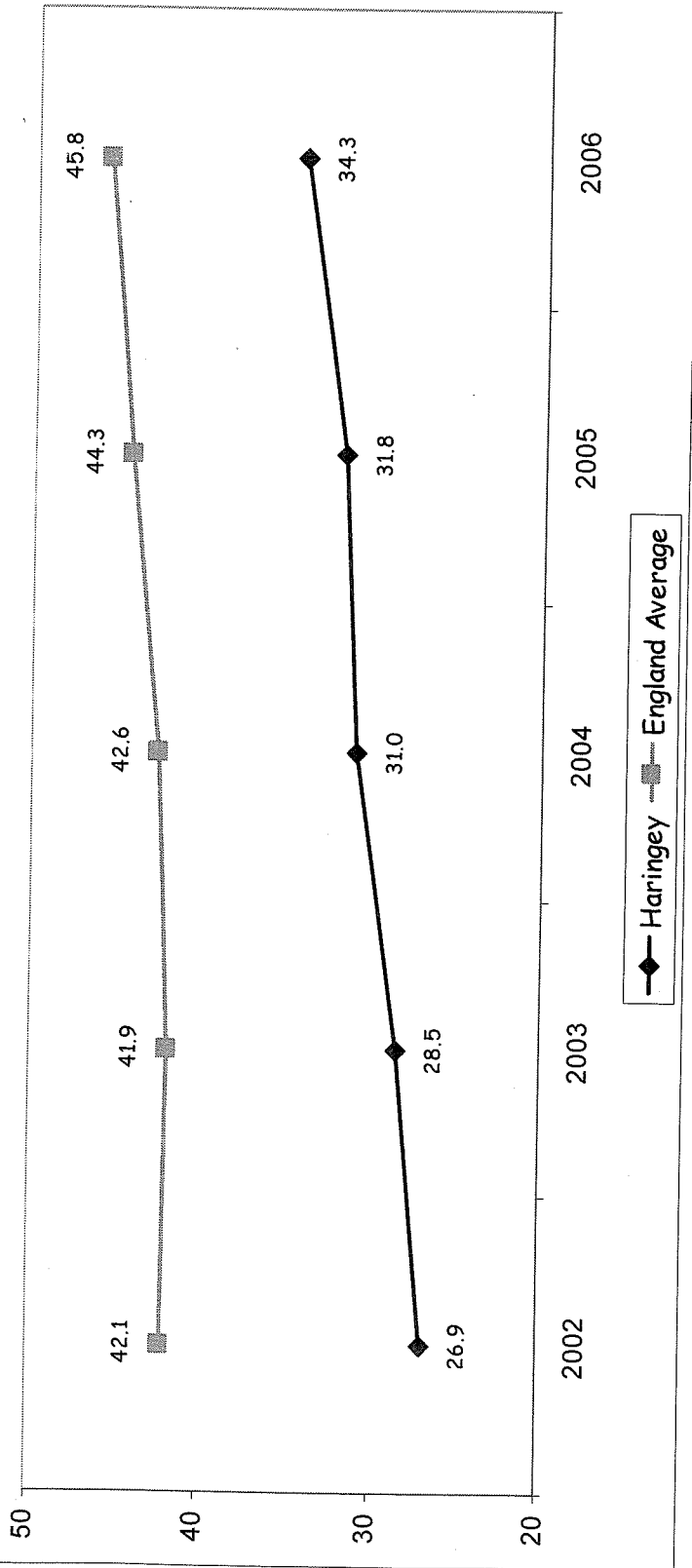
Haringey's improving trend in the national % 5+ A* - C local authorities table (out of 149 local authorities)



Haringey and National trends at % 5+ A* - C



Haringey and National trends in 5+ A* - C (inc English and maths)



Proposed new secondary school for Haringey Heartland

Submission to the Schools Organisation Committee regarding bids to run the new school

Haringey Green Party (HGP) writes to express its support for the Haringey Campaign for Community Schools. HGP is in principle against the speedy proliferation of new schools based on the controversial academy model, which is inherently undemocratic, of uncertain educational benefit and probably less cost-effective than comprehensive schools. The general case against the academy model is made on the basis of academic evidence, the results of a Commons Education Committee investigation, and evidence that parents of pupils attending Academies have concerns regarding the harsh disciplinary regimes and higher suspension rates in these schools.

The Academy Model

Academic evidence

Since its inception in 2002, the Academy Model has been studied by Dr Terry Wrigley, of the University of Edinburgh's Moray School of Education. Dr Wrigley finds little evidence to support the government strategy for secondary school education. So far, the Academies have failed to improve GCSE results in any significant way. On the evidence available at present, the Academy model is an experiment which has not yet achieved the success needed to justify its widespread and speedy proliferation.

Commons Education Committee

In March 2005 the Commons Education Committee found the costs of academies to be on average £21,000 per pupil, as against £14,000 for new comprehensives. It found outcomes in terms of GCSE passes to be unimpressive in relation to the claims made on behalf of academies (out of the first 11 academies, five showed no improvement, and some of the others were worse than previously). It also notes a slide from parents choosing schools to schools choosing parents. Overall, it urged a thorough evaluation of the Academy Model in relation to the performance of individual academies and their impact on neighbouring schools before a major expansion of this untested model.

Other evidence of concern regarding the Academy Model

A Guardian Newspaper article dated 13 June 2006 noted the increasing numbers of legal challenges to Academy schools, on different grounds. These show evidence of parental concerns regarding the harsh disciplinary regimes and higher suspension rates to be found in Academies, as well as the pay and working conditions of staff at these schools. In regard to relations between children and their carers, and individual Academies, there is a lack of the statutory protection which is available to them in relation to local authority schools. It is worth noting here that funding agreements are between the Secretary of State and individual Trusts. So there is the expenditure of large amounts of public money with no local accountability.

Having stated our general concerns regarding the Academy model, we turn to the specific Haringey case, with these concerns in mind.

The democratic case for the Local Authority bid

(a) It is clear from the evidence of a well-attended public meeting on 6th February 2007 that the Haringey public favours a local authority run school.

(b) Mechanisms of accountability put in place by other bidders cannot compensate for the absence of the ultimate electoral mechanism at the disposal of Haringey people.

The educational case for the Local Authority bid

The general case against the Academy model having been stated, we now want to stress the positive reasons for deciding in favour of Haringey Council's bid. The quality of the local authority's bid is high, being detailed, comprehensive and grounded in extensive and intensive local knowledge. The Council's record of improving educational provision across the borough in recent years has been one of, overall, steady improvement. This has happened in the face of considerable difficulties and has been accompanied by the accumulation of invaluable experience regarding the educational needs of specific, local populations. The possibility of a borough-wide federation of schools, as proposed by Haringey, has the potential to both reduce inequality across the borough and increase the range of educational pathways offered to all children in the borough.

Procedural Issues

The Government's Academy Schools programme is being implemented at a speed which is wholly unjustified by the patchy results produced by existing Academy schools and against the advice of its own Education Committee. There is reason to believe that the Government will use Haringey's need for a new school as the occasion for advancing towards its target of achieving 200 academies by 2010. As evidence, we cite the Government's indirect intervention in the bidding process by way of new regulations laid before Parliament by Andrew Adonis. The effect of these new regulations will be to make the process of selection even less democratic than it is at the moment.

Given that the decision on running Haringey's new school will be made, not, as previously, by the local School Organisation Committee, but by a government appointed Adjudicator, we ask for transparency regarding the criteria informing the Adjudicator's decision, and for evidence that submissions from the public will have been taken into account in arriving at that decision. Above all, we ask that, before making this decision, the Adjudicator will carry out her/his own consultation exercise with the Haringey public.

Conclusion

In conclusion, HGP feels strongly that Haringey children should not suffer the costs of a hastily-conceived, undemocratically-imposed Government programme of expansion of an untested, anti-democratic model of education. The lack of public accountability and of openness across the academy programme has been widely noted and the extra-educational, economic costs have been indicated here. Estelle Morris -- former Secretary of State for Education -- has commented that the Government's programme may be a 'distraction' from the real educational issues with which we are faced. In relation to the present case, even were the general case against the Academy model less strong, there is nothing in the educational record of Haringey Council to justify its imposition here and now.

Signed:

Kathryn Dean
Pete McAskie

Haringey Green Party

Hilton Corinne

From: Kathryn Dean [REDACTED]
Sent: 20 February 2007 18:48
To: Hilton Corinne
Subject: Submission re Proposed New Secondary School: Haringey Heartlands

Attachments: GP_HCCS.doc



GP_HCCS.doc (123 KB)

To: Corinne Hilton

Haringey Children & Young People's Service
48 Station Road
London N22 7TY

Dear Corinne Hilton

On behalf of Haringey Green Party, I am attaching a submission regarding bids to run the proposed new secondary school in the Haringey Heartlands area. Just in case there is a problem with the attachment, I also append the text below.

Yours sincerely

Kathryn Dean
7a Crescent Road
London
N22 7RP

Proposed new secondary school for Haringey Heartland

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Signed:

Kathryn Dean
Pete McAskie

Haringey Green Party

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Hilton Corinne

From: Clive Menzies [REDACTED]
Sent: 20 February 2007 12:33
To: BSD
Cc: Anne Harris; Charlie Sharp; Dean Mansfield; [REDACTED], Diana Sternfeld; Eddie Griffiths; felicitykally [REDACTED] Imogen Pennell; beamanbrinklow [REDACTED] k.pozimski [REDACTED] Leon Mitchell; luciagarratt [REDACTED] mariojo1 [REDACTED] cheryl.king [REDACTED] Mike Woods; coz71 [REDACTED] Patrick Cozier; Phil Cocksedge; p.lotlecar [REDACTED] online.org; r.dowler [REDACTED] Simon Cooper; Stuart Crombie; Violet Henry
Subject: New secondary school in Haringey

FAO Corinne Hilton

Haringey Council
The Children and Young People's Service
48 Station Road
Wood Green
London N22 7TY

Hi Corrine

Below is the submission of the governing body at HWS to the Schools Organisation Committee. We understand that all submissions will be passed to the Schools Adjudicator together with the SOC's recommendation.

Regards

Clive

Dear Sirs

We write to make representations in respect of the bids to build and develop the new secondary school in Haringey.

Highgate Wood School together with other community schools in the borough have enjoyed the benefits of collaboration under the auspices of local authority control. The individual schools each have their own ethos, style and independence, having significant autonomy in determining their priorities. However, in many aspects the schools benefit from sharing good practice and occasionally, resources.

Haringey has overseen a dramatic improvement in standards in recent years, in the face of significant challenges. Through its community schools it caters to a diverse student population whose needs range enormously. It has successfully, in recent years, developed Alexandra Park School, Park View Academy and is on track to deliver the specialist 6th form college in 2007.

None of the other three bidders meet all the requirements to deliver the new school.

CfBT have little experience of running inner London schools exhibiting the challenges faced in Haringey. There are also potential conflicts of interest; CfBT has a number of consultancy contracts from government (OFSTED and Gifted and Talent scheme). Awarding the new school to this educational consultancy would be to take a considerable risk with the future of our young people attending the new school.

Haberdashers' Aske's have experience of running two Academies. They claim quite startling academic achievement (5 A-Cs > 90% at GCSE) in their Lewisham Academy. However, examining their primary school intake indicates they select more able students. 62% of their intake are Band 1 pupils and only 10% band 3. There is also evidence to suggest Academies are excluding pupils at a rate four times corresponding community schools. Consequently, it is hard to judge what 'value added' is being delivered; selecting pupils on ability will be to the detriment of neighbouring schools and could ultimately lead to a two tier education system. When pressed on this issue, Haberdashers' admits all applicants sit a non-verbal reasoning test. Furthermore, the school would operate under a combined governing body (governing

all three academies); one has to question how accountable such a body would be to the local community and where its priorities will lie.

United Learning Trust exhibits a number of unattractive aspects: they claim expertise in managing construction projects, yet are a year behind with their Paddington Academy, forcing a Labour MP to publicly withdraw her son from the school which is currently housed in sub-standard accommodation. They claim success in turning around failing schools; this is not the skill required for our new school in Haringey. They are a Church of England backed organisation; there is already a Church of England Academy within a mile or so of the new site and no need for another. The risks of covert or overt selection apply to ULT's bid for another Academy. Finally, the governors of the new school would not be responsible for the school's budget which gives rise to concerns about how the governing body can effectively exercise control and transparency.

In our experience, the city academy that already exists in Haringey appears unwilling to participate in the collaborative educational developments which our school enjoys with other community schools and which benefits all our students. We are concerned that a new externally run school could similarly limit opportunities for sharing good practice and resources.

Public consultation has shown that local parents, residents and other stakeholders overwhelmingly support a community school run by the local authority. There is also dismay that such an important decision about education in our borough cannot be taken by a locally accountable body.

In summary, the Haringey bid is the strongest by virtue of its success in raising standards and developing schools to date. The other bids are inherently high risk for a number of reasons. There is risk to the school, the students and the community. The best and most appropriate bid, to meet the needs of young people in Haringey, is a community school built and managed by the local authority operating in collaboration with neighbouring schools.

Yours faithfully

The Governors of Highgate Wood School

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Hilton Corinne

From: Margaret Morris [REDACTED]
Sent: 07 February 2007 16:07
To: Hilton Corinne
Subject: New Secondary School

Dear Corinne Hilton,

As a Governor of West Green Primary School, which is likely to be one of the feeder schools for the new Secondary School, I attended the open meeting yesterday to hear the four proposals. It was clear to me that by far the best proposal was that by Haringey Council. None of the other proposers had real experience of managing schools with such a disadvantaged and multi-cultural intake as we have in West Green, nor the same experience of dealing with children with disabilities. At West Green we have a small language unit attached to us, and this works well. I am confident that the same would be true of the unit for autism proposed by the Council for the new school.

The over-riding advantage of the Haringey Council proposal is the linking of the proposed community school with other secondary schools in the Borough in a form of federation. This would provide great diversity of opportunity for pupils as it would be easy to organise movement between them if all were managed by the same authority. There has been an enormous improvement in the schools under the Council's control and it would be a dis-service to the children of Haringey to reject that expertise in favour of private providers with no experience of the Borough. Please will you pass on my views to the Schools Organisation Committee.

Yours sincerely,

Margaret Morris, Chair of the Finance Committee of West

Green School

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For more information please visit <http://www.message-labs.com/email>

Hilton Corinne

From: Tracy [REDACTED]
Sent: 21 February 2007 23:01
To: Hilton Corinne
Subject: Secondary school Consultation
Attachments: LBHsecschcomp.doc

Please find enclosed Muswell Hill governing Bodies response to the new secondary school proposal.

Tracy Goldblatt

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For more information please visit <http://www.messagelabs.com/email>

Haringey Secondary School Competition

The Governors of Muswell Hill Primary School have considered the tenders for the building and management of a new secondary school for Haringey.

We set out our views below. The comments are organised, for ease of reference, in the order of the DfES Decision Makers [statutory] Guidance 2.1A.

Effect on standards and contribution to school improvement

We believe the London Borough of Haringey's proposals give the best chance of improved standards and school improvement based on development of the new school. Muswell Hill School has recently been rated as 'outstanding' in a range of areas in a recent Ofsted inspection and governors are clear that the authority's support has played a significant part in this improvement. Part of this effective support has been the result of the authority's commitment to collegiate working which encourages collaboration between schools and services for the greater good of all. We have every reason to believe that this model will be maintained in bringing the new school into the family of Haringey schools. The authority also has a strong track record in developing provision for special educational needs in inclusive settings and ensuring support for high standards for this group.

The other proposals have less conviction for us.

We can find no evidence that CfBT has ever had responsibility for a community secondary school. The organisation seems to be proposing an entirely untried model of management, based, according to its spokesperson at the meeting of the 6th February, on research about small schools and their effects on achievement. Unfortunately the research on this topic is thin and, according to most serious observers (e.g Desforges 2007) of very limited validity.

Haberdashers Askes Federation are running two secondary schools in Lewisham and claiming considerable academic success. The data here suggests that the Federation has in fact shifted the balance of admissions in two failing schools to higher-attaining students over recent years so improvement in academic achievement should not be unexpected. The Governors of Muswell Hill School

stress that this is not a desirable approach to apply to the Haringey competition. There is no failure here, but an opportunity to create a community school within an authority which is perceived by the community as highly successful in improving its schools. The Governors would deplore any opportunity for 'skimming' of higher ability pupils from other schools in the vicinity.

United Learning Trust is developing a substantial portfolio of academies. They are very new (the oldest was founded in 2004) so it is impossible to judge the Trust's ability to achieve school improvement. The Governors would urge caution on three counts: 1. The Trust sets store by its central office's ability to manage its programme. But opening 14 secondary schools all over the country in a few years is likely to put great stress on any management team and there have already been signs (in its Paddington Academy) of serious management problems 2. The LB Haringey proposals already put a convincing case for strong local development and academic success. It is not clear what added value the unproven contribution of ULT could make to the situation. 3. ULT as far as governors are aware have little or no experience in developing the attainment of pupils with an autism spectrum condition nor do their proposals suggest an interest in creating such a resource, which would be highly valuable.

All proposals claimed to be offering a broad and balanced curriculum. It was not clear however that the bidders, other than London Borough of Haringey, understood how to meet the educational needs of the full range of diversity and difference in the population of Haringey.

Admissions

Governors have explained above their concerns about skimming of higher attaining pupils through 'unofficial' admissions policies. The London Borough of Haringey policy alone explains how the inclusion of pupils with autism spectrum conditions will be managed across the authority's schools and the flexible patterns that will be possible once the new school's resource is in place.

Need for places

Governors accept the need for a new secondary school but are clear that there is no need for additional places that are in any way faith-related. The United Learning Trust claims to be non-denominational, but is part of the United Church Schools Trust and shares with it a central office and 'the objective of managing schools which offer students a good education based on Christian principles of service and tolerance.' (ULT Website) Governors feel this approach is somewhat disingenuous. We also doubt some of the Trust's motives in setting out to contribute to local communities. Its website tells the reader that 'in any future review of charitable status involving UCST and its [twelve independent] schools, this activity is likely to make a major contribution to any interpretation to public benefit.'

We also feel strongly that additional places for pupils on the autism spectrum are required, as improved diagnosis has increased the population of those with one of those conditions requiring specialist education.

Community cohesion, inclusiveness and partnerships

The London Borough of Haringey proposals explicitly address these issues in a way which none of the other bidders' documents do. Governors feel that there is a strong community feeling between those working in Haringey education already. The authority's proposals for further developing partnerships among secondary heads, if implemented, are likely to improve matters further. It would be sad if, in any way, this cohesion were to be weakened. This has to be seen as a possibility given, for example, the unfortunate comment of the spokesperson at the 6th February meeting, when showing a photograph of pupils in a school elsewhere, that 'these are Haberdashers' children'. Governors feel that Haringey children are part of the Haringey community and are not there to 'be owned' by any other agency.

Conclusion

The Governors of Muswell Hill Primary School feel confident that the proposals of the London Borough of Haringey for the new secondary school will fulfil all the aspirations for the enhancement of local secondary education that the Government has sought to pursue its recent legislation. We recommend that the London Borough of Haringey's proposals are accepted.

Tracy Goldblatt

Chair, Muswell Hill Governing Body

19th February 2007

Hilton Corinne

From: -Tony Brockman [REDACTED]
Sent: 21 February 2007 16:24
To: Hilton Corinne
Cc: Bailey Ian
Subject: New school competition :Haringey NUT submission to SOC and Adjudicator
Attachments: New Schools submission.doc

Dear Corinne

Please find the submission from Haringey Teachers' Association (NUT) for consideration by the SOC and Adjudicator attached.

Please acknowledge receipt.

Yours

Tony Brockman
Secretary
Haringey NUT

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Haringey Teachers' Association (NUT)

Haringey New Secondary School Competition:
Submission to Schools Organisation Committee and Schools Adjudicator

Haringey Teachers' Association, with around 2000 members, represents over 80% of teachers in Haringey maintained schools. Our members are uniquely placed to evaluate the bids for the new school, and this response reflects feedback from extensive consultation with them.

Our formal relationships with the Local Authority are conducted through the Haringey Teachers' Panel, which is the collective voice of the teacher organisations represented in Haringey schools: ASCL, ATL, NAHT, NASUWT and NUT. Through this mechanism we meet regularly with LA Officers at the Teachers' Negotiating Group (TNG.)

The Teachers' Panel has had a direct role in the setting up of new Haringey schools. It has been represented on temporary governing bodies, providing teacher/staff governors for new schools such as Alexandra Park and Weston Park, for fresh start schools such as Park View Academy and for newly amalgamated schools such as Risley, Bruce Grove and Seven Sisters Primary Schools. Members of the Teachers' Panel have served on TGB committees and appointments panels. We have played an advisory role in establishing pay and staffing structures. All these schools have benefited from these partnership arrangements. We would expect to play a similar role in the case of the new school if the Haringey Council bid is successful.

Our experience with the planning for Greig City Academy was in marked contrast. We were excluded from the process, serious difficulties arose and while the school is now on a firm footing, several years of opportunity were wasted in consequence.

We accept that such an exclusive approach need not be intrinsic to Academies, or indeed to Trust schools, and in the event that the Community School bid were to be unsuccessful, would still seek to develop partnerships, but we believe that the nature of these 'stand alone' institutions does not present the best conditions for a successful collaborative approach.

This submission broadly follows the headings in the statutory guidance. We appreciate that this has led to some degree of repetition, but felt that this approach would facilitate consideration by the Schools Organisation Committee and the Adjudicator.

Process issues

We are concerned that Government regulations governing this competition changed midway through the process. We request that the adjudicator gives serious attention to examining the consequences of this change. We have identified two main concerns:

1. It is likely that there were potential bidders who did not submit bids because they believed the SOC rather than the adjudicator would be the decision maker. Such organisations would seem to have a case that they have been disadvantaged by the change of regulations.
2. The publicity which the change of regulations attracted will have resulted in an incorrect perception that the SOC no longer had a role in the process, while it remains the case that responses for consideration by the adjudicator must, as we understand it, be submitted first to the SOC. We are concerned that this element of confusion may result in fewer representations being considered by the adjudicator than would have been the case had the regulations remained unchanged.

In the light of the above, we would urge the adjudicator to consider whether the public interest would be properly served by a restarting of the competition so that the entire process takes place under the same regulations.

Track record of bidders

It is surprising that there is no explicit requirement in the statutory guidance for a consideration of the track record of organisations bidding to run the new school to be specifically taken into account in the decision making process. However, we note that the guidance does not claim to be 'exhaustive' and therefore urge these factors to be taken into account in the decision making process. It is certainly the case that local people will wish to have assurance that the chosen organisation has the necessary experience and competence to deliver the 'visions' set out within their proposals.

Most academies and trust schools have been set up on the sites of weak schools with a history of failure and restarts. Many are as yet unproven, including those run by ULT and Haberdashers' Aske's. In contrast, Haringey's new school. will not be a school in need of rescue or intensive support. It has every chance of being a high achieving school from the first day it opens. We cannot find evidence that any bidder other than Haringey Council has set up a new school in these circumstances.

Haringey Council

We are of course very familiar with Haringey Council as it is the employer for the majority of our members. We enjoy generally good industrial relations but like the other organisations represented on the teachers' panel are by no means uncritical of the Council and have put our own collective view forward robustly on a number of occasions.

The extremes of poverty and wealth to be found in Haringey give a sharpened local awareness to the need to meet the challenge of social deprivation. The complex but vibrant ethnic mix leads to an equally sharpened local awareness of the need to go beyond multi-cultural and non-discriminatory approaches by actively promoting race equality. Haringey Council's template for its schools to draw up policies under the Race Relations Amendment Act has been an outstanding success in this regard. Haringey schools have also championed community cohesion. Every one of Haringey's community schools and the

vast majority of its voluntary aided schools are more diverse than most other schools in the country. Haringey schools have a deep commitment to equality of opportunity which has been developed and monitored by the local authority over many years.

The Council is recognised as a strong and improving council. The Children and Young People's Service also received a three star rating in the Joint Area Review in October last year. All but one secondary school achieved their best ever GCSE results last year following year-on-year improvements. Schools in the east of the borough, with some of the most deprived households in the UK, achieved results comparable with those in the west, where deprivation is among the lowest. The local authority has a good track record of intervention in weak and failing schools; there have been dramatic improvements achieved with minimum disruption. Schools with problems have been turned around quickly by action which has been both supportive and decisive.

Haringey Council has recent experience of planning, designing, and marketing a new school, Alexandra Park School, which opened in 2000. As mentioned above, we were glad to be partners in this project, through Haringey Teachers' Panel which nominated the staff governors on the temporary governing body. We saw at first hand how the key partnerships essential to the running of the school were successfully formed, bringing together and maximising local social capital with local knowledge.

Similarly, we worked in partnership with the Council to facilitate the 'fresh start' at Park View Academy. We reached agreement on staffing which provided both continuity for students and led to the appointment of new high quality staff. Our representative served on the panel that appointed the headteacher.

We have also collaborated with the Council over the sixth form centre project, opening in September 2007. The Council worked collaboratively with key partners, negotiating a Statement of Intent at an early stage to ensure confidence in the project among staff in partner schools and to maintain stability throughout the planning stages. Once again, the Council acted as the catalyst to bring together key partners, both through the temporary governing body and the 11-19 forum.

The Teachers' Negotiating Group has been involved throughout the development of the Council's bid for a Community School. Our advice and expertise has been invited at each stage and we can recognise in the bid the contribution we have made.

For example, we were briefed by the Director at a very early stage of her intentions to encourage the formation of partnership federations of secondary schools, contiguous with the geographical areas of the three Learning Networks already established. We believe that such an approach to federations can give encouragement to collaboration between schools and that the proposed inclusion of the new school in such a partnership will bring synergic benefit. Our members look forward to the enhanced professional

development which this promises. We have been able to draft, for agreement with the Council, a statement of intent regarding Federations which will give reassurance to teachers in the context of change management, and which will spell out for them the benefits of a collaborative approach, particularly in terms of professional development.

Haberdashers' Aske's

Haberdashers' Aske's Hatcham College Academy is a large (1350+) school which was formerly a City Technology College. It was set up under the previous Conservative government and like other CTCs received high levels of funding. Its intake comprises high numbers of band one pupils and its results are among the best in Lewisham. It would be surprising indeed if this school were undersubscribed.

Haberdashers' Aske's Knights Academy is a smaller (700+) school formed eighteen months ago on the site of Mallory School. Mallory was an exceptionally weak school with results as low as 9% in the key A-C indicator at GCSE in 2001. We were told in the bidders' presentation that the schools results had 'more than doubled' in the first year of becoming an academy. What we were not told was that they had gone up from 14% to 29%, lower than any Haringey school. 29% would be defined in Haringey as a cause for concern and a reason for intervention.

We are also concerned about the impact upon Alexandra Primary School about the proposed 'absorption' into an academy. Although the rules for a new school require a competition, an existing school can only become an academy with the cooperation and support of the governing body concerned and the support of the local authority. The support of the Alexandra School governing body has possibly been jeopardised by finding out about the proposals in the way they did. It would be surprising if the community or the local authority supported absorption of a primary school into an independent academy. NUT members at the school have asked for a meeting to discuss their concerns about this issue, which has been launched in a very unfortunate manner.

ULT

Of all the external bidders, ULT appear to have the most local knowledge as they have been running the Walthamstow Academy, formerly McEntee School in Waltham Forest. As with Haberdashers' Knights Academy, the previous school was known to be in difficulties of a seemingly intractable nature and was not responding to intervention by Nord Anglia/Eduaction, the private company who currently have the contract to run Waltham Forest education services. Once again, this school would appear to have little in common with the new Haringey School. There has been public criticism of the way Walthamstow Academy is running, particularly with regard to the reported high staff turnover. There have also been press reports of serious problems and delayed building works in the case of the Paddington Academy run by ULT. These do not inspire confidence in the ability of ULT to successfully operate the new Haringey school. We believe that ULT, as the biggest promoter of academies in the country is now seriously overstretched.

CfBT

We did not believe this to be a serious bid on paper, and our experience of the two public presentations led us to conclude that this organisation is a very reluctant bidder.

Our understanding is that although this organisation has considerable involvement with implementation of government programmes, it had, until recently, no experience of running non-fee paying schools in the UK. It is now one of three sponsors of St Mark's Academy in Merton. From the details in their proposal, it is clear that their contribution was limited, with presumably the other aspects of the set up work being performed by Southwark Diocese and Toc H.

We were intrigued by the inclusion of a page in this proposal relating to Bishops Park College, Clacton. While it may well be, as they say, 'an example of the style of development CfBT would wish to promote', this page does create the impression that there may have been some CfBT involvement with Bishops Park. We understand this not to be the case. Bishops Park is by all accounts an inspiring and innovative school but it is open to any of the bidders to use it as a model for the new school.

Particular strengths and weaknesses of each bid

Haringey Council

We find Haringey Council's bid to be well researched, innovative, and drawing on the Directorate's wealth of local experience.

For example, Haringey was a national pioneer of inclusion with the model developed first through the Blanche Nevile provision for partial hearing and deaf pupils. This was followed by the excellent practice developed for pupils with physical disabilities and associated special education needs at the Vale. Both schools operate on a partnership model with mainstream schools and are highly successful schools. Moselle School, which currently caters for autistic pupils in Haringey, has been recently inspected by OFSTED. It was graded 'outstanding'

The proposed re-organisation and integration of Moselle and William C Harvey Special Schools with Broadwater Farm Primary and Woodside High schools has now reached a definitive stage. Again, successful forging of partnerships has been led by the Council.

A wide range of experience with inclusion puts Haringey in the best position to develop much-needed provision for autism in the new school. We were pleased to see the bid take this a further step by setting the goal of seeking additional specialist status in this provision. The detailed SEN policy set out within the proposal is well thought out, sets out the proposed relationship between the unit and the Moselle School, and demonstrates that the need for 'personalised space' to be incorporated into the design brief have been recognised.

The Council also has modern arrangements for ensuring democratic accountability.

Its decision-making process is easily accessible through its website. It has robust Scrutiny Committee arrangements through which evaluation of policies, provision and projects takes place – usually in public. It follows the Nolan principles for public life. This contrasts with the excessive secrecy and inaccessibility often experienced with incorporated governing bodies.

By virtue of its role in regeneration in the Haringey Heartland zone, it is well placed to develop strong links between the school to support the proposed specialism for visual arts and media – primarily with the Mountview Theatre, Collage Arts, The Chocolate Factory and the Bernie Grant Centre in Tottenham, but also with the wide range of SME's with this focus in the zone.

The Council has strong links with the Metropolitan Police through the Haringey Community and Police Consultative Group (at which we are also represented), and again, we would see this partnership bringing benefit to the new school.

It also has many years experience in facilitating and supporting supplementary schools, which have played an important role for many new communities in Haringey both through the fostering of self-esteem through transmission of cultural heritage and acquisition of English language. We are delighted to see this feature of the proposal.

Community use of school premises has been a hallmark of Haringey schools since the pioneering Community Schools' movement in the 1970's. Again, this aspect fits well alongside the specialist focus for the school in the heart of the community.

The Council's bid proposes that some classes will be taught on a single sex basis. There is a wide range of experience locally with a flexible rather than rigid approach – one of identifying pragmatically what best raises pupil achievement in the context of specific subjects and specific pupil ethnicity.

The proposed link with Haringey Physical Education, School Sport and Club Links (HPESSCL) again draws on the excellent partnerships fostered by the Council (in this context bringing together Youth Offending, Safer Communities, Neighbourhood Management, Connexions and the Metropolitan Police, all of which are represented on the steering group.) The approach is multi-faceted, addressing not only the outcomes of the Every Child Matters agenda but also through the positive engagement of young people in football as a diversionary activity, the promotion of social cohesion. A recent crime audit consultation undertaken in Haringey showed a 4.2% reduction in all disorder / anti- social behaviour offences committed by young people.

We were pleased to see specific rather than general proposals in the Haringey bid relating to ICT. The opportunity to design a school with the aim of making ICT integral to the work of the school in the way the bid describes is one which should not be missed.

We find it disappointing that the bid does not (apart from referring to the 190 community languages spoken in Haringey) make reference to the extensive experience the LA has had in raising ethnic minority achievement through pioneering work on partnership teaching to develop English language acquisition and bilingualism. There is a strong and nationally respected central team whose support for schools has had a great impact upon provision for newly arrived communities.

While we can support the proposal that the school would be part of a hard federation, we must register our concern at the possibility that the 'executive headteacher' approach would be followed. We have strong professional reservations about the prospect that such an individual might not have experience of working as a qualified teacher, that issues of remoteness and inaccessibility are raised, and that it could prove hard to recruit and retain quality headteachers of the individual schools as a result.

We found it surprising that there is no reference in the statutory guidance for decision makers regarding environmental or 'Green' issues. We suspect that there may be applicable legislation, and there are certainly issues regarding planning permission. We are aware, for example, that the Mayor of London rejected permission for one school in Ealing even though it was considered relatively energy-efficient by its proponents. It would be unfortunate if these considerations were not taken into account at this stage, as the project could otherwise be held up.

The Haringey bid does not merely play lip service to environmental issues. It takes the Every Child Matters outcomes and seeks to integrate them not only into the school design, but the pupils' journey to school. There is a specific reference to the need for the building to promote health, to have efficient energy systems and , by virtue of the proposed admission arrangements, to encourage walking to school, cycling and public transport.

We also found the Haringey proposal to be the only one to address comprehensively the entirety of the 'Every Child Matters' agenda.

Haberdashers' Aske's

The Haberdashers' Aske's bid may appeal to traditionalists and there may be some substance to the argument that the 'brand name' of the school will attract parental confidence but, the bid fails to provide much in the way of detail or vision for the future.

For example, the proposal suggests that (assuming the federation has 'absorbed' the neighbouring Primary School) pupils would be taught co-educationally at KS1 and KS2, then segregated at KS3 and KS4, mixing again in the sixth form. No real educational justification is put forward for this

approach. We are simply told that it 'is the Haberdashers' way.' This aspect of the proposal does not reflect any known local parental demand. While there is some demand for single sex education for girls in the Borough, the equivalent provision for boys had to be closed because of lack of demand. The approach suggested is inflexible and of the 'one size fits all' variety. We would argue instead for a less doctrinaire and a more pragmatic approach, leading to the provision of single sex classes where evidence shows that there are likely to be advantages, with regard to specific subjects and specific pupil profiles.

The bid proposes a six term year with terms of six weeks. This suggests that the school closure periods will not always coincide with those of local primary schools. This will be of concern both to local parents and to school staff who have childcare commitments. At a time when local authorities are working to try to establish some element of uniformity in closure dates, it is disappointing to think that the new school would be operating significantly differently to neighbouring schools.

The bid says:

'... the Trust reaffirms that we also envisage the absorption of the Alexandra primary school into HAWA, either now or at a future date, and hope to provide an integrated 3-18 curriculum and a smooth transition for local students into secondary education, with all students who wish to continue their education with us having automatic entry to the secondary school (30 students). We have noted that this primary school has been under-subscribed for some time and will officially cut its roll in 2007.'

It concerns Haringey NUT as the union representing the majority of teachers at this primary school that Haberdashers' are able to state their plans for the school in this highhanded way. It does not bode well for industrial relations. Similarly the Haberdashers' teachers' contract we have obtained suggests that though membership of the union is a right which the two Haberdashers' Academies do not seek to remove, there are no rights of negotiation with any unions, rendering ornamental status to membership of a trades union.

There is no mention in the bid of the need for the building to be energy efficient, to promote health, and indeed the proposed admissions criteria (random selection within a three mile radius without any moderation by reference to public transport routes) seems to positively encourage the unhealthy, environmentally unfriendly and congestion causing 'school run'.

The bid says that the new school will "involve business and industry" but is silent on how this will actually happen.

The proposed federation with two academies in Lewisham does not seem particularly coherent. In terms of travel logistics alone, if a federation of academies were seen as desirable, there must surely be nearer ones. The bid seeks to identify advantages but they do not stand up to scrutiny. For

example, what precisely is meant by 'linking houses across the federation' ? Without the considerable downsides (cost, time, environmental impact) of transporting pupils between Haringey and Lewisham en masse and on a regular basis, it is hard to grasp how this would work, unless the intention is to create entirely virtual 'houses' on the internet.

We are sceptical about the benefits of federation with two schools in Lewisham. Moreover the new Haringey school would appear to have very little in common with the other two schools. The arrangements for governance would appear to be unwieldy. The existing governing body of the federation has 24 governors. Presumably the Haringey school would supply a minimum further 12 governors. Where would this body meet? How meaningful would this arrangement be to local parents and governors?

The federation would be under one Executive headteacher. We have outlined our concerns regarding this above.

ULT

The ULT proposal sets out a statement of school ethos and a detailed curriculum model. However these are understood to be general to ULT Academies and the bid lacks specifics relating to the new school. It appears to be a 'one size fits all' approach and there is little evidence of research into the local context.

For example, while specifying a specialism in Arts & Media alongside a theme of Business Enterprise, there is only a general reference to potential local business connections. There is no recognition of the rich potential of the specific location in the Wood Green cultural quarter for collaboration with the arts organisations and SME's located there.

Similarly, while there is a statement that there would be a unit for pupils with autism, there are no specific details relating to implications for building design, collaboration with, for example Moselle School, or the National Autistic Society.

Effect on standards and contribution to school improvement:

the extent to which the proposals will improve the standards, quality, range and/or diversity of educational provision in the area

As we have stated elsewhere, we have confidence in Haringey Council's current track record in opening new schools and in raising standards and challenging under-achievement. With the external bidders these attributes are at best unknown.

There is already a very wide diversity of different categories of school with Haringey. The proportion of Voluntary Aided schools is higher than the national average. There is one Voluntary Controlled school. There is already one Academy. There are four federated primary schools, two of

which are Voluntary Aided and two of which are Community schools. There is a wide variety of Specialist schools.

There is one single sex secondary school for girls. Two secondary schools have shared sixth form arrangements. A new sixth form centre is scheduled to open this year. Secondary school federations are envisaged, potentially including the new school.

We urge the adjudicator to examine the range and diversity of Haringey schools not simply by reference to the formal categories referred to above, but to take into account the very wide ranges of pupil characteristics, school ethos, and internal school organization which exist.

We do not therefore believe that a crude numerical assessment of the number of academies should be used as an index of 'diversity of provision'.

Although it appears to be a matter of discretion for the Adjudicator within the statutory guidance, we urge an examination of the consistency of the proposals with the Haringey Children and Young People's Plan which has been developed and supported by wide ranging partnerships locally. We found little evidence in the external bids that proper account had been taken of the extensive needs assessment ("A Needs Assessment to Inform our Children and Young People's Plan") which is available on Haringey Council's website.

Need for places:

the extent of parental demand for the type of school in question, for example, provision for particular faiths or denominations or specialisms

As far as we are aware, only Haringey Council has consulted local parents to establish their preferences, the outcome identifying parental demand for a Community School.

We understand the National Autistic Society supports the proposed specialism in autism set out in the Haringey Council bid.

Finance:

whether the proposals represent a cost-effective use of public funds

We do not have sufficiently detailed information to comment at this stage on capital costs. We would however urge the Adjudicator to consider whether the proposal for a sixth form by Haberdashers' Aske's represents cost-effective provision, particularly in the context of the opening of the new sixth form college.

Views of interested parties

As we have set out above, collectively we represent the overwhelming majority of the teaching profession in Haringey. All these members are affected by the proposals and have a stake in the collaborative mode of working envisaged by the Haringey federation model. Whatever the claims of the proposers of Academies and Foundation/trust schools, our experience is that such 'stand alone' legal status militates against such co-operation.

We also represent members at Alexandra Primary school who were surprised to read in the Haberdashers' Aske's bid that they were to be 'absorbed' by Haberdashers' Aske's. To announce this without any prior communication to (let alone consultation with) the Governors, headteacher and staff displayed woeful arrogance and does not give any confidence that this organization possesses the diplomatic skills necessary to foster proper partnership based on mutual respect.

We would also wish to point out that Haringey Council did carry out its own consultation exercise at an early stage and that the overwhelming response was in favour of the Community School proposal.

There have been three public meetings to date on the issue. We trust that the Adjudicator will have received reports of each of these. The first, held at the Decorium and organized by DfES consultants (OPM) was advertised as being for 'potential bidders', but nonetheless a significant number of local residents, members of the Council, community organizations and local educationalists turned up. Many were exasperated that no means was put forward by the DfES by which they could support the Community School proposal – all the effort was focused on encouraging rival bids.

The second public meeting was not well attended. However a number of Haringey secondary headteachers asked some very searching questions of the bidders.

CfBT were asked about their involvement with Rams Episcopal in Hackney, where their contract had been terminated. In response, their representative claimed to be unaware of this issue, despite the extensive media coverage that it had attracted at the time.

ULT were asked about the exodus of staff from their Academy in Waltham Forest. While they disagreed about the cause, they did not deny that this was the case.

Haberdashers' Aske's announced their proposal to 'absorb' Alexandra Primary School in the presence of the headteacher and some governors from that school, who expressed their surprise at not having had any prior warning of this proposal.

The third public meeting was very well attended. There was strong criticism of the external bids from secondary headteachers, governors and representatives of the Haringey Race Equality Council. General support for the Haringey Council proposal was expressed. The conclusion of the presentation of the Haringey proposal by the Director was met with

spontaneous applause from members of the public present.

Community cohesion, inclusiveness and partnerships:

the extent to which, and how satisfactorily in the circumstances of the community, the proposals address the need to promote community cohesion

We have addressed these issues elsewhere within this submission. We would however point out that within the statutory guidance there is a suggestion that the

the Decision Makers might consider "how the school proposes to meet its statutory duty to promote racial equality". As we have pointed out above, this is only a statutory duty for a maintained school, and the legislation does not apply to Academies. We would nonetheless urge the Adjudicator to consider whether each proposal promotes race equality.

14-19 issues:

the extent to which appropriate collaborative arrangements have been considered

Haringey Council

The proposal recognises the work that has been done by the existing 14-19 partnership, which includes representation from the Haringey Teachers' Panel. We believe that this partnership represents the most coherent and cost-effective way of providing a continuum of provision for 14-19 with a full range of different pathways on offer.

Haberdaskers' Aske's

The proposal makes a positive commitment to work collaboratively with the 14-19 Area-wide strategy group, though it is not clear whether full participation in membership of that body would be sought.

More significantly, there is a statement that the school would be an "11-18 school with a shared Sixth Form working with Haringey Sixth Form College."

We do not know whether this intention has been shared with the Governing Body of the Haringey Sixth Form Centre (NB it is not a Sixth Form College) and they would no doubt wish to comment.

Schools in the west of the Borough have sixth forms and those in the in the east, either have no sixth form or will become 11-16 schools when the new sixth form centre opens. Collaborative arrangements, especially between the 11-16 schools and the Centre are at an advanced stage. It is envisaged that although 16-19 students will not be on the roll of the 11-16 schools, all the institutions will collaborate in the sharing of specialist facilities.

The suggestion that one school would have a quite different relationship with the Centre through 'a shared sixth form' with the students on the roll of the school would undermine the collaborative partnerships which have been forged. While the extent to which the sixth form might be 'shared' has not been defined, we are concerned that for the Centre to have a unique relationship with one school, which we assume would be reflected in common timetable arrangements, would lead to the relative exclusion of the other schools from the partnership.

ULT

The ULT bid refers only generically to these issues and has not been tailored to the specific circumstances of an 11-16 school in the local context. It does not therefore address the collaborative arrangements that will be necessary to deliver its aspiration of a "14-19 curriculum entitlement as a continuum" other than with a general reference to the local 14-19 strategic plan. There is no statement of intent to collaborate with the Haringey 14-19 Partnership.

CfBT

CfBT do state that they will seek to provide a unified 14-19 phase through collaboration with all 14-19 providers. They do not however commit to working as part of the Haringey 14-19 Partnership to provide coherence and cost effectiveness.

Equal opportunities:

any sex, race or disability discrimination issues or other human rights issues

We find it surprising that there is no statutory requirement on The Office of the Schools Adjudicator to have its own race equality scheme or written policy under the provisions of the Race Relations Act 1976 as amended by the Race Relations (Amendment) Act 2000. We appreciate that it is however specifically required by paragraph 6 of Schedule 5 to the School Standards and Framework Act 1998 (as amended) to have regard (so far as relevant) to the obligations which, by virtue of-
the Sex Discrimination Act 1975, the Race Relations Act 1976 and the Disability Discrimination Act 1995 would be owed by any local education authority or governing body affected by its decision.

We also note that there is similarly no such requirement on Academies.

We find this anomalous and are raising with both our local MPs the need for this issue to be addressed by Parliament.

We note that Price Waterhouse Cooper's May 2006 "Race Impact Assessment" for Academies stated: "We do not have any specific publicly-available data yet on the performance of BME pupils at Academies, relative to other groups of pupils".

The issue is not merely one of maintaining a written policy. Under the regulations, Haringey as the LA, and the Governing Bodies of its community

schools must assess the impact of its policies, including its race equality policy, on pupils, staff and parents of different racial groups including, in particular, the impact on attainment levels of such pupils. They must also monitor, by reference to their impact on such pupils, staff and parents, the operation of such policies including, in particular, their impact on the attainment levels of such pupils. Further they must take steps as are reasonably practicable to publish annually the results of this monitoring.

As we have stated elsewhere, this practice is embedded in Haringey Community Schools. It provides essential assurance to an ethnically diverse Haringey community. It is unacceptable to us that such a duty does not apply to an Academy.

Haringey Council

The promotion of race equality permeates the Haringey proposal. There is explicit reference to the need for the school to champion race equality. There is a specific statement that "the needs of students from different black and ethnic minority communities will be identified and specifically targeted alongside support from those communities so that achievement is accelerated". There is a long history in Haringey of undertaking such analysis in order to identify potentially underachieving groups and to provide differentiated support accordingly.

Haberdashers' Aske's

This proposal commits to a zero-tolerance approach to discrimination. It refers generally to equality of opportunity. It does identify one ethnic minority (Kurdish boys) as underachieving and puts forward segregation by gender at KS2 and KS3 as a solution, however it is not clear that this represents the kind of systematic approach that the legislation would have required had it been applicable.

ULT

ULT refer to the need to reject racism and refer generally (in the statement of ethos) to equality of opportunity, however there are few specifics and their bid reflects the fact that they would be exempt from the 2000 Act.

CfBT

We could find no reference in this proposal to equality of opportunity, avoidance of discrimination, or promotion of race equality.

Other issues:

whether the school will provide strong links with the local community and provide family and community services

We agree with the proposition put forward by DEMOS:

"The central challenge of extended schooling is legitimacy – it is about engaging with a community, and with the other agencies inside the community, in a manner that invites their participation, ownership, even

leadership. Simply dictating undifferentiated, unresponsive services will miss the point entirely, however cost effective, rigorous and integrated these services are. In fact, although most of us would appreciate a single point of contact with government, it also matters that it is a conversation, not a monologue."

("Schools Out: Can teachers, social workers and health staff learn to live together?"

September 2004)

Maintained schools are required under the 2002 Education Act to consult widely before introducing extended services. We note however that Academies are not subject to this requirement. There is a danger therefore that extended services provided by Academies may not meet the needs of the community, be coherent, and be cost effective.

Haringey Council

The priorities agreed by the Haringey Children and Young People's Strategic Partnership (CYPSP) were informed by an extensive needs assessment by the Metropolitan Police, Haringey Teaching Primary Care Trust and by the Children's Service. There were a series of consultation events with children and young people, parents, professionals, schools, the voluntary and statutory sectors and the wider community in Haringey. This was followed by a major public consultation exercise in January and February 2006 when 30,000 copies of a consultation leaflet were distributed across the borough.

This led to the inclusion in the Haringey Children and Young People's plan of a commitment to secure by 2010 sufficient 8am-6pm childcare to meet the needs of families in the borough, linking this closely to Haringey's extended schools programme, and to employment and learning advice to enable young people to maximise their potential and to achieve economic well-being.

We believe that Haringey is well-positioned to deliver these commitments in a rational and coherent way, on the basis of engaging with the community, through its networked learning communities and proposed federations of schools.

The Haringey proposal rightly therefore identifies the commitment to respond to the needs of the communities that the school will serve. The precise shape of this can only emerge after the statutory consultation referred to above, but the bid identifies the obvious potential for a range of extended services including sport, leisure and cultural events, a focus on community use of the ICT facilities and drawing on the strength of Haringey Adult learning provision and supplementary schools. It indicates that the issue of dual access to facilities has already been made a priority in building design.

Haberdashers'Aske's

This proposal commits to offer year-round extended services to local residents, to plan the Academy with extended provision in mind from the outset and suggests the the school provision of EAL/ESOL courses, music courses, and possibly courses for parents or carers interested in qualifying to work with the school as a classroom assistant. It also refers to use of the facilities by local business. However, there is no commitment to consult the local community to identify needs.

The proposal faces the additional hurdle that the very wide (3 mile radius) catchment area proposed does not assist any organic link with the local community. The catchment area proposed includes a lot of households that are not in Haringey at all.

We note the commitment that "HAWA will work with other local secondaries wherever possible.....especially with regard to Extended School provision". We find it strange that this commitment does not extend to local primary schools, so that a coherent extended school provision offer can be made in the locality.

There is a reference to the possibility of partnership with a supplementary school to be established by Civitas. We were concerned to find this organisation's website complaining about the inspection of supplementary schools, suggesting that a requirement that a supplementary school "has policies on public liability, child protection, health and safety and equal opportunities" represents "a high level of bureaucracy".

Finally, the proposal shows no awareness of the importance of incorporating the principle of dual access into the building specification at the earliest stage.

ULT

There is little detail in the short paragraph within the ULT proposal relating to extended use of schools. While there is a commitment to collaborate with other agencies, there is no mention of consultation with the community, or indeed consultation with other schools to ensure coherence and cost effectiveness of provision. Again, there is no awareness of the importance of incorporating the principle of dual access into the building specification at the earliest stage.

CfBT

This proposal makes little reference to the concept of an extended school apart from the rather limited aspiration to audit the 'school community' to identify 'dedicated courses of study'. It does not seek to reach out from the school into the wider community. It is an insular approach. There is again no reference to design issues for community use of the facilities.

for voluntary and foundation schools where a trust is not to hold the freehold of the site, whether the land tenure arrangements are satisfactory

We could not find any reference in the CfBT proposal (the only bid to which this is applicable) to the outcome of the discussion regarding land tenure arrangements which is required under the statutory guidance for this process. There is therefore no public assurance that the land tenure arrangements will be satisfactory.

or proposals to establish a foundation school with a foundation, whether the foundation has appropriate charitable objects

We could not find within the CfBT proposal (again, the only bid to which this is applicable) any reference to the specific Foundation or successor Trust proposed. Similarly there is no reference to the objects. It seems clear enough from the statutory guidance that this information must be provided in order that a judgement can be made on the appropriateness of the objects, on the track record of other Trust partners and their experience, expertise and ability to contribute to raising standards and promoting community cohesion. We believe that this information should have been published by CfBT in order to give the necessary public assurance.

CONCLUSION

Having carefully considered all the proposals from a general educational perspective as well as in terms of the criteria set out in the statutory guidance, having attended both public presentations, and having consulted our membership, we conclude that the Haringey Council proposal is the only one to meet all the criteria. We also have the greatest confidence in the authority as bidders. We believe they have the best chance of commanding the support of local families and the wider community.

21st February 2007

Hilton Corinne

From: Keith Flett [REDACTED]
Sent: 10 February 2007 15:44
To: BSD
Subject: New School- comments

Haringey TUC

C/O 38 Mitchley Rd, Tottenham, N17 9HG; contact Keith Flett 07803 167266;
keith.flett@btinternet.com

10th February 07

- New School in Haringey

Dear Colleague,

Below is a brief statement of the views of Haringey Trades Union Council on the new secondary school proposed for Wood Green in the LBH.

Haringey TUC is the local wing of the TUC, representing around 20,000 trade unionists and their affiliated branches across North London,

Statement

1. Haringey TUC supports the view of the NUT and UNISON that the new school should be developed and run by the Local Education Authority under the direction of the London Borough of Haringey.
2. We believe that the competition for the new school is an unnecessary diversion from the important work of continuing to drive up the standards in Haringey's schools, and, as important, of providing excellent employment opportunities for those who attend the schools.
3. We feel that the LEA and LBH have a proven track record of understanding and taking account of the many issues which impact on secondary schooling in an inner-city Borough like Haringey and an understanding of what DFES requirements mean in the local context as well.
4. Haringey TUC representatives have heard presentations from the other three bidders in the competition and were not impressed. Our view is that the bidders use

these occasions to provide a broader 'shop window' for what they offer and that they have little real interest in running a school in Haringey.

5. In terms of the process Haringey TUC is extremely perturbed to find that it would appear that Lord Adonis has changed the process whereby bids will be adjudicated part of the way through the process. This seems to us highly unusual and may be thought to bring the whole matter into disrepute.

Regards

Keith Flett, President, HTUC

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59 Rokesly Avenue
London N8 8NH

Corinne Hilton

Haringey Council
The Children and Young People's Service
48 Station Road
Wood Green
London N22 7TY

13 February 2007

RE: New secondary school in Haringey

Dear Corinne Hilton

I am writing to you to register my concern that if the development of a new secondary school in Haringey falls to one of the outside bidders, it may result in a disempowerment of the local community.

I am a parent of two children. My eldest, now 14, is in year 9 at Highgate Wood School. My youngest, now 8, is in year 3 at Rokesly Junior School. Going back 6 years to when the eldest was in year 3, I was terribly worried about finding a secondary school for her. I did not want to send her to a single sex school, nor a faith school. Highgate Wood was the only option but it had such a bad reputation that I felt I could not consider it. Many parents told me this was because no local children were sent there and the intake drew from further-flung parts of the borough. Children would come for school and immediately leave; parents had no interest in forging better relations with the school because they did not consider it part of their community. By the time my daughter reached year 6 however, the school had made huge strides. I believe this is due to an increased commitment from the local community to put their trust in the school and to send their children there rather than to private schools further away. While it's by no means perfect, parents' trust is paying off. With the new head I really believe the school can become excellent. It will take continued commitment from the local community - commitment that can only exist if the school is considered truly a community school. I believe the upward trend for the school and all its hard work in recent years will be reversed if a new school is allowed to skew its intake as either a faith school or an academy will.

In 3-4 years my son will be moving into a secondary school. I want him to have access to a community school that has local support and is embedded in the community. With Haringey Council in charge of developing another community school I think this can happen.

Yours sincerely



J Topp Fargion

020 8348 3980

**44, Coolhurst Road,
London N8 8EU**

7 February, 2007

Corinne Hilton,
Children and Young People's Service,
Haringey Council,
48, Station Road,
London N22 7TY

Dear M/s Hilton,

Re. New Secondary School in Haringey Heartlands

I understand you are collecting views to pass on to the School Organisation Committee about the bids to run the proposed new school.

As a retired head teacher of a large comprehensive school in Brent with a very similar intake to many Haringey schools, an ex Councillor for White Hart Lane ward and a Governor until very recently of Coleridge Primary School, I feel I understand the challenge of setting up a new secondary school in Wood Green. So I have examined the bids with care.

The case for a new community school, linked through a Federation with other Haringey Schools under the guidance of the Council seems to me to be by far the best way forward. It would provide a management very experienced in running schools with a multi-cultural, multi-faith intake and a proven track record of raising standards.

Haringey has been at the fore-front in developing special units for pupils with disabilities within mainstream schools and the proposed unit for autistic children will meet a growing need. Local knowledge puts the Council ahead of the other bidders in being able to provide links and help develop diversity for children - diversity not through private ownership of the school but through provision for cross school and out of school opportunities for children - surely what is meant by "personalised learning".

I do not want to make detailed criticisms of the other bids, but each of them have grave weaknesses and cannot be seen as fitted for purpose in developing our new school.

Yours sincerely,

Max Morris

[MAX MORRIS]

Hilton Corinne

From: Joyce Rosser [REDACTED]
Sent: 07 February 2007 12:08
To: Hilton Corinne
Subject: Secondary School Competition

I attended last night's public meeting and heard the presentations by the four groups bidding for the new secondary school.

I consider that the Haberdashers' Aske's Trust's proposal was the most impressive for the following reasons:

1. They have a proven track record with the Hatcham College and Knights Academy schools in Lewisham.
2. Having a different provider in the heart of the borough will help to defuse the east/west division in Haringey. It will neither be part of the east or the west but something different.
3. I like their proposed admission procedures.
4. Their proposal to teach boys and girls separately would benefit both groups.
5. I like the name Haberdashers' Aske's Wood Green Academy (HAWA) because it puts Wood Green on the map (and ensures pupils know their apostrophes!)

My second preference would be for United Learning Trust's bid.

Joyce Rosser
46 Redston Road,
Hornsey,
N8 7HJ

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Hilton Corinne

From: Camilla Deakin [REDACTED]
Sent: 01 February 2007 23:28
To: Hilton Corinne
Subject: RE: New secondary school in Haringey

Dear Ms Hilton

I am unable to attend the consultation meeting on Tuesday 6th January but I wanted to write in support of the bid by Haberdashers' Aske's for the new school in Haringey. My support for this bid is based on the fact that they have a strong track record in running good quality schools and also in turning around failing schools in the Greater London area.

I strongly object to the bid by ULT as I do not think religious groups should be allowed to influence the education system. I felt that the bid by CfBT Education Trust was weak and I did not feel it was clear where the influence of the governing body would lie and therefore object to that too. My feeling about the Haringey Council bid is that while I would prefer it to the ULT or CfBT option, I believe that Haringey's Education Authority needs to concentrate on improving standards at other schools in the area first and foremost as many of these are still well below national average and I am not sufficiently convinced that the Council's proposal proves that they will do a better job with this new school than they have with many of the other existing schools in the area.

I am a Haringey resident with two children of primary school age so this is an issue which will directly affect me.

Please can you confirm that my views have been taken account of? Many thanks.

Yours sincerely,

Camilla Deakin
122 Stapleton Hall Road
London N4 4QB

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Hilton Corinne

From: neil oshea [REDACTED]
Sent: 30 January 2007 23:59
To: BSD
Subject: I support Haberdashers to run the new school in Woodgreen.

Hi Corinne.

Haringey Council has been a disaster with it's progressive, failing, comprehensive system. Haberdashers will show how good teaching can be and pave the way for a sea change in Haringey. Please add my support to Haberdashers.
Neil O'Shea

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Hilton Corinne

From: Marcus Ballard (Millbridge Group) [REDACTED]
Sent: 20 February 2007 23:27
To: Hilton Corinne
Subject: New secondary school competition - Haringey Heartlands

Dear Ms Hilton

I am writing to express my views on the proposed new secondary school in the context of the ongoing competition. I have been a resident of Wood Green for 25 years and have lived in Haringey for 27 years. I am married with two children at a local primary school and live under ½ a mile away from the new school. Like a great many parents at their school, we are utterly frustrated at the very poor choice of secondary education that awaits our children.

I would like to express the support of my wife and I for the Haberdasher's Aske Federation proposal. This is by far the most imaginative and innovative bid. It brings with it the potential for partnership between an educational foundation of proven ability, commitment and resources and those behind the development of the Heartlands. It is significant that the bid makes it clear what is expected of the local authority and its partners in the development of the Heartlands, bringing the potential for a true partnership in the regeneration of the area and the provision of much needed centre of educational excellence.

Just as it is possible to say that the Haberdasher's Aske bid is the strongest and brings with it the potential for the greatest number of benefits for education in the borough, the other bids look weak in comparison. While I would support the principles of a community school, Haringey Council has not performed well in developing the Heartlands over the past 10 years and has, in my view and the views of many, been far too accommodating of its own muddled ambitions and achieved little, to the great detriment of the local community. Even now, the results of far below what could have been achieved. There are real dangers for the community in Haringey Council being the sponsor of both the new school and the motivator (judge and jury, actually) for the Heartlands development.

The CfBT Education Trust and United Learning Trust bids appear lacklustre, uninspired and fail to understand the very real needs of the area, and problems to be faced in developing the new school. By contrast, the Haberdasher's Aske bid is set within the context of this challenge and positively addresses it.

The council has set itself high objectives for the Heartlands: it is planned to be a beacon for regeneration, change and growth in the heart of the borough. An academy of equal ambition, with the real potential to achieve this, one that will raise the standards of education in the heart of the borough and give a much needed boost to the area, is what is needed. The Haberdasher's Aske bid will contribute to achieving the real vision for the Heartlands (that is, the one supported by the local community who are settled in and committed to the area).

For the above reasons, and many others, I would urge you to support the Haberdasher's Aske's Federation bid. The views given here are those of my wife and me but are shared by most of our friends who, with primary school age children, are utterly unsure how the current secondary schools in the locality (I would exclude the oversubscribed Fortismere and Highgate Wood schools in the west of the borough) can ever meet our expectations for a high quality, high achieving, strong education.

I would be grateful if you would acknowledge receipt of my comments.

Yours sincerely

Marcus Ballard
5 Malvern Road
London, N8 0LE

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21/02/2007

Hilton Corinne

From: Isherwood, Julie [REDACTED]
Sent: 07 February 2007 11:38
To: BSD
Subject: views on new secondary school proposal
Attachments: Comments on the proposal for a new secondary school.doc

Hi there

Please find attached my views on the secondary school proposals, to be submitted as part of the consultation process.

Thank you

Julie Isherwood

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Comments on the proposal for a new secondary school in Haringey for the attention of the Schools Organisation Committee/ Schools Adjudicator

I am a parent with twin boys currently in Year 3 at Nightingale primary school, Wood Green. I live close to the site of the new school so I am very interested in the proposals. I have read the bid documents and I attended the public meeting on February 6. After considering everything I have read and heard, these are my main views:

1. The CfBT bid: This was professionally presented and is an interesting proposal. I am slightly uneasy about the importance of income from the Middle East but am reassured by the DfES and Ofsted contracts. I am intrigued by the idea of an extended school day and a flexible, personalised timetable but am not sure how this would work in practice. It sounds innovative but slightly experimental. My concern is: do I have enough confidence in this organisation to allow my boys to be part of the experiment?
2. The Haberdashers bid: I am impressed by the statistics – that the school at New Cross is now the most over-subscribed in the country, and by the high achievement reported. I warmed to the CEO, Elizabeth Sidwell, who seemed committed to the state school wing of Haberdashers. I like the idea of single sex classes in a mixed school and the fact that this appears to help boys who often under-achieve. I also like the fact that pupils are proud of their school, and that this presenter invited us to come and see for ourselves at a Haberdasher's school. It sounds traditional but also innovative – it could be just what Haringey needs.
3. Haringey Council: the council's schools are certainly improving but I am not encouraged by the stated ambition to "close the gap with the national average" by 2010. I want a school for my children which aims to exceed the national average. I am a little concerned too about the "federation" plan – ie. to link this brand new school with another of the existing nine community schools. But which one? Will it be linked with an unpopular school in the hope of boosting that school's fortunes? The council does have an improving track record. I like what I know about its other "new" school, Alexandra Park, and I note that most of the existing heads seem to support this proposal.
4. ULT: I was least impressed with this submission which does not seem fully worked out. We heard a lot about global economies/shaping pupils to be citizens of the 21st (and 22nd) centuries, but not much about what happens in the classroom. And although they insist it would be a multi-faith and non-faith school, the perception remains that this group has Christian links, which is not right for Haringey.

On balance, I think it would give parents a greater sense of choice if this school is awarded to an organisation other than Haringey Council. When I apply for a secondary school place for my boys, I will have to give several preferences. If this new school is awarded to the council, it will in effect be more of the same (albeit in a smart new building). If this school is awarded to another organisation, it would at least give parents a real sense of choice. Those who do not like what it offers need not apply for it. I would ask that my views are taken into account in this vital decision which will impact the lives of families in Haringey, now and in the future.

Julie Isherwood, 9 Cornwall Avenue, N22 7DA, February 2007

Hilton Corinne

From: Caty [REDACTED]
Sent: 20 February 2007 21:30
To: Hilton Corinne
Subject: Community school

20th February 2007

Dear Corinne Hilton,

I am a Haringey resident and former Haringey teacher.

New regulations have effectively removed from local control, the decision on who to appoint to develop and manage our new school in Haringey; the decision automatically passes to the Schools Adjudicator. This is in spite of the fact that, before the new regulations, the local Schools Organisation Committee's decision needed to be unanimous.

What was a transparent local democratic decision has become a decision by edict of central government. The only rationale for such a change is to ensure the government gets the decision it wants ie. another academy (the government is way behind its stated target for new academies). The timing of the change is curiously coincidental with the Haringey bid.

Local opinion is firmly in favour of a community school and we urge you to ensure this is debated in Parliament. After all, this is in complete contravention of the government's stated ambition to ensure there is local choice and adds the perception that people have no voice in the decisions affecting their lives.

Haringey has a good record of developing its community schools and is clearly best placed to develop and manage the new school.

When there is much debate about the democratic deficit and the electorate's disengagement from the political process, we rely on our constituency MP's to make our voices heard.

Yours Sincerely

Caty Hall

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Hilton Corinne

From: DIANNE SANDLER [REDACTED]
Sent: 14 February 2007 21:25
To: BSD
Subject: new school

As parents of two secondary school children in Haringey, we would urge you to look closely at the consequences of what is in essence, privatisation of a part of our local schools. Education is **beginning** to work in Haringey because of its true diversity and 'comprehensivity' If you dilute this by creaming off more able pupils and judging everything by exam results and league tables you will fail ALL the children of the borough -rich and poor academic or not.
sincerely Dianne Sandler and Simon Clarke

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Hilton Corinne

From: Andrew Copson [REDACTED]
Sent: 20 February 2007 20:36
To: Hilton Corinne
Subject: Re: Consultation on new secondary school

In response to your consultation as a local resident, I want to express my **preference** for the bid by Haringey for a new community school and my particular **opposition** to the bid by ULT.

As a Haringey resident I am extremely happy with the work which the local authority has done to improve standards in the borough and it seems to me they have done this in part by being able to take a holistic view of education provision which depends on their being able to directly influence every school in the area (apart, unfortunately, from our existing academy). In my view it is a shame that there must be a 'competition' at all, wasting time and resources and distracting from the need to put time into achieving yet more improvements.

I believe that further academies would be entirely the wrong choice for our borough, lacking as they do any element of local control, and having proved themselves in other areas of the country as being able to act against the wishes of local residents and local authorities in matters of exclusion and discipline, as well as in curriculum matters. In this connection, I am particularly opposed to the bid by ULT.

The charitable purposes of ULT, as registered with the Charity Commission, are to give run schools which 'INCLUDE RELIGIOUS INSTRUCTION IN THE DOCTRINE AND DUTY OF CHRISTIANITY PRINCIPALLY AS THE SAME ARE TAUGHT BY THE CHURCH OF ENGLAND'. This is totally unacceptable in a borough where only 51% of residents said (in the 2001 census) that they were Christian - one of the lowest percentages of any borough in the country.

Unfortunately, it is not a requirement of the published proposals that potential providers inform us as to what their RE curriculum will look like, so we have not been informed what the ULT curriculum will be. It seems to be the case, however, that in other areas of the country, it is only once the contract between the provider and the Secretary of State has been drawn up that we have discovered that the syllabus agreed by the local SACRE is not to be followed. In contrast, a new community school would of course follow the Haringey agreed syllabus for RE which I am in favour of as being an inclusive curriculum with the support of local people of all religions as well as the non-religious.

In this connection, I am marginally more in favour of the CfBT proposal than the two academy proposals, but I repeat that I am **overwhelmingly** in favour of the Haringey bid for a new community school.

Yours,
Andrew Copson

205 Wightman Road,
London N8 0BA

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Hilton Corinne

From: Mark Wardrop [REDACTED]
Sent: 20 February 2007 22:52
To: Hilton Corinne
Subject: Response to secondary school consultation

205 Wightman Road,
London N8 0BA

20/02/07

Dear Corinne,

My response to your consultation is that I am against the three bids by external providers, whether for academies or trust schools and in favour of the new school being a community school.

The local authority, as a school provider, has proved itself capable of improving standards, and the advantages of having a new school as a firmly integrated member of the borough's wider family of schools mean that this option is the best.

As well as being disturbed by the unaccountable nature of trust schools and academies generally, I am against the idea in the Haberdasher proposal that the new school should have pupils segregated by gender. Regarding the ULT proposal, I am disturbed that, although the summary of their bid says that they will be welcoming of pupils 'of all faiths and none', in their full proposal they say their ethos 'is respectful of all religions'. What about those whose beliefs are not religious? I am afraid that such a phrase betrays a certain bias inherent in the ULT. In a borough like Haringey with a higher proportion (at 20% in the census) of non-religious people than the national average, and where there are already religious schools, the ULT bid seems highly inappropriate.

Best wishes,

Mark Wardrop

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Hilton Corinne

From: Jackie Baker [REDACTED]
Sent: 20 February 2007 16:25
To: BSD
Subject: Community School

Dear Corinne,

I am sending you a copy of the email I have sent to Lynne Featherstone and a similar one to David Lammy.

'I am writing in support of a Community School run by Haringey, and not an Academy forced upon us by the Government.

You know all the HCCS's arguments so I won't go through them again. However, I would like to stress how angry I feel at the underhand way the Government has manipulated the situation in their favour.

My son attended Fortismere, and as a teacher and a parent I was very satisfied with his education.'

Yours sincerely.

Jackie Baker

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Hilton Corinne

From: Jim Benner [REDACTED]
Sent: 08 February 2007 11:19
To: BSD
Subject: new secondary school

To whom it may concern,

I am the father of 2 children who are currently Year 3 and one in Year 1 who are likely to attend the new secondary school in Wood Green when it's completed.

I've read information from the 4 bidders and I heard their pitches at the public meeting Tuesday.

Although I had initial reservations about the council tendering out the running of the new school to private enterprises, I was impressed by each of the bids. And if it means that each bidder needs to raise their game and improve standards of Haringey schools, then I'm for it.

Of all the bids, I was surprised to find myself most impressed with Haringey's. Their view that this new school would be a key component in building a federation of Haringey schools is reachable and logical aspiration. If this school is the leading the way in the re-generation of that area, then I feel this is the best option.

And I believed the chart that showed Haringey schools improving at twice the rate as the national average. Putting aside the fact that Haringey schools are below the national average, I'm quite happy with my children's primary school, Belmont. Both the junior and infant schools are well run and the support they've given my children has been tremendous. No doubt, much of the school's appeal is down to the Head Teachers' efforts, but I also prefer the newer facilities and the smaller size to the bigger and older Noel Park school.

I believe Haringey schools are improving all of the time and that they best understand the key role this school will provide in bridging the gap between the east and west side of the borough.

I didn't like the separation of the sexes in the Haberdasher's proposal. I think it's important for my children to mix with people of different class, creed and nationality as well as gender.

I felt very uncomfortable with the Haberdasher representative's statements "a school has to run as a business". I couldn't disagree more. A school needs to run like a school. A school's purpose is to educate and nurture our children, not to appease shareholders. Yes, funding is important and budgets need to be balanced, but there's no reason that the Haberdashers or the other private bidders are more qualified to run a school.

Please take this e-mail as a clear vote for Haringey Schools to run the new secondary school in Wood Green.

Yours sincerely,

Jim Benner
71 Willingdon Road
London N22 6SE

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Hilton Corinne

From: JENNIFER BELL [jennifer_bell@bllnetel.com]
Sent: 07 February 2007 16:02
To: Hilton Corinne
Subject: New Secondary School - Consultation
Attachments: 3384439898-new.sec.sch.hgy.objs.feb07.doc

Dear Corinne,

I attach a letter setting out my objections to some of the proposals for the new school.

I tried to send you an e-mail earlier today, but my computer crashed at the moment of sending! If it did get through, please destroy and replace with this letter!

Thanks.

Incidentally, will the SOC meeting which considers the outcome of the consultation be open to the public? If so, how do we get details?

Regards,

Jennifer Bell

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**26 Hawthorn Road
London
N8 7NA**

020 8340 7752

Corinne Hilton
London Borough of Haringey

7 February 2007

Dear Corinne,

NEW SECONDARY SCHOOL - OBJECTIONS TO THREE PROPOSALS; SUPPORT FOR COMMUNITY SCHOOL

I write as a Haringey resident, but I also have an interest in secondary school places in this Borough as a governor of a primary school in the North of Hackney. Our children often find it difficult to obtain a secondary place in Hackney and many cross the border into Haringey, particularly to Gladesmore School.

I attended last night's public meeting and heard the presentations from CfBT, Haberdashers' Aske's, Haringey and ULT.

The three independent sponsors representing foundation and academy schools did nothing to allay fears about their lack of accountability to local people and to the proposed governance of their schools. They promised much, but everything they alleged they would bring to Haringey can be provided by a Local Authority Community School.

SPECIFIC OBJECTIONS

1. GOVERNANCE:

On governance, only one promoter described what their Governing Body might look like – and in that local stakeholder representation was in the minority. In all cases of academies or foundation schools with a trust, the sponsors or the trust has the right to the majority of seats. This goes against the principle of real stakeholder governance – most seriously it reduces the number of parent governors severely, from an average of 5-7 on a governing body, to 1 or 2 at most. Where there is a conflict of interest between the local community and the ethos or wishes of the sponsor or the trust, the latter can have an inbuilt majority vote.

2. ACCOUNTABILITY

Academies are directly funded from DfES and have no financial accountability to the Local Authority in the main. They are not answerable to local elected representatives. Nor is an academy bound by common agreement, common ethos, practice or wishes with the local education community.

In my experience in another borough, sponsors are initially loud and clear about wanting to be part of the 'local family of schools', but are quick to act in a much more independent way when they are established. In other words, there is nothing to constrain them to be accountable to the community they say they wish to serve. In spite of what sponsors may be saying now, they know they can act in very different ways if they wish.

Promises they make about their school being able to offer greater opportunities through partnerships and alliances with other bodies is, in fact, no additional benefit – all schools can do that now, and most do.

3. FUNDING ISSUES

As stated, academies are directly funded. Foundation Schools (like CfBT) with a trust are locally funded. While the sponsors and trusts have no obligation to provide additional funding, nothing stops them doing so. Scrutiny of budgets and spending lies, in the first instance, with Governing Bodies – with the governance situation as described above, how can the public be satisfied that public monies in these schools are properly used? And how can parents be satisfied with how the school uses its money?

4. A BALANCED INTAKE?

While current legislation makes it illegal for new schools to be 'selective', experience of existing academies shows that there is some skewing of intake towards a higher percentage of more able pupils than in the majority of community schools. Data has been produced in boroughs with academies which shows this tendency is a fact, not just a fear. One contributor mentioned this last night. I have other evidence from Hackney. For example, use of 'fair banding' (in which all applicants are tested, maybe on a Saturday, in an unknown venue) discriminates against those families who may have less good understanding of English, not be able to drive their child to the test centre, may have other priorities, have a child who is not familiar with taking tests in strange places. It discriminates in favour of children who are at ease with exams (probably taking them for entry to independent schools as well) and for families who can ferry their children about without difficulty. We find similar situations in some voluntary-aided and existing foundation schools. Data from elsewhere shows that they may also have a 'skewed' intake – this often happens in RC secondary schools, where 'practising' is open to interpretation! If an academy gets more than its fair share of more able children, then community schools get less.

At least one of the sponsors last night talked about a two-ring boundary area for admissions, with children living outside the inner area being allocated on a random basis – a recipe for mystification and potential ‘selection by the back door’ if ever there was one.

5. WHAT ADVANTAGES HAS AN ACADEMY OR FOUNDATION SCHOOL FOR THE CHILDREN?

Certainly promoters of such schools, including those last night, present their schools as forward-looking, dynamic, innovative, state of the art, aspirational, spanking new buildings, intention to build bridges in all directions, etc. They may be all these things. But they often seem to seduce parents with a quasi-public school image (and, in some existing cases I know of, uniforms to match!) and get them to believe that they are getting privileges for free that they would otherwise have to pay for in the independent sector. Parents often believe this, and that they are doing their best for their children if only they can get them into one of these schools. This, again, is all so much hype – there is **nothing an academy can do that a community school cannot, provided it has the excellent buildings to start with.**

On this note, I was particularly concerned with the motivation of the ULT sponsors – their speaker last night bristled when questioned about the religious background of the trust and gave an insufficient answer; he said they have experience of 13 academies and 10 independent schools! If they spend so much time promoting the independent sector where do we have any evidence that they are actually committed to real state education in a multi-cultural, multi-faith society, and real equality of opportunity for all?

IN FAVOUR OF A COMMUNITY SCHOOL

I hope my comments above have expressed just a few of my concerns about going with one of the proposals from independent providers. The Haringey speaker made an excellent case for a community school – and, in a very realistic way, made the point I have reiterated here that a community school can do everything the other providers claim they can do – and more. A community school will be a genuine and equal partner in the local community. Haringey’s schools have a proven track record of improvement. The gains made in the last six years – as measured by national test results - have been amazing, often against all the odds. My own daughter benefited greatly from her time at her local primary school and at Hornsey School. She went on to be very successful at university and now in her chosen career.

One final point made by this speaker was most telling. She was the only one to address the question of recruitment of a leadership group to the new school. We are aware that recruiting excellent heads/headship teams is becoming increasingly difficult, in part because of the age profile of the teaching profession and in part because of the increasing complexity of the job of headship. The

National College of School Leadership is currently working in a number of pilot areas to look for real and creative solutions to this growing problem. The Haringey speaker talked of shared expertise across the whole secondary community, and how this could aid recruitment and appointment. The other three sponsors did not mention the subject at all. Does this mean they are unaware of the problem or that they have their heads in the sand, or that they intend to 'airlift' their own people into the job?

I urge Haringey School Organisation Committee to take these comments into account before they make a recommendation about this new school.

Yours sincerely,

Jennifer Bell

Hilton Corinne

From: B ALLEN [mailto:bryony.allen@blueyonder.co.uk]
Sent: 21 January 2007 15:54
To: Hilton Corinne
Subject: new secondary school

Dear Corinne,

We would like to comment on the proposals regarding the proposed new secondary school in Wood Green. We are local residents, and parents of three children aged 13, 5 and 5.

We welcome the plan to open a new secondary school in Haringey, so that there are sufficient places within the borough for all local children.

We believe the local council is best placed to support the headteacher and governors, once elected, in setting up and running the new school.

The council is accountable to all local people through its councillors, and is required to take an overview without favouring any particular interest group.

The council runs almost all other secondary schools in Haringey, plus the proposed new Sixth Form Centre, and is therefore well placed to take a strategic overview of need and resources now and in the future.

We also strongly object to private companies, religious or educational trusts taking on this role. However well they may present their case, they are not accountable to the people of Haringey and therefore their bids are flawed.

Yours sincerely,

Bryony and John Allen
18 Outram Road
London N22 7AF

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Hilton Corinne

From: Barry & Julia [redacted]
Sent: 29 January 2007 14:09
To: BSD
Subject: proposal for new school

I would like to register my support for a Community School under the control of the local authority. The diversity of Haringey, its relatively good record on building social cohesion and the on-going improvements in community schools are good reasons for supporting this bid.

If we are to retain any degree of strategic thinking and planning at all in education planning for all students, it is essential that schools are given the support and framework supplied by a local authority. An area which, despite the good work going on, has great disparities of wealth and privilege, is best developed by young people coming together in community comprehensive schools. Organisations bidding to open schools have other interests, agendas and priorities which are rarely those of the local area and its young people.

Julia Beaman
Local resident, parent of school age child and Parent-Governor Highgate Wood School

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Hilton Corinne

From: Libby Goldby [redacted]
Sent: 09 February 2007 10:14
To: Hilton Corinne
Subject: Secondary School Competition
Attachments: Haringey Secondary Competition.doc

I attach comments on the presentations on 6th February.
Libby Goldby

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21 FITZROY COURT
57-59 SHEPHERDS HILL
LONDON N6 5RD
TELEPHONE 020 8341 0911
l.goldby@blueyonder.co.uk

Views on Haringey's Secondary School Competition

These comments are based on the presentations at the public meeting on 6th February – I have not read the full submissions.

1. BfCT demonstrated little understanding of what is involved in setting up a new maintained school. Far too many diverse interests.
2. Haberdashers' Aske: (i) I was concerned at what the speaker said about admission arrangements at Hatchams: she did not seem to understand that an elaborate banding system (*nine* bands!) based on a wide catchment area had implications for the intake of neighbouring schools. Not a desirable plan unless there were a Borough-wide agreement to band for *all* secondary schools.
 - (ii) Not clear what the point of an 'all through' school would be since presumably children from a variety of other schools would be admitted at age eleven.
 - (iii) Speaker did not seem to grasp – in proposing a 3 – 19 school – that a brand new sixthform centre was about to open a stone's throw away.

My sense was that although the speaker paid lip service to local cooperation, she had a very narrow focus on creating a particular type of school no matter what the effect might be on the rest of the system.

3. Haringey: since sensible plans have already been made, a site acquired and the LA is demonstrating success, there seems little point in disrupting things by introducing an outside provider. I am concerned about assets paid for with public money being handed over to less democratically accountable bodies.
- 4.. ULT: most experienced of the bidders but gave no reason to suppose they'd be any better than the LA.

Libby Goldby
Governor, Alexandra Park School
9/2/07

Hilton Corinne

From: kevin o'dell [REDACTED]
Sent: 21 February 2007 15:36
To: Hilton Corinne; BSD
Subject: Consultation on the proposal to create a new secondary school in Haringey

Dear Corrine,

We are writing to express our views on the proposals for a new secondary school in Haringey. We are strongly in favour of a community school, as proposed by Haringey Council. Education services managed by the council have improved and are continuing to improve. We think the council and the local community need to continue to build on the recent improvements, and continue to allow the local community to have a role in how Haringey's schools are run.

We would like the new school to be managed by the local authority which is accountable to the community. We have concerns about how the community and council would influence how the school is operated, if either an independent trust or governing body also governing schools in other boroughs were running the new school. We also think that other local residents and parents are mostly in favour of a community school and these views are more important than following other non-local views and policy. It is the children of Haringey who will attend this new school, after all.

We think that there is evidence that other schools in Haringey would be adversely affected and their efforts undermined if an academy were selected for the new school. Academies both cherry pick the more able students and exclude a larger proportion of students than other types of schools. For example, Haberdashers' Aske's Federation claimed in their presentation at the 6th Feb meeting that they have a comprehensive intake. However, their figures do not back this up. The 2006 intake shows 69% (88 out of 127) were in their top four bands whereas the bottom five bands accounted for only 31% (35 out of 127). National figures for permanent exclusion rates show they can be up to four times as high as the average at nearby schools.

Yours sincerely,

Jo Marsh and Kevin O'Dell
13 Ranelagh Road
London
N22 7TJ

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Corinne

From: A CHIA [REDACTED]
Sent: 20 February 2007 23:51
To: Hilton Corinne; BSD
Cc: lynne@lynnefeatherstone.org; Williamson David; Cllr Cooke Matt; Cllr Demirci Ali; Cllr Oakes John; Cllr Egan Patrick; Cllr Meehan George; Cllr Patel Jayanti
Subject: New Secondary School Consultation

33a Park Avenue
 Wood Green
 N22 7HA
 Monday 19th February 2007

HEARTLANDS SECONDARY SCHOOL CONSULTATION

Dear Corinne,

I am writing to raise my grave concerns regarding the new secondary school that is planned for the Haringey Heartlands area.

As a local parent the school will be the nearest one for my two daughters. I therefore feel it is beholden upon me to do what I can to ensure that the school allows them access to an exemplary education in a safe and welcoming environment.

POOR CONSULTATION

Yet again, as was my experience with the proposed amalgamation of Bounds Green Infant and Junior Schools, there has been vastly inadequate consultation with local people. I only became aware of a public meeting because I received an email from another local parent who themselves had only found out because they had been emailed the date by Lynne Featherstone MP. At the very least all local schools should have been given letters to distribute to parents setting out the current situation and informing them of the public meeting. A meeting at 6pm was not helpful, as I could not attend with two small children who were ready for tea. A day-time meeting and a later evening meeting would have allowed for greater attendance.

INCLUSION NOT EXCLUSION

While the need for more secondary school places has been acknowledged all of the bids, without exception, seem to place exclusions on potential students.

"Faith" schools automatically exclude pupils who are not of that religion, whether by their design or not.

"Specialist" schools be they geared towards sport, science, or visual arts and media, take the focus and funding away from the mainstream general education which is needed by 11-18 year olds. There is plenty of time to specialise as an extra-curricular activity or at a later age.

Forcing pupils to leave their school to undertake the difficult task of studying for A-levels shows a severe lack of commitment to supporting those students whose goal is to move onto higher education. No amount of teaching expertise at a Sixth Form college can outweigh the knowledge of pupils held by staff who have worked with them for the previous five years.

CENTRAL VERSUS LOCAL GOVERNMENT

I am extremely worried by reports that Haringey is being set up to accept something, that we as local parents and the ones who will be most affected by these proposals object to, because of the failure of the current Labour Government to reach it's Academy targets. Where is the validity of any of this so called consultation if a nameless central government appointed bureaucrat has the final say on the future of my daughters' education?

As you can see I have included local councillors, MP's (David Lammy via his website e-mail) and council officers in a hope that they will be able to take on the points I have set out and champion them in their own capacities as conduits of the voices of Haringey.

I would welcome a response to the issues I have raised from one and all.

Yours sincerely,

Avi Chia

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Hilton Corinne

From: Williamson David
Sent: 26 February 2007 14:32
To: A CHIA; Hilton Corinne; BSD
Cc: lynne@lynnefeatherstone.org; Cllr Cooke Matt; Cllr Demirci Ali; Cllr Oakes John; Cllr Egan Patrick; Cllr Meehan George; Cllr Patel Jayanti; Hilton Corinne; Shoesmith Sharon
Subject: RE: New Secondary School Consultation

Avi, my apologies for the delay in responding to your comments but I have just returned from a short break today.

Firstly, can I say thank you for your interest and comments about the proposed new school. We do want to encourage responses from parents and believe that we have provided significant opportunities to do so. I am sorry that you feel that our efforts have not reached you.

My colleague Corrine Hilton will outline for you in a separate email what we have done to assist in the consultation process. Additionally, I have personally made visits to a number of local primary schools to talk to parents and had also arranged to do that at Bounds Green on 12th December 2006 at 9.00 am. I had sent to the school a draft letter to circulate to parents and was assured that this had been sent, but that there was insufficient response to hold the meeting. I am more than happy to re-arrange this meeting should you and other parents feel that you would like to take up the offer.

The timings of meetings are always a challenge, but in arranging times we also had to take into account a number of factors and a 6 o'clock meeting seemed to be the best compromise. The meeting closed at 8.30, which we felt to be reasonable, but will re-examine timings in light of your comments should there be any further consultation meetings planned. Over 100 people attended the meeting at Alexandra Primary school on 6th February, including parents that I recognised from my primary school visits. The meeting was a good cross section of stakeholders and I think the view of those attending was that it was a successful exploration of the proposals from the potential providers and provided an opportunity to air a wide range of issues.

Turning to your points on inclusion, The Council is strongly of the view that the new school should be a non-denominational to match the diversity of the local community. We are also proposing that inclusion is further promoted by the specialist provision on site for pupils with autistic spectrum disorder. In terms of school specialisms, almost all of our secondary schools have at least one subject specialism for which they receive additional funding which in turn enables them to develop their expertise in this area and provide leadership to other schools. We see this as an essential element in the partnership between Haringey secondary schools. We want to continue this process by supporting the new school to benefit from the opportunities available in the 'Cultural Quarter' regeneration scheme and to share that with other schools across the borough.

On sixth form provision, the site for the school would not be sufficiently large to accommodate a viable sixth form. A large number of students nationally change locations for their post 16 education and in Haringey that is also the case. To minimise disruption at the transition point and to provide greater continuity in provision we have established across schools a strong 14-19 partnership, one key element being the opening in September 2007 of a sixth form centre. By teachers and schools planning continuity between 14 and 19 we believe we can provide the best range of options to suit the majority of Haringey students. We have already seen the results of this partnership working and cross-borough planning in the sustained improvements in Haringey's GCSE results over the past six years.

On your point about Government policy I am afraid I cannot comment, but Haringey is committed to ensuring diversity of school types and by ensuring that all schools are good schools, providing parents with choice.

I am sure that the School Organisation Committee and, in turn, the Schools' Adjudicator will be interested in your views and hope that you will be able to take up any further opportunities to attend meetings on this subject in the future.

David Williamson
Head of Secondary Innovations

26/02/2007

Hilton Corinne

From: Hilton Corinne
Sent: 27 February 2007 10:08
To: Williamson David; 'A CHIA'; BSD
Cc: 'lynn@lynnefeatherstone.org'; Cllr Cooke Matt; Cllr Demirci Ali; Cllr Oakes John; Cllr Egan Patrick; Cllr Meehan George; Cllr Patel Jayanti; Shoesmith Sharon
Subject: RE: New Secondary School Consultation

Dear Avi

Thank you for your response to the consultation.

The consultation on the new secondary school began on 26th June 2006 finishing on 11th August 2006. A copy of the consultation document was sent home with pupils in all local primary and secondary schools. This included Bounds Green Schools. This document detailed the consultation time line and when public meetings were being held. Further to this document the following course of actions were taken:

- Posters were put up advertising the consultation and public meeting in local primary schools
- All Chairs of Governors of Haringey schools were contacted
- All Heads teachers of Haringey secondary schools were contacted
- Local residents association groups were contacted
- Press releases were sent to local newspapers
- Information was put on Haringey's website

- A4 poster and copies of the consultation material were put up in the Wood Green, Hornsey and Marcus Garvey library
- All Haringey councillors were informed of the consultation
- All Haringey MPs were informed of the consultation
- Haringey branches of the NUT were contacted
- Neighbouring Local Authorities were contacted
- All members and the School Organisation Committee (SOC) were contacted
- Haringey Autism group was contacted
- The DfES and the Schools Adjudicator were contacted

On 4th September 2006 Statutory notices were published inviting bids for the new school. This notice ran for 4 months ending on 4th January 2007. The council agreed to continue to accept responses to the consultation throughout this period of competition.

On 3rd October 2006 a meeting was held by representatives of the Department for Education and Skills (DfES) for interested parties and potential sponsors at The Decorium, in Wood Green.

On 11th January 2007 a statutory notice was published which provided information on all the proposals received. To advertise this period the following course of actions were taken:

- Posters were put up advertising the consultation and public meeting in local primary schools
- All Chairs of Governors of Haringey schools were contacted

- All Heads teachers of Haringey secondary schools were contacted
 - Local residents association groups were contacted
 - Press releases were sent to local newspapers
 - Information was put on Haringey's website
-
- A4 poster and copies of the 4 bids were put up in the Wood Green, Hornsey and Marcus Garvey library
 - All Haringey councillors were informed
 - All Haringey MPs were informed
 - Haringey branches of the NUT were contacted
 - Neighbouring Local Authorities were contacted
 - All members and the School Organisation Committee (SOC) were contacted
 - Haringey Aultism group was contacted
 - The DfES and the Schools Adjudicator were contacted
 - Over 100 Local groups were contacted by e-mail and post informing them about the consultation and public meetings

Two public meetings were held to give Haringey residents and interested parties the opportunity to discuss the bids for the new secondary school. In accordance with the regulations the first meeting was held within two weeks of the start of the statutory representation consultation – 16th January 2007. Just over 35 people attended this meeting. A second meeting was held on 6th February 2007 to provide a further opportunity for interested parties to ask questions to the different promoters. Over 110 people attended this meeting.

The six week representation period ended on 21st February 2007.

The next steps in the competition process.

The local Authority has two weeks in which to submit the proposals, and any objections and comments, to the SOC. The SOC will meet on 14 March at Civic Centre, Wood Green, London, N22 8LE start at 6:30pm. This is a public meeting, so please feel free to attend and observe the proceedings. The SOC will consider each proposal and make comments on them. Under the regulations, the SOC will then have four weeks in which to refer the proposals, with its comments, to the Schools Adjudicator. The Schools Adjudicator aims to determine all proposals within six weeks of the receipt of all relevant information. Once a date and time for the Schools Adjudicators meeting has been confirmed, further information will be published.

Once again I am sorry that you feel that our efforts have not reached you.

Many Thanks

Corinne Hilton

School Organisation & Development Officer
Business Support & Development Team
The Children & Young People's Service
Tel: 020 8489 5019

From: Williamson David
Sent: 26 February 2007 14:32
To: A CHIA; Hilton Corinne; BSD

27/02/2007

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HARINGEY RACIAL EQUALITY COUNCIL

14 Turnpike Lane London N8 0PT

Tel: (020) 8889 6871

Fax: (020) 8889 6455

Email: haringeyrec@aol.com

Registered Charity: 1007024

Funded by The Commission for Racial Equality & London Borough of Haringey

Company Limited by Guarantee: 504115

21st February 2007

School Organisation Committee
Education Services
48 Station Rd
London
N22

RECEIVED
22 FEB 2007

Dear Sir/Madam

New School

I write this letter to you on behalf of Haringey REC regarding the new school. We have had the opportunity to study all the supporting documents submitted by the proposers and we would like to bring the following to your urgent attention.

As a race equality council, we are very much interested in how each of the proposers addresses the issue of racism and racial discrimination. The statements provided by each one of them are as follows:

ULT: (3.1) an ethos statement for the Academy – "Reject racism, bullying, discourtesy and dishonesty"

Haringey: (P14) "the leadership of the school at all levels will influence and champion community cohesion and race equality issues" HREC has over the years built a strong working relationship with The Haringey Education Services Equalities Officer and other key personnel.

Haberdashers: (P15) "There is a zero tolerance approach to discrimination of any kind". There is nothing specific and no mention of racism, or on outcomes for minority ethnic groups

C of BT: No reference whatever to racism, nor on outcomes for minority ethnic groups.

In an ethnically diverse borough like Haringey, we would expect any proposer to pay due consideration to the issues faced by the communities. We trust that when decisions are being made, the Committee will challenge the proposers of the issues raised in this letter. We need a school which will be both representative of the communities it serves and champion equality and diversity issues.

Yours Sincerely

Liz Singleton
Chair



HARINGEY COUNCIL

The Children and Young People's Service

Tel: 020 8489 5000
Minicom: 020 8489
www.haringey.gov.uk

**This matter is being dealt with by:
Email:**

**Direct phone: 020 8489 5003
Direct fax: 020 8489 5004**

Haringey Sixth Form Centre
c/o PDC
Downhills Park Road
London N17 6AR

27 February 2007

TO WHOM IT MAY CONCERN

Consultation on a new secondary school in Haringey

I am writing on behalf of the Temporary Governing Body of Haringey Sixth Form Centre.

Our views are framed within the context of a strategy for Sixth Form provision, serving the whole Borough of Haringey, and principally the eastern side of the borough.

This strategy, funded by the DfES (BSF Programme), LSC and LBH, is to provide a new build Sixth Form Centre and enable significantly enhanced take up of 16-19 courses.

Accordingly we support the creation of a new Community School with strong progression links to our Sixth Form Centre which opens in September 2007.

We do not understand how alternative arrangements for 11-19 Schools would do anything other than undermine this current strategy and the substantial resources committed.

Jean Fawcett
Chair
Temporary Governing Body
Haringey Sixth Form Centre

School Organization Committee,
48 Station Road
Wood Green

16 Hansanne Rd
London N8 0HT

Dear Sirs,

I enclose comments upon two
of the proposals for the new
secondary school in Havering.

Yours faithfully,
Iris Singleton

→ Corrine for Ack.

Harvingey's proposal for a new secondary community school

This proposal seems to me a very strong bid for a school rooted in the local community, providing excellent education for all its students and a wide range of facilities for students, parents, and other adults. Local voluntary classes will also be catered for.

The school will specialise in visual arts and media, contributing to a wide range of specialisms in the Harvingey family of schools. Students will have reserved places in the new 6th form centre and will have the College of North East London to provide wider opportunities. As part of a federation it will add to diversity of provision in the borough. It will be part of the collegiate partnership of Harvingey schools which have achieved GCSE results which have improved at twice the national rate.

All available information indicates a rising number of secondary students, far too many for existing schools. Indeed all schools but one Adventist voluntary aided school and one academy are full. It will be built through BSF funding. It will not have a 6th form because 6th form places will be provided by a new 6th form centre which will be funded to take students from the new school.

Admission arrangements follow the fair and equitable Pan-London System. There is no possibility of covert selection. Parents will understand the admissions system and will not be confused by a system new to Harvingey.

There has been extensive consultation with local parents, and the LSE, and residents, as can be shown by the range of letters supporting the application. In view of the large number of local parents who may not be able to read in English, ~~the~~ provision is made for copies of the bid in ten locally used languages. In addition parents with disabilities are offered large print, disk, audiotape, and Braille versions of the proposal. Local schools and the Roman Catholic and Church of England dioceses have also been consulted.

The new school is to be designed to "meet the requirements of extended community use". This includes sports halls, ICT suites,

Learning resource centres, and other resources. There are plans for strong links to voluntary supplementary schools and minority language schools. The extended day offer for students of the school includes evenings, weekends, and holidays. The nearby cultural industries will be invited in. There are negotiations in hand for co-funding parts of the construction scheme to provide efficiencies through joint use of various facilities. Adult education and lifelong learning will be part of the school's provision.

The school will be designed with the health of users in mind in terms of lighting ventilation and heating. The school will meet the statutory requirement for school playing fields. Sports facilities will be available for use by the local community, and partnerships set up with local sports clubs and the PSEH partnership. The Youth Service will work with students to enable them to become trainers and coaches. Safe bike sheds will be provided, and students encouraged to walk to school if possible. The school will be constructed to design out problematic areas in terms of safety, including new design for toilet areas.

The school will be part of Haringey's 14-19 partnership, which includes timetables aligned between schools to widen opportunities for students. There will be links with the College of North East London which provides a wide range of training opportunities, and reserved places at the 6th form college. Work experience at KS4 is planned in. A full range of specialist diplomas provided with the other Haringey schools will be available by 2013.

The school will be multi-faith, very important to the mix of people in Haringey. Haringey has very considerable expertise in the education of children with a wide range of languages, and in communicating with their parents, and this expertise will be on tap, for the new school, from the local education service. As will be needed, the school will have specialised EAL teachers.

The school will be encouraged by the ~~LEA~~ LEA to consider

the exam successes of various ethnic groups in the school, and to report of their very successful schemes to increase the success of low-achieving groups. The leadership of the school will champion race equality issues; all the pupils and students in the school will have their needs met.

The ethos of the school will deliberately aim to ensure cohesion ~~both~~ of the community of the school and of the school and the outside world. The school council will ensure that all students work together to achieve what the council agrees is important.

Local governors will reflect the local population and also will work together to achieve their aims of being part of a cohesive community. Havering schools have very good links with schools world wide, and it is to be expected that the new school will also.

Havering has a very long history of anti-racist policies and working, without which all citizens cannot prosper and community cohesion is impossible.

At the time of writing we have continuing news of gun killings in some areas of south London. It is worth noting that years of joint working between the Police, schools, and the communities of Havering have resulted in a very different scenario ~~have~~ in Havering.

As a community comprehensive the intake of the school will include students with a wide range of achievements and abilities. The school ~~will~~ is designed to include some small teaching spaces for small group work. And best practice already happening in Havering will ensure a transition between years 7 and 8 which will be successful because of strong links with local primary schools, local teacher exchanges, joint training, and some joint lesson planning in subjects such as humanities, PSHE and citizenship. This should get over the well-known drop in standards which can occur with the change from primary to secondary. The intention is then to put a lot of work into KS3 at the earlier stages of secondary education. Because students start

with different skills and achieve at different rates, and have different learning styles, they will be grouped and regrouped through setting, single sex classes, and small groups.

The provision of ICT will be exceptional in the school, and will be used in all the work in the school. Children will be able to log on to their work ~~at~~ from inside and outside the school, as will their parents (perhaps after the children have taught them how!)

In considering KS four the school will look at how students will progress into work and into further training and further education. It will also consider the students as future citizens, able to solve problems, good at communication, and with good inter-personal skills. Taking part in outside activities, and being made aware of what is happening in other parts of the world will also be part of their education.

The Haringey 14-19 partnership will provide students ~~to~~ with access to education they actually want.

I consider this ~~bid~~ proposal to be extremely strong, evidently able to provide well educated, well integrated, future citizens.

HAWA. - Haberdashers' Aske's

- There is no proof that HAWA would improve the standards of and quality of educational provision for all students in this area. The quality of education is rising very rapidly in Haringey ~~see~~ neighbourhood comprehensive schools, and has been for some years.
- The school will not be part of the pan-London admissions system, but will admit 10% of its pupils by aptitude for music. This is very likely to favour wealthier middle-class parents who will have been able to provide private music lessons for children. There might be further covert selection over time, ~~should~~ if the governing body so desired.
- ~~There is~~ There is no evidence that local parents and residents have been consulted. Those to whom I have spoken have not. As a member of a governing body of a Haringey comprehensive I know we have not.
- There is no evidence given in the prospectus of consultation with the LSC, the new 6th form college, CONET, HAVCO, London Commerce, or Haringey Teaching Primary Care Trust.
- A wonderful example of Haberdashers' interest in consultation came to light at the first ~~public~~ public meeting to discuss the provision of a new school. The Headteacher of Alexandra Primary School, named in the paperwork as a school which HAWA "hoped to absorb", had heard nothing at all of this proposal. Nor had the school's governors.
- A new Haringey 6th form ~~college~~ ^{centre} will be opening in September '07. The plans for the Centre were worked out on the basis that the new school would be among those providing students, because there was to be no 6th form provision in the new school. The fact that HAWA ~~is~~ insists upon a 6th form may well prevent a cost-effective use of public funds.
- As a parent I am concerned, very concerned, about the proposal for a 6-term school year. Parents of younger children will have enormous difficulty in arranging holidays and child-minding. The prospectus talks of consultation, but, judging from what has

happened so far, I don't have much faith in this.

- The proposal for a SEN specialism, and the assistance sought from the National Autistic Society, are common to all bids.
- As already stated, I believe that issues of class and social disadvantage are ignored in the 10% music criteria for admission.
- The prospectus speaks of improving the exam results for groups of minority ethnic pupils. This has been an area of success for Harrogate schools, which can be shown in statistics. I have seen no statistics which prove the improvement in Haberdashers' schools.
- I have very serious concerns about the distance between the three Haberdashers' schools. Proposals for federations of Harrogate comprehensive schools, now under way, will also result in three schools jointly providing education, but this will be schools in the same neighbourhood. They will all understand the populations and problems of the local area. ~~But~~ Haberdashers' proposal is for an overarching governing body, two thirds of whom will be from an area with no knowledge of Harrogate's population and concerns. There will be very little room for governors representing the new school, and probably none at all for those from Alexandra Primary, now "absorbed".
- The proposal contains no information at all about how banding will work, nor about the "flexible admission system prepared for the potential mobility of our students".
- The "strict uniform policy" in the HAWA proposal does not mention any arrangements for Muslim girls or other minority ethnic groups.
- References to prefects, and Head Girl and Head Boy, seem to me rather rigid and out of date. Local arrangements are for elected school councils which are consulted by schools on many matters. The fact that all students vote for members of the school's councils gives the students an initiation into playing their part in future elections when they are older and will increase local democracy and inclusion.
- The Haberdashers' proposal includes the idea that teachers can rise within the Federation when looking for senior posts. This may well

lead to an ungrown and inward looking staff, with experience only in one form of educational arrangements. The Harrigey family of schools now provide opportunities for staff to experience a variety of local schools with different leadership styles, varied curricula, and different specialisms. Most of our teachers live in North London, and will probably not wish to travel through central London at rush hour.

- The prospectus states that the school "is not suitable for non-readers" because they would need a special unit to deal with them. I am concerned that many of Harrigey's many refugee students will be barred. The policy will certainly help to produce good exam results for HAWA, at the expense of other schools

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