

EXECUTIVE

On 21 NOVEMBER 2006

Report Title: **Haringey Council's proposal for the New School in Haringey Heartlands**

Forward Plan reference number (if applicable): **[add reference]**

Report of: **Sharon Shoesmith – Director of the Children and Young People's Service**

Wards(s) affected: **[All / Some (Specify)]**

Report for: **[Key / Non-Key Decision]**

1. Purpose

- 1.1 To provide an update on the new secondary school consultation.
- 1.2 To agree Haringey Council's own proposal to promote the new secondary school.

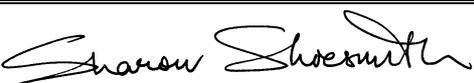
2. Introduction by Executive Member

- 2.1 This report sets out the councils own bid to establish the new secondary school located in Wood Green as a community school. This proposal is fully in line with the council's policy on community secondary schools.
- 2.2 Although the regulations require the Council's proposal to be set out in the form shown in Annex 2, I will ensure that, in the event of a competition with other proposals, this proposal is presented effectively and professionally to all interested parties.

3. Recommendations

- 3.1 To agree the Haringey Council Proposal for the establishment of a community secondary school, as set out in Annex 2 to this report.

Report Authorised by:



**Sharon Shoesmith
Director
The Children and Young People's Service**

Contact Officer: **David Williamson – Head of Secondary Innovations**
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4. Executive Summary

- 4.1 The paper sets out Haringey Councils bid for a mixed comprehensive community school, to open in September 2010 with specialisms in visual arts and media. Additional specialisms will be in areas of SEN (Autism) and vocational diplomas.
- 4.2 The new school will open with six forms of entry and grow until it eventually has eight forms of entry. It will be an 11-16 school, with a roll of 1080 when at full capacity plus an additional 25 places in a special unit for students with autism.

5. Reasons for any change in policy or for new policy development (if applicable)

- 5.1 N/A

6. Local Government (Access to Information) Act 1985

- 6.1 The Education (New Secondary School Proposals) Regulations 2006
- 6.2 BSF Strategic and Outline Business Cases

7. Background

- 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.
- 7.2 The first phase of the consultation finished on 11th August 2006. On 4th September 2006 Statutory notices were published inviting bids for the new school. The notice invites bids from independent promoters to be received by the council no later than 4th January 2007.
- 7.3 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.
- 7.4 It was also agreed on 13th June 2006 that Executive would receive a further report in October setting out a Haringey Council proposal. This report details the bid for members to comment on.

8. Consultation update

8.1 Twenty-one (21) responses have been received to date 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.

8.2 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.

8.3 In response to the final point, we have agreed to continue to accept responses to the consultation throughout the period of competition (see 10).

9. The Process

9.1 From 1st September 2006 the Education Act 2005 came into force. Under Section 66 local authorities are now required to hold a competition whenever statutory proposals are required for a new secondary school, including proposals by the council.

9.2 As noted above, the council has now published a preliminary notice inviting bids for the new school. The notice invites bids from independent promoters within 4 months. After this deadline the council must publish details of all received bids, along with the councils bid.

9.3 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.

9.4 This includes:

- prospective parents
- local primary and secondary schools
- local residents
- councillors and
- community & special interest groups.

9.5 After the representation period the details of the bids and all comments received – whether about specific bids or about the proposal to open a secondary school itself – will be forwarded to the School Organisation Committee (SOC) for a decision on whether to accept any of the proposals.

9.6 The SOC is independent of the council. It is made up of five groups who represent a number of different interested parties.

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

10. Timetable

10.1 The following timetable has been constructed to comply with the new regulations, which came into force from 1st September 2006.

Report to Executive	13 Jun 2006
Consultation	26 th June 2006 – 11 th August 2006
Invitation to bid published	4 th September 2006
Bids Deadline	4 th January 2007
Representation period (six weeks for comments and objections to bids, including Haringey's bid)	10 th January 2007
public meeting discussing all bids	16 th Jan 2007
Representation period ends	20 th Feb 2007
Deadline to forward Bids to SOC to make a decision	2 nd March 2007
Deadline for decision by SOC	2 nd May 2007

11. Haringey's Bid to establish a new community secondary school

11.1 The DfES have set out a comprehensive list of questions and criteria for which information must be published in a Local Authority proposal; see Annex 1.

11.2 Haringey Councils bid is for a mixed comprehensive community school, opening in September 2010 with specialisms in visual arts and media, enriched by links to the Wood Green 'cultural quarter' regeneration scheme. Additional specialisms will be in areas of SEN (Autism) and vocational diplomas.

11.3 The new school will open with six forms of entry and grow until it eventually has eight forms of entry. It will be an 11-16 school, with a roll of 1080 when at full capacity plus an additional 25 places in a special unit for students with autism. We anticipate that at post 16 many students will go on to study at the new sixth form centre, which will open in September 2007. There will also be the option for post 16 students to enrol at sixth forms located at other local educational establishments, particularly to follow planned pathways within the Haringey 14-19 partnership

- 11.4 We want the school to have a strong ethos of achieving high standards for all, with a fully comprehensive intake on entry. Admissions criteria will follow those agreed across all Haringey community schools, thus supporting an inclusive education.
- 11.5 Annex 2 details Haringey council's full bid to establish a new community secondary school. The format and what detail is contained within the bid is specified by the DfES. The council will be producing a public bid document which corresponds to corporate guidelines in time for the next phase of the consultation process starting on 10th January 2007.

12 Summary and Conclusions

- 12.5 This report sets out Haringey Council's bid for a mixed comprehensive community school, opening in September 2010 with specialisms in visual arts and media. Additional specialisms will be in areas of SEN (Autism) and vocational diplomas.
- 12.6 The new school will open with six forms of entry and grow until it eventually has eight forms of entry. It will be an 11-16 school, with a roll of 1080 when at full capacity plus an additional 25 places in a special unit for students with autism.

13 Recommendations

- 13.5 To agree the Haringey Council Proposal for the establishment of a community secondary school, as set out in Annex 2 to this report.

14. Financial Implications

- 14.1 The new school at Heartlands will be sited on two parcels of land, one of which is already in the ownership of the council. The acquisition of the balance site for the new school, which is currently owned by British Rail Board Residual Ltd as non operational rail sidings, is progressing and due for completion in late November 2006. Approval to proceed with the purchase was granted by the Executive on the 21 March 2006 (Minute TEX214) and is funded by the Growth Area Fund, Section 106 funding allocated for the new school and the BSF programme through the sale of the Pupil Referral Unit.
- 14.2 In principle the VAT incurred on a land purchase transaction can be fully recovered. However as this land purchase is part of an overall new build project an overall assessment of the VAT implications on the project as a whole needs to be made in order to ascertain if there is any impact on the Authority's partial exemption calculation and any subsequent implications. This further assessment is underway.

15. Comments of the Director of Finance

- 15.1 This is part of the BSF programme currently underway within the Children and Young People's Service capital programme, for which an outline business case has been submitted.
- 15.2 The financial implications of the land acquisition for this project are as outlined in the relevant section of this report and as contained in the separate report submitted to the Executive on 21 March 2006. The key points are that the funding for the purchase of the site has been identified, the construction costs will be met from BSF grant from the government and the running costs of the new school will be met from the Dedicated Schools Grant (DSG). No additional costs, therefore, will impact on the Council's base budget.
- 15.3 The Director of Finance has no objection to continuing the statutory consultation and competition processes subject to the financing arrangements outlined

16 Comments of the Head of Legal Services

- 16.1 The Head of Legal Services has been consulted on the content of this report. The content of the report, including the proposed timetable leading to the decision by the School Organisation Committee, follows the requirements of Section 66 of the Education Act 2005 and the more detailed provisions of the Education (New Secondary School Proposals) (England) Regulations 2006. Where an authority is also the author of a proposal to be considered, the content of that proposal must follow the requirements set out in Part 2 of Schedule 2 to the 2006 Regulations, which are listed in Annex 1 to the report. The template appended to Annex 2 to the report reproduces these statutory requirements. Consequently completion of the template in the manner indicated should ensure compliance with these requirements.

17 Equalities Implications

- 17.2 The Haringey proposal, as set out in this report, will, in accordance with the code of practice on school admissions, follow admissions criteria which apply across all Haringey community schools, with priority for looked after children and children with statements of special educational needs.
- 17.3 The new school will contribute to raising standards of achievement for children and young people across all sections of our community.

18 Use of Appendices / Tables / Photographs

- 18.1 Annex 1 - Information that must be published for Local Authority proposals.
- 18.2 Annex 2 - Haringey council's full proposal to establish a new community secondary school.

Annex 1 - Information that must be published for Local Authority proposals

1. The name of the LA submitting the proposals together with the name and address of the person to whom enquiries should be sent.
2. Whether the school is to be a community or foundation school.
3. The area or particular community or communities the school is expected to serve.
4. The proposed ethos of the school.
5. Whether the proposed school will have any specialisms on implementation and whether the LA intends to apply to the Secretary of State for the school to be a specialist school from implementation.
6. Information on how the school would contribute to enhancing the diversity and quality of education in the area.
7. Information on how the school will help to raise the quality and standard of education in the area and contribute to school improvement.
8. Information on the extended services which will be provided.
9. Information on how the proposals will contribute to enabling children and young people to: be healthy; stay safe; enjoy and achieve; make a positive contribution to the community and society and achieve economic well-being.
10. The following information relating to the proposals—
 - a. how the school will promote and contribute to community cohesion;
 - b. how the school will increase inclusion and equality of access for all social groups; and
 - c. how the school will collaborate with other schools, colleges and training providers.
11. An indication of the admission arrangements and over-subscription criteria for the proposed school.
12. Confirmation that the size, age-range and admission number of the school will be in line with the specification in the notice, or, if this is not the case, the proposed details.
13. The date on which the proposals are planned to be implemented, or where the proposals are planned to be implemented in stages, the date on which each stage is planned to be implemented.
14. —(1) Information as to whether the school will have provision that is recognised by the LA as reserved for children with special educational needs and, if so, the nature of such provision and the proposed number of pupils for whom such provision is to be made.

(2) Details of the proposed policy of the school relating to the education of pupils with special educational needs.
15. Where it is proposed that the school will provide sixth form education, how the proposals will—
 - a. improve the educational or training achievements;
 - b. increase participation in education or training; or
 - c. expand the range of educational or training opportunities

for 16-19 year olds in the area.

16. Whether the new school will admit pupils of both sexes or boys only or girls only and, in the case of a single sex school where it is intended to provide sixth form education, whether both sexes or boys or girls only are to be admitted to the sixth form.

17. The proposed arrangements for transport of pupils to the school.

18. Details of any proposals for the school to be federated with one or more schools (by virtue of sections 24 and 74(1) of the 2002 Act).

19. Confirmation that the school will meet the general requirements in relation to curriculum contained in section 78 of the 2002 Act and an outline of any provision that will be in addition to the basic curriculum required by section 80 to the 2002 Act.

20. An outline of the proposed senior staffing at the school.

21. Where the school is to be a foundation school a statement as to whether the school—

- a. will have a foundation established otherwise than under the 1998 Act and if so the identity of that foundation;
- b. will belong to a group of schools for which a foundation body acts under section 21 of the 1998 Act; or
- c. will not fall within sub-paragraph (a) or (b).

22. Whether it is proposed that the new admission arrangements for the school will make provision for selection by ability as is mentioned in section 101 of the 1998 Act (pupil banding).

Annex 2 Haringey council's full bid to establish a new community secondary school

Information Template for a Proposal to establish a secondary school made by a local authority
The name of the local authority submitting the proposals together with the name and address of the person to whom enquiries should be sent.
<p>Haringey Council</p> <p>David Williamson Head of Secondary Innovations The Children and Young People's Service. Civic Centre High Road London N22 4LE</p>
Whether the school is to be a community or foundation school.
Community school
The area or particular community or communities the school is expected to serve.
Wood Green, Hornsey and Haringey Heartlands
The proposed ethos of the school.
<p>The council's school vision is set out in <i>Bright Futures</i>, which will increasingly become a key contextual influence on the processes of school improvement planning and longer term strategic development, both at individual school level and through collaboration among schools. The school's vision, and the approaches adopted for moving towards its realisation, are fully consistent with the Strategy.</p> <p>A Vision for the school</p> <p><i>"Our vision is to establish a successful school which enjoys the confidence of local communities, maximises the life chances of local children and young people, contributes to the well-being and cohesion of the local area and gains from the potential connections across the capital. We intend to achieve high standards and ensure the inclusion of all our children and young people. We believe they deserve nothing less"</i></p> <p>At the core of our mission is the commitment to:</p> <ul style="list-style-type: none"> - achieve the highest standards, to be fully inclusive, to put the aspirations and achievement of the learner first and to contribute to community cohesion and race equality; - transform outcomes for vulnerable individuals and groups;

<ul style="list-style-type: none"> - play a key role in neighbourhood regeneration and in the wider agenda that supports the well-being of young people; - support all our partners with a stake in the future of young people to work together to provide the best possible opportunities for young people
<p>A statement as to whether the proposed school will have any specialisms on implementation and whether the local authority intends to apply to the Secretary of State for the school to be a specialist school from implementation.</p>
<p>We propose that 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.</p>
<p>Information on how the school would contribute to enhancing the diversity and quality of education in the area.</p>
<p>Haringey has ten secondary schools, two of which are VA schools and one which is a girls school. There is one city academy, four special schools and a pupil referral unit.</p> <p>The LA has supported and promoted diversity in its school provision. We believe that we already have a secure balance in respect of types of schools to meet parent choice and a strong collegiate approach to school specialisms and 14-19 provision.</p> <p>Extensive consultation with a wide range of stakeholders strongly suggest that parents and other stakeholders would prefer an inclusive, community comprehensive school established under LA regulations.</p>
<p>Information on how the school will help to raise the quality and standard of education in the area and contribute to school improvement.</p>
<p>Standards in Haringey secondary schools have risen rapidly in the past five years due to the strong leadership we have established in our schools and in the effective partnerships that we have developed, particularly around 14-19 provision. We have already shown, by opening a new school in (1999) that we can establish successful new schools that achieve high standards. We believe that a new secondary school established under LA regulations, and operating as part of the community of Haringey schools, will be able to quickly establish itself and achieve high standards.</p>
<p>Information on the extended services which will be provided.</p>
<p>We propose that the school will provide a range of extended learning, leisure and social opportunities for young people, their families and other members of the community to include sport, leisure, cultural/arts activities, lettings and social events. At the core will be extended provision for pupils to use the facilities beyond the normal school day, at evenings, weekends and during holidays. The location of the school within the Haringey Cultural Quarter will provide synergies for both the cultural industries nearby to use the school's facilities and for the school to enrich its provision through using the resources of local arts and media enterprises. The school provision will include lifelong learning opportunities which will respond to the needs of the communities it serves. The LA has already worked with architects to develop initial proposals for the school site design to meet the requirements of extended community use. In order to place schools at the forefront of delivery of</p>

integrated services to children, families and communities, we will include flexible open space within our design proposals.

The school will have close links with the West Haringey Children's Network, to provide a delivery framework for the new Children's agenda. Through the Children's Network, families will have access to a wide range of resources and coherent delivery of services. This will be especially important for pupils who will attend the specialist autistic unit of the school.

The school will be the hub of a local network for visual arts and media, taking a lead to develop this specialism within the partnership of all secondary schools and providing opportunities and development expertise to local primary and special schools.

Having this as an extended school will increase the efficient use of public resources for learning and leisure. The concept of 'dual accessibility' will be achieved through attending to matters of design such as sports halls, ICT suites and other resources that are of benefit to groups other than the children attending or using that particular school or facility. Further efficiencies will be found by flexible use of time, breaking out of traditional school hours and days.

Information on how the proposals will contribute to enabling children and young people to: be healthy; stay safe; enjoy and achieve; make a positive contribution to the community and society and achieve economic well-being.

We want the school to work to achieve the five outcomes in the Children Act:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

We want to provide a healthy environment, light, well ventilated, good toilets and excellent eating facilities with freshly cooked food and pleasant surroundings in which to eat and drink. We want to have good sports facilities, accessible to all and for extended hours. We want access to nearby playing fields and other sports facilities, such as the ice rink at Alexandra Palace and the extensive facilities at the New River sports centre.

We want pupils and staff to feel safe, so the site needs to balance a sense of welcome with good security. We want the building to be designed with promoting good behaviour in mind and eliminating areas where poor behaviour and bullying might happen.

We want pupils to enjoy their school and be proud of its nature and design. We want a landmark building that gives a 'wow factor' to all that visit it. We want classrooms and learning facilities that will enable pupils to achieve their very best in all aspects of school life and to attain high standards so that they are prepared well for the next stage of their education or for work.

We want pupils to have strong links with their local community and with other communities, including those in other countries. By this being an extended school we want to make most use of the facilities available, both to encourage the community to use the school and to enable pupils to interact with that community, for example the opportunities afforded by being in the cultural quarter. When open we want the

school to host the 'Youth Parliament' and other community events.

By establishing excellent facilities in specialist areas and by making strong links with other schools and centres, we want to ensure all young people have a firm foundation to achieve economic well being.

At lower Key Stage 3 we want strong links with local primary schools and will build a 'transition' facility for years 7 and 8, where some core aspects of the curriculum will be taught by teachers dedicated to an integration of English, humanities, PSHE and citizenship. In this way we expect to focus on ensuring excellent progress in literacy as a platform for high achievement.

We want to establish a strong base in all other aspects of the curriculum, but with a special emphasis on visual arts and media, because of the opportunities afforded by the location. We want to have facilities for artists in residence to work alongside pupils – studios where young people can explore a range of media and techniques with practising artists. We also want to establish a media production facility where professionals can demonstrate and model the power of effective communication, which will further enhance our core of literacy development.

We want to ensure access to specialist facilities in other schools to open up opportunities 14-19. We expect to provide high quality facilities in media production and visual arts at Key Stage 4 for students in other schools. We also expect students wishing to study other pathways to spend some of their time at other locations. For example Alexandra Park school specialises in science and we anticipate that young people with a passion for science will be able to benefit from both video links, but will also attend specialist classes or courses at the school. By working in partnership with other local schools we expect to be able to provide a rich and diverse range of opportunities for students.

An area of specialism that the school will offer is the education of students with autism. We will have a specialist unit and specialist staff, but with a core principle of integration across the curriculum. We will provide a resource base for 25 young people with autism. It is anticipated that the young people will spend a significant amount of time each day in the base and access mainstream classes in accordance with their individualized timetable. This provision will consist of teaching rooms and ancillary accommodation comprising small group rooms for calming, respite and one to one work. There is also a need for social bases and opportunities to develop social interaction and independent living skills. The autism unit will be linked to other schools in the borough through the SEN strategy and especially with Alexandra Park where there will be a facility to support students with Asperger's Syndrome.

ICT will be integral to all of our work. Students will have access to ICT in all classrooms, as and when they need it. Students will be able to log on to their school work at any location outside school. Safe Internet access will be ubiquitous at school and elsewhere because of managed services. Parents will be able to see what their children are being taught and what progress they are making. Governors, school leaders and managers will be able to examine the impact of their strategy on outcomes for pupils. Teachers will have ready access to pupil data, be able to plan their lessons by connecting electronically to peers in the school and in other schools. Teachers will be able to have their own lessons recorded and played back by teaching in classroom observatories so that they can evaluate what works well, or be able to share their work with others. Support staff will use ICT when working with pupils and to log their achievements. Coherent Management Information Systems will enable administrative staff to work efficiently and increase the effectiveness of

the school.

How the school will promote and contribute to community cohesion, increase inclusion and equality of access for all social groups; and; collaborate with other schools, colleges and training providers.

The way the new secondary school will promote and contribute to community cohesion, increase inclusion and equality of access for all social groups; and; collaborate with other schools, colleges and training providers, is detailed in Haringey's Vision for the new secondary school expressed through four strands:

- **Young People**
- **Learning and Teaching**
- **Leadership**
- **Parents and the Community**

Each one will be considered in turn.

Young People:

We will recognise and promote the diversity, achievement and inclusion of all young people in the school, but also acknowledge the challenges for them growing up in such a diverse borough in the capital city.

We will plan for the future by enabling young people to raise their aspirations and improve their attainment. We will champion the voice of young people, encouraging them to become active citizens, engaged in making decisions and a positive contribution to society.

We will do this by:

- establishing effective partnerships for children and young people. We will ensure that young people are healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being. In particular, through the partnership ensure that young people can feel safe in school.
- listening to the views of young people and involving them in the design process to ensure that we design our provision around their needs to help them achieve their ambitions and to feel safe and secure.
- establishing a Young People's Council, to promote responsibility, inform decision making, secure self-reliance and help young people to make a positive contribution to the school and wider community.
- developing strong partnerships with other schools and providers to sustain and improve opportunities for young people and provide the very best specialist facilities.
- establishing young people's access to effective independent information, advice and guidance so that they can make wise choices about what they wish to do.
- working with Haringey Youth Service to provide additional support and guidance and to support out of hours learning and leisure activities.
- providing excellent access to ICT so that pupils have greater flexibility in

how they learn and have access to a wide range of information to help them to make wise choices.

- promoting opportunities for young people in the arts and media so that they can benefit fully from the opportunities open to them in the capital city.
- ensuring that young people's physical well-being is supported through adequate provision of physical education, sports and health education.

Learning and Teaching:

We want to create a vibrant curriculum that inspires young people to be curious and self-motivated learners, wanting to know and achieve more and having the resources to direct their own learning.

In addition we want to develop a highly motivated and well qualified work force that inspires young people, builds upon their creativity and promotes their learning.

We will do this by:

- placing young people at the forefront of transforming learning by meeting their diverse needs through a range of innovative approaches, including a significant use of ICT.
- building on the innovative work begun on effective transition between primary and secondary phases in other schools to ensure that all young people make excellent progress in their early years of secondary schooling.
- providing curriculum flexibilities at each Key Stage, especially for young people at risk of under-achievement and to enable early entry and accreditation for higher achieving students.
- providing an extensive range of pathways, including at other locations at Key Stage 4 so that more young people are inspired by what they are learning and are enthusiastic to continue education post-16, or secure rewarding training or employment.
- using ICT to transform learning and teaching
- being an extended school, providing out of hours access to learning, especially for those young people with limited resources at home.
- using the arts and media to harness and sustain interest in vocational training
- a team of highly skilled and motivating teachers that promotes and exemplifies a passion for excellence in learning and teaching.
- creating a school in which the best staff will want to work because of what we offer in the educational opportunities for young people, the working environment and excellent professional development opportunities for all staff,

Leadership

We are committed to having leaders of the new school that have a deep sense of moral purpose, who are able to develop a community role beyond the boundaries of the school and who can lead with a collegiate style that enables others and builds strong partnerships.

We expect the headteacher that is appointed to have the following qualities:

- able to provide vision and drive
- an outstanding record of leadership
- strong aspirations for all students, whatever their starting point
- the energy, skills and personality to motivate and inspire all students and staff
- the ability to harness parental and LEA support and commitment
- a track record in successful management, innovation and delivery

The leadership of the school at all levels will influence and champion community cohesion and race equality issues. We want the school to establish itself as a hub of community regeneration and cohesion, providing the best opportunities for all young people and continue to build strong communities.

Leading on learning is the key priority for leadership. We will establish collaborative development within the school and with other schools that will continuously refresh our ideas about what makes learning effective, how to sustain our strong vision about learning and how to translate our vision into the bloodstream of practice in their school.

We are committed to the idea that collaboration and collegiality between Haringey schools adds to their strength. We want to build upon this to achieve sustainability, strengthening collaboration wherever possible.

Parents and the Community

We want to promote partnerships with parents/carers in the successful education of young people and forge strong working relationships with local communities and their organisations.

We will do this by:

- supporting parents to be decision-makers, learners and educational providers and governors.
- sustaining and building on the most effective practice to promote parental involvement in schools.
- promoting family and adult learning through our extended school status.

<ul style="list-style-type: none"> - involving parents in a number of forums so they can contribute to the evaluation of our effectiveness as a school, and helping us to ensure we are meeting the needs of their children. - ensuring that all young people and their families have access to high quality independent information, advice and guidance, including careers advice to enable them to make wise choices about their educational and employment pathways.
<p>An indication of the admission arrangements and over-subscription criteria for the proposed school.</p>
<p>The admission arrangements would be the same as all other Community secondary schools in Haringey, as follows.</p> <p>The admission criteria for the mixed community secondary schools give priority to applicants in the following order:</p> <p>a) Children with special educational needs (SEN) identified through a statement issued under the Education Act 1996 which names the school, or children in public care, or children who are the subject of an Education Supervision Order under the Children Act 1989 which names the school.</p> <p>b) Children who the Director of The Children and Young People’s Service accepts have an exceptional medical, social or educational need for a place at the school. Applications will only be considered under this category if they are supported by a written statement from a doctor, social worker or other appropriate professional. In each case, the connection between the child’s need and the specific school applied for must be clearly demonstrated.</p> <p>c) Children with a brother or sister already attending the school and who will still be attending on the date of admission. This category includes foster brothers and sisters, half-brothers and half-sisters or stepbrothers and stepsisters. Parents should note that in all of these cases, the brother or sister must be living at the same address as the child for whom the application is being made.</p> <p>d) Children living closest to the preferred school (distance is measured in a straight line using a computerised mapping system).</p>
<p>Confirmation that the size, age-range and admission number of the school will be in line with the specification in the notice, or, if this is not the case, the proposed details.</p>
<p>The new Secondary school will accommodate (educate) 1080 boys and girls between the ages of 11 and 16. 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, 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).</p>
<p>The date on which the proposals are planned to be implemented, or where the proposals are planned to be implemented in stages, the date on which each stage is planned to be implemented.</p>

1 st September 2010
Information as to whether the school will have provision that is recognised by the local authority as reserved for children with special educational needs and, if so, the nature of such provision and the proposed number of pupils for whom such provision is to be made.
There will be an additional 25 places in a special unit for students with autism.
Details of the proposed policy of the school relating to the education of pupils with special educational needs.
<p>We propose that school would operate within Haringey's Educational Inclusion Policy which seeks to ensure that children and young people with Special Educational Needs (SEN), including those with complex and high levels of support needs, are fully included in their school community and that they access a rich and enhanced educational experience alongside their peers. We see this as a human rights issue and that educational inclusion is about removing barriers to learning and participation.</p> <p>In common with other LA's there has been a significant increase in the number of children diagnosed with an autistic spectrum disorder. The high number coming through the primary phase indicates the increase in the number of children with a diagnosis of autistic spectrum disorder. The data also demonstrates the need for more secondary provision over coming years. The Children's Service therefore proposes to establish resource bases in two secondary schools which cater for young people with severe and complex needs in relation to their autism and/or Asperger's syndrome. One will be at Alexandra Park school, focusing on Asperger's Syndrome and the other, at the new school.</p>
Where it is proposed that the school will provide sixth form education, how the proposals will improve the educational or training achievements; increase participation in education or training; or expand the range of educational or training opportunities, for 16-19 year olds in the area.
<p>We want the school to make full use of Haringey's response to the Government's 14-19 reforms. The school will be included within the 14-19 partnership so that young people will have an opportunity to study specialist diplomas, which will provide them with pathway opportunities post 16. For those wishing to follow a general route there are many opportunities at local schools, colleges and the Haringey Sixth Form Centre.</p> <p>The school would benefit from the effective curriculum planning, which is a strength in Haringey. A broad range of demand-led collaborative academic and vocational courses at levels 1, 2 and 3 is being introduced across the borough. The school would be well placed to benefit from the connections made by the LA and its partners who have responded well to meet the diversity of needs at 14-19 and are open to innovation.</p>
Whether the new school will admit pupils of both sexes or boys only or girls only and, in the case of a single sex school where it is intended to provide sixth form education, whether both sexes or boys or girls only are to be admitted to the sixth form.

The school will admit pupils of both sexes.
The proposed arrangements for transport of pupils to the school.
<p>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.</p> <p>This plan will encourage the use of greener alternatives for the school run, for example walking, using bicycle or public transport.</p> <ul style="list-style-type: none"> • Students will be encouraged to use buses and school buses on each route before school and after school. • Students will be encouraged to cycle if their bikes can be stored safely at school and if cycle parking at school would keep bikes protected from all weather conditions and safe. • Students will be encouraged to walk if they could do so with friends. <p>Transport arrangements for students with a statement of educational need will be in accordance with the assessment of each individual's need as detailed in their statement.</p>
Details of any proposals for the school to be federated with one or more schools (by virtue of sections 24 and 74(1) of the 2002 Act).
<p>There are no plans currently to have the school working under a hard federation. However, we would want the school to explore how it can establish strong links with other local schools in a soft federation.</p>
Confirmation that the school will meet the general requirements in relation to curriculum contained in section 78 of the 2002 Act and an outline of any provision that will be in addition to the basic curriculum required by section 80 to the 2002 Act.
<p>The school will meet the general requirements as set out in legislation to provide a broad and balanced curriculum and Sections 78 & 80 of the Education Act 2002 set out the details.</p> <p>The school curriculum will compose all learning and other experiences that the school provides for its pupils. This includes the national curriculum, religious education (RE), collective worship, sex and relationship education (SRE) and careers education.</p> <p>The school curriculum has two aims:</p> <ul style="list-style-type: none"> • to provide opportunities for all pupils to learn and achieve; • to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. <p>These two aims fully reflect Section 78 & 80 of the Education Act 2002.</p> <p>The school will meet for 380 half-day sessions a year (190 days, which is consistent with the 195 days - including 5 training days - that teachers are required to be available).</p>

<p>The school will carry out the appropriate end of key stage assessments and offer only approved qualifications within the national framework.</p> <p>The school will be inspected by the Office for Standards in Education (OFSTED).</p>
<p>An outline of the proposed senior staffing at the school.</p>
<p>The staffing structure of the school will be a matter to be determined by the Temporary Governing Body when established, advised by the Headteacher. We propose that the headteacher will be in post 18 months ahead of the opening, with a phased appointment of other senior staff in the run up to the school opening in September 2010. In general terms, the senior staffing structure is likely to be a headteacher with one deputies and a small team of assistant headteachers in the first three years, with numbers of staff and the size of the senior team gradually increasing as the pupil intake increases to become an eight form entry and reaching its 1080 pupils on roll. Through a soft federation with other schools it is possible that specialist staff could be shared, so that the school could offer a larger range of expertise than might be available to it otherwise with its pupil-numbers based income. Haringey will, if supported in its proposals, explore the potential for such collaborations with other local secondary schools.</p>
<p>Where the school is to be a foundation school a statement as to whether the school—</p> <ul style="list-style-type: none"> (a) will have a foundation established otherwise than under the 1998 Act and if so the identity of that foundation; (b) will belong to a group of schools for which a foundation body acts under section 21 of the 1998 Act; or <p>will not fall within sub-paragraph (a) or (b).</p>
<p>N/A</p>
<p>Whether it is proposed that the new admission arrangements for the school will make provision for selection by ability as is mentioned in section 101 of the 1998 Act (pupil banding).</p>
<p>Not proposed</p>