



DAVID LAMMY MP

House of Commons
London SW1A 0AA

Member of Parliament for Tottenham

Tel: 020 7219 0767

Fax: 020 7219 0357

www.davidlammy.co.uk

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

DAVID LAMMY

Member of Parliament for Tottenham

Results for Haringey Secondary Schools at GCSE 2002-6

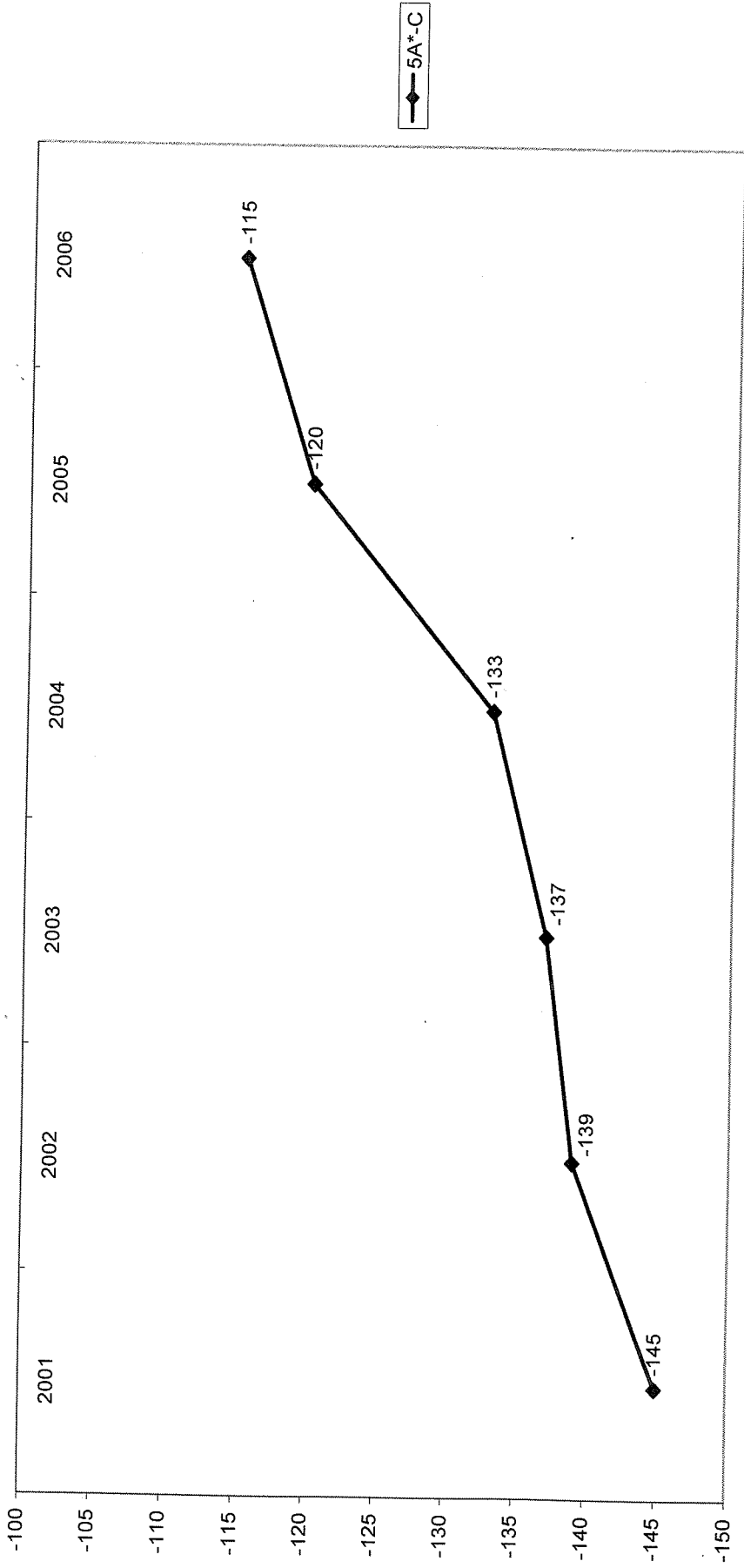
GCSE Trend 5+ A* - C

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

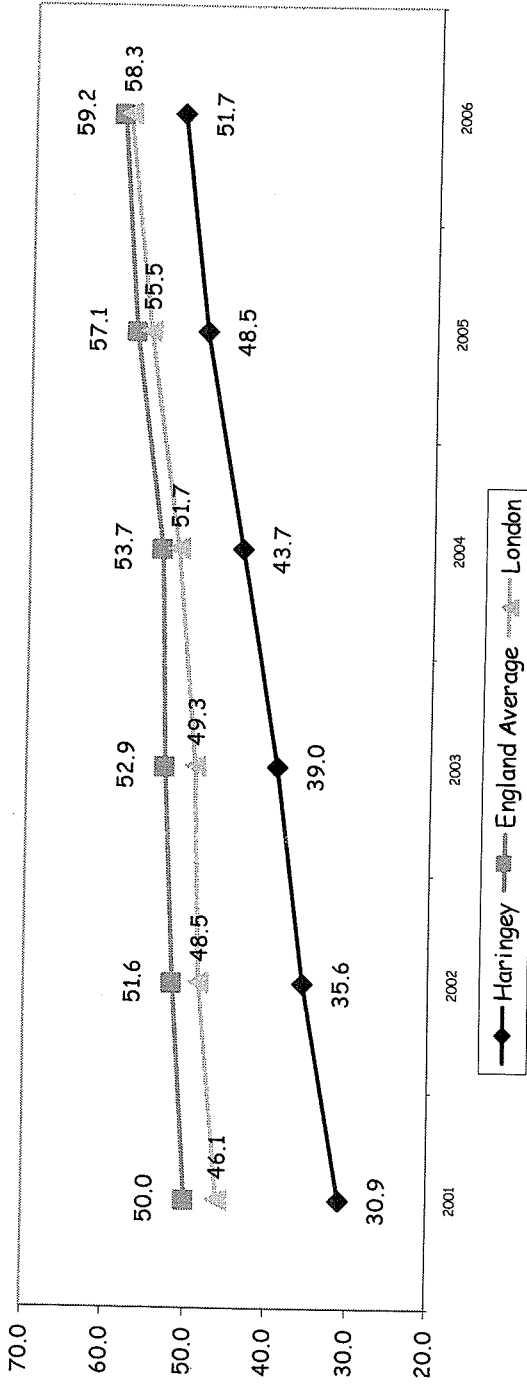
GCSE Trend 5+ A* - C (Including English and maths)

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
Grieg 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

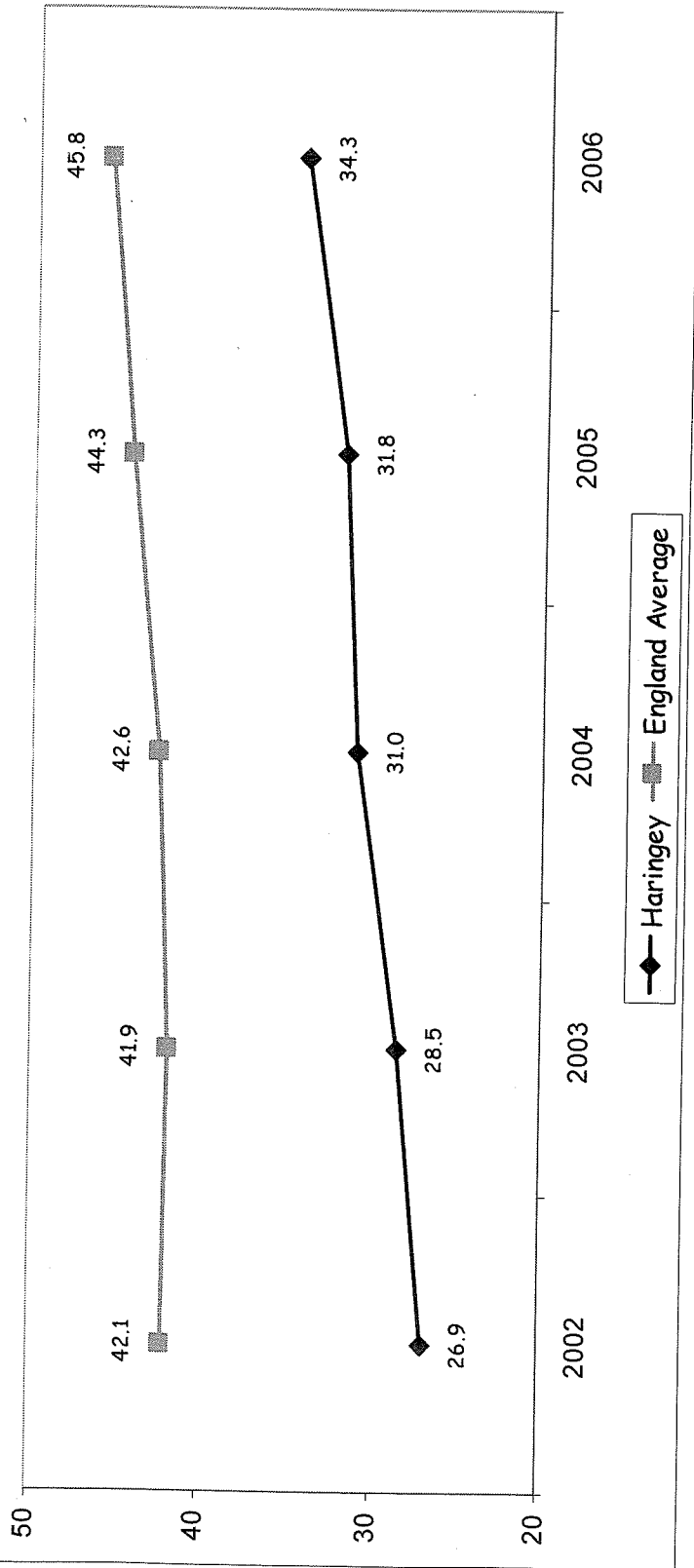
Haringey's improving trend in the national % 5+ A* - C local authorities table (out of 149 local authorities)



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

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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]; [REDACTED], 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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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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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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For more information please visit <http://www.messagelabs.com/email>

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 (HPSSCL) 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 are 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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15/02/2007

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@bvn.net.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 [mailto:beaman@highgatewood.com]
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 [mailto:goldby@haringey.ac.uk]
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

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; Shoemith 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 Aultism 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