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# HARINGEY RACIAL EQUALITY COUNCIL

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21<sup>st</sup> February 2007

School Organisation Committee  
Education Services  
48 Station Rd  
London  
N22

RECEIVED  
21 FEB 2007

Dear Sir/Madam

## New School

I write this letter to you on behalf of Haringey REC regarding the new school. We have had the opportunity to study all the supporting documents submitted by the proposers and we would like to bring the following to your urgent attention.

As a race equality council, we are very much interested in how each of the proposers addresses the issue of racism and racial discrimination. The statements provided by each one of them are as follows:

ULT: (3.1) an ethos statement for the Academy – “Reject racism, bullying, discourtesy and dishonesty”

Haringey: (P14) “the leadership of the school at all levels will influence and champion community cohesion and race equality issues” HREC has over the years built a strong working relationship with The Haringey Education Services Equalities Officer and other key personnel.

Haberdashers: (P15) “There is a zero tolerance approach to discrimination of any kind”. There is nothing specific and no mention of racism, or on outcomes for minority ethnic groups

C of BT: No reference whatever to racism, nor on outcomes for minority ethnic groups.

In an ethnically diverse borough like Haringey, we would expect any proposer to pay due consideration to the issues faced by the communities. We trust that when decisions are being made, the Committee will challenge the proposers of the issues raised in this letter. We need a school which will be both representative of the communities it serves and champion equality and diversity issues.

Yours Sincerely

Liz Singleton  
Chair



HARINGEY COUNCIL

**The Children and Young People's Service**

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Minicom: 020 8489  
[www.haringey.gov.uk](http://www.haringey.gov.uk)

**This matter is being dealt with by:**  
**Email:**

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Haringey Sixth Form Centre  
c/o PDC  
Downhills Park Road  
London N17 6AR

27 February 2007

TO WHOM IT MAY CONCERN

**Consultation on a new secondary school in Haringey**

I am writing on behalf of the Temporary Governing Body of Haringey Sixth Form Centre.

Our views are framed within the context of a strategy for Sixth Form provision, serving the whole Borough of Haringey, and principally the eastern side of the borough.

This strategy, funded by the DfES (BSF Programme), LSC and LBH, is to provide a new build Sixth Form Centre and enable significantly enhanced take up of 16-19 courses.

Accordingly we support the creation of a new Community School with strong progression links to our Sixth Form Centre which opens in September 2007.

We do not understand how alternative arrangements for 11-19 Schools would do anything other than undermine this current strategy and the substantial resources committed.

Jean Fawcett  
Chair  
Temporary Governing Body  
Haringey Sixth Form Centre

School Organization Committee,  
48 Station Road  
Wood Green

16 Hansanne Rd  
London N804P

Dear Sirs,

I enclose comments upon two  
of the proposals for the new  
secondary school in Havering.

Yours faithfully,  
Wiz Singleton

→ Corinne for Ack.

## Harrogey's proposal for a new secondary community school

This proposal seems to me a very strong bid for a school rooted in the local community, providing excellent education for all its students and a wide range of facilities for students, parents, and other adults. Local voluntary classes will also be catered for.

The school will specialise in visual arts and media, contributing to a wide range of specialisms in the Harrogey family of schools. Students will have reserved places in the new 6th form centre and will have the College of North East London to provide wider opportunities. As part of a federation it will add to diversity of provision in the borough. It will be part of the collegiate partnership of Harrogey schools which have achieved GCSE results which have improved at twice the national rate.

All available information indicates a rising number of secondary students, far too many for existing schools. Indeed all schools but one Adventist voluntary aided school and one academy are full. It will be built through BSF funding. It will not have a 6th form because 6th form places will be provided by a new 6th form centre which will be funded to take students from the new school.

Admission arrangements follow the fair and equitable Pan-London System. There is no possibility of covert selection. Parents will understand the admissions system and will not be confused by a system new to Harrogey.

There has been extensive consultation with local parents, and the LSE, and residents, as can be shown by the range of letters supporting the application. In view of the large number of local parents who may not be able to read in English, ~~the~~ provision is made for copies of the bid in ten locally used languages. In addition parents with disabilities are offered large print, disk, audiotape, and Braille versions of the proposal. Local schools and the Roman Catholic and Church of England dioceses have also been consulted.

The new school is to be designed to "meet the requirements of extended community use". This includes sports halls, ICT suites,

Learning resource centres, and other resources. There are plans for strong links to voluntary supplementary schools and minority language schools. The extended day offer for students of the school includes evenings, weekends, and holidays. The nearby cultural industries will be invited in. There are negotiations in hand for co-funding parts of the construction scheme to provide efficiencies through joint use of various facilities. Adult education and lifelong learning will be part of the school's provision.

The school will be designed with the health of users in mind in terms of lighting ventilation and heating. The school will meet the statutory requirement for school playing fields. Sports facilities will be available for use by the local community, and partnerships set up with local sports clubs and the PSE partnership. The Youth Service will work with students to enable them to become trainers and coaches. Safe bike sheds will be provided, and students encouraged to walk to school if possible. The school will be constructed to design out problematic areas in terms of safety, including new design for toilet areas.

The school will be part of Haringey's 14-19 partnership, which includes timetables aligned between schools to widen opportunities for students. There will be links with the College of North East London which provides a wide range of training opportunities, and reserved places at the 6th form college. Work experience at KS4 is planned in. A full range of specialist diplomas provided with the other Haringey schools will be available by 2013.

The school will be multi-faith, very important to the mix of people in Haringey. Haringey has very considerable expertise in the education of children with a wide range of languages, and in communicating with their parents, and this expertise will be on tap, for the new school, from the local education service. As will be needed, the school will have specialised EAL teachers.

The school will be encouraged by the ~~LEA~~ WEA to consider

the exam successes of various ethnic groups in the school, and to report of their very successful schemes to increase the success of low-achieving groups. The leadership of the school will champion race equality issues; all the pupils and students in the school will have their needs met.

The ethos of the school will deliberately aim to ensure cohesion ~~both~~ of the community of the school and of the school and the outside world. The school council will ensure that all students work together to achieve what the council agrees is important.

Local governors will reflect the local population and also will work together to achieve their aims of being part of a cohesive community. Havering schools have very good links with schools world wide, and it is to be expected that the new school will also.

Havering has a very long history of anti-racism policies and working, without which all citizens cannot prosper and community cohesion is impossible.

At the time of writing we have continuing news of gun killings in some areas of south London. It is worth noting that years of joint working between the Police, schools, and the communities of Havering have resulted in a very different scenario ~~have~~ in Havering.

As a community comprehensive the intake of the school will include students with a wide range of achievements and abilities. The school ~~will~~ is designed to include some small teaching spaces for small group work. And best practice already happening in Havering will ensure a transition between years 7 and 8 which will be successful because of strong links with local primary schools, local teacher exchanges, joint training, and some joint lesson planning in subjects such as humanities, PSHE and citizenship. This should get over the well-known drop in standards which can occur with the change from primary to secondary. The intention is then to put a lot of work into KS3 at the earlier stages of secondary education. Because students start

with different skills and achieve at different rates, and have different learning styles, they will be grouped and regrouped through setting, single sex classes, and small groups.

The provision of ICT will be exceptional in the school, and will be used in all the work in the school. Children will be able to log on to their work ~~at~~ from inside and outside the school, as will their parents (perhaps after the children have taught them how!)

In considering KS four the school will look at how students will progress into work and into further training and further education. It will also consider the students as future citizens, able to solve problems, good at communication, and with good inter-personal skills. Taking part in outside activities, and being made aware of what is happening in other parts of the world will also be part of their education.

The Haringey 14-19 partnership will provide students ~~to~~ with access to education they actually want.

I consider this ~~bid~~ proposal to be extremely strong, evidently able to provide well educated, well integrated, future citizens.

## HAWA. - Haberdashers' Aske's

- There is no proof that HAWA would improve the standards of and quality of educational provision for all students in this area. The quality of education is rising very rapidly in Haringey ~~see~~ neighbourhood comprehensive schools, and has been for some years.
- The school will not be part of the pan-London admissions system, but will admit 10% of its pupils by aptitude for music. This is very likely to favour wealthier middle-class parents who will have been able to provide private music lessons for children. There might be further covert selection over time ~~should~~ if the governing body so desired.
- ~~There is~~ There is no evidence that local parents and residents have been consulted. Those to whom I have spoken have not. As a member of a governing body of a Haringey comprehensive I know we have not.
- There is no evidence given in the prospectus of consultation with the LSC, the new 6th form college, CONEH, HAVCO, London Commerce, or Haringey Teaching Primary Care Trust.
- A wonderful example of Haberdashers' interest in consultation came to light at the first ~~public~~ public meeting to discuss the provision of a new school. The Headteacher of Alexandra Primary School, named in the paperwork as a school which HAWA "hoped to absorb", had heard nothing at all of this proposal. Nor had the school's governors.
- A new Haringey 6th form ~~college~~ <sup>centre</sup> will be opening in September '07. The plans for the Centre were worked out on the basis that the new school would be among those providing students, because there was to be no 6th form provision in the new school. The fact that HAWA ~~is~~ insists upon a 6th form may well prevent a cost-effective use of public funds.
- As a parent I am concerned, very concerned, about the proposal for a 6-term school year. Parents of younger children will have enormous difficulty in arranging holidays and child-minding. The prospectus talks of consultation, but, judging from what has



happened so far, I don't have much faith in this,

- The proposal for a SEN specialist, and the assistance sought from the National Autistic Society, are common to all bids.
- As already stated, I believe that issues of class and social disadvantage are ignored in the 10% music criteria for admission.
- The prospectus speaks of improving the exam results for groups of minority ethnic pupils. This has been an area of success for Harrogate schools, which can be shown in statistics. I have seen no statistics which prove the improvement in Haberdashers' schools.
- I have very serious concerns about the distance between the three Haberdashers' schools. Proposals for federations of Harrogate comprehensive schools, now under way, will also result in three schools jointly providing education, but this will be schools in the same neighbourhood. They will all understand the population and problems of the local area. ~~However~~ Haberdashers' proposal is for an overarching governing body, two thirds of whom will be from an area with no knowledge of Harrogate's population and concerns. There will be very little room for governors representing the new school, and probably none at all for those from Alexandra Primary, now "absorbed".
- The proposal contains no information at all about how banding will work, nor about the "flexible admission system prepared for the potential mobility of our students".
- The "strict uniform policy" in the HAWA proposal does not mention any arrangements for Muslim girls or other minority ethnic groups.
- References to prefects, and Head Girl and Head Boy, seem to me rather rigid and out of date. Local arrangements are for elected school councils which are consulted by schools on many matters. The fact that all students vote for members of the school's councils gives the students an initiation into playing their part in future elections when they are older and will increase local democracy and inclusion.
- The Haberdashers' proposal includes the idea that teachers can rise within the Federation when looking for senior posts. This may well

lead to an ungrown and inward looking staff, with experience only in one form of educational arrangements. The Harrigey family of schools now provide opportunities for staff to experience a variety of local schools with different leadership styles, varied curricula, and different specialisms. Most of our teachers live in North London, and will probably not wish to travel through central London at rush hour.

- The prospectus states that the school "is not suitable for non-readers" because they would need a special unit to deal with them. I am concerned that many of Harrigey's many refugee students will be barred. The policy will certainly help to produce good exam results for HAWA, at the expense of other schools