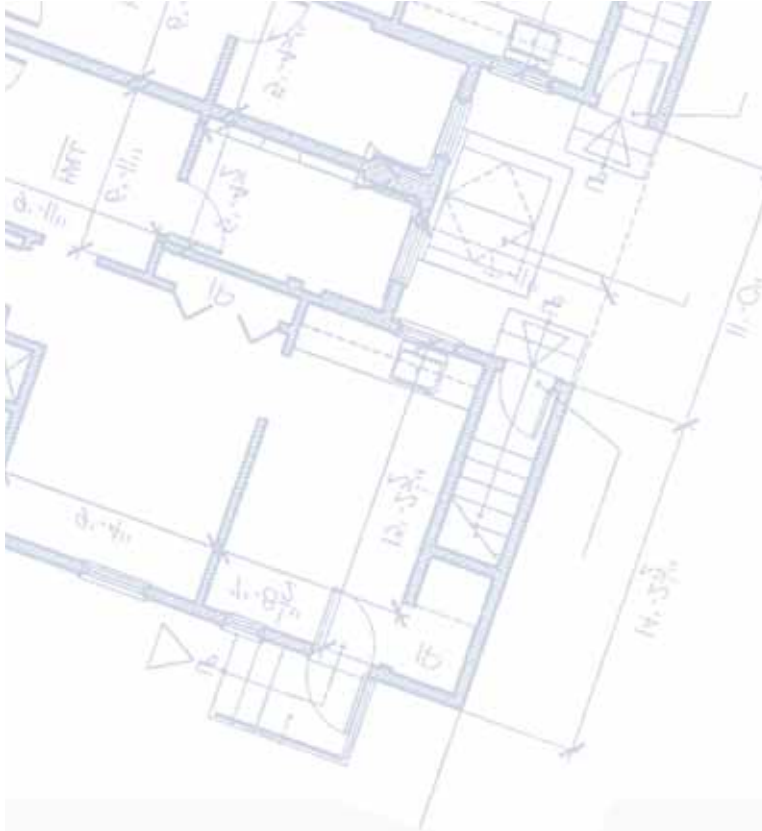


The Children and  
Young People's  
Service

We want all children and  
young people to be happy, healthy  
and safe with a bright future.



Haringey Council's  
proposal for a new  
secondary community  
school.

*...delivering results in partnership*



## **Contact information to whom enquiries should be sent regarding Haringey Council's community school bid**

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## **Summary of the proposal**

Haringey Council's proposal is for a mixed, multi-faith community comprehensive school serving the Wood Green, Hornsey and Haringey Heartlands communities with an opportunity to become part of a hard federation of successful schools.

The school will provide for 1080 boys and girls between 11-16 years. The students will have priority places at the new Sixth Form Centre opening in September 2007. The school will be built to accommodate 8 forms of entry in each year group. The number of students to be initially admitted to the school at age 11, will be 162 students (6 forms of entry). When there is sufficient demand, the roll will be increased to admit 216 students (8 forms of entry).

The school will operate for 380 half-day sessions a year and 5 additional teacher training days. Additionally, the school will provide extended provision for students outside standard hours, at weekends and during school holidays.

## **Admissions arrangements**

The admissions arrangements of the new school will be in line with the Pan-London Admissions System (See Annex One). It is not proposed the school will make provision for selection by ability as is mentioned in section 101 of The School Standards and Framework Act (1998).

## **The date the school will open**

1<sup>st</sup> September 2010

## **Specialisms**

The school will specialise in the visual arts and media which will enable it to benefit from its unique location in the cultural quarter of Haringey. It will also have an additional specialism in supporting students with autistic spectrum disorder.

## Introduction

The new school in the Haringey Heartlands presents the Council with an outstanding opportunity to build upon its successful services to children and young people.

The school will have the opportunity to be part of a hard federation with other nearby schools and it will be fully inclusive – providing places for all abilities, including specialist provision for young people with autism.

As part of a successful federation the students, although part of an 11-16 school, will benefit from a wider range of pathways for 14-19 study including priority places in Haringey's new 6<sup>th</sup> Form Centre. The young people will also benefit from partnerships within the public and private sector already established across the Borough.

Haringey is one of the top five most challenging educational contexts in the country. Our children between them speak 190 languages and almost 75% come from ethnic minority communities. Eligibility for free school meals is over twice the national average but with vast differences – 7.8% in Alexandra ward to the west compared with 50.7% in White Hart Lane ward to the east. Currently 1 in 7 children is a refugee or asylum-seeker – the third largest proportion in London.

Yet against this background outstanding progress has been made. We have already demonstrated, through the progress of our 16 year olds, that the link between disadvantage and under-achievement can be broken. Results at GCSE have improved at twice the national rate consistently over a 6 year period. Our expectation is high for further improvement and the new school is an important contribution to increasing the choice for parents for their children to attend high achieving Haringey schools.

Haringey Council has already demonstrated its capacity to drive rapid and sustained improvement. The Children and Young People's Service was judged as good in the recent inspection in the context of a rapidly improving Council which moved to 3\* in 2005 and maintained it in 2006.

The Council has a good track record in establishing successful new institutions. Alexandra Park School was opened in 1999 and the new Haringey Sixth Form Centre is on-track to open in September 2007. We created and supported the most successful Fresh Start School in the country, and we have secured Haringey in Waves 2 and 4 of the Building Schools for the Future (BSF) Programme.

Key to our success has been our approach to collegiate working, which brings together all Haringey secondary and special schools. Good partnerships with key stakeholders have been strong and have driven improvements. We have good experience of establishing inclusive provision for children with autism and will work with the National Autistic Society as a partner to support the school's specialist facility.

As a public body Haringey Council is democratically accountable and has achieved Beacon status for its work with its communities. The Local Strategic Partnership, comprising key stakeholders, is strongly in support of the Haringey proposals for the new school.

With its location in the Haringey Heartlands the school will link with Mountview Theatre School and Collage Arts at the Chocolate Factory, developing its own specialisms around the visual arts and media.

Given Haringey's profile, community cohesion is important, especially for young people growing up in such a diverse community. Community engagement and involvement will be achieved by building upon our well established partnerships with Haringey's Supplementary and Community Schools, the College of North East London (CONEL), the Learning and Skills Council, the Primary Care Trust, the Metropolitan Police, community groups including parents, and other voluntary sector providers who will have an opportunity to deliver services from the new school. The design of the new school will enable good community use.



In summary, in putting forward this proposal Haringey Council emphasises its:

- clear vision and ethos for the school, which enables choice and access for young people to achieve their potential;
- proven track record of driving and sustaining improved standards of achievement;
- vital experience in securing effective schools and providing highly regarded support and challenge, and
- well established and effective local partnerships, which are committed to making this school a success.

**Haringey Council's proposal is for a mixed community school established as part of a federation of successful schools and serving the Wood Green, Hornsey and Haringey Heartlands communities.**

### **The proposed ethos of the new community school**

“Our vision is for a high achieving, inclusive, multi-faith community comprehensive school, in which all young people achieve their potential through high quality personalised learning that is designed to meet their individual needs. All young people will make excellent progress from different starting points. The school will make a strong contribution to the well-being and cohesion of the local community and gain from connections across the capital.”

Governors, leaders, staff and young people of the school will share a responsibility to create an ethos whereby students:

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

Above all, the ethos of the school would allow good relationships to flourish.

The school will have the opportunity to operate as part of a hard federation of successful schools that have a common ethos and promote the same values, thereby contributing to community cohesion across many communities.

### **The school's curriculum**

The school will meet the general requirements as set out in legislation to provide a broad and balanced curriculum and as specified in sections 78 & 80 of the Education Act 2002.

Drawing from best practice in Haringey and elsewhere, the school will develop students' skills and confidence in understanding how they best learn. Recognising different learning styles and promoting learning opportunities that match these will be an essential starting point for planning the curriculum. This will lead to a wide range of grouping and regrouping of students, for example, by setting, single sex classes, for students with particular talents or for students particular needs where improvement must be focused.

Functional skills will form a core of the curriculum plan, including literacy, numeracy and ICT, so that all students leave the school by the age of 16 with the capabilities to step up to the next stage of education or commence suitable employment.

Additionally, the school will promote a broader range of competencies that include problem solving, communication and developing good inter-personal skills. Students will benefit from residential experiences, such as visits to Haringey's Pendarren House in Wales, and engage in many learning experiences that make use of the resources available, especially in the capital city, and through the international links made by the LA and its schools.

All students will access at least four hours of sport and physical education activities each week through the Haringey Physical Education and Sports Clubs Links partnership (PESCL) and links with the Haringey Youth Service, local clubs and voluntary organisations.

Haringey's £20m investment in ICT resources for secondary schools will mean that the school will be an ICT-rich environment. ICT will be integral to all of the school's work. Students will have access to ICT in all classrooms, as and when they need it. Students will be able to log on to their school work at any location inside and outside school. Safe Internet access will be available through the school's membership of the London Grid for Learning.

Parents will be able to see what their children are being taught and what progress they are making. Teachers will have ready access to student data, be able to plan their lessons by connecting electronically to peers in the school and in other schools.

Teachers will be able to have their own lessons recorded then web-cast for playing back by students at a later time when doing homework, revision or if they have missed a key lesson.



### **Key Stage 3**

Progress at lower Key Stage 3 will be accelerated through strong links with local primary schools, with teacher exchanges and joint training that enable teachers to learn from each other's best practice and share innovative ideas for raising achievement. Best practice already researched and established in Haringey will enable a 'transition' facility for years 7 and 8, to provide a base where some core aspects of the curriculum will be taught by teachers dedicated to an integration of English, humanities, PSHE and citizenship.

The school will take particular account of the different abilities in the school community and provide a wide range of personalised learning programmes. For example:

- gifted and talented students will be given personalised programmes to ensure that they are stretched, with access to advanced learning within the federation of schools and through master classes;
- low achieving students will benefit from intensive support programmes in the early stages of Year 7;
- students using English as an additional language will benefit from programmes to accelerate learning of English. In this way we expect the school to focus on ensuring excellent progress in Key Stage 3 as a platform for high achievement at later stages;
- 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.

In this way we expect the school to focus on ensuring excellent progress in Key Stage 3 as a platform for high achievement in Key Stage 4 and beyond.

#### **Key Stage 4**

The school will form part of the Haringey 14-19 partnership. This partnership is already established with aligned timetables that enable opportunities for students to study a wide range of applied subjects, over and above those specified in the national curriculum, and offers pathways that can be studied post 16 at a range of schools and centres. The school will offer specialist facilities for visual arts and media within the National Diplomas pathways for 14-16 year olds, linking with the new Sixth Form Centre and CONEL for post 16 studies. Haringey anticipates being in the national pilot for specialised diplomas commencing in September 2007.

All students will gain work experience in Key Stage 4 and many will have the opportunity to engage in work based learning as part of the wide range of provision developing in the 14-19 partnership.

#### **Proposed school specialisms**

The school will have a broad and balanced curriculum, but because of its unique location in the cultural quarter of Haringey, it will also specialise in visual arts and media, with an additional specialism in supporting students with autistic spectrum disorder.

The school will collaborate with other Haringey schools, especially within the federation, to provide the full range of specialist diplomas by 2013, enabling effective progression pathways for students aged 14-19.

An additional area of specialism that the school will offer is the education of students with autism. There will be a specialist facility and specialist staff, but with a core principle of integration across the curriculum. The school will provide a resource base for 25 young people with autism. It is anticipated that the young people will spend a significant amount of time each day in the base and access mainstream classes in accordance with their individualised timetable.

The school will be innovative in finding new ways for students to learn well. It will identify ways in which the arts can improve learning in other curriculum areas and take a lead in using ICT as a means of enhancing learning in the arts and other subjects. The school will enable students to work in school with professionals involved in the arts and creative industries and to enjoy artistic experiences outside the classroom.

We expect the school's specialist status to have a strong reinforcing and positive effect upon the school ethos and enhance the school's standing and appeal within the local community.

We would expect the school to become a member of the Specialist Schools and Academies Trust, providing access to a wide network of support from other specialist schools across the country.



The school's proposed specialisms are consistent with the Haringey-wide school specialisms guidance, *Partners in Success*, which outlines how schools have agreed to work together to capitalise on the bank of specialist knowledge and experience that is available across the borough. Haringey schools have the full range of the possible designations of specialisms, with some schools having two specialist areas.

The Mountview Theatre School and Collage Arts, both key partners in the local arts and business community, support the Haringey proposals for a new school. Through these organisations, and with access to the Bernie Grant Centre for Arts, students will have access to a wide range of professional artists, musicians, designers and media producers to enrich their curriculum experiences. We anticipate that this will not only allow for those with particular artistic talents to flourish, but to provide a wide range of opportunities to experience the activities which support the arts and to consider these as options for further training or employment.

## **How the community school will help to raise the quality and standard of education and contribute to school improvement**

Standards in Haringey schools have risen rapidly in the past six years due to the strong leadership, effective teaching and learning and the successful partnerships that we have established, particularly around 14-19 provision. A number of our schools stand out nationally as models of rapid improvement. The personalisation agenda, now becoming mainstreamed, has been well established in many Haringey schools.

We expect the new school to explore the benefits of being part of a hard federation of successful schools, with a formal agreement to work together to raise standards, promote inclusion, find innovative ways of improving teaching and learning and build capacity between schools. This will be brought about in part through structural changes in leadership and management and by making use of the joint governance arrangements invoked in the 2002 Education Act.

A hard federation would have joint responsibility for standards across the schools, thereby adding an incentive to the collective endeavour for raising achievement. Joint priorities and development plans, macro-departments, joint training and development and a flow of staff between the schools in the federation will further promote collective responsibility for raising standards across the area.

As part of a hard federation, the new school would benefit from the good practice already established in other Haringey schools and act as a magnet to bring the best of this practice into a single institution. Joint staff training programmes and shared staff would ensure students have the best teaching.

As the school develops it will become a centre of innovation, spreading its effective practice to other primary, secondary and special schools in the area. In particular, the strong links the school will have with professionals in the visual arts and media will be an attractive source of inspiration to others. Equally, the specialist experience of supporting students with autism will be a successful model that will benefit the teaching of students with autism across the region and nationally.

## **The diversity of education in the area**

Haringey already has a diverse choice of schools in its eleven secondary schools. Two schools are voluntary aided (VA) schools, one of which is a small two-form entry Seventh-Day Adventist school. Of the nine community schools one is a girl's school and one is a city academy. In addition there are four special schools with secondary aged students, all of which will be fully included in a mainstream secondary school as part of the BSF initiative, and a student support centre, established under Pupil Referral Unit regulations. In September 2007 a new 1200 place sixth form centre in the east of the borough will open providing places alongside CONEL, currently the borough's only further education college, serving over 12,000 students.

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In addition Haringey has 35 supplementary and community schools many of which operate in our secondary schools after school and at weekends. We would expect the new school to play host to one of the larger supplementary schools.

The LA has supported and promoted diversity in its school provision. Opening the new school within a federation will provide further diversity of provision for students and parents, whilst building on the effective practice already established in the best schools.

We believe that we already have a secure balance in respect of types of schools to meet parental choice and a strong collegiate approach to school specialisms and 14-19 provision which will give students many additional and creative pathways to enhance the curriculum offer of a single school.

Extensive consultation strongly suggests that parents and other stakeholders would prefer an inclusive, community comprehensive school established under Local Authority regulations.

### **Extended services the school will provide**

The school will provide a range of extended services for young people, their families and other members of the community to include sport, leisure, cultural/arts activities and social events.

At the core will be the extended provision for students to use the facilities beyond the normal school day, at evenings, weekends and during holidays, especially given the substantial ICT infrastructure that will be part of the new build. Not only will this lead to higher standards, but it will contribute to community cohesion with students taking responsibility for using their school's resource effectively for their wider learning, physical, personal and social development.

The school will provide facilities for, and make strong links to, Haringey's wide range of community groups and supplementary and language schools, opening opportunities for young people to enrich their cultural heritage and develop competencies and qualifications in community languages.

The location of the school within the Haringey Cultural Quarter will provide synergies for both the cultural industries nearby to use the school's facilities and for the school to enrich its students' experiences through using the resources of local arts and media enterprises. We are negotiating the co-funding for parts of the construction scheme to provide efficiencies through joint usage of specialist facilities for the arts, media and sport.

The school provision will include lifelong learning opportunities which will respond to the needs of the communities it serves. The LA is already a major provider of adult learning and will expect some of these services to be delivered close to communities in resources such as schools.

The LA has already worked with architects to develop initial proposals for the school site design to meet the requirements of extended community use. The concept of 'dual accessibility' will be achieved through attending to matters of design such as sports halls, ICT

suites, learning resource centres and other resources that are of benefit to groups other than the children attending the school.

## **Delivering the wider agenda for children and young people**

Haringey Council established a new Children and Young People's Service in line with the Children Act (2004) requirements and it has rapidly led on a change agenda. Delivery of integrated services for children and young people is through three Children's Networks. This new school will have the services of a Network giving families access to a wide range of resources, both educational, social and health related. This will be especially important for more vulnerable students and for those who attend the specialist provision for autism.

We expect the school to work to achieve excellence in the five outcomes of the Children Act (2004):

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

### **Being Healthy**

The school building itself will have regard for aspects of health promotion in its design, for example, lighting, ventilation and energy efficient systems. The school will have facilities to cook food from its own healthy eating menus and well designed space for students to dine. It will have good sports facilities, accessible to all including extended hours. The school will work in partnership with local sports and activities clubs to form synergies and mutual benefits to improve health and fitness of young people and members of the community.

The school will be part of the Haringey PESCL partnership. Students will be offered at least 4 hours of sport every week, comprising at least 2 hours high quality PE and sport at school and the opportunity for at least a further 2 hours beyond the school day, delivered by a range of school, community and club providers. Haringey Youth Service will support the school to work with students to enable them to become trainers and coaches to children, thereby expanding the opportunities for healthy lifestyles and promoting student leadership.

### **Staying Safe**

We want students and staff to feel and be safe. The design of the whole school will balance a sense of welcome with good security. That means that the building will be designed to remove areas



where students may feel vulnerable, including new design for toilet areas. The building will be designed to promote good behaviour and high expectations, thereby supporting and enabling the ethos of mutual respect. The school will work with a range of agencies to ensure that students are free from discrimination, well cared for and kept safe.

## **Enjoying and Achieving**

We propose to create a vibrant curriculum that inspires young people to be curious and self-motivated learners, wanting to know and achieve more and having the resources to direct their own learning. The school will have an impressive ICT infrastructure which will be used to enable students to become self-motivated learners.

In addition we will draw upon the experience within the federation to develop a highly motivated and well qualified work force that inspires young people, builds upon their creativity and promotes effective learning.

The section earlier on the curriculum outlines these aspects in greater detail.

## **Making a positive contribution**

We want to develop responsible young people who are active citizens. The school will be able to host the 'Haringey Youth Council' – the forum for young people in Haringey which consults with local Councillors and contributes to the Council's strategic direction.

Building on successful programmes in other Haringey schools and supported by the National College of School Leadership, we want to establish a Student Leadership programme, aimed at Key Stage 3 students, focusing on developing and enhancing their skills to become proactive leaders in their schools and community.

We want students to have strong links with their local community and with other communities, including those in other countries. We want to encourage students to engage in voluntary and community work, for example by engaging in the Haringey Duke of Edinburgh Award scheme through the new purpose built centre at the nearby St Thomas More Secondary School (VA). The scheme promotes:

- **service:** by helping people in the community;
- **skills:** by developing a hobby, skill or interest;
- **physical recreation:** through sport, dance and fitness; and
- **expeditions:** by training for, planning and completing an extended journey, usually on foot.

We want students to develop a sense of being global citizens, building on Haringey's well-established international links and by engaging in student exchanges and internet links. These activities enable students to understand the need to tackle injustice and inequality, and to develop the desire and ability to work actively to do so. We expect to give students experiences that enable them to value the Earth as precious and unique and take responsibility for reducing climate change and to act to reduce pollution and increase energy efficiency.

By being an extended school we want to make the most use of the facilities available, both to encourage the community to use the school and to enable students to interact with that community.

## **Ensuring Economic Wellbeing**

By ensuring that all young people develop as fully rounded individuals, with an advanced range of skills and qualifications and by providing clear progression pathways 14-19, the school will ensure that all young people have a firm foundation to achieve economic well being. Students will benefit from schemes within the council focused on providing work experience and employment opportunities.

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

The new school will play a key contribution to community leadership.

Governors and leaders of the school will establish a clear understanding of the social, demographic, environmental and economic context of the locality, using information collected from a variety of sources. By having a strong awareness of community issues the school will promote effective networks to address them. The school will be the catalyst to develop a shared vision and shared priorities, leading to wider ownership from partners and the community.

The school will play a particular contribution to community cohesion through the ethos that it develops in its students. By promoting respect for others and providing a wide range of activities that engage young people in voluntary and community activities, the school will develop responsible young citizens who understand and respect other people's feelings, understand and apply the principles that distinguish right from wrong and understand and fulfil the responsibilities of living in a diverse community.

Governors and school leaders will develop a community role beyond the boundaries of the school and who lead with a collegiate style that enables others and builds strong partnerships.

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

The school will add to the strengths and benefits of collaboration and collegiality between Haringey schools. The school, working within its federation and with other schools, the new Sixth Form Centre and CONEL will build upon what has been achieved so far in Haringey to achieve sustainability and strengthen collaboration further.

The school will promote partnerships with parents/carers in the successful education of young people and forge strong working relationships with local communities and their organisations by:

- supporting parents to be decision-makers, learners, educational providers and governors;
- sustaining and building on the most effective practice to promote parental involvement in schools, including Parents Panels;
- promoting family and adult learning through the opportunities afforded by being an extended school;
- involving parents in a number of forums so they can contribute to the evaluation of the school's effectiveness, and helping the school to ensure they are meeting the needs of their children;
- ensuring that all young people and their families have access to high quality independent information, advice and guidance, including careers advice to enable them to make wise choices about their educational and employment pathways; and
- by giving parents access through the ICT infrastructure for information on the curriculum and on the progress of their children.

### **The proposed policy of the school relating to the education of students with special educational needs**



The school will be an inclusive school, ensuring that all students have access to the full curriculum, with additional support for those with special educational needs. Learning pathways will be guided by individualised plans developed and agreed by the individual student, their parents, staff and key agencies to best meet the needs of the individual. The student will be encouraged to engage fully both in the establishment of learning plans, ensuring that those plans are implemented and in evaluating the progress that they are making.

The LA will expect the governing body of the school to operate within its Inclusion Policy, the principles of which are to enable students to:

- learn in a safe and secure environment;
- be valued and respected by all staff as equal members of the learning community;
- have their learning needs identified and assessed as early as possible and met promptly;

- have barriers to their inclusion, participation and belonging identified, understood and removed;
- have access to educational experiences that enable them to fulfil their potential as learners and as citizens within the community;
- receive their education in local mainstream schools wherever possible but, if required, to have access to specialist services or provisions that are flexible and that provide the best opportunities to meet their individual needs, including access to multi-disciplinary services;
- participate in decision making, planning and review of their educational progress;
- benefit from their parents/carers involvement with professionals in the planning and delivery of their provision;
- benefit from regeneration initiatives that counter the negative effects of poverty;
- learn to be responsive to the needs and abilities of others and society as a whole.

### **What provision will be reserved for children with special educational needs in the community school?**

As detailed in the admissions criteria (see annex 1) and in line with the criteria for all Haringey schools, the new school will be for young people of all abilities. Places will be available for students with statements of special educational needs where their parents choose the school under the Education Act (1996).

In addition to provision for students who are in mainstream education, with or without a statement of special educational need, there will be an additional 25 places in additionally resourced provision for students with autism.

The provision for students with autism included in the new school will build upon the experience in the borough from establishing similar provision at a nearby primary school. This new provision will enable much needed continuity of education for the young people. The new specialist provision will also have links with Alexandra Park, where there will be a facility to support a further 25 students, mainly with Asperger's Syndrome, and with Moselle School, where young people with more complex needs linked to autism will be educated. We will expect the governors to draw upon this expertise and the opportunities to achieve more flexible patterns of education for some young people where it is needed. We are in discussions with The National Autistic Society (NAS) in planning the specialist provision. The NAS is the UK's leading charity for people with autistic spectrum disorders and their families providing:

- local advice and support for families affected by autism;
- practical and emotional support;
- care and education for adults and children with autism (6 Schools);
- employment training and support for adults with Asperger syndrome;
- training for parents, carers and professionals;
- lobbying and campaigning;

- information and publications.

As part of the building design the school will have additional 'personalised space' built into the school to enable small group teaching where necessary including individual counselling and support for students with social, emotional or behavioural needs.

The school will benefit from the services of the Haringey Children's Network, ensuring coherence of support from a range of agencies and providing access to specialist support where needed. The Network gives faster and more efficient services to children and young people through multi-agency work, now well established in Haringey.

### **The proposed 6<sup>th</sup> form arrangements for students at the community school**

Because this is an 11-16 school, students at the school will have priority places at the new Haringey Sixth Form Centre where there is a wide range of academic and vocational study pathways to follow and will also work closely with CONEL, a strong partner in the delivery of vocational provision in Haringey.

The school will be able to make full use of Haringey's response to the Government's 14-19 reforms. It will be included within the 14-19 partnership, so that young people will have an opportunity to study specialist diplomas from the age of 14 as part of a broad curriculum, which will also provide them with a range of opportunities for post 16 study.

A broad range of demand-led collaborative academic and vocational courses at levels 1, 2 and 3 are being introduced across the borough. The school will be well placed to benefit from the connections made by the LA and its partners, who have responded well to meet the diversity of needs at 14-19 and are open to further innovation.

### **An outline of the proposed senior staffing at the community school**

We want to create a school in which the best staff will want to work because of what is offered in the educational opportunities for young people, the working environment and excellent professional development opportunities for all staff.

The specific staffing structure of the school will be a matter to be determined by the governing body and in partnership with the federation. It may be that the federation wishes to explore the benefits of an executive Headteacher working within the federation to be initially responsible for overseeing the development of the school at least two years before the school opens, with a phased appointment of a headteacher and other senior staff in the run up to the school opening in September 2010 as determined by the governing body.

In general terms, the senior staffing structure is likely to be a Headteacher, supported by other leaders in the federation, with two deputies, three assistant headteachers overseeing a faculty structure. It is possible that in the early years as the school builds up that staffing could be drawn from the federation with numbers of the senior team gradually increasing as the student intake increases to become an eight form entry and reaching its 1080 students on roll. Through the federation with other schools it is likely that specialist staff would be

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shared, so that the school could offer a larger range of expertise in the early years than might not be available to it otherwise with its student-numbers based income.

### **The proposed arrangements for transport of students to the community school**

The site is close to Alexandra Palace Station and 600 metres from Wood Green tube and bus station, making travel to and from the school convenient.

This plan will encourage the use of greener alternatives for the school run, for example walking, using bicycle or public transport. Young people will be encouraged to:

- to use buses and school buses on each route before and after school.
- to cycle and facilities will be available for cycle parking at the school, which would keep bikes protected from all weather conditions and safe.
- walk if they could do so with friends.

Transport arrangements for students with a statement of educational need will be in accordance with the assessment of each individual's need as detailed in their statement.

## **Annex I: The admission arrangements and over-subscription criteria for the community school.**

The school will operate within the Pan-London Admissions System. The admission arrangements would be the same as for all other community secondary schools in Haringey. The admission criteria for community secondary schools give priority to applicants in the following order:

- a) Children with special educational needs (SEN) identified through a statement issued under the Education Act 1996 which names the school, or children in public care, or children who are the subject of an Education Supervision Order under the Children Act 1989 which names the school;
- b) Children who have an exceptional medical, social or educational need for a place at the school. Applications will only be considered under this category if they are supported by a written statement from a doctor, social worker or other appropriate professional. In each case, the connection between the child's need and the specific school applied for must be clearly demonstrated.
- c) Children with a brother or sister already attending the school and who will still be attending on the date of admission. This category includes foster brothers and sisters, half-brothers and half-sisters or stepbrothers and stepsisters. Parents should note that in all of these cases, the brother or sister must be living at the same address as the child for whom the application is being made.
- d) Children living closest to the preferred school (distance is measured in a straight line using a computerised mapping system).

Where the school is over-subscribed, a waiting list will be established and places offered on the basis of the above admissions criteria.