

# Free Schools in 2014

## Application form

Mainstream and 16-19  
Free Schools

## Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

**Section G** requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

**Section I** is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

**You need to submit all the information requested in order for your application to be assessed.**

**Sections A-H** and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to:

**[mainstream.fsapplications2014@education.gsi.gov.uk](mailto:mainstream.fsapplications2014@education.gsi.gov.uk)**

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team  
Department for Education  
3<sup>rd</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

**It is essential that the hard copies are identical to the version you email.**

**Section I** must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team  
Department for Education  
4<sup>th</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

#### **Data Protection**

Personal data is collected on this form in order to consider an application to set up a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

# Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<u>Section A</u> : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section B</u> : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section C</u> : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section D</u> : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section E</u> : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section F</u> : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section G</u> : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section H</u> : Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. <b>Independent schools only:</b> you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Independent schools only:</b> you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to <a href="mailto:mainstream.fsapplications2014@education.gsi.gov.uk">mainstream.fsapplications2014@education.gsi.gov.uk</a> between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <u>Section A</u> of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 <sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Section A: Applicant details

Main contact for this application	
1.	Name: ██████████
2.	Address: 167 Imperial Drive, Harrow, Middlesex, HA2 7HD
3.	Email address ██████████
4.	Telephone number: ██████████ 020 8429 5630
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <span style="float: right;">Yes</span>
6.	If Yes, please provide more details:  ██████████ Both have worked with the Department for Education and have operated an independent school – Regent College (DFE No 310/6080).  ██████████, although ██████████ is only part of the steering committee in the application process.
7.	How you would describe your group: <ul style="list-style-type: none"> <li><input type="checkbox"/> A parent/community group</li> <li><input type="checkbox"/> A teacher-led group</li> <li><input type="checkbox"/> An existing Free School sponsor</li> <li><input type="checkbox"/> An academy chain</li> <li><input type="checkbox"/> A federation</li> <li><input type="checkbox"/> An independent school</li> <li><input type="checkbox"/> A state maintained school</li> <li><input checked="" type="checkbox"/> Something else</li> </ul>
8.	If 'Something else', please provide more details:  Two of the members (██████████) currently run an independent school and sixth form college, one ██████████ is in ██████████ at Rockspring, one ██████████ is a partner in a law firm, ██████████, one ██████████, one (██████████) is a (██████████) is also a senior tax partner of ██████████.  <b><i>We would describe ourselves more as a teacher/community led group</i></b>
9.	Is your group seeking to open more than one Free School application in this round? <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>
10.	If Yes, please provide more details:

11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
12.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>Edison Learning have helped us by reviewing our drafted application and passing comments to us as feedback on it.</p> <p>We have also received legal assistance from Stone King solicitors' firm.</p>	
<b>Details of company limited by guarantee</b>		
13.	Company name: Innovation Academies Trust	
14.	Company address: 167 Imperial Drive, Harrow, Middlesex, HA2 7HD	
15.	Company registration number and date when company was incorporated: Company number: 8338592 Date: 20th December 2012	
16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:	
<b>Company members</b>		
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
18.	Please confirm the total number of company members: 4	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: [REDACTED]	

	<b>2. Name:</b> [REDACTED]
	<b>3. Name:</b> [REDACTED]
	<b>4. Name:</b> [REDACTED]

### Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

20. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

	<b>1. Name:</b> [REDACTED]
	<b>2. Name:</b> [REDACTED]
	<b>3. Name:</b> [REDACTED]
	<b>4. Name:</b> [REDACTED]
	<b>5. Name:</b> [REDACTED]

21. Please provide the name of the proposed chair of the governing body, if known:

[REDACTED]

### Related organisations

22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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23. If Yes, please provide the following information about each organisation:

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24.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc).
<b>Existing providers</b>	
25.	Is your organisation an existing independent school wishing to convert to a Free School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:
32.	If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:



**Please tick to confirm that you have included  
all the items in the checklist.**

### **Declaration to be signed by a company member on behalf of the company**

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:**

**Position: Chair of company / Member of company (please delete as appropriate).**

**Print name:**

**Date:**

**NB This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.**

## Section B: Outline of the school

1.	Proposed school name:	Gateway Academy
2.	Proposed academic year of opening:	September 2014-August 2015 academic year
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other  If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2020-2021
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

10.	If Yes, please specify the faith, denomination, etc of the proposed school:	
11.	If you have a preferred site, please give details, including the post code:	██████████, ██████████, Wembley, Middlesex,
12	Please tell us how you found this site:	██████████
13	Is the site:	<input checked="" type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14	If you have <b>not</b> identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	Brent
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <b><i>If this applies to your application please briefly outline the main differences below.</i></b> You will also need to address these differences in more detail in the relevant sections of the application.</p>	

## Section C: Education vision

### Rationale

#### Introduction

The Gateway Academy is dedicated to serving the vibrant international community of Brent by providing a relevant and diverse curriculum that embodies its key values – global citizenship, academia, the arts and enterprise (GATE) – and delivers a distinctive British identity and ethos. Our mission is to raise standards in the area and provide a world-class education for all stakeholders. We aim to do this through an innovative curriculum that is highly relevant and plays a central role in the local community. We are proposing to establish the academy in the Wembley area.

#### Rationale

We aim to build a school around the GATE principles. This will reflect the demographics of the area, satisfy the distinct need for these four areas to be addressed, and correspond with our vision and ethos.

#### Global citizenship

Brent's population is diverse and international, with 53% of residents coming from Black, Asian and Minority Ethnic (BAME) backgrounds, and 62% of residents categorizing themselves as other than White British. The largest groups within Brent's BAME population are Indian, Black Caribbean and Black African (*ONS 2009*). This international diversity also brings with it a variety of religious backgrounds. Of Brent residents, 48% stated that they were Christian, 17.2% Hindu (the second highest percentage in England), 12.3% Muslim, and 10% stated that they had no religion. In the Wembley Central area, 38.8% of residents stated that they were Hindu (*Brent Council, Children and Families Department, 2011*).

While Brent has been good at allowing local communities among ethnic minorities to flourish, it has perhaps not been so successful in promoting a British identity. That is, showing pupils that they are connected to Britain through their history, and educating them on the rights and responsibilities of being a British citizen and how these might differ from other countries. There is a tendency for members of the local community to have their own centres and community gatherings, and disenfranchised pupils often end up joining local gangs, which are comprised of others from their own ethnic background.

#### Academia

The two schools located nearest to our proposed academy in Wembley had an average of just 1.5% of pupils achieving the Ebac qualification in 2011, while the borough average was 18%. We believe that there has clearly been a lack of focus on the rigour of academic subjects and that this needs to be addressed urgently.

At the Gateway Academy we want to ensure that pupils leave school with a better

chance of attending university or gaining employment, and we believe that this can be achieved through a more rigorous academic route than is currently being provided at local schools

## **The arts**

There are 139 different languages spoken in Brent, with the fastest growing language between 2009 and 2011 being Somali (*Brent Council, Children and Families Department, 2011*). As such, "English as an additional language" (EAL) will need to be a key focus area in order to serve both our students and the local community.

The arts are a key rising economic industry, and equipping students with a strong foundation of the arts is likely to increase their employability just as much as (if not more than) purely academic subjects (we have given a more detailed breakdown of this in section D). Due to the nature of our intake, which includes a large proportion of EAL students, many are likely to find it easier to succeed through the arts than through other pathways on offer. Either way, the arts provides an extra pathway and thus more choice.

## **Enterprise**

Of young people in Brent, 4.7% were not in education, employment or training (NEET) in 2010, and the borough of Brent has identified reducing NEET as a priority. People aged between 20 and 39 form the largest age group in Brent (32.2% ONS 2010). As a result, a school for 11–18 year-olds that is able to equip young adults in Brent with the skills to succeed once they have left compulsory education is ever more essential.

With NEET being a priority for the borough, we understand that unfortunately some pupils may not be able to reach the standards in examinations needed to give them official qualifications in the traditional sense. This is where our curriculum will be able to provide for all pupils. At the very least, pupils will be equipped with enterprise skills such as looking for jobs and operating different software and computer systems. Although these will not be examined in the traditional way, they will enable pupils to show employers that they have other skills to offer.

## **Further rationale**

The Gateway Academy will ensure that students have the opportunity, through rigorous academic study combined with relevant vocational and enterprising study, to progress to higher education and into worthwhile and fulfilling careers. The range and depth of our curriculum will enable students to acquire the transferable and marketable skills that employers need in the current economic environment. We will wholeheartedly embrace our values of GATE in order to create well-rounded individuals that are able to contribute positively and effectively to society.

We believe it is our duty to try and raise standards in the local area where we wish to set up our academy. We aim to do this through a relentless focus on students' needs, free from local political agendas and bureaucracy and in a transparent and ethical manner. Many of these aspects have been lacking in some of Brent schools. We are concerned that:

- Brent schools are oversubscribed

- a local school is underperforming
- There is a need to reduce the number of pupils who are NEET.

### **Brent Schools are over-subscribed**

A report commissioned by Brent Council from the Director of Regeneration and Major Projects and the Director of Children and Families states that:

“The secondary provision will be under pressure from September 2014 onwards. The demand for secondary school places will outstrip the supply year on year unless new places are created..... There is clearly a need to significantly increase secondary capacity. While the Council’s main focus so far has been to meet its statutory need in terms of primary provision, it must now also focus on providing more secondary places. The Council has been reviewing existing secondary capacity and it may be possible to increase the supply of school places in existing Brent schools but it is unlikely to meet the entire need.” (*Schools expansion Programme 2012-2016, Brent.gov.uk*)

This shows that our desire to open up a free school is timely and needed for the young people of Brent. We will be able to offer 100 places per year group, and by the time we are at full capacity up to the sixth form we will have around 700 pupils enrolled.

In light of the need for additional capacity, we expect that the local borough will support us in our aims.

### **A local school is under performing**

In November 2011, the school nearest to our proposed site in Brent received an Ofsted report (*OFSTED Report Nov. 2011*) with the following comments.

- The school has made "inadequate progress in making improvements and inadequate progress in demonstrating a better capacity for sustained improvement"
- "Over the period 2009 to 2011, the majority of students made inadequate progress in their GCSE subjects and attained low outcomes, significantly below the national average."

Clearly this is unacceptable for a supposedly well-established school that received guidance from Ofsted on how to improve in 2009.

Our aim is to ensure that standards are high in the area and that pupils will not be allowed to fail. We will do this by adopting a curriculum that is tailored to our local community and able to keep pupils engaged.

This is why our key cornerstone of academia is imperative and will receive a strong focus to raise the attainment of all pupils.

### **There is a need to reduce the number of pupils who are NEET**

Reducing the percentage of NEET pupils in Brent from 4.7% is still a priority as laid out in the Brent Children and Young People Plan 2012-2015 (*Brent.gov.uk*). This represents 235 young people, of which 64 are from the Wembley area. At 27%, this is the second

highest rate.

The borough ranks in the top 10% of deprived boroughs in the country, with 34.1% of children living in poverty according to the Child Well-being Index (*Join strategic needs assessment 2012, Brent Council*). This is an area of huge concern that needs to be addressed. We will address this through our vision and ethos and a curriculum that is fit for purpose for all our young people.

Our key cornerstones of the arts and enterprise will have a direct impact on the number of NEET pupils.

## **Vision and ethos**

Gateway Academy seeks to secure a vision of a valid 21<sup>st</sup> century educational experience. The educational framework we plan to implement will acknowledge modern issues while adhering to traditional educational principles. The thought process behind this is simple: younger generations will confront a world very different to the one we live in today. At Gateway Academy we feel that it is our duty to empower and equip our students with the necessary skills and mind sets to thrive not only as students within our school, but as citizens of this globalized world.

Four cornerstones – global citizenship, academia, the arts and enterprise – will define the Gateway experience. We believe that these four elements will provide a broad and well-rounded 21<sup>st</sup> educational experience for our students:

### **Global citizenship**

Being a global citizen means understanding the rights and responsibilities of all people around the world, and being proud to feel part of the international community. Britain has a unique place in the world because of its history and global links, which have attracted settlers from all over the world to form unique multi-cultural communities across the country. London hosts the most diverse and vibrant international communities within the UK and around the world.

We want our pupils to view themselves as global citizens, while also associating with a distinctive and unique British identity that celebrates not only their own cultural background but also the culture of the country in which they live and are citizens. All our pupils need to understand their own unique perspective and the role that they have to play in society.

This is ever more important considering the international nature of our intake. Brent Council provides the following statistics.

- Brent has the second largest BAME population in London, second only to Newham.
- Over 25% of the BAME population is aged under 20 years of age, with the largest age group being the 0 to 4 year olds.
- 48% of the BAME population were born outside the UK.
- There are over 149 languages spoken in Brent schools.

We believe our curriculum needs to have a strong British feel and identity, as well as celebrating the cultures of all the pupils that will be with us.

The pupils' social, moral, spiritual and cultural (SMSC) development will permeate through all subjects, but more specifically and explicitly through the following.

### **The house system**

- The nature of the house system and the representatives of each house will add a British essence.
- House activities and assemblies will promote SMSC development and global citizenship
- The house system will be the key driver in setting standards of exemplary behavior throughout the academy.

### **Enrichment activities**

On Tuesdays, Wednesdays and Thursdays, all pupils will need to sign up to do an extracurricular activity after school. This is part of our Joy for Learning Curriculum, where pupils will experience a range of activities such as:

- sports
- chess
- board games
- outdoor sports
- music lessons
- art
- drama clubs (school shows etc.).

All staff will deliver these sessions, and they can be on particular areas of interest for staff. For example, if a member of staff plays classical guitar but is not a music teacher, then these sessions will provide them with an opportunity to teach pupils and pass on their knowledge.



This approach will form a key part of our SMSC agenda and will aid community cohesion.

The Gateway Academy recognizes the need to embrace wholeheartedly the value of global citizenship in order to foster an environment of harmony and tolerance among the local communities that it will serve.

### **Why is global citizenship and "Britishness" an appropriate focus for our intake?**

The hosting of a very successful Olympics by Great Britain brought alive how truly multi-cultural we are as a nation and highlighted our proud history that involves all aspects of life – from family history, to political history, to culture and the arts. Britain is a nation that truly embraces people from all around the world, and it is important that those who live here feel part of the distinctive British institutions as well as celebrating their own cultures and ethnic origins.

As Brent is such a diverse borough, there is a distinctive need to ensure that all members of this international community feel enfranchised and able to contribute.

We aim to address this by establishing it in our school agenda as one of our key principles. This will allow us to foster a strong sense of community cohesion.

### **Expected outcomes for global citizenship**

We expect that parent surveys, student questionnaires and student council dialogue will show a cohort that fully embraces global citizenship and is proud of it. This will be achieved through lessons in politics, philosophy and ethics (PPE), and through the extended day where enrichment activities will take place.

### **Key Stage 5**

In the sixth form, pupils will be expected to undertake community service in support of our global citizenship agenda.

## **Academia**

Gateway Academy will have a strong focus on academic excellence for all pupils, and this will be achieved through lessons and rigorous and challenging target setting. The majority of curriculum time will be assigned to English, maths and science, and we expect a much higher intake of pupils taking the Ebac pathway than the current level in Brent schools. There are many pupils that have great academic potential, but the lack of numbers being entered for the Ebac pathway shows a lack of academic rigour. We intend to address this and ensure that pupils are guided appropriately when making decisions on what subjects to study.

### **English and maths to 18**

English and maths will be compulsory for all pupils that do not get at least a C grade at age 16. These pupils will continue to study English and maths in some form up until they

leave the sixth form.

For many students at the academy whose first language is not English, the continuation of studying English will be essential. The anticipated intake of EAL students will be more than half our total intake.

We recognize that this qualification is still under review, and so appropriate decisions will be made when further information is provided by the government.

### **Expected outcomes for academia**

#### Pupils

The government will have floor targets of 50% of pupils achieving 5 good GCSEs, including English and maths, by the time the academy opens. In 2011, the average GCSE pass rate of 5 good GCSEs, including English and Maths, in Brent was 64.4% ([http://www.bbc.co.uk/news/special/education/school\\_tables/secondary/11/html/eng\\_maths\\_304.stm](http://www.bbc.co.uk/news/special/education/school_tables/secondary/11/html/eng_maths_304.stm)). This includes independent schools; without these the average would be 60%. We expect to be above the borough average, and will aim for 75% in the first year of GCSE exams. In addition, the two schools nearest to the Gateway Academy, within walking distance, have an average of 52%. Therefore, we will add a significant amount of value to pupils living in the local and immediate vicinity. We believe this is achievable because we will have a smaller school with a smaller pupil to staff ratio.

Students will be baseline tested when they come into the school by sitting a MidYIS test in year 7 followed by a YELLIS test in year 10, which will be used along with teacher assessments as an indicator for setting realistic yet ambitious targets.

All pupils will be expected to achieve at least three levels of progress from Key Stage 2 to Key Stage 4, with many given a target of four levels of progress.

We have set this target because the standard reached in one of the local schools nearest to us is not what it should be.

We expect that a high percentage of uptake will follow the Ebac pathway. We will be offering specific advice and guidance on this pathway for all types of learners, in particular the more able pupils.

We will have a higher percentage of pupils passing the Ebac qualification than is currently the case in other schools.

### **Key Stage 5**

All academic subjects offered at Key Stage 4 will be available at Key Stage 5 to allow for progression. All Ebac subjects will be offered, and where appropriate and if there is demand, we will include some specialist high-level A-level qualifications such as further maths.

We expect a 100% pass rate (A\*–E) due to appropriate entry criteria at A-level. Therefore, ambition and expectations are high.

## **The arts**

### **Teaching time for the arts**

Many schools (including new free schools) have opted to increase the traditional curriculum time for English, maths and science, and to ensure that all pupils study a language and a humanities subjects (i.e. the Ebac). They also respect the arts, but on average only one lesson a week is assigned to the study of art, music and drama.

At the Gateway Academy, the arts subjects will have teaching time equal to that of history, geography and modern foreign language (MFL). This is likely be double that found in other state schools. This will support the NEET agenda and better serve our pupil intake.

### **Regular promotion of the arts**

The arts will be regularly promoted in the school through:

- school plays
- art gallery displays in the school
- Musical performances at set times in the year.

### **Expected outcomes for the arts**

We predict a higher uptake of the arts subjects at Key Stage 4, and expect that a high percentage of pupils will achieve A\*–C grades in these subjects. The arts subjects that will be offered at the academy include traditional subjects such as art, drama and music, as well as other subjects such as photography and media and graphics. Our target of 75% A\*–C will also apply to the art subjects.

We expect the arts subjects to decrease the number of NEET pupils. We also expect to see a high percentage of pupils involved in extracurricular activities related to the arts, including involvement in school plays, art exhibitions and musical performances. High participation in these activities will be seen as a measure of success.

### **Key Stage 5**

All arts subjects offered at Key Stage 4 will be available at Key Stage 5 in order to allow for progression. There will also be vocational alternatives such as BTEC media

We expect a 100% pass rate (A\*–E or pass, merit, distinction) due to appropriate entry criteria. Therefore, ambitions and expectations are high.

## **Enterprise**

Enterprise will embody our vocational pathway. We will ensure that pupils leave school

with employability skills and qualifications that are suited to their needs.

To support this we have taken the unusual step of including enterprise as a specific subject at Key Stage 3. This is not seen in most secondary schools. This lesson will have a business-studies focus, and it will teach pupils from an early stage about the business world and the skills they will need to find employment and succeed. We believe that it is not too early to teach our pupils this from a young age (Year 7), and that this will benefit them immensely.

#### **Enterprise compulsory at Key Stage 4**

At Key Stage 4, enterprise will be merged with computing, and it will remain a non-examined subject so as to focus on life skills and employability aspects.

While some schools have decided to focus strictly on academic rigour, this runs against the interests of creating pupils fit for a modern workforce.

Examined vocational courses will be offered to pupils that are following a vocational pathway at Key Stage 4 and Key Stage 5.

The intake at Gateway will have a wide range of pupils with different aspirations and starting points. Therefore, broad, balanced and transparent pathways will be absolutely vital, and will permeate throughout our curriculum. This will also support the NEET agenda.

The Wolf Report commissioned by the government in 2011 highlighted a need to change the way vocational courses are delivered, and also warned that many schools were using vocational courses to boost their results and not necessarily acting in the best interests of students. We wholeheartedly support the Wolf report's recommendations, in particular the recommendation that a pupil should study no more than 20% of their timetable as a vocational option. Only pupils for whom it is deemed appropriate will study vocational courses, and their timetables will be balanced with other traditional GCSEs.

#### **Expected outcomes for enterprise**

Enterprise will be our key driver for reducing NEET as its entire focus will be on employability skills. We will conduct surveys to find out what pupils do when they leave the academy.

Regular non-examined assessment throughout the school year will identify and show the impact of enterprise education on our pupils, and this will be regularly reported to the governing body.

We expect 100% of pupils will pass their vocational qualifications. While this is ambitious, we feel that pupils guided on to these courses with the appropriate advice and guidance will be well suited and able to access the courses in ways that they may not be able to with other GCSE qualifications.

#### **Key Stage 5**

All vocational subjects offered at Key Stage 4 will be available at Key Stage 5 to allow for progression.

We expect a 100% pass rate (pass, merit, distinction) as there will be appropriate entry criteria. Therefore, ambition and expectations are high.

For some pupils on a vocational pathway at Key Stage 5 it may be deemed appropriate that they study one A-level alongside their vocational course.

### **Why is GATE right for the pupils in our local area?**

Figures from the DFE 2012 suggested that only 46% of students in Brent secondary schools spoke English as a first language. As a result, we will have to ensure that students make rapid progress in language acquisition, as well as achieving academically. Naturally this is our aim. We must, however, take into account the wide variety of needs and abilities in the area. Therefore, it is vital that our curriculum is broad and varied with many diverse pathways. Some EAL students may take longer to reach the academic standards necessary to reach the full range of qualifications required by the Ebac qualification. These students will still be catered for in our curriculum, and those that reach the necessary academic standards will be able to access the top levels of academia within the curriculum.

Our curriculum will be as wide and as all-encompassing as possible to ensure that students of all ranges and backgrounds are able to succeed, and that they are not restricted due to a lack of pathways. Our approach and curriculum will meet the specific needs of the community.

However, we must not forget the students that have the potential to reach the highest academic levels, and therefore need to be stretched and challenged in a sufficient way. There is still a high percentage of students that speak English as a first language, and they will need to fit equally into the ethos and aims of the academy.

Pupils that struggle with language can quite often still access subjects such as computing, drama and music, which are still academic in nature but not so heavily literacy based as the traditional core subjects, and the arts subjects provide valuable pathways for different styles of learners.

A multi-cultural, multi-ethnic intake requires a multi-sensory and multi-dimensional approach, and this is exactly what we are focusing on and aiming to achieve.

### **GATE summary**

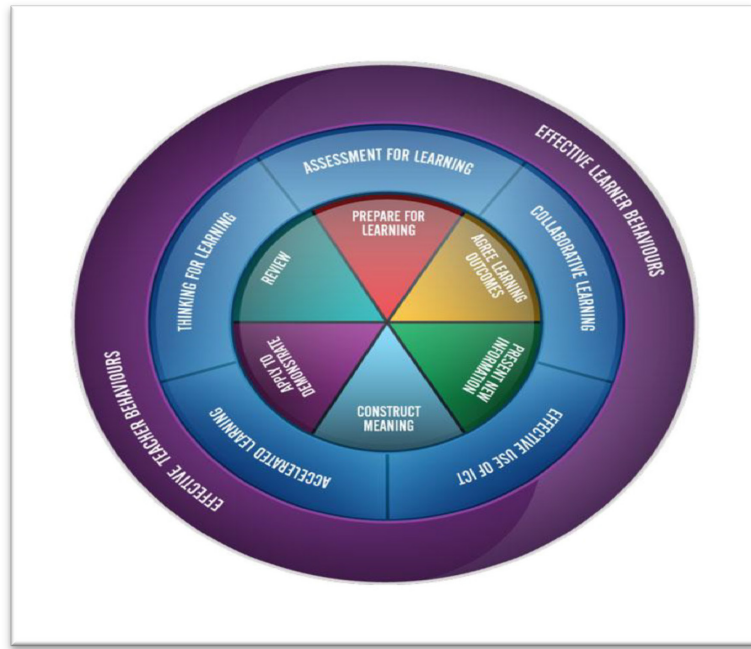
We believe that our four cornerstones (GATE) will address the rationale we have highlighted above and act the key drivers and indicators of success.

The four cornerstones will have equal value in our curriculum, and will therefore have a huge impact on our pupils. They will combine to create well-rounded individuals ready to face the challenges of the modern world.

## Our approach to teaching and learning

At the Gateway Academy we will aim for outstanding teaching and learning, and will welcome Ofsted to come and assess us on this when our turn for inspection arrives.

***With such a wide variety of pupils in our intake, we will need a style and approach to teaching that is also wide and varied and therefore specific to our cohort.*** We will have a multi-sensory approach based on the pedagogic principles summarized in the chart below.



### **The outer circle**

- Effective teacher behaviours.
- Effective learner behaviours.

### **The middle circle**

The five underlying elements of effective practice.

- Accelerated learning
- Thinking for learning
- Assessment for learning
- Collaborative learning
- Effective use of ICT

### **The inner circle**

The six elements of learning.

- Prepare for learning
- Agree learning outcomes
- Present new information
- Construct meaning
- Apply to demonstrate
- Review

Each element of the above cycle is a staged approach to teaching that is wide and varied and ensures a multi-sensory approach to teaching. It starts with behaviours, and then goes on to explain good practice and demonstrate how teachers should plan their lessons.

The nature of our intake means that pupils of all abilities need to be catered for. Therefore, it is essential that we adopt an approach that will challenge the most able as well as those who may have difficulty speaking English. This is why we have chosen to approach teaching and learning using this wide and flexible model.

Instead of a didactic approach to teaching, we are embracing pedagogy and focusing on how learning best takes place. This will enable teachers to become better at teaching and pupils to become more effective learners.

This model of teaching will ensure consistent good practice from the moment the first lessons take place.

### **Why come to the gateway academy?**

The academy has the advantage of being set up specifically with the local intake in mind, and therefore the vision and ethos that underpin the academy will be suited to serving the local community.

#### **Pupils**

Pupils will experience a wide and varied curriculum that will give them access to many pathways to succeed. At the very minimum, they will leave with employability skills they can put into practice to prevent them falling into the NEET category.

They will experience an extended day, which will allow them to flourish in extracurricular activities that interest them and motivate them. This will encourage and foster better and more positive relationships outside the classroom setting with their peers and the adults that run the sessions.

Pupils will excel in an atmosphere of high standards where they are encouraged to do their best, and where the tools are provided for them to succeed. They will celebrate and share their own cultures as well as understand and feel part of the wider global world in which they live, and they will see how they are linked to Britain and are part of British society.

#### **Parents**

Parents will be sending their children to a smaller school that pledges to allow teachers more quality time to teach pupils. Children will be in school for longer hours and experience a curriculum that meets their needs.

#### **Staff**

Staff morale, development and retention

The key allocation and pledge of 70% teaching time will allow teachers to do what they do best, which is to plan and personalise lessons effectively to get the best out of all pupils (the average teaching time in most secondary schools is around 86% for main-scale staff).

Staff will excel at the academy because they will have more non-contact time to teach their lessons. With this pledge comes a high level of accountability and an environment of high professionalism, and joy at working at the academy will be prevalent. The academy understands that staff will be the key drivers in carrying through the vision and ethos of the school.

## Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	N/A	100	100	100	100	100	100	100
Year 8			100	100	100	100	100	100
Year 9				100	100	100	100	100
Year 10					100	100	100	100
Year 11						100	100	100
Year 12							100	100
Year 13								100
Totals		100	200	300	400	500	600	700

## Section D: Education plan – part 2



# D1: Curriculum Rationale

## Curriculum principles

The principles of Gateway Academy's curriculum will be based on GATE (global citizenship, academia, the arts and enterprise), as explained in our vision and ethos. Pupils will experience a broad and balanced curriculum that will allow them to fully explore their future pathways and succeed by whatever avenue they choose to pursue.

The curriculum principles are fundamental to the organization of the school and will prepare and support our young people for life in an ever-changing economic market that will require pupils to have an essential set of skills in order to fully thrive. We want a traditional curriculum, but one that is also creative and will ensure that pupils have the skills that employers demand.

## Using national research as well as local research to support our principles

In our rationale we highlighted a lot of the local statistics and our intake, but it is important to be aware of national research on schooling. We want to take a research-based pedagogical approach rather than a political one.

A recent report commissioned by the Confederation of British Industry (CBI) highlighted four main areas to address in order to prepare an adequate workforce for the 21<sup>st</sup> century and encourage economic growth:

*“With literacy and numeracy particularly relevant to jobs in creative sectors where there may be a strong technical or artistic element. In addition, there is also a need for strong vocational pathways into the creative sector.*

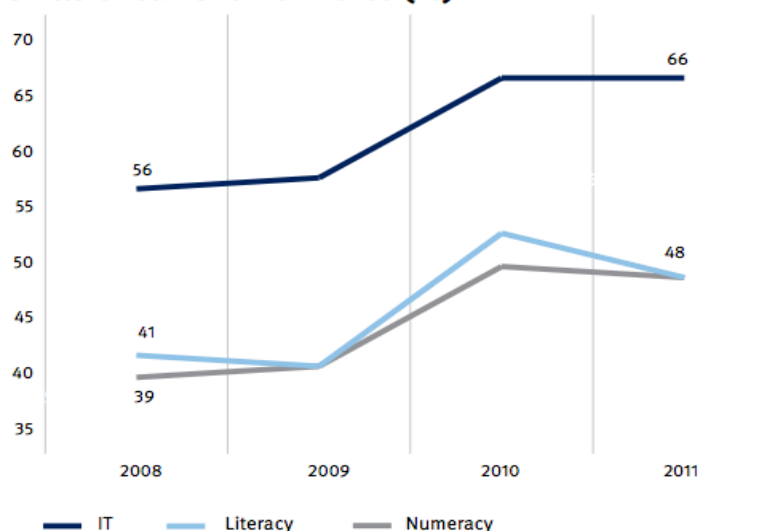
*Business also has a role in supporting better educational outcomes in schools – whether by providing careers advice to young people and showing how academic subjects can be brought to life in the workplace; or by supporting the delivery of mainstream curriculum subjects.*

*There are four areas to address:*

- *Tackling the UK's long-tail of underachievement on basic skills*
- *Developing a strong base of STEM skills (Science, Technology, Engineering, Maths)*
- *Ensuring young people can study a range of creative subjects*
- *Business supporting educational delivery.”*

The report provided a graphic of what employers reported as problems with the core skills of their current workers:

**Exhibit 4 Employers reporting problems with core skills of current workforce (%)**



A lack of IT skills is a highly reported problem in the private sector. We aim to address these issues in our curriculum.

Literacy and numeracy are also issues for employers, and we need to take a closer look at the development of these skills. That is, how they are taught and how best to ensure that learners are able to use these skills in their future careers.

From this research we have developed GATE as our local and guiding principles, and each element of this principle is linked to our curriculum and vision.

The report shows why our pupils will need to be adequately prepared to ensure that they do not fall into the NEET category.

With an understanding of what businesses want it, it is then appropriate to ensure that education can meet those demands in a local setting.

## **Global citizenship**

### **Subjects**

While all subjects will promote social, moral, spiritual and cultural development (SMSC), there are some that are able to do so more explicitly.

### **History**

Pupils will be required to study the local history of Wembley, looking at how the demographics developed as they did and how Britain has played a central role in bringing communities all over the world to live in the area.

Pupils will be required to undertake a project on their own origins and ethnic backgrounds and share them through presentations with the class. This will spread awareness of the culture and heritage of other pupils.

An emphasis on British history and its role in the wider world will also be studied so that pupils have an appreciation of the area and country they live in.

### **Philosophy, politics and ethics**

Pupils will learn about all religions, including pagan religions. This will help them see how others share their beliefs and values in many different settings. All religions will be celebrated and mentioned throughout the year, including Christmas, Halloween, Ramadan and Diwali among others.

The political structure of the UK will be taught to pupils so that they understand their rights and responsibilities as citizens of the UK and ensure that they have an understanding of how the UK political and legal system works.

### **All subjects**

All subjects will have an element of SMSC in lessons. This will be specifically monitored and recorded in all lesson observations and learning walks, and will be recorded centrally.

### **Pupil council**

A pupil council will meet regularly to discuss school matters, providing a key proponent of pupil voice. This will enhance pupils' understanding of their role as responsible members of the school.

### **Extracurricular**

All pupils will be required to stay at school until 16:30 on Tuesdays, Wednesdays and Thursdays to partake in an extracurricular activity. This will encourage our global citizenship ethos and embellish and support learning that takes place outside of the classroom.

### **Supporting our vision**

The global citizenship principle in our curriculum will foster positive inter-community spirit and relationships.

It is important that multi-culturalism and community cohesion is not taken for granted and that there is a constant appreciation of other people's worldviews, and that these worldviews are understood within the context of a British society.

## **Academia**

A strong focus on academic excellence for all pupils will be achieved through lessons and rigorous and challenging target setting. The majority of curriculum time will be assigned to English, maths and science.

### **Standards**

To ensure academic standards remain high and challenging for all pupils, we will have a robust system of performance management and monitoring of teaching and learning. All lessons will be required to be at least good or outstanding over time.

### **British**

As part of our strong belief in the "Britishness" of our institution, we will ensure that pupils have the opportunity to study British poems and novels in English lessons.

### **Modern foreign languages**

All pupils will study a modern foreign language, and will be able to choose to study a further language if they wish at Key Stage 4.

### **Teaching time English and science**

Teaching time for English and science will increase from year 9 to make sure that there is enough time to teach the contents of the GCSE syllabus, which are double awards and in some cases for science a triple award.

With regard to science, the CBI report states that:

*"It is widely acknowledged that studying three separate sciences at GCSE is the best platform for pursuing scientific study at A-level and university, and developing a STEM based career. Not enough young people do so at present and there is wasted potential – over 40% of 14 year olds achieve at least a level 6 at Key Stage 3 in science, indicating they are capable of further study. "*

We will seek to address this by offering the option of studying triple-award science to pupils who are capable and wish to do so. This will ensure that all pupils have access to the pathways they wish to follow.

We will also offer highly academic A-levels such as further maths and physics to talented pupils who wish to pursue these avenues into higher education.

### **Key Stage 5**

Our Key stage 5 curriculum will include a range of A-levels, level 2 and 3 BTEC qualifications and apprenticeships, as well English and maths for students that did not achieve their grades at GCSE in Year 11.

The pathways at Key Stage 5 will depend upon results obtained in Year 11 at Key Stage 4.

### **Supporting our vision**

As highlighted in section C through local statistics and supported by the national picture, there has been less of a focus on academic rigour. We need to ensure this is focused upon in our academy.

Studying British texts and local community history will ensure that our vision and our global citizenship ethos is supported and embedded in our natural routine, rather than just highlighted at key points in the year. Not having the restrictions of the national curriculum will help us to tailor our curriculum to suit local needs.

## The arts

We must be careful that in our quest to make education more academically rigorous we do not squeeze out the arts, or have it considered as a lesser pathway. While some state schools and many new free schools are designating more time to teaching English, maths and science, we hold different beliefs and do not think that this is necessarily the best way forward. There are two main reasons for this.

- More does not mean better. The focus should be on the quality of teaching rather than the quantity.
- Research shows that the creative industries are the fastest rising sector in the UK and globally.

The CBI report states that:

*“World-class creative industries are a strength of the UK economy. As a proportion of GDP, the UK has the largest creative industries sector in the world – contributing between 6%-8% of our nation’s output and directly employing over 1 million people.*

*Exploiting the potential of the creative sector will help to rebalance the UK economy and achieve private sector growth. Industries from film, architecture, music and digital media are reliant on the creativity and innovation of individuals – and business needs access to a pool of talent with the right skills.”*

This begs the question as to why schools do not allocate more curriculum time to the arts, and why more time is allocated to subjects such as history and geography and much more time to English, maths and science. The CBI report suggests the following solution.

*“History or geography should remain an option within the Ebac, but there are other ways of developing the creative minds businesses are looking for. The Ebac should give young people the opportunity to study a creative or technical subject such as design and technology, computer studies, music, art and design, or drama.”*

We intend to address this by ensuring that art, drama and music are designated as much time as history, geography and MFL, with a double period each week in Years 7 and 8. This will give pupils a broad and balanced range of subjects and a good amount of curriculum time allocated to developing their creative skills, giving them more options and paths into employment and further education.

### **Pathways for the arts**

There will be four option choices at Key Stage 4 that will allow pupils to choose creative arts subjects as a pathway.

### **Supporting our vision**

The art is an important element in providing a well-rounded and balanced pathway for

pupils, and it caters for different styles of learners. It supports local issues as well as the national agenda, and it will help to reduce the NEET element in Brent and support many of our EAL learners.

## **Enterprise**

### **The need for enterprise**

The CBI report makes the following points with regard to the skills that Enterprises require of the workforce.

*“While CBI data shows problems with IT skills, these refer to general office skills – using word, excel and basic email – and are likely to be concentrated amongst older workers. But the creative industries will often require a more detailed level of IT knowledge.*

*An intensive ICT and digital education is crucial for all areas of the creative and cultural industries, with 27% of businesses that experience skills gaps believing they exist in areas around ICT. This figure is even higher for digital-intensive areas such as the design industry. A more varied and challenging curriculum is required to include more advanced software packages and give learners the confidence to keep up with new developments in the digital sphere.*

*Specifically some sectors face challenges around IT programming skills. The UK video Sports industry for example, has slipped from third to sixth place in the global rankings, with skills cited by experts as a key factor in this decline; and the visual effects industry is being forced to recruit from overseas to fill gaps.”*

### **Teaching computing**

We are aiming to address these issues by teaching pupils the necessary IT skills they need to succeed in the ever-growing and changing workplace where nearly every job will require some form of IT skills. We are therefore calling our subject "computing". This will give a different emphasis to traditional ICT lessons, which have been more focussed on basic skills such as using Word, Excel and PowerPoint. Our curriculum will place an emphasis on computer programming, website design and on understanding the different operating systems that are used across the wide and changing technological environment. These skills are essential for the modern workforce.

### **Teaching time for computing**

As with the arts, ICT is usually given one period a week. In our curriculum it will be allocated two periods a week in Years 7 and 8.

### **Computing compulsory at Key Stage 4**

From Key Stage 4, computing will be offered as a GCSE, but it will still be compulsory for one period a week for all pupils, regardless of whether they take the GCSE. This will ensure pupils have the necessary computing skills for any subject of study. This one

period a week will be a non-examined lesson in order to keep the focus on work skills rather than examinations.

We will invest in an ICT infrastructure that allows pupils to access the software that they need to understand.

### **Vocational pathways**

The Gateway Academy understands the need for a skilled workforce, and recognises that this does not always mean a highly academic route for all pupils. A study by The Work Foundation in 2010 commented that:

*"There has recently been much debate about whether the economy has too many graduates. As we showed earlier, employment of graduate level labour has significantly increased in the knowledge economy and policy has been based on continued expansion of the higher education sector.*

*Critics have however suggested that increasingly graduates are moving into jobs that do not require graduate level skills and studies show an imbalance between the number of jobs in the economy requiring a degree and the number of graduate pupils entering the labour market. Expansion has been especially rapid in recent years and following the recession graduate unemployment will remain high for several years."*

### **Focusing on a skilled workforce**

This research, along with common sense, shows us that we must not focus too much on one aspect of our curriculum, and this is why it is essential to balance academia with the vocational and enterprise elements that equip pupils with employability skills. There will be a range of vocational courses at level 2 and 3 that will lead to either further education or employment, and this will be valued just as highly as any other pathway. All pathways are individually designed to meet the aspirations of the pupils.

### **Supporting our vision**

There is a need to reduce the number of NEET young people, and this cornerstone of our curriculum will ensure that pupils leave with employable skills.

By teaching enterprise from Key Stage 3 up to Key Stage 4, it is realistic to have this minimum expectation for all our pupils.

### **Why this approach is right for our students and our intake?**

While the findings of the CBI report are for the entire country, we feel that they are particularly poignant and relevant to our intake. We have referred in section C to the fact that reducing the number of NEET young people is a priority in Brent, and everything we have highlighted above aims to meet the needs of our local community.

The diverse pathways ensure that the needs of our students will be met, and that at the very least they will have employable skills when they leave school. GATE recognises that

there are different routes to success, and so all four cornerstones hold equal value.

### **Personalizing the curriculum**

Our curriculum will have different pathways, including the Ebac, the arts and vocational pathways. Each pupil will receive guidance on which pathways to follow based on his or her ability, interests and aspirations.

## **Key groups of pupils our curriculum needs to support**

### **EAL pupils**

As stated in our vision we expect a large majority (at least 50%) of our pupils to be of EAL status. This requires a curriculum tailored to these types of pupils (specific strategies for dealing with EAL pupils will be highlighted in D4)

### **SEN pupils**

We expect around 7% of our cohort to be children with a statement of special educational needs (SEN) or on the register for school action plus. We estimate a further 13–14% to be on school action. This is consistent with other schools in Brent (specific strategies for dealing with SEN pupils will be highlighted in D4).

### **FSM pupils**

Considering Brent's high level of deprivation, we expect around 24% of our cohort to receive free school meals (FSM). With this in mind, we will need to ensure that these pupils achieve highly because it is known that nationally pupils on FSM are far behind their peers (specific strategies for dealing with FSM pupils will be highlighted in D4).

## **CEIAG**

**(careers, education, information, advice and guidance)**

## **Rationale and approach to CEIAG and transition**

CEIAG and a clear understanding of the different needs of pupils at each stage in their educational journey is extremely important and crucial to their development. This is why we will need to specify how each year group will make each transition, and what CEIAG they will receive.

### **Before entry in September**

All Year 7 pupils will have a "taster" day in July to acclimatise them to the environment and allow them to get to know each other, their form tutors and their teachers. This day will also give them an understanding of the expectations of the academy. There will be also be a "buddy system", but obviously this will not be available for the first cohort of pupils.



Pupils will be assessed in literacy and numeracy on this "taster" day. This internal data will be combined with the pupils' Key Stage 2 results to allow us to target students that need assistance.

### **Prospective parents evening**

During this "taster", day parents will be introduced to key personnel such as form tutors, heads of houses, and the senior leadership team, and will gain an insight into the academy's expectations. Parents will be given an opportunity to voice any questions or concerns that they may have.

Parents will be presented with the GATE principles, and given an understanding of the vision and ethos of the school and what the academy's targets will be for their children. This will help us to engage with parents in a positive way and allow us to explain what we expect of them in supporting their child through school.

### **CEIAG throughout the year groups**

There will also be key transitional parent's evenings.

- In Year 8 to explain option choices and pathways.
- In Year 11 to explain the entry requirements and standards for sixth form.
- In Year 12 to discuss university applications or preparations for the world of work.

The school will need to track all students from early in Year 10 to identify potential NEET candidates. It is our intention that no child leaves as a NEET, and any NEET candidate identified through data analysis or through the pastoral system will be targeted very early before they leave school as a proactive measure rather than a reactive measure. According to Brent statistics in 2010, 4.7% of young people were classed as NEET. It is our intention that none of that percentage comes from the academy.

Brent Council has identified that White and Black African/Caribbean pupils are most likely to be NEET, and so we will ensure they are targeted early on.

### **Leaving school**

The academy will monitor where students go after compulsory education by conducting a questionnaire, compiling this data and publishing it to outside agencies and the local community.

### **Pupils**

- From Year 7, pupils will experience CEIAG in everything they do. This will give them an understanding of their career pathways from the start of school through to knowing their targets and understanding the skill sets they will need upon completing of their education.
- We will ensure external CEIAG is available to all pupils, particularly at times such

option choices and transition evenings between Years 11 and 12.

## **More detailed breakdown of CEIAG and transition for pupils**

### **Year 7**

Pupils will spend the first day of school with their tutors and housemasters. They will also learn about their pathways and what options will be available to them throughout their secondary education.

A house system will allow pupils to have older pupils as mentors to aid them, comfort them, and "buddy" with them in their transition from primary school to secondary school. When we have our first intake, the cohort will be small enough to feel comfortable and safe due to a high staff to pupil ratio.

### **Year 8**

Each pupil will have a one-on-one interview to discuss option choices. Parents will also be invited to these interviews.

There will be an evening for all stakeholders to attend that will explain the option choices that are on offer and what pathways should be considered.

Connexions and other appropriate external agencies will be available to support pupils for impartial CEIAG.

### **Year 9**

Pupils will gain general CEIAG through enterprise lessons

### **Year 10**

Pupils will get CEIAG on jobs and job applications in preparation for their work experience. They will also be asked to start considering their plans for when they complete their studies at the end of Year 11.

### **Year 11**

Pupils will have one-on-one interviews with staff to discuss their future plans and the transition to sixth form.

There will be a sixth form open evening for all stakeholders to see what is on offer.

Appropriate external agencies will be available to support pupils for impartial CEIAG.

### **Year 12**

CEIAG will be offered for a variety of pupils and will include university applications and preparation for employment.

CEIAG will be offered both internally by staff and externally by Connexions

### **Year 13**

The same CEIAG as in year 12 will be offered, but with an emphasis on financial planning, especially for those going to university.

## **Parents**

Parents from such a diverse community will need to know and understand about CEIAG and what options are open to their children.

### **Challenging some pathway misconceptions**

In a study commissioned by Innovation Unit called *10 Schools for the 21<sup>st</sup> Century*, it is stated that:

*“..for many parents success is their child achieving a place at university. Fewer than half of all pupils actually get there. Pupils themselves may feel successful when they get a job and start living a life independently from their parents.”*

- Parents in the local area who have come from abroad have very high aspirations and quite often tend to see the academic route as the only one that is worthwhile.
- There is a distinct feeling from many in the BAME community that coming to England and receiving an education is the key to success. Parents in this community often push their children down traditional academic routes and ignore other pathways such as the arts.
- We will need to educate parents early on that pathways are an essential to a successful career in the outside world. Once parents understand this they will be better positioned to support their children.

## **Type of curriculum**

### **21<sup>st</sup>Century education**

The Gateway Academy aims to have a distinctive 21<sup>st</sup>Century approach and feel to it. This will be achieved through:

- innovative teaching and learning
- the use of modern technology and equipment
- a curriculum that includes subjects that tailored and relevant to pupils' lives.

### **Innovative teaching and learning**

Considering our intake, which will include many EAL pupils that have a lower starting point than pupils across the country, we will need to ensure that pupils remain engaged and are able to cope with the demands that we place upon them.

Current Ofsted guidelines do not look for a prescribed way of teaching. Instead, they are concerned with the progress of each pupil. The Gateway Academy will consider research-based case studies in its approach to innovative teaching and learning, and will look to share and embed best practice from schools around the world.

With such a diverse intake it is important not to restrict the ability of teachers to teach in exciting and engaging ways that bring out the best in our learners. We aim to become a

"teaching" school where others can come to learn good practice.

### **Training for teachers**

Each week there will be a training hour for staff where best practice and guidance is shared. Teachers will be encouraged to reflect on their lessons and how they can improve.

Training and continual professional development (CPD) will be at the heart of our drive to improve and meet the needs of our pupils and staff.

### **Use of modern technology and equipment**

The Gateway Academy will invest in modern technology and ensure that:

- all pupils have access to a computer suite
- each subject area has access to computers to be able to deliver their lessons at set times
- all subjects use technology as a context for learning rather than just a tool for learning.

### **Curriculum and subject matter that is more personalized and highly relevant to pupils' lives**

We will ask all heads of department to ensure that their schemes of work include:

- the subject matters that are required to successfully pass examinations
- subject matters of a local nature relating to London/Wembley
- subject matters that have cross-curricular themes and links to other subjects at set points in the year.

### **Subject matter that is required in order to successfully pass examinations**

This is the bread and butter of our curriculum in which elements of the national curriculum will be applied and assessed.

### **Subject matter of a local nature to London/Wembley**

All subjects will be required to have a unit of work that is local in nature so that pupils can learn the context of their local environment. In English, for example, pupils may study London poets or authors, and in sports they may look at local athletes. The heads of department will be tasked with choosing the subject matter.

### **Subject matter that has cross-curricular themes and links to other subjects at set points in the year**

Each year, all subjects will be required to incorporate at least one extended project that has links to other subject areas and themes. For example, a maths project could be a project on building a house. This would require pupils to work out the dimensions and proportions of a house, and then continue their project by exploring how to market it,

which would include business and advertising themes. This will allow pupils to use their skills in context as opposed to studying subjects in isolation.

## **Improving outcomes**

### **Academic achievement**

The curriculum will be designed to engage all learners; and will fit their learning styles by following the GATE principles. There will be three pathways for pupils.

- The academic route, which includes full Ebac, GCSEs and progression to further and higher education.
- The creative route, which allows pupils to follow the arts subjects and enables progress to further and higher education.
- The enterprise route, which includes vocational study through BTECs, apprenticeships and college, and enables progression to further or higher education or straight into the world of work.

### **Impact specific to our intake**

Our aspiration is for all students to be well-rounded individuals that are prepared for the world of work, be that through academia, the arts or enterprise.

Although some EAL students may not reach the required standard to follow the Ebac route because of their language skills, it is still our ambition that the Ebac will be open to all students, and that EAL students will strive for this. We want a no-excuses culture, and although we have pathways suited to all types of learners, we will not write off any students because then need to overcome additional barriers.

### **Global citizenship and SMSC**

All pupils, regardless of pathway, will be fully engaged in the global citizenship ethos, and will experience a strong sense of social, moral, spiritual and cultural connection with the local community and understand their place in the international community. The Joy for Learning Curriculum, which will take place after school, will be a key driver of these aims.

### **Impact specific to our intake**

Our intake is multi-cultural and international in nature, and this aspect of the curriculum will encourage and embed the ethos of global citizenship.

### **Employability and non-assessed subjects**

All pupils will be fully equipped for the outside world, and will leave with employable skills as an absolute minimum. This is why we are offering subjects such as computing and enterprise as non-assessed subjects to ensure that they are focused on employable skills.

As expressed throughout our principles, we will have a broad base for measuring

achievement, and we will pursue all avenues for our pupils and refuse to accept seemingly insurmountable odds to high attainment.

The nature of our intake can sometimes lend to thoughts that EAL pupils are not able to attain as high levels as other pupils. We refuse to accept this and remain steadfast in our belief that overcoming obstacles and achieving high standards is always possible.

### **Impact specific to our intake**

While this is not specific to our intake, it is important to emphasise that we have planned our curriculum so that it is not solely focused on exams, but instead able to provide every opportunity for students to leave school with the minimum expected employable skills.

### **Content based versus skills based**

Too often schools embrace only one aspect in their approach to the curriculum and teaching and learning. For example, in the mid-1990s there was a largely content-based approach to delivery in the classroom. In the mid-2000s there was a movement to a skills-based approach, and schemes of work were ripped up and replaced. It seems that the pendulum is swinging back to a content-based approach.

We will not subscribe to one approach over the other. As laid out in our principles and our curriculum, we will have the flexibility to change and adapt to suit the learner, and thus bring out the best in them and improve their outcomes.

The Gateway Academy will provide a 21<sup>st</sup> Century educational experience for all pupils, and the cornerstones of GATE will be fundamental to that experience.

### **Impact specific to our intake**

By highlighting our specific intake we have been able to show that one approach will not work for all students. There is a need to have different types of stimulus and teaching methods in order to bring out the best in different types of learners. EAL students, for example, could benefit a lot more from a skill-based lesson and visual stimulus than a content-based approach. This may not always be the case, but the importance of a balanced approach is of paramount importance to our specific intake and needs.

### **Overall ambition**

Our ambitions and aspirations are very high and challenging when one considers that we have a very broad range of responsibilities and requirements that are unique to our intake. We will need to prepare our young people by getting them academically ready for the outside world, while at the same time allowing them to express their individuality and ethnic diversity. We believe our rationale and the design of our curriculum will enable us to achieve this.

### **Qualifications**

The Gateway Academy will ensure that pupils have access to all the available qualifications that suit their needs. This will include GCSEs, GCEs, BTECs, diplomas, IGCSEs, apprenticeships, and others that may become available.

## Structure

Pupils will be able to select their option choices and study fewer subjects from the end of Year 8. This will allow more flexibility and a personalised curriculum for all pupils.

All pupils will undertake at least 5 GCSEs (English language, English literature, maths, double-award science) as a compulsory requirement.

Pupils will then have the flexibility to choose courses that are appropriate to them and follow a pathway that is academically focused (e.g. the Ebac and other subjects), more arts-based or vocational.

With four options there is great flexibility for pupils to follow a distinct pathway or to mix and match between them.

## Further explanation of pathways Key stage 4 and 5

Classes will run based on the level of uptake, with a minimum of 10 pupils needed for an option choice.

### Key stage 4

Academic subjects	Arts-based subjects	Vocational subjects
History	Art	ICT
Geography	Drama	Business studies
French	Music	Health and social care
Spanish	Media studies	Travel and tourism
Sociology	Photography	
RE	Sports	

### Key stage 5

Academic subjects	Arts-based subjects	Vocational subjects
History	Art	ICT
Geography	Drama	Business studies
French	Music	Health and social care
Spanish	Media studies	Travel and tourism
Sociology	Photography	
RE	Sports	
English literature		
English language		
Maths statistics		
Further Maths		
Biology		

Chemistry		
Physics		

There is a natural progression from Key Stage 4 to Key Stage 5, and pupils will be able to extend their study into sixth form with the higher level courses.

## Summary

Pupils will experience a school day that is designed specifically and personally for them, and fit for purpose in the 21<sup>st</sup> Century. It will enable them to succeed in the wider world, which will have advanced and changed dramatically in technological terms in just the seven years it takes to get from Year 7 to Year 13. There will be jobs in 2022 (the first cohort to complete a cycle) that do not exist at the time of this application.

Our curriculum will be able to keep up with the times because of its flexible, broad and balanced design. Other than the time allocated to the core subjects of English, maths and science, there is not too much emphasis on any one subject or pedagogy.

## D2: Curriculum and Organisation of Learning

### Curriculum Models

#### Blocks of time

Learning will be structured as much as possible in blocks of 100 minutes, but some subjects will be 50 minutes in length (one period is 50 minutes). We have chosen 100 minutes as far as it is possible for lesson times because we consider that longer periods of time for learners can more effectively encourage independent learning and critical thinkers. Having 50-minute periods also allows us to create more flexibility in allocating time for our subject areas. Pupils will experience this model from Key Stage 3 through to Key Stages 4 and 5 so that they have the same experience throughout their secondary school education. This will adequately prepare them for exams. Subjects will rotate as part of one-week timetable

The following table sets out how pupils will be organised for learning at Key Stage 3 (years 7 and 8).

Curriculum Type	KS3 Curriculum	Periods	Percentage
Academia	English	4	13
	Maths	4	13
	Science	4	13
	Geography	2	6
	History	2	6
	MFL	2	6
The arts	Creative art	2	6



	<b>Drama</b>	<b>2</b>	<b>6</b>
	<b>Music</b>	<b>2</b>	<b>6</b>
<b>Enterprise</b>	<b>Business/enterprise</b>	<b>1</b>	<b>3</b>
	<b>Computing</b>	<b>2</b>	<b>6</b>
<b>Global citizen</b>	<b>Politics/philosophy/ethics</b>	<b>1</b>	<b>3</b>
	<b>Sports</b>	<b>2</b>	<b>6</b>
	<b>House activities</b>	<b>1</b>	<b>3</b>
	<b>Total curriculum periods</b>	<b>31</b>	<b>100</b>

## Broad and balanced

The above is a broad and balanced curriculum that encompasses all the main subjects and complies with the four cornerstones of GATE. The core subjects are allocated the most time, and equal allocation is given to the rest of the subjects. This ensures that pupils get a sufficient depth of experience to assist them in ascertaining their success in different subjects and to help them decide if they want to continue those subjects later in their education.

## Transition

The above curriculum will be taught in Years 7 and 8 only. In Year 9 there will be a change, with pupils selecting their options at the end of Year 8. The rationale behind this is that after two years of deep study our pupils will be ready to narrow their curriculum and number of subjects by choosing the subjects they want to continue to study. Pupils will not start their GCSEs in Year 9, but will be studying fewer subjects. Year 9 could be considered a GCSE foundation year. Staff and pupils will know that they will be continuing all of the chosen and compulsory subjects to GCSE level, and can thus prepare adequately for it. They will continue those subjects into Year 10 where they will begin their GCSE or relevant qualification.

**The Key Stage 3/4 curriculum will be as follows (years 9, 10 and 11).**

<b>Curriculum Type</b>	<b>KS3/4 Curriculum</b>	<b>Periods</b>	<b>Percentage</b>
<b>Compulsory</b>	<b>English</b>	<b>5</b>	<b>16</b>
	<b>Maths</b>	<b>4</b>	<b>13</b>
	<b>Science</b>	<b>5</b>	<b>16</b>
<b>Combination of option choices in which a variety of pathways can be followed</b>	<b>Option 1</b>	<b>3</b>	<b>10</b>
	<b>Option 2</b>	<b>3</b>	<b>10</b>
	<b>Option 3</b>	<b>3</b>	<b>10</b>
	<b>Option 4</b>	<b>3</b>	<b>10</b>
<b>Enterprise</b>	<b>Enterprise/computing</b>	<b>1</b>	<b>3</b>
<b>Global citizen</b>	<b>Sports</b>	<b>2</b>	<b>6</b>
	<b>Politics/philosophy/ethics</b>	<b>1</b>	<b>3</b>
	<b>House activities</b>	<b>1</b>	<b>3</b>
	<b>Total curriculum periods</b>	<b>31</b>	<b>100</b>

Pupils will narrow their curriculum from 13 subjects to 10. This will allow them to focus on what they enjoy and what is relevant to them. It will also maximise their chances of success by having more time to study the subjects they want to study at GCSE or other

qualification level.

### **English and science**

These two core subjects will increase in curriculum time in order to meet the extra demands they both have in terms of GCSE preparation. English encompasses two GCSEs – English language and English literature – and science will encompass biology, chemistry and physics as part of a double-award GCSE. Maths remains one GCSE and already has more time allocated to it than other non-core subjects. Therefore, it needs no extra curriculum time.

### **Triple science**

Triple science will be available as an extra option choice for those who are gifted in science, and this will increase the curriculum time spent on science for those students from year 9 onwards.

### **Ebac pathway**

All pupils will have an opportunity to study the Ebac qualification.

### **Enterprise/vocational pathway**

There will be subjects that pupils can choose that encompass the enterprise and vocational qualifications.

### **The arts pathway**

There will be subjects pupils can choose that encompass The arts qualifications.

### **Enterprise/computing**

#### **Alternative assessment**

Enterprise/computing will remain compulsory at one lesson a week but will not be examined. The reason for this is that this subject is designed to prepare pupils for the world of work. If it were an examined subject then an element of teaching to the test would be involved, and this would defeat the purpose of it. Alternative assessment to ensure that pupils understand the wider world and are prepared for work will be in place.

Alternative assessment can take place in the form of tests, projects and coursework, but this will be without the pressure of having to achieve a GCSE grade. As such, the nature of the assessment will be focussed on skills and not on a recitation of content under external exam conditions. Those identified through alternative assessment as having not fully understood the process of enterprise and computing can be targeted for CEIAG.

This course, which students will undertake from Year 7 to Year 11, is specifically designed to prepare pupils for the world of work, and so employability will be the core focus at all times.

The Key Stage 5 curriculum will have a variety of pathways depending on what the pupils achieved at Key Stage 4. The pathways will be as follows from Year 12.

Pathway 1	Pathway 2	Pathway 3	Pathway 4	Pathway 5
4 A/S Levels	3 A/S Levels	BTEC National + 1 A/S Level	BTEC National	BTEC First
Opportunities for English and maths GCSE retakes				

The pathways are decided on a combination of what the pupils received at Key Stage 4 and what their average point score was (as shown below).

Pathway 1	Pathway 2	Pathway 3	Pathway 4	Pathway 5
5 GCSEs including English and maths and an APS of 43 or more.	5 GCSEs including English and maths and an APS of between 38 and 42.	5 GCSEs without English or maths and an APS of between 38 and 42.	5 GCSEs without English or maths and an APS of between 35 and 37	4 GCSEs without English or maths and an APS of between 30 and 34

All A/S levels will be taught in 5×50minute periods a week in Year 12 and 6×50 minute periods a week in Year 13, but will be in double and triple lessons so as to maintain the experience of teaching and learning at KS3 and 4.

Pupils that have not achieved a grade C in English or maths will continue to study these subjects in sixth form.

## Content of the curriculum

All subjects will follow the national curriculum, but as much content as possible will be tailored to the intake of pupils. This tailoring will include:

- distinctly British content
- where possible local content (London/Wembley)
- where possible international content that enables pupils to relate to the various backgrounds that they are from
- embracing a cross-curricular theme that draws upon skills gained in other subjects, enabling pupils to learn in context.

Although we want our pupils to study British content, this will not be to the detriment of any other international elements, which are just as important. The element of "Britishness" is important to achieve our aim of community cohesion. We want pupils to understand Britain, but to do so in an international context.

The heads of departments will be responsible for the content of the curriculum. Their

specific responsibilities are outlined in the table below.

<b>Subject</b>	<b>Content</b>
<b>English</b>	<ul style="list-style-type: none"> <li>- To pick British playwrights and poets for study as much as possible, especially Londoners</li> <li>- To ensure a project is carried out in each year group that is cross-curricular in theme</li> <li>- The academy wishes to follow the national curriculum as a guideline for teaching. At the time of writing the government is revising its curriculum at Key Stage 3 and 4 so exact content would be difficult to signpost here</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>- To give pupils an insight into British mathematicians and their role in the maths world</li> <li>- To ensure a project is carried out in each year group that is cross-curricular in theme and in a real-life context</li> <li>- The academy wishes to follow the national curriculum as a guideline for teaching. At the time of writing the government is revising its curriculum at Key Stage 3 and 4 so exact content would be difficult to signpost here</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>- To give pupils an insight into British scientists and their role in the science world</li> <li>- To ensure pupils know about one of our heads of house, Sir Isaac Newton, and his contribution to science, as well as how he represents one of our key values</li> <li>- To ensure a project is carried out in each year group that is cross-curricular in theme and in a real-life context</li> <li>- The academy wishes to follow the national curriculum as a guideline for teaching. At the time of writing the government is revising its curriculum at Key Stage 3 and 4 so exact content would be difficult to signpost here</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>- To provide pupils with an understanding of local geography (Wembley/London)</li> <li>- To focus on British geography</li> <li>- To ensure a project is carried out in each year group that is cross-curricular in theme and in a real-life context</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>- To include local history (Wembley/London)</li> <li>- To focus on British history</li> <li>- To ensure pupils are able to carry out a project study on their own countries of origin and place in the context of world history</li> <li>- To ensure a project is carried out in each year group that is cross-curricular in theme and in a</li> </ul>

	real-life context
<b>MFL</b>	<ul style="list-style-type: none"> <li>- To ensure a project is carried out in each year group that is cross-curricular in theme and in a real-life context</li> </ul>
<b>Creative Art</b>	<ul style="list-style-type: none"> <li>- To focus on British art</li> <li>- To ensure a project is carried out in each year group that is cross-curricular in theme and in a real-life context</li> </ul>
<b>Drama</b>	<ul style="list-style-type: none"> <li>- To provide an opportunity to visit a local theatre</li> <li>- To focus on British drama and playwrights</li> <li>- To ensure a project is carried out in each year group that is cross-curricular in theme and in a real-life context</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>- To focus on British musicians</li> <li>- To ensure a project is carried out in each year group that is cross-curricular in theme and in a real-life context</li> </ul>
<b>Enterprise</b>	<ul style="list-style-type: none"> <li>- To plan study around local and national businesses and their models</li> <li>- To ensure a project is carried out in each year group that is cross-curricular in theme and in a real-life context</li> <li>- To provide pupils with life skills, including managing finances, applying for jobs and understanding the fundamentals of how businesses work and what they look for in terms of employability</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>- To focus on skills that are needed by employers (e.g. PowerPoint, Word, Excel)</li> <li>- To ensure pupils are able to use different operating systems</li> <li>- To enable pupils to understand advanced hardware</li> <li>- To ensure pupils understand how to use technology to support future job opportunities such as website design</li> <li>- To ensure a project is carried out in each year group that is cross-curricular in theme and in a real-life context</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>- To provide pupils will an understanding of all major religions, including pagan religions</li> <li>- To include wider debates in philosophy and morality</li> <li>- To follow as much as possible the locally agreed syllabus as laid down by SACRE</li> <li>- To ensure a project is carried out in each year group that is cross-curricular in theme and in a real-life context</li> </ul>

<b>Sports</b>	<ul style="list-style-type: none"> <li>- To make pupils aware of local sporting heroes</li> <li>- To embrace the Olympic values of sport, leadership, fair play and healthy competition</li> <li>- To ensure a project is carried out in each year group that is cross-curricular in theme and in a real-life context</li> </ul>
<b>House activities</b>	This are explained in detail below

## House activities

House activities take place for 50 minutes after the end of the last subject lesson each day from Monday to Thursday. Traditionally, this part of the day is "form time", but we want to create a distinctively different ethos and approach for this crucial time and period of the day. It will not simply be a pastoral end to the day before pupils leave for home or start their extracurricular activities. This extended period of time will have a number of functions and planned activities to maximise pupil potential and support the GATE vision and ethos. House activities include the following.

### Supervised homework time

Many of our pupils will come from extended families, and do not always have access to an adequate space for homework. This part of the day will give pupils some time to do their homework. This will allow teachers to give pupils support with their homework if it is needed.

Having supervised homework time can mean support from a teacher if it is needed.

### One-to-one meetings

We will have additional adults in each room. This will allow form teachers to have individual meetings with pupils to check their progress.

### Peer mentoring

A system of peer mentoring will take place during this time. The house master will direct older pupils to support younger pupils in the spirit and intention of the house system. Mentoring can be either social support or academic support, and identified pupils will get the support they need as directed by the house master.

### Assemblies

Assemblies will be held once a week and will take place in house groups. These will encompass the school values and be a key period in promoting the SMSC development of all pupils and in emphasising their role as global citizens.

### Rewards

Once a week there will be a celebration of awards and achievements for that week. This

will look at individual achievements as well as form and house achievements. Awards will include things such as gaining personal merits, punctuality (individual and form classes collectively), attendance (individual and form classes collectively), any other personal or teamwork achievements that have taken place for pupils either inside or outside school.

### Reading

There will be a reading programme for pupils during this time in which pupils are encouraged to read. This will be assessed in a variety of ways such as pupils giving presentations or writing reviews. This will be directed by the house master.

### Numeracy

There will be a programme of numeracy skills that will engage pupils and allow them to experience "fun" maths as a way to support their numeracy skills.

### Targeted interventions

Any pupil or groups of pupils who are deemed to be falling behind in their studies can be targeted for interventions, and can be withdrawn by staff in order to do this.

### EAL support

This time will also be used to offer language support to EAL pupils. It may be that pupils who only need minimal support, as opposed to total beginners, can be withdrawn during this period without it having an impact on their other subjects. This will be in addition any of the normal targeted support for EAL pupils.

## **Enrichment activities**

### **Joy for Learning Curriculum**

On Tuesday, Wednesday and Thursday all pupils will need to sign up to do an extracurricular activity. Pupils will not be allocated in particular groups, and will have a free choice to do what interests them.

### **Ethos of Joy for Learning**

The ethos and intent of Joy for Learning is to create a time for pupils to embrace SMSC and be free of thinking about where they are at in terms of assessment levels and grade criteria. It will allow pupils to participate in activities purely for enjoyment, while embracing the school ethos of teamwork and community spirit.

We want pupils to want to be in school, and this will make them value the school and the community and inspire them to want to achieve in their lessons

## **Organisation of pupils**

### **Academic elements**

### **Year 7**

All classes will be taught in mixed-ability groupings. This will be necessary for the first year while our staff get to know the pupils and assess them throughout the year.

### **Year 8**

The allocation of pupils into sets will start to take place in English, maths, science and MFL. This will be based on teacher assessments at the end of Year 7, and will be reviewed each term to ensure that pupils are in the appropriate set. There will be flexibility and movement among the sets based on the professional judgement of teachers.

With the diversity of our intake and the high proportion of EAL pupils, it will be necessary to divide pupils into sets into the core areas. The process for this will be strictly based on academic ability and will not be based on behaviour under any circumstances. This will be strictly enforced and regularly audited.

### **Years 9, 10 and 11**

Pupils will be organised the same as in Year 8 but with the addition of option choices.

## **Setting**

The following table shows the subjects that will be taught in mixed-ability sets and the reasons for this.

<b>Year</b>	<b>Mixed Ability</b>	<b>Sets</b>	<b>Rationale</b>
<b>7</b>	All subjects	None	The academy will receive pupils and assess them throughout the year.  There is a need for mixed-ability teaching so that staff are able to cater for the varying needs of the cohort and ensure that no cohort feels stigmatized.
<b>8</b>	All subjects other than MFL	MFL	Only MFL will be in sets so as to allow pupils the possibility of studying a second language.  Rationale for mixed ability is the same as above.



<b>9</b>	All subjects other than English, maths and science.	English	Pupils will be divided into three sets:  Set 1 – high-level achievers Set 2 – mixed ability Set 3 – mixed ability
		Maths	Pupils will be set according to ability, and there will be flexibility to move up and down the sets according to regular assessments each half term.
		Science	Pupils will be divided into three sets.  Set 1 – high-level achievers Set 2 – mixed ability Set 3 – mixed ability
<b>10</b>		As above	As above
<b>11</b>		As above	As above

### **Rationale further explained and linked to vision**

The system for dividing pupils into sets that we have opted for fits clearly within our vision of catering for all pupils while focusing on EAL pupils, which will be in the majority. By limiting the division of pupils into sets, we remove much of the stigma associated with "bottom" sets, which research shows tend to be filled with pupils from poor backgrounds. Considering that around 24% of our intake will receive FSM, our system will ensure that no such stigmatisation takes place at the academy.

We have opted for a different approach to mixed ability and set division. While there is no conclusive evidence that one system is better than the other, we believe our system will benefit our specific intake for the following reasons.

- The division of pupils into sets will not take place by ability until Year 9. This is to give all pupils a broad and balanced grounding in their education, and to enable teachers to accurately assess their pupils before making decisions on which set they should belong to.
- The process will start in Year 9 because this will be seen as the foundation year where pupils prepare for their GCSE or examined courses, even though they will not officially start them until Year 10.
- Research shows that SEN students and EAL students often end up in the "bottom" sets. This would be particularly detrimental to EAL students as it would result in them not being in a classroom with effective language speakers, thus preventing them from picking up and learning good language skills.

Ultimately, we are aiming for a system that will stretch and challenge the top

students while ensuring that other students are not stigmatized if they are in "lower" sets. The mixture of mixed ability and top set only provides an effective model for a "one or the other" approach and balances out the best of both worlds in order to effectively personalise the curriculum for students. With such a wide and varied intake, some form of limited set division is required.

## **MFL**

MFL only needs sets to allow some pupils to take a second language. For this reason MFL will be blocked in the timetable and the more able pupils will study two languages.

## **English and science**

There will only be one top set for the more able and identified gifted and talented (G+T) pupils. This is to stretch and challenge these pupils.

The rest of the classes will be of mixed ability to avoid the following pitfalls.

- Resources being allocated to higher set groups
- Lower sets being stigmatized

## **EAL**

EAL pupils could end up being disproportionately represented in the lower sets, and this could hinder their language development if they are not in groups with mixed ability and English-language speakers.

## **Maths**

The nature of maths exams and the way exam boards sets out their requirements means that this subject needs to be taught in sets that are grouped by ability. However, many EAL pupils will be able to access maths, with just as many in the top sets as in the lower sets. Therefore, dividing pupils into maths sets will not be detrimental to language development as it is in English and science.

Regular half-term reviews will take place to evaluate whether pupils should move from one set to another.

## **Pastoral system/house system**

Form groups will be organized in year groups but also in a house system. This will foster a closer spirit of teamwork among pupils of different ages and create a spirit of competitive but friendly rivalry among the different houses. There will be four houses organised according to the four cornerstones of GATE and what they represent. Below is an example of how the houses will be organized and what they will represent.

- Mary Seacole House – representing global citizenship
- Isaac Newton House – representing academia
- William Shakespeare House – representing the arts

- Isambard Brunel House – representing enterprise

Each historical person has been carefully chosen to represent the four cornerstones of GATE. Each person is British, and this adds a distinct "Britishness" to the house system and its vision and ethos.

Each house will be required to learn not only about their own historical representative but also about the others, and we consider that together all four houses will complete the whole. Therefore, working together and teamwork is of high importance and will be stressed during house activities, assemblies and throughout the school on notice boards.

When the school is fully enrolled the pastoral/house system will look like this:

House	Year	Name of form class
Seacole	7,8,9,10,11,12,13	Seacole
Newton	7,8,9,10,11,12,13	Newton
Shakespeare	7,8,9,10,11,12,13	Shakespeare
Brunel	7,8,9,10,11,12,13	Brunel

During house activities and in the classroom, pupils will be in age-related groups (e.g. Years 7 and 8), but assemblies and events will be organized in house groups. Housemasters will be responsible for fostering the house identity.

### **Peer mentoring and buddy system**

A peer mentoring and buddy system will take place throughout the school and in houses. For example, the Year 7 intake will be assigned older pupils as "buddies" to help them settle in and feel comfortable around the school.

Targeted pupils who may need academic mentoring will be mentored by older pupils. These older pupils will have opportunities to support them in the classroom and with their studies at set times in the day such as during house activities.

### **Assemblies and celebration**

Each house group will put on a special assembly to celebrate the life of their historical representative person in a designated week in the school year. That is, Seacole Week, Newton Week, Shakespeare Week and Brunel Week.

During these weeks there will be examples of other people from around the world who express the same values, and a distinct focus will be placed on the areas they represent. All subjects will make references to each cornerstone in their respective week so that pupils understand how they are related to all subjects.

Sporting events will take place with houses competing against each other, and the rewards and sanctions system will be promoted through the house system.

Each house will have a display board where activities and events for that house are celebrated and recorded. Each head of house will promote their distinct ethos and ensure that these are maintained throughout the school year. Assemblies will take place in house groups.

## School timetable and calendar

The school timetable will be as follows:

<b>Monday</b>	8.00–16:30 <i>(Pupils leave 14:55 followed by staff directed time)</i>
<b>Tuesday–Thursday</b>	8.00–16:30 <i>(pupils leave at 16:30)</i>
<b>Friday</b>	8.00–15:00 <i>(Pupils leave at 14:10 followed by staff meetings until 15:00)</i>

A more detailed breakdown of the school day and activities is as follows.

### Monday

8.00–8.50	Period 1
8.50–9.40	Period 2
9.40–10.00	Break
10.00–10.50	Period 3
10.50–11.40	Period 4
11.40–12.30	Lunch
12.30–13.20	Period 5
13.20–14.10	Period 6
14.10–15.00	House activities (pupils dismissed)
15:00–15:15	Break
15:15–16:30	Staff-directed time

### Tuesday–Thursday

8.00–8.50	Period 1
8.50–9.40	Period 2
9.40–10.00	Break
10.00–10.50	Period 3
10.50–11.40	Period 4
11.40–12.30	Lunch
12.30–13.20	Period 5
13.20–14.10	Period 6

14.10–15.00	House activities
15.00–15:15	Break
15:15–16:30	Extra-curricular (compulsory for all pupils)

### **Friday**

8.00–8.50	Period 1
8.50–9.40	Period 2
9.40–10.00	Break
10.00–10.50	Period 3
10.50–11.40	Period 4
11.40–12.30	Lunch
12.30–13.20	Period 5
13.20–14.10	Period 6
	(pupils dismissed)
14.10–15.00	Staff-directed time

## **Further explanation and rationale of the school day**

### **Pupil day**

Day	Gateway	Brent State School (average)
Monday	7h	6h 40m
Tuesday–Thursday	8h 30m	6h 40m
Friday	6h 10m	6h 40m
Weekly Total	37h 40m	32h

### **Early start for learning**

We are opting for an early start every day at 8am for the following reasons.

- We would like to embrace the "continental" style where most learning takes place earlier in the day when pupils are fresh and alert.
- Lessons start straight away without a form time at the beginning of the day. We believe that this will ensure that punctuality is a top priority for pupils and give them an understanding of the world of work, where being a few minutes late will have an impact on their ability to do their job properly. Some pupils see morning form time as an opportunity to be late because they do not feel that they are missing any lesson time.
- It allows us to have an extended day on Tuesday, Wednesday and Thursday, without it being too late for pupils to travel home.

- It allows us to include extracurricular activities during the week, which is a core part of our vision set out in our Joy for Learning Curriculum.
- Wembley High Street can be a very busy place festered with traffic jams and buses stuck in traffic for long periods. An early start will allow pupils to leave earlier, helping them to beat the rush hour.
- There will be less congestion with other school pupils who use the same bus route along the high street. This will give more space and access to other schools and the local community that travel for an 8:30 start.

## Extended days

- Students at Gateway will spend more time in school each week than pupils at other schools. At 5 hours and 40 minutes, this is almost the equivalent of one extra day a week.
- This will help to improve standards and allow us to include extracurricular activities and the Joy for Learning Curriculum. However, we appreciate that more time does not necessarily mean better time, which is the model some schools have followed with an 8am start and a 5:30pm finish.
- We believe that slightly more time will enable us to maximize what pupils do without exhausting them so much that they are prevented from learning productively.
- This is why we are proposing an early finish for all our stakeholders on a Friday. This will allow them to go home and relax for the weekend while feeling good that they have put in a strong effort of hard work during the week. They will relax with their families with an early weekend and be refreshed and energized to put in the same hard work again come Monday morning.
- There will be a compulsory extended day for pupils up to 16:30 on Tuesdays, Wednesdays and Thursdays.

## Staff day

### National pay and conditions

A state school year under national STPCD is 195 days of school, of which five days need to be staff training days. Teachers are also required not to work more than 1,265 hours a year under directed time. Here is a quick breakdown of the difference in directed time between Gateway staff and standard teachers in state schools.

Yearly hours state school	1,265 hours
Yearly hours Gateway	1,560 hours
Weekly hours state school	32.5 hours
Weekly hours Gateway	40 hours

The London Borough of Brent has requested that we try and comply with the STPCD. While we respect this, we will need to tweak it in order to achieve our main goals, but we will try and remain true to the spirit of the STPCD. We will balance

teachers' pay and conditions in the following ways.

Our proposed working year for staff is as follows.

Day	Time	Additional Directed Time	Total Hours
Monday 7:45am–16:30 (7:45am–7:55am for staff briefing before lessons)	7h55m (not including 50 minutes lunch)	Staff will be asked to do one lunch duty of 50 minutes per week	8h55m
Tuesday–Thursday 7:50am–16:40 (7:50am–8am and 16:30–16:40 for staff duty)	8h (not including 50 minutes lunch)		8h
Friday 7:50am–15:00 (7:50am–8am and 16:30–16:40 for staff duty)	7h10m (not including 50 minutes lunch)		7h10m
Total for the week			40h

Like our students, our staff will be working the equivalent of one extra day a week compared to the staff in local state schools. They will be working the equivalent of 9 extra weeks per year.

We will be competing with other schools to recruit the best staff, and how we go about this process is explained below.

### **Attracting staff**

We want to create an alternative system that will attract top-quality candidates who will get the best out of our pupils. For this we will need to offer something different from the local schools, which start at around 8:30am and finish at around 15:20 every day.

To attract staff, we will need to ensure that employees are fully on board as well as able

to reap the same (if not more) benefits than those working at a state school that follows the national STPCD. As a result, we are proposing the following term dates.

### **Gateway Calendar and term dates**

#### **Autumn term**

September 3<sup>rd</sup> to December 16<sup>th</sup> (half term October 27<sup>th</sup> to November 31<sup>st</sup>)

#### **Spring term**

January 12<sup>th</sup> to April 2<sup>nd</sup> (half term February 16<sup>th</sup>–20<sup>th</sup>)

#### **Summer term**

April 20<sup>th</sup> to July 10<sup>th</sup> (half term May 25<sup>th</sup>–29<sup>th</sup>)

Staff at Gateway will have an extra week at Christmas and an extra two weeks in the summer term compared to staff at local schools. In effect, they will be working longer hours in the day and the equivalent of six extra weeks in the year, but they will have more holiday time at Christmas and in the summer, which will allow them to refresh their batteries and have ample time to pause, reflect and prepare for the demanding schedule that is expected of them during the school year.

### **Independent school style ethos**

The calendar and school year will follow an independent school style ethos with the extended day and the slightly extra holiday (although holidays are still much longer in independent schools). This will support the ethos of academic excellence, expectations of high achievement and working hard to achieve goals.

### **Serving the local community**

The vast majority of student intake will come from BAME backgrounds. Many in these communities return home to their countries of ethnic origin during school holidays, and we believe the extended holidays at key points in the year will mean that more families are able to return to those places. As a result, we believe these communities will support the school calendar.

### **Summary**

Pupils will experience a curriculum that is fit for purpose. They will learn their place in the international community through our global citizenship vision and values and through the house system and pastoral care as well as curriculum links.

Pupils will be pushed hard to achieve academically through a strong focus on the core subjects, and there will be an emphasis on British values. Students will not be left to fail; they will be targeted for extra support through our house activities programme, and those who struggle with English as an additional language will be targeted to ensure



they make rapid progress in order to succeed.

Pupils will follow a broad and balanced curriculum and experience the arts and enterprise. This will prepare them for the outside world when they leave the academy.

They will also experience the joy of extracurricular activities, which are sadly lacking in many state schools. This is due to most of these schools focusing on extra revision classes after school or targeting C/D borderline students in order to get grades that benefit school results as a whole rather than individual students. We will pride ourselves on delivering what students need during curriculum time, allowing them to focus on Joy for Learning, team building and exploring other skills and talents they may have outside of lessons.

We are building a school with high expectations and demands from pupils, staff and the local community. We realise that there are challenges associated with an alternative calendar and an alternative day, and appreciate that many have got used to the current system of start and end times. However, we believe our approach will change perceptions in the community and show people that anything is possible with the right mentality. Of children in Brent, 34.1% are living in poverty (*Brent Council Joint Strategic Needs Assessment, 2012*). Despite this, we aim to attain the high standards expected at an independent school. We want a no-excuses culture where hard work pays off, and world-class staff that are able to provide the best education for our young people. Excellent and enticing work conditions will be the key to achieving these aims.

### D3: Staffing structure

Our staffing structure and how we intend to phase our staffing in from 2014 onwards is as follows.

	Number of staff						
	2014/ 15	2015 /16	2016 /17	2017 /18	2018/ 19	2019/ 20	2020/ 21
<b>Leadership</b>							
Principal	1	1	1	1	1	1	1
Vice principal	1	1	1	1	1	1	1
Assistant principal		1	1	1	1	1	1
Assistant principal			1	1	1	1	1
Assistant principal			1	1	1	1	1
HR/finance manager		1	1	1	1	1	1
<b>Teaching staff</b>							
<b>Head of department core subjects</b>							
Head of English	1	1	1	1	1	1	1
Head of maths	1	1	1	1	1	1	1
Head of science	1	1	1	1	1	1	1
<b>Head of department Ebac subjects</b>							
Head of geography		1	1	1	1	1	1
Head of history		1	1	1	1	1	1
Head of MFL		1	1	1	1	1	1

Head of department foundation subjects							
Head of art		1	1	1	1	1	1
Head of music		1	1	1	1	1	1
Head of computing/business and enterprise		1	1	1	1	1	1
Head of sports		1	1	1	1	1	1
Head of drama			1	1	1	1	1
SENDCO and EAL							
SENDCO	1	1	1	1	1	1	1
EAL	1	1	1	1	1	1	1
Main-scale teachers							
English teachers		1	2	2	3	4	6
Maths teachers		1	2	2	3	4	6
Science teachers		1	2	2	3	4	6
Geography teachers				2	2	3	4
History teachers			1	2	2	3	4
MFL teachers	1	1	1	2	3	4	4
Art teachers	1			2	2	2	2
Drama teachers				1	2	2	2
Music teachers	1			1	2	2	2
Computing/business and enterprise teachers	1		1	1	4	5	6
Sports teachers	1	1	1	2	3	4	4
PPE				1	1	1	1
Education support							
House master Seacole	1	1	1	1	1	1	1
House master Newton		1	1	1	1	1	1
House master Shakespeare			1	1	1	1	1
House master Brunel				1	1	1	1
Sixth form head						1	1
SEN support staff			2	2	3	4	4
EAL support staff		1	2	3	4	4	4
Cover supervisor				2	3	3	3
Admin/support							
Principals PA	1	1	1	1	1	1	1
Admin – front office			1	2	4	4	4
Premises manager	1	1	1	1	1	1	1
Exams officer				1	1	1	1
ICT network manager		1	1	1	1	1	1
Data manager			1	1	1	1	1
Librarian			1	1	1	1	1
<b>Total</b>	<b>15</b>	<b>27</b>	<b>42</b>	<b>58</b>	<b>73</b>	<b>83</b>	<b>92</b>

## First year of staffing

In the first year there will be some flexibility around staffing as there will be some

subjects with only a small amount of teaching time. The principal and deputy principal will be expected to teach in the first year of the academy, and some staff will be expected to teach additional subjects to ensure that financial plans provide value for money.

Heads of department will only be employed in English, maths and science in the first year as there is more teaching responsibility.

## Line management and accountability

The following table shows the line management and accountability structure.

Person	Responsible for
<b>Principal</b>	Deputy principal (academia) Assistant principal (global citizenship) Assistant principal (the arts) Assistant principal (enterprise) HR/finance manager
<b>Deputy principal (academia)</b>	HOD English HOD maths HOD science HOD history HOD geography HOD MFL
<b>Assistant principal (global citizenship)</b>	House master Seacole House master Shakespeare House master Newton House master Brunel House master 6 <sup>th</sup> form House master HOD sports
<b>Assistant principal (the arts)</b>	HOD music HOD drama HOD art
<b>Assistant principal (enterprise)</b>	HOD computing/business/enterprise ICT network manager
<b>HR/finance manager</b>	Principal's PA Front-office admin Data manager Exams officer Premises manager Librarian
<b>HOD English</b>	English team
<b>HOD maths</b>	Maths team
<b>HOD science</b>	Science team
<b>HOD history/PPE</b>	History team and PPE

<b>HOD geography</b>	Geography team
<b>HOD MFL</b>	MFL team
<b>HOD creative art</b>	Art team
<b>HOD music</b>	Music team
<b>HOD drama</b>	Drama team
<b>HOD computing/business/ Enterprise</b>	Computing/business/enterprise team
<b>HOD sports</b>	Sports team
<b>SENDCO</b>	SEND team
<b>Head of EAL</b>	EAL team

## **Description of SLT roles**

### **Principal**

The principal will be responsible for the day-to-day management and running of the school, and will make all key decisions relating to personnel.

The principal will be the strategic organiser of all initiatives at the academy, and will ultimately hold staff to account. The principle will, in turn, be accountable to the governing body, reporting back at scheduled governing-body meetings throughout the year.

The principal will set the tone and ethos of the school as laid out in the school vision and will ensure that all stakeholders are accountable through a robust system of performance management.

The principal will be responsible for :

- developing and implementing the strategic direction of the school
- school improvements
- school reviews and evaluations
- school image and marketing
- leadership across the school
- performance and staffing
- staffing structure
- inspection/Ofsted
- policy development.

### **Deputy principal (academia)**

The deputy principal will be responsible for curriculum developments, and will be uptodate on all issues. The deputy principal will also be responsible for creating the school timetable and overseeing pathways for pupils at the academy. He/she will focus on the core subjects and the Ebac qualification subjects to ensure that standards and results are consistently high.

The deputy principal will be responsible for:

- target setting at student, subject, cohort and school levels
- analysing data to provide a sharp focus on individuals, groups, cohorts and whole school performance so as to ensure early identification of trends in performance
- planning strategic intervention at all levels
- ensuring that action is taken
- monitoring, evaluating, reviewing and reporting on impact
- overseeing the mentoring and coaching process
- developing assessment, recording, reporting, academic reviews and parental consultation
- monitoring, reviewing, evaluating and reporting on inter-school variance
- monitoring, reviewing, evaluating and reporting on variance between school and national expectations for similar schools
- overseeing and monitoring the Ebac qualifications
- the achievement section of Ofsted inspections.

## **Assistant principal (global citizenship)**

The assistant principal (global citizenship) will oversee the key cornerstone of global citizenship across the academy, and have oversight of behaviour.

This person will be responsible for:

- the development of positive student leadership, incorporating best examples of student voice through the student council and a junior leadership team
- equality and community cohesion
- overseeing and monitoring house activities
- developing and overseeing an innovative and effective KS2–KS3 transition program
- admissions, attendance and punctuality
- developing, monitoring, evaluating, reviewing and reporting on behaviour for learning
- developing an effective rewards system
- the behaviour section of Ofsted inspections.

## **Assistant principal (the arts)**

The assistant principal (the arts) will be responsible for overseeing the key cornerstone of the arts across the academy. The assistant principal will ensure that the academy's extended day is run effectively, and will hold responsibility for teaching and learning across the school.

This person will be responsible for:

- after-school enrichment activities and their impact
- ensuring the arts has a rich life within the school through school plays, concerts and crossover events

- ensuring that best practice in teaching and learning is shared by all
- engaging with national and international developments in education, including the national strategy
- representing the school at local, national and international level, and ensuring that this work is reflected within the school by overseeing the implementation of school-wide innovation
- developing and overseeing the implementation of a highly effective performance management system that is supported by accessible and high quality CPD
- ensuring the weekly CPD programme is effective and relevant to all stakeholders
- the teaching and learning section of Ofsted inspections.

## **Assistant principal (enterprise)**

The assistant principal (enterprise) will be responsible for overseeing the key cornerstone of enterprise across the academy, and will ensure that the academy's ICT systems run smoothly and effectively.

This person will be responsible for:

- leading, developing and orchestrating the academy's ICT policy and strategy
- integrating the school's Virtual Learning Environment
- developing a school intranet and website that truly reflects the needs of the school
- monitoring and ensuring a reduction in NEET
- assessing pupils' employability skills throughout their time at the academy
- tracking what pupils do when they leave the academy.

## **HR/finance manager**

The HR/finance manager will be responsible for:

- the sound financial leadership of the school
- ensuring that school resources not only support learning and teaching but also represent the best value
- ensuring that administrative support is used effectively to support learning
- maintaining the campus (internally and externally) so that it delivers a positive visual impact that supports learning and teaching
- health and safety on the campus
- ensuring that the catering services at the school offer high-quality, healthy food and drink that represents value for money and meets the needs of pupils
- ensuring that school policies are up to date and relevant
- vetting and processing new staff
- ensuring that all contracts for stakeholders are appropriate and updated and signed
- ensuring that child protection register and CRB checks are carried out.

## **D4: Meeting the needs of all pupils**

## **Different needs**

As a mixed-ability comprehensive school, the Gateway Academy will ensure that all pupils at all levels are sufficiently challenged and given an opportunity to meet their potential through targeted support and guidance. We will be strong proponents of the Every Child Matters outcomes in which all pupils will:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

Pupils will be targeted under the main umbrella of tracking and interventions, but special attention will be given to some groups.

### **G+T pupils**

Identified gifted and talented pupils will be split into their respective strands (gifted and talented). The gifted strand includes pupils that have potential and are achieving highly academically in one or more subjects, while the talented strand includes pupils that have high ability in art, music, sports and other creative subjects.

Each strand will have at least 5–10% of the school cohort identified and targeted, and pupils will be identified through teacher assessment and reviewed once per half term to ensure that they are maintaining and fulfilling their potential. A member of the leadership team will oversee and ensure the progress of G+T pupils.

Identified pupils will be recorded in teachers' class registers, and these records will be subject specific so that teachers are aware of who the G+T pupils are in their class and what the specific strategies are for specific skills in subjects. G+T pupils will be able to:

- have early entry for GCSE where appropriate, but this should ensure that the final grade achieved is the one that should be achieved
- act as pupil ambassadors in the classroom
- be identified in teachers registers so that appropriate and sufficient challenge can be provided in the classroom
- play a key role in the school council and pupil voice
- have extension work and approach their learning in a different way to other pupils
- be targeted for external support and appropriate trips such as attending a university and receiving targeted study support.

### **EAL pupils**

The school will have a high intake of EAL pupils. Therefore, there is a specific need to have a head of EAL who will be responsible for ensuring progress and support for all EAL pupils at different stages of their English-language development. This will be a crucial appointment as we expect over 50% of pupils to be EAL at either an extreme or

moderate stage.

EAL pupils will be reviewed each half term, and will be assessed to ensure that progress is being made.

EAL pupils will be assessed upon entry, and appropriate withdrawal will be organised to allow them to rapidly learn the language skills they need to succeed.

More general strategies for support will include:

- a head of EAL to monitor and respond to all EAL pupil needs directly and through staff training
- an EAL team with specific responsibility for monitoring and supporting EAL pupils in and out of the classroom
- a withdrawal system where pupils are removed for intensive and sustained periods of time in order to rapidly develop English-language skills so that they are able to cope with classroom learning
- identifying EAL pupils in teachers' registers so that appropriate and sufficient challenges can be provided in the classroom
- all teachers being trained in how to teach EAL pupils. Qualifications such as TEFL will be considered for staff, and we will look at working with the National Association for Language Development in the Curriculum (NALDIC). EAL qualifications are not given to PGCE students or teacher trainers. As a result, the school will look for innovative internal and external support in order to achieve this goal.

Option choices for subjects will take place in Year 8, and these will take effect in Year 9. This will enable us to cope with the different rates of learning among EAL pupils. Those that take longer to acquire English-language skills will have a condensed and more focused curriculum to give them more time to prepare for examinations.

Those that learn more rapidly will still be able to join the advanced groups. These will be monitored each time the school carries out its data analysis on achievement.

The key driver in our strategy to support EAL pupils will be the withdrawal from lessons for rapid language acquisition. All pupils will be assessed through a written piece of work and the EAL team will decide what level of support is required for each pupil.

### **SEN/D pupils**

The SEN/D policy and the needs of pupils at the Gateway Academy will be given due regard and follow the following statutory framework.

- Education Act 1996
- SEN Code of Practice 2001
- Education Act 2002
- Education and Inspections Act 2006
- Education and Skills Act 2006
- Equality Act 2010



Pupils will be identified early through assessment and teacher judgement, and the following actions will be carried out.

#### School action

- Pupils will be identified internally as needing extra support other than that provided by differentiating lessons through the curriculum.
- Pupils will be targeted for extra internal support.

#### School action plus

- Pupils identified for school action that require external support in addition to internal support.

A SENDCO will be in place to oversee and support all SEN/D pupils and regularly review their progress in the same way as our EAL coordinator. This person will ensure that:

- appropriate assessments are made of pupils on the SEN/D register to identify their specific behavioural, emotional and learning needs, and that strategies for this are provided to classroom teachers
- individual education plans (IEPs) are drawn up for all pupils who are on the SEN/D register, including pupils that are on school action (SA) or school action plus (SAP) programmes
- pupils are identified in teachers' registers so that appropriate and sufficient challenges can be provided in the classroom
- there is a SEN/D team with specific responsibility for monitoring and supporting SEN/D pupils in line with statutory guidance.
- there is a SEN support team with specific responsibility for monitoring and supporting EAL pupils in and out of the classroom

The DfE document *A New Approach to Special Educational Needs and Disability – the Next Steps (2012)* highlights key areas such as early identification and assessment and giving parents control.

All pupils will be assessed upon entry to the academy to ascertain their specific needs. This will follow a transparent process to ensure that parents understand how the extra funding for SEN is benefiting their children.

#### **Role of SENDCO**

The SENDCO will be the person responsible for managing and overseeing all pupils with SEND needs. This person will report regularly on progress for SEND pupils and ensure that a variety of strategies are in place to support these pupils in the classroom. These include:

- training support assistants
- aiding learning through the use of ICT programmes such as those that aid literacy, language and cognitive development
- ensuring that IEPs are in place for all SEND pupils so that staff differentiate with

the specific needs of pupils in mind.

## **LAC**

Looked-after children (LAC) will come under the umbrella of responsibility of the SENDCO. LAC will be tracked and monitored by the SEN team, and will have key designated workers. These will be identified members of staff that ensure all the needs of the pupils are met and liaise with outside agencies as necessary.

## **FSM Pupils**

There is a national trend in which FSM pupils do not achieve as well as other groups. At the Gateway we expect there to be a high number of FSM pupils in our intake. The SENDCO will also oversee the progress of these FSM pupils.

It is unfair to say that there is a strategy specific to FSM pupils because receiving FSM has no relation to intellect or ability. We will, however, ensure that specific tracking takes place for FSM pupils and interventions are put in place. We recognise that the government offers a pupil premium and will expect this money to be spent on raising the attainment of pupils on FSM. Brent, however, has a good track record in the attainment of pupils that receive FSM: "Free School Meals (FSM) pupils in Brent performed as well or better than FSM pupils nationally in all subjects and at all levels" (*educational attainment and skills brief, Brent Council 2012*). Although this is very positive and encouraging, we will still seek to put in place a range of strategies for pupils that fall behind. These include:

- one-on-one tuition
- engaging teaching and learning strategies such as the use of ICT
- engagement with parents
- CPD for staff in dealing with different strategies
- tracking and monitoring FSM pupils to avoid the national trend of underachievement
- appropriate intervention strategies identified early on and put in place for FSM pupils
- the care and guidance of the SENCO for FSM pupils.

Engagement with parents is going to be crucial in forming positive relationships with the home.

We believe an extended school day will help FSM pupils because it will allow them to spend more time in school and give them time to enjoy themselves and flourish rather than spending time at home, where they may lack opportunities to be involved in engaging activities such as those that are offered at the school at the end of the day through our Joy for Learning curriculum.

## **Boys**

Brent has identified the following cohort of boys as underachieving.

- Somali boys

- African-Caribbean boys

We will ensure that the above pupils are tracked and monitored from the start, and that early intervention is put in place if they are deemed to be falling behind early on. There will be a specific plan of action to provide these pupils with individual targets, and this will be supported by a rigorous monitoring process.

### **Ethnicity**

The Gateway Academy will welcome pupils from a wide variety of international backgrounds. Therefore, tracking and data analysis will be essential in ensuring that no specific ethnic group falls behind.

### **All pupils**

All pupils will be tracked and monitored at Gateway Academy, and there will be minimum expectations for all pupils to ensure that they:

- receive sufficiently challenging targets that stretch and enable them to be ambitious about their learning
- experience high quality and engaging teaching and learning strategies
- follow the Ebac pathway and that they have flexibility to choose other subjects that they are interested in.

## **The class room and staffing**

### **Organisation**

There will be 100 pupils in each year, and this will be split into four forms of 25 pupils. Each main-scale teacher will teach a maximum of 21 lessons out of 30 per week. This represents 70% teaching time. The average teaching time for a main-scale teacher in state schools is around 86%, and the average class size is around 28 pupils.

We aim to prioritise resources to keep class sizes at a maximum of 25 pupils and allow teachers the flexibility and time to plan, prepare, mark and assess to the highest possible standard. Teachers will teach no more than 21 out of 30 curriculum lessons.

Teaching staff that are not up to full teaching allocated will do one-on-one support work with students that have additional needs.

All teachers will be form tutors and will be required to deliver house activities from Monday to Thursday.

### **Teaching and learning**

This has already been explained in section C.

### **Teaching assistants**

The school is committed to giving staff more time to plan and prepare lessons, and we believe a maximum class size of 25 pupils will allow staff to differentiate the needs of all pupils within their classrooms, including all IEP and EAL pupils.

There will be support staff available for EAL and SEND pupils as outlined in our staffing structure.

### **Admin and tracking**

ICT will be used to track pupils and collect and store data. This will primarily be done through the use of the School Information Management System (SIMS), which is the standard tool for most schools. This will include:

- home address and contact information
- medical information
- sensitive information such as whether a pupil is a LAC
- a text service to inform parents of school initiatives and pupil absence
- data and analysis to track pupils' progress and achievement
- the school register to monitor attendance and punctuality.

### **ICT for learning**

- All classrooms will have a computer and an interactive white board
- Each department area will have an ICT suite, which will allow pupils to access ICT in all subject areas.
- One bookable ICT suite will be available for all departments and pupils to access
- Departments will be tasked with creating schemes of work that include an ICT project. This will allow pupils to learn in context rather than simply using ICT as a tool for learning.

### **Tablet computers**

We will aim to equip all pupils with tablet computers. They will be able to use these in all lessons for functions such as reading e-books, web research, presenting, blogging, publishing, art work, note taking, designing comic-books, digital storytelling, music and video editing.

As well as supporting our pupils from a creative and enterprise perspective, the tablets will be essential in aiding our SEN and EAL pupils. There are various literacy and language-translation apps that support the use and development of language skills. These will engage learners with SEN difficulties in ways that other methods cannot.

### **Classroom**

- All departments will have access to ICT and be expected to use it to aid teaching.
- All classrooms will be equipped with a computer and a projector screen.
- All computers will have access to the Internet, enabling teachers to use various platforms such as YouTube to aid learning.
- All teachers will have access to Microsoft Word, Excel and PowerPoint

## **ICT network manager**

This person will ensure that all programmes are up to date and that they run quickly and efficiently, and will provide valuable technical support in the classroom.

## **Other agencies**

The Gateway Academy will have appropriate links with the following external agencies.

### **Education Welfare Officer**

The house master will work with the Education Welfare Officer (EWO) and be the main port of call in tracking, monitoring and ensuring that pupils attend school and arrive on time. This person will also work with the families of pupils who need support.

### **Social Services and CAHMS**

All Social Services support and CAHMS liaisons will be through the SENDCO, who will have an overview of all vulnerable pupils.

### **Local police liaison officers**

A designated assistant principal will be the point of contact between police liaison officers and the school.

It is a long-term ambition to have some external agencies based at the academy.

## **Partners**

### **Other schools**

The academy will look to support and form good relations with other schools in the area such as Copland and Alperton, and may consider a two-way training process for staff and sharing resources where possible. We aim to be part of the local setup rather than working against it.

### **Parent group**

Parent voice will be an important part of the academy, and we will look to set up a parent group and conduct regular surveys and questionnaires. This group will be tasked with organising social events and supporting school events for the pupils (all subject to necessary background and CRB checks). This would include events such as a summer fair.

### **Local charities and community organisations**

One of our main aims for sixth form pupils is for them to do meaningful community service. Examples include:

- working in a charity shop
- helping the elderly
- fundraising for charities.

We will meet with local charities to see how our pupils can support them. This will enable pupils to fulfil their community service, and will foster an environment where the academy is at the heart of the community.

### **Local employers and businesses**

We will explore opportunities for work experience and look at how local businesses can support the school by organising workshops or delivering speeches at the academy in order to give pupils an understanding of the business world, including the different types of business organisations (self-employed, corporate etc.) and how they run.

## **The school environment**

### **Displays**

We want pupils to value the school environment, and we believe displaying pupils' work and making the environment look nice will play a key role in ensuring that pupils value the school.

The academy will display pupils' work in classrooms and corridors, and this will be updated each term. The purpose of this is to:

- display excellent work done by pupils
- make pupils feel proud of their work
- use display work as a tool for learning by allowing other people to read it
- create an aesthetic environment in the case of pupils' art work.

## **Summary**

Pupils will achieve and thrive at Gateway Academy because it will be a school that is fit for purpose in the 21<sup>st</sup> Century. That is, it will offer flexible pathways to prepare young people for the outside world and equip them with the skills they need to succeed.

They will experience a tailored curriculum and an environment where they feel valued and proud not only of themselves but also of their local community.

## **D5:Pupil Achievement**

### **Areas of achievement**

#### **Academic achievement**

Our expectations for academic achievement will be very high, with every pupil required to undertake the English Baccalaureate as a minimum pathway at Key Stage 4. Pupils will also be free to follow other pathways such as the arts, vocational studies and college.

#### Five good GCSEs including English and maths

We are aiming for 75% of our GCSE results to be A\*–C. We believe this is a highly challenging but achievable task.

#### English Baccalaureate

Of pupils in the borough, including independent schools, 23% passed the English Baccalaureate in 2011. ([http://www.bbc.co.uk/news/special/education/school\\_tables/secondary/11/html/eng\\_math\\_304.stm](http://www.bbc.co.uk/news/special/education/school_tables/secondary/11/html/eng_math_304.stm)). Without independent schools the average was 18%. The Gateway Academy will set an ambitious target of a 40% pass rate for the first year its pupils take the English Baccalaureate certificate. This would be much higher than the borough average, and much higher than the academy's two nearest schools, which had an average of 1.5%. As such, we will offer a significant and drastic improvement on the local schools.

#### 5 good GCSEs not including English and maths

The borough average in 2011 was 60% including independent schools. Without independent schools it was 55% ([http://www.bbc.co.uk/news/special/education/school\\_tables/secondary/11/html/eng\\_maths\\_304.stm](http://www.bbc.co.uk/news/special/education/school_tables/secondary/11/html/eng_maths_304.stm)). Our two closest schools achieved a rate of 79%. At the academy, we will set a target of 85% of pupils gaining at least 5 good GCSEs.

#### A-levels

In 2011, 83% of pupils in Brent schools that had more than 30 pupils in Year 13 achieved at least three A-level passes. For the two schools closest to us, this was 79%. ([http://www.bbc.co.uk/news/special/education/school\\_tables/secondary/11/html/eng\\_maths\\_304.stm](http://www.bbc.co.uk/news/special/education/school_tables/secondary/11/html/eng_maths_304.stm)). Our target will be 85%. We will achieve this by ensuring that all pupils are on courses that suit them. We do not want pupils to waste two years of their education and aspirations on something they are likely to fail. CEIAG will play an important role here, as will rigorous entry criteria for pupils to get on to A-level courses. There will of course be alternatives to A-levels in the sixth form so that all pupils can follow an appropriate pathway.

#### Attendance

The government defines "persistent absence" as 15%, meaning that pupils whose attendance is below 85% are considered to be persistently absent. While it is natural that some pupils will have time off through illness, the minimum expectation of attendance at Gateway Academy will be 95%.

### Pastoral care and pupil well-being

Regular feedback from pupils through questionnaires and the school council will measure our success in this area. Surveys will be carried out in areas such as academic achievement, anti-bullying, extracurricular activities and any other areas pupils wish to address. Appropriate action will be taken to address areas of concern. This will be public and transparent, and findings will be fed back to pupils at regular intervals.

### Ofsted grading, overall and for separate categories

We aim to achieve "outstanding" in every Ofsted category.

### Parental satisfaction

We will get regular feedback from parents at different times in the year such as parent evenings, open days and career days. This feedback will be made public and will be transparent, and appropriate action will be taken to deal with concerns and recommendations. We also expect a lot from our parents, and will ensure that they take an active role in supporting their children and setting high expectations and ambitions.

### Staff morale, development and retention

At the Gateway Academy we want to be the employer of choice for staff, and we want them to feel valued at every level of the organisation.

We will measure our success according to:

- pupil results
- retention of staff
- recruitment of high-quality candidates
- internal promotions
- external promotions
- minimal absence.

We will provide staff training every week to ensure that all training needs are met and developed throughout the school year.

The strategic placement of the school holidays will also have an impact on this, ensuring that our staff are fresh and energised throughout the year and that they are able to celebrate and build upon their success.

### **Teaching and learning**

We expect our teaching and learning to be graded "outstanding" by Ofsted, and we will maintain these standards at all times for every lesson.

Teaching and learning will be monitored in the following ways:



- There will be "learning walks" carried out at regular intervals by middle leaders and senior leaders. These will be recorded centrally.
- There will be official observations, and these will be given Ofsted style grades for teaching. These results will be stored centrally on a spreadsheet to track and monitor teacher performance over time.
- Regular work scrutiny will be carried out to ensure pupils books are marked and assessed to a high standard.
- Middle leaders will develop schemes of work that ensure consistency of content and approach to teaching and learning in their respective departments
- All staff will have a performance management target that will include an aspect of their teaching and learning.
- Pupils will be interviewed at regular intervals.
- Internal department reviews led by a member of the senior leadership team will be undertaken throughout the school year. Each department will be given an Ofsted-style grading, and the expectation is that grades will be "outstanding".

Any member of staff deemed to be underperforming in the area of teaching and learning will be immediately targeted for support and given a strict timeframe for improvement. If no improvement is seen then capability and possibly dismissal will be the next steps.

## **Overall aims**

Our pupils will leave with examination skills, be literate and numerate to a standard that is good enough to secure them employment and be fully versed and capable of being employed in any area they wish to succeed in. Our fundamental GATE principles will guide us and ensure that we focus on pupils' journeys.

Outcomes will be clear and measured, and the highest standards of excellence will be demanded in all areas of our school. We will be judged by the local community, our stakeholders and by external assessors in our drive and commitment to the young people of Brent.

Our vision of GATE embodies our overall aims and outcomes for students, and this is expressed clearly throughout our application. Focus on these core principles will ensure that we are not deterred from our aims.

## **Types of assessment**

### **Assessment in the classroom**

Assessment will be a key driver that is central to the Gateway Academy's way of life and pedagogy. The following strategies will be in place to ensure that assessment is effective.

#### Assessment for learning

- Pupils will have an opportunity to give feedback on their own learning by commenting on one piece of their assessed work each half term. The academy strongly believes in creating a culture of self and peer assessment to aid learning.

- It is expected that standard classroom teaching and learning will present pupils with opportunities to peer assess.

### Assessment of learning

- One fully assessed piece of marking will be required in all subjects at the end of each half term, and this assessment will require a level or grade.
- Pupils will also be assessed by sitting mock exams at the end of each academic year. This will allow them to experience early on what their final exams will be like at the end of their GCSEs in Year 11.

### Marking for literacy

- All staff will be expected to mark for literacy once each half term, and this will be assessed and reported. This will aid the school's literacy drive, which will be essential considering the high proportion of EAL students in our intake.

Pupils without prior data will be assessed by teachers and given target grades based on these assessments. On entry, all pupils will be required to sit a MidYIS test to measure cognitive ability.

## **Specific targets**

### **Progress**

#### **Key Stages 2–4**

Target setting and the use of data is extremely important and forms the fundamental basis of our expectations for each individual pupil. All pupils at the Gateway Academy will have a minimum expectation of three levels of progress regardless of their starting point. This is the national expectation for all pupils. In general, target setting will be as follows.

- All pupils will be given a minimum target of three levels of progress between Key Stages 2 and 4
- Baseline data will be collected from average point scores from Key Stage 2 and supplemented by a MidYIS test in Year 7.
- YELLIS tests will be sat by all Year 10 pupils for more baseline accuracy, and these will be used to update appropriate and ambitious targets.
- Where appropriate, aspirational targets will be set. In particular, G+T pupils will be given a "stretch" target that is ambitious and meets their needs. This will likely mean four levels of progress as a target.
- Pupils and staff will be involved in target setting to ensure that it is all inclusive rather than a top-down approach.

While the target set is from KS2–4, pupils will be given incremental targets for each year to ensure that they stay on track.

Teachers will carry out thorough assessments at the end of KS3, and these grades will be used to enhance and modify targets for all pupils to the end of KS4.

Intervention will occur if pupils are not near to achieving their targets for various identified reasons.

## Attainment

The attainment targets have been discussed above

## Purpose of targets

The purpose of targets is to have a benchmark with which to measure our progress, expectations and success. The various stakeholders that need to be reported to are as follows.

Group	Reason
Staff	<p>Targets form part of performance management and are an important part of self-evaluation and goal-setting.</p> <p>At the end of each year staff will be able to see how far they have progressed toward reaching or exceeding their targets, and good professional dialogue can take place as a result.</p>
Whole school evaluation	<p>The principal and senior leadership will be able to review school targets at regular periods throughout the year. This will enable them to see if progress is being made and whether the school is on track.</p> <p>Once performance management lesson observations have taken place, the senior leadership team will be able to measure the quality of teaching and learning and act accordingly if a teacher is underperforming.</p>
Parents/carers	<p>Parents/carers will be provided with reports of targets set for their children at regular intervals in the year. Parents will receive reports on:</p> <ul style="list-style-type: none"> <li>- academic progress</li> <li>- behaviour</li> <li>- attendance and punctuality.</li> </ul>
Governors	<p>Regular meetings will be held throughout the year in which the governing body will be able to scrutinise targets and ask questions in order to hold the principal and the senior leadership team to account. There will be various committees in addition to full governing body meetings. These will have specific remits and terms of reference.</p>

	<p>The finance and pay committee will be concerned with school finances, deciding on expenditure, priorities, staff progression, pay and performance management.</p> <p>The staffing and pupils committee will look at curriculum matters and strategies that affect the day-to-day running of the school.</p>
Pupils	<p>Pupils will be given academic targets and attendance targets, and will be able to reflect and evaluate their progress at key points in the academic year.</p> <p>Pupils will also be able to set their own targets for merits, personal development and goals they want to achieve such as playing for the school football team or playing a musical instrument.</p>

## Monitoring and reporting systems

Monitoring and reporting systems will be used to track and target pupils, and different types of monitoring systems will run throughout the school.

### Pupil personal data

Upon entry, pupils will have their personal data entered into a central SIMS. This will include things such as date of birth, address, ethnicity, parent/guardian contact details, alternative emergency contact details, medical conditions and a photo of each pupil. The data manager responsible for the SIMS will input this data, and parents will be asked to update this information once annually and at parents evenings.

### Achievement and progress

- Staff will input their professional judgement on a pupil's level into a central SIMS five times a year at set times in the school calendar.
- The information will include other information on a pupil's progress such as effort, homework, completion of class work and behaviour.
- The data will then be analysed by department heads, housemasters and the senior leadership team in order to determine if any intervention strategies are necessary.
- The academy will use a traffic light system of red, amber and green to determine the level of interventions.
- This process will have strict deadlines to ensure effective monitoring and reporting.

The roles of staff member will be the following.

Person	Responsibility
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Head of department	To track and analyse the data and targets for each pupil in their subject area and arrange appropriate interventions with their staff
House master	To analyse and track pupils across all subjects to see if pupils are underachieving in more than one subject area.  Housemasters can then set appropriate intervention strategies and approach individual department heads to gain a better overview of the separate intervention strategies in place for each pupil.
Senior leaders	To analyse the data for each subject area that they line manage, and to hold people to account and ensure appropriate interventions take place.
Deputy principal (curriculum)	The deputy principal is responsible for the curriculum and achievement, and will have an overview of the entire process to ensure that all structures are in place. The deputy principal will report this to the principal.

### Teaching and learning

The following table shows a breakdown of the specific responsibilities associated with each role.

Person	Responsibility
Head of department	To carry out learning walks half termly to ensure that the quality of teaching and learning is "outstanding".  To carry out work scrutiny once per half term to ensure that books are being marked and are well presented and that homework is being completed.

House master	To carry out learning walks half termly to ensure that house activities are being carried out to a high standard at all times, and to ensure that the programme laid out for intervention is being followed.
Senior leaders	<p>To carry out learning walks half termly to ensure the quality of teaching and learning is "outstanding".</p> <p>To ensure that some learning walks are carried out with the people they line manage.</p> <p>To carry out work scrutiny with middle leaders to ensure the quality of book marking and homework.</p>

### Behaviour and safety

As part of our global citizenship cornerstone, the academy will have a strong anti-bullying ethos, and this will be monitored by all staff as well as by the house masters.

The pupil council will be asked at regular points in the calendar to give feedback on issues pertaining to behaviour and safety. Interventions will take place based on this feedback.

Person	Responsibility
Pupils	If incidents of bullying or anti-social behaviour are witnessed by students, we will expect them to cooperate and report the incidents to the appropriate adult. Pupils will embrace this as their role in being global citizens and through their understanding of their responsibilities to the school and the community.
Classroom teachers	<p>Classroom teachers will set the tone for behaviour in the classroom and will be expected to follow the school behaviour policy.</p> <p>Any incident witnessed will need to be written down by the classroom teacher and then passed on to the</p>

	<p>head of department.</p> <p>We believe good classroom teaching will be the best way to prevent anti-social behaviour.</p>
Head of department	HODs will ensure the school behaviour policy is being followed by their staff, and will ensure investigations are carried out and that recommendations are passed to their line manager for what should happen next.
House master	<p>The house master will assist where needed in all serious incidents, and will follow up on all incidents that occur outside the classroom.</p> <p>The house master will form close links with parents in order to gain their confidence and support in dealing with behavioural issues.</p> <p>The house master will ensure that all witness statements are taken for major incidents, and will write up a final report and recommendation to their line manager for the next appropriate action.</p>
Senior leaders	The senior leadership team will set the tone and ethos for behaviour around the school, and will ensure that those they line manage follow the school behaviour policy.
Assistant principal (global citizenship)	The assistant principal (global citizenship) will regularly analyse data and report on exclusions by ethnicity, gender and age group, and put in place interventions for individual students.

The recording and monitoring of behaviour and safety will be central to the school's global citizenship ethos. Data will be stored and analysed digitally in the following ways.

Incident location	Action
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<p>In classroom</p>	<ol style="list-style-type: none"> <li>1. Witness statements from pupils are collected by teacher.</li> <li>2. Teacher writes own report of incident.</li> <li>3. Report given to HOD.</li> <li>4. HOD referred to house master.</li> <li>5. House master writes further recommendation.</li> <li>6. Senior leader line manager discusses recommendation with house master.</li> <li>7. If exclusion is required, the assistant principal will consult the principal to make final decision.</li> <li>8. The incident is logged, scanned and recorded on the SIMS, and originals are kept in a paper file on each student.</li> <li>9. Relevant parties such as the pupil's tutor and parents are informed.</li> </ol>
<p>Outside classroom</p>	<ol style="list-style-type: none"> <li>1. Pupils' witness statements are collected by the house master.</li> <li>2. House master writes own report of incident.</li> <li>3. House master writes further recommendations.</li> <li>4. Senior leader line manager discusses recommendation with house master.</li> <li>5. If exclusion is required, the assistant principal will consult the principal to make final decision.</li> <li>6. The incident is logged, scanned and recorded on the SIMS, and originals are kept in a paper file on each student.</li> <li>7. Relevant parties such as the pupil's tutor and parents and informed.</li> </ol>



The SIMS is able to analyse the data and produce charts and spreadsheets. This will allow staff to filter incidents by nature, ethnicity and gender, enabling regular detailed analyses to take place. The assistant principal with pastoral responsibility will ensure that data is analysed at least once each half term and presented to the principal.

## Interventions

	Target	Interventions where needed
Achievement and progress	Every pupil is expected to achieve at least three levels of progress between KS2 and KS4	<p>Where students have been identified as not meeting their targets, the academy will use the house activities programme to put interventions in place. These include:</p> <ul style="list-style-type: none"> <li>- one-on-one tuition</li> <li>- class revision</li> <li>- exam skills classes</li> <li>- staying behind after school to complete class work and homework</li> <li>- targeted mentoring of students by either their peers or by staff.</li> </ul> <p>Pupils will be given targets, and these will be regularly reviewed by pupils, staff and parents.</p>
Teaching and learning	We aim to ensure outstanding teaching throughout the academy, and at the very least it should be "good".	<p>Where staff are identified as not performing to high standards of teaching in the classroom, the following interventions may take place.</p> <ol style="list-style-type: none"> <li>1. An informal meeting between the staff member and their HOD will take place to ascertain why standards are not being met. This could include looking at lesson plans and conducting lesson drop-ins among other things.</li> <li>2. If there is no improvement, a formal meeting will be arranged with the senior leader line manager, and targets will be set along with a timeline for improvement. The length of intervention should</li> </ol>

		<p>be around six weeks.</p> <p>3. Observations will be conducted throughout the time period, and specific targets will be identified each week for the member of staff.</p> <p>4. If standards are not met, capability procedures will begin, and the underperforming member of staff could be dismissed.</p>
Behaviour and safety	We want all of our pupils to enjoy school and feel safe in the school environment.	<p>Where specific areas have been highlighted, through either questionnaires or exclusion statistics, appropriate interventions will be triggered.</p> <p>It is difficult to pinpoint what those interventions may be depending on their nature. However, what is important is that our systems allow us to identify issues early on so that we can be proactive in tackling them.</p>

## Accountability and performance management

### Performance management

The Gateway Academy will follow the current teacher professional standards (2012) and set targets for all teachers using this document as a guide. Performance management will take place as follows.

1. The line manager will be responsible for setting at least four targets for the people they line manage. This will be through negotiation, but the line manager will have the final say if there is a dispute.
2. The four targets will be related to the following areas: achievement teaching and learning, leadership and management and professional development.
3. Targets will be set at the beginning of the year (September) and will be reviewed in February.
4. The final review takes place in September. If targets are met, the person responsible for setting the targets (the line manager) will recommend whether a pay progression should be awarded.

The following table provides further explanation of what each performance management area means.

Target	Meaning
Achievement	This target will relate to pupil outcomes from a teacher's class such as all pupils reaching minimum expected requirements.
Teaching and learning	An aspect of the teacher's work that they feel they would like to develop or improve (e.g. assessment or learning techniques).
Leadership and management	For a head of department this will relate to ensuring the entire department or area they line manage achieves its pupil outcome targets.  Staff with no additional responsibility will be expected to deliver an aspect of leadership in their professional lives. For example, taking the lead on an enrichment day or in running a school play.
Professional development	This area is for staff to think about their career progression, and it will be highly personalized to them. This includes aspects such as preparing to become a future head of department, assistant principal or advanced skills teacher.

### **Continual professional development**

Every Monday, the period between 15:15 and 16:30 will be designated as CPD time for staff. We believe that expertise exists among teachers who have varied approaches and ideas to teaching and learning, and that it is best for teachers to share their expertise with each other. Staff will be able to opt into certain workshops in some weeks. In other weeks, all staff will be required to attend the same workshop or presentation.

At the academy we value professional development highly, and believe that ensuring it happens weekly will create an ethos of continual and consistent professional development that will benefit pupils.

### **Engaging parents/carers**

Parents will form an important part of the organisation of the academy. We will aim to

ensure that all parents/carers are wellinformed and that they engage with the school positively.

Due to the high proportion of EAL pupils expected in our intake, we will be trying as much as possible to translate all letters that are sent to parent/carers into the language that is spoken in the home so that they are able to access what is written. The following are the main ways that we will engage with parents/carers.

Event	Type of engagement
Tutor days	Three times a year the school timetable will be set aside and a day dedicated to tutors. On these days,parents/carers will meet tutors to get an overall report on the progress of their child.
Reports	Five times a year, as per the assessment and monitoring cycle of student work, we will send home information on the progress of pupils.
Parent group	The academy will look to create a parents group in which parents attend an evening where they are able to discuss any issues they wish to raise such as fundraising or just general issues in and around the school.  The finer details of the setup such as the frequency of meetings of this group would need to be agreed with parents.
Principal parents surgery	Every Wednesday between 15:15 and 16:30 there will be an open door policy where parents can come to the academy to speak with the principal about any issue they wish to discuss.
Book marking	The academy will ensure that one piece of assessed work is sent home each half term (six in total). Parents will be required to sign to acknowledge this, and will be given the opportunity to respond to the piece of work.

Punctuality and absence	Parents will receive automatic text messages through the SIMSto inform them when their child is late andmake them aware that we know their child is off school.
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## Summary

We will have a robust and systemic approach to monitoring, tracking, evaluating and then most importantly acting upon.

We have identified the range of areas that need monitoring, and we will use the school calendar to ensure that all monitoring and reporting takes place at the identified times. Action plans and interventions will take place as a result of this.

The monitoring and tracking processes cover all four cornerstones of our ethos and vision and will be the very heartbeat of life at the academy. This will ensure that every pupil reaches their potential.

## D6:Admissions

### Draft admissions policy Gateway Academy

#### Admission arrangements

At Gateway Academy we believe that all students can succeed no matter what their background or heritage. We believe education is a fundamental right in order to access opportunities and succeed in becoming productive members of society. The academy is open to all members of the community and will follow the admissions process of the London borough of Brent.

The admissions authority for the academy is the governing body. The governing body has drawn up this document to ensure fairness and clarity in the process. This will enable parents/carers to understand how admission offers are decided.

#### Arrangements for admission at secondary transfer stage

The academy will take part in Brent Council's scheme for admission to secondary education. Applications for Year 7 are made via the admissions process on a common application form that parents/carers can obtain from the council. All applications received will be considered. However, if we receive more applications than we have places available, places will be offered in line with our oversubscription criteria. If the academy is unable to offer an applicant a place, this decision will be put in writing. This will be carried out by the local authority responsible for admissions.

#### Arrangements for in-year admission (i.e. outside the normal admissions round)

Parents/carers will be able to obtain an application form from the academy. The academy will also need to see the child's birth certificate or passport in order to verify their date of birth. Offers for a place will be made in accordance with the admissions criteria for the academy. If the academy is unable to offer an applicant a place, this decision will be put in writing and information as to why the application was unsuccessful will be provided.

### **Admission of students with a statement of special educational needs**

Applications for students with a statement of SEN are made through the council's special educational needs assessment service. Placement decisions for students with SEN are made after a process of consultation between parents/carers, the academy and the council. Students with a statement of SEN will receive priority over others for admission where the academy is named in the statement.

### **Admission and oversubscription criteria**

Where applicants exceed the number of places available, the following criteria will be applied to decide which children to admit.

1. Where the child is "looked after" (young people in public care).

An application for admission to the academy must be made by the person with parental responsibility and/or the child's social worker.

2. Brothers or sisters of a child that will attend the academy on the date of their sibling's admission. This includes half and step brothers and sisters and foster children so long as they live at the same address; it does not include cousins.

Pupils transferring to the sixth form or students currently enrolled in the sixth form are not considered as sibling connections.

3. Where it is essential to admit a child because of special circumstances relating to significant medical needs, social needs or special educational needs.

It is open to any parent/carer to make an application under this criterion. The application should be supported, where possible, by a recommendation in writing from a recognised professional of senior status such as a medical consultant, the principal of their current academy or any other appropriate officer. The recommendation should demonstrate knowledge of the resources and organisation of the academy that make it essential that the child is admitted.

This criterion relates to the child's medical, social and special needs and does not apply to other members of the child's family. Decisions regarding whether children fall under this criterion are made by the admission authority, which can only consider information it has received.

4. Proximity to the academy at the time of application. Priority will be given to those living nearer the academy. The distance will be measured in a straight line from the pupil's permanent address to the academy gate on [REDACTED].

### **Tie breaker**

Within each criterion, priority will be given to the applicant who lives closer to the

academy. This will be measured in a straight line from the pupil's permanent address to the academy gate on [REDACTED].

### **Waiting list**

For all groups where the year cohort is full, the academy will operate a waiting list procedure for admission. This will be maintained in accordance with the published admission criteria for the academy.

A student's place on the waiting list is not dependent upon the date of application, but is determined by how the student meets the oversubscription criteria.

This means that a student's position on the list can go down as well as up depending on the child's circumstances and those of other applicants.

The waiting list will be closed each year and will not roll over. Parents/carers wishing to stay on the waiting list will be required to submit a request in writing.

### **Independent appeals**

Parents/carers wishing to appeal against the refusal of a place at the academy will be automatically placed on the waiting list when notification of their appeal is received.

Parents/carers will have the right to appeal against any decision not to offer a place at Gateway Academy. Parents/carers can appeal by writing to the chair of governors at the academy address, who will then put the appropriate arrangements in place.

Parents/carers must appeal within 14 academy days from the date of notification that their application was unsuccessful.

Appeals relating to admission at secondary transfer for on-time applications (i.e. those relating to decisions sent by the national offer date) will be heard by July 6<sup>th</sup>, or the next working day if July 6<sup>th</sup> falls on a weekend. Appeals for late applications will, where possible, be heard as above. However, if this is not feasible they will be heard within 30 academy days of the appeals being lodged.

Appeals relating to in-year applications (i.e. those made outside the timetabled admissions process) will be heard within 30 academy days of the appeal being lodged. Parents/carers will receive written notice of the date of their appeal at least 10 academy days in advance of the hearing, unless they have waived this right.

### **Twins, triplets and other children of multiple births**

In the event that the academy has one place to offer and the next student on the waiting list is one of twins, triplets or other children of multiple births, the admissions authority will in the first instance randomly select the student to offer the place to. The admissions authority will also inform parents/carers that they may elect for the other, or another child, to have the place instead of the one initially randomly selected.

### **Split residence**

Where a student lives with parents/carers with shared responsibility, each for part of a week, the address where the student lives is determined using a joint declaration from the parents/carers stating the pattern of residence. If a student's residence is split equally between both parents/carers, then parents will be asked to determine

which residence should be used as the residential address for the purpose of admission to academy. If the residence is not split equally between both parents/carers then the address that is used will be the address where the student spends the majority of the academy week.

### **Fair access protocol**

It is often the case that the actual number within the year group exceeds the published admission number. This will take account of the following factors.

- Where a child is admitted to the academy as a result of a successful appeal to the academy's admission authority.
- Where children are admitted to the academy in agreement with the local authority's protocol.
- A child referred to the academy and given a place under the designated SEN code of conduct.

Applicants may take priority over other children on the waiting lists if the academy is directed to admit children under locally agreed protocols.

### **Admission to the sixth form**

The sixth form is available to all existing students that fulfil the academy and individual suitability requirements for courses. There is a limit on external applications of 20, with the same entry requirements as for internal students. However, should the number of internal students be lower than expected, external applications of above 20 will be considered.

Gateway Academy will publish specific criteria in relation to minimum entrance requirements for a wide range of courses available to students over the age of 16. The detailed information will be contained in the sixth form prospectus on an annual basis. As a general guide, applications criteria will be based on the following depending upon the particular course(s) sought in the application.

- Achievement of particular GCSEs or equivalent grades .
- Average capped point scores.

All applications for the sixth form will be considered on their relative merits. Where the number of applications for admission is greater than the number of places available, applications will be considered against the academy's oversubscription criteria.

## **Summary**

The above criteria are consistent with the borough of Brent, but they also fit in with our vision and ethos. We are an inclusive school that is open to the community. Therefore, no selection by ability or aptitude will take place. Providing a fair system to all is a core part of our global citizenship ethos.

## **D7: Pupil behaviour, attendance and well-being**



## Behaviour

Behaviour is a key part of our global citizenship ethos, and it runs hand in hand with academic achievement. Well-behaved pupils will achieve their academic aims and learn more effectively. Our robust policy on behaviour will be a key factor in creating our vision and ethos around the school, and in promoting good behaviour. It will be understood and supported by all stakeholders.

All parents will be asked to sign a home school agreement which will make reference to standards of behaviour.

The accountability system for pastoral care throughout the academy is as follows.

Key Person/Role	Responsibility
Assistant principal (global citizenship)	<ul style="list-style-type: none"><li>- To oversee pastoral care across the academy.</li><li>- To line manage all the heads of house and ensure consistency in approach and application to pastoral care.</li><li>- To ensure school rewards and sanctions systems are adhered to.</li></ul>
House masters	<ul style="list-style-type: none"><li>- To oversee pastoral care for all pupils in their house.</li><li>- To line manage form tutors and ensure consistency in the application of behavioral policy.</li><li>- To be on hand to investigate any incidents that take place both during and outside the school day.</li><li>- To be a port of call for parents wishing to discuss their child's behaviour or progress at the academy.</li></ul>
Form tutors	To be the first port of call for all pastoral issues that arise with the pupils they tutor. To report any incidents to the house master in order that it may be dealt with efficiently.
All staff	All staff will need to follow the policy for behaviour and sanctions, and good behaviour is a reflection of effective teaching and learning in the classroom.

## Teaching and learning

First and foremost, good teaching and learning is what will motivate pupils to behave well and to achieve their best. With the allocation of time that teachers have and our expectations of outstanding lessons in which differentiation effectively meets the needs of all learners, we will expect to see pupils well behaved and ready to learn in the classroom.

### **Positive behaviour management**

We will encourage a strong ethos of positive behaviour management across the school. This will include training for staff on how they use language to encourage positive behaviour. For example, if a pupil is talking while the teacher is talking, the teacher could say to the pupil "could you please make sure you are listening to me and your colleagues" rather than saying "stop talking". A non-confrontational approach will be set out in the guidelines and ethos of the academy, but we will ensure that the academy remains transparent, clear and ready to hold all stakeholders to account.

Classroom and school rules will be on public display as a reference to all stakeholders. These will be written in positive language to inspire a sense of pride in the ethos and aims of school rules and codes of conduct in order to avoid being seen as punitive measures. In addition to school rules for behaviour, there will also be expectations and rewards for good behaviour. This will give the necessary balance and encourage the positive behaviour management ethos that we expect.

### **Sanctions**

There will be a range of sanctions that can be applied depending on the situation and escalation of certain types of behaviour.

<b>Type of Sanction</b>	<b>Length of Sanction</b>	<b>Reason</b>
Detention	15 minutes	Minor disruption
Detention	30 minutes	Persistent disruption
Detention	60 minutes	Persistent and repeated disruption
Internal exclusion/withdrawal from extracurricular activities	All day	An event that is serious enough to warrant withdrawal from lessons or extracurricular activities for that day.
Fixed-term exclusion	1–45 days	An event serious enough to warrant exclusion from school.

Permanent exclusion	Permanent	An absolute last resort for when there has been a complete breakdown in acceptable behaviour or there has been consistent and repeated failure to abide by school policy and rules.
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## Rewards

We will provide rewards for good behaviour, and we want two types of rewards to be prevalent at the academy: personal rewards and team rewards.

### Personal rewards

Personal rewards will be given to pupils each time they do something worthy of merit. This could range from doing good class work or homework to helping out at a school event and being a responsible citizen. The pupil will build up these personal rewards, which will be rewarded termly when merits are counted up and tallied. Prizes and certificates will be offered.

### Communal/house rewards

We will have a system in which rewards are given out to teams of classes within the house system. This will build up an element of competition between the houses, with prizes and certificates of achievement being awarded to house groups after tallying up their number of rewards. An example of giving rewards to a house could be if the Year 7 Seacole house won the basketball competition. Another example could be as part of the attendance policy, where the house with the best attendance and punctuality receives extra merits.

### Gaining and withdrawing merits

We will apply a system whereby pupils can lose merits and be docked for displaying behaviour not consistent with the high standards expected. For example, a pupil failing to bring equipment to school is a sign that they are not ready for learning, and thus a merit would be deducted from their personal tally. If a form class as a whole behaves poorly in a lesson, and no one pupil can be singled out, then it could be that the entire house has merits taken away from them.

This system will ensure that pupils aim to have high standards of behaviour at all times, both personally and communally, in order to gain rewards. It also adds balance and sense of fairness to the system. Pupils will know exactly when they will be rewarded and exactly when they will be sanctioned. The expectations will be made clear and transparent, and this will encourage pupils to want to achieve the best they can without faulting along the way and unravelling some of their good work. For example, a pupil might set off for school and realise they forgot their pencil case. Knowing that there will

be a personal consequence in terms of deducting a merit rather than just a sanction of detention would encourage them to go back and get their pencil case. This would be a good display of personal responsibility.

### Summary

Positive behaviour management will be a key driver in establishing the ethos and environment of the school. Celebration of success will be a daily occurrence, and each lesson will have a prize-winning pupil – pupil of the week/month/term from each subject –and these will be decided by a tally of personal and communal rewards.

Similar recognition of achievements will be made for staff each week. Staff and pupils will nominate members of staff for their contribution to the school community. This will increase recognition and the esteem of staff.

In terms of competition, an important aspect and ethos of the school will be to build on the atmosphere and spirit of the Olympic games. Success will be recognised and celebrated, and prizes will be accepted with humility and recognition of those who contributed to that success.

Disappointments in failing to achieve success (e.g. not winning a game of football or not winning house competitions) will not be stigmatised as "failures" because they will be accepted with dignity – if maximum effort has been given – and act as incentives for renewed plans and efforts for future success.

## **Attendance**

The school will have a target of 95% attendance, and pupils will have an aspirational target of 100% attendance. We realise that this is ambitious, but we believe setting the bar high will prepare our pupils for the outside world. In any job, not attending work or bad punctuality for set periods of time could have consequences, and we wish to instil this in our young people from the start.

In line with our reward policy, pupils will be awarded personal merits and communal/house merits for attendance and punctuality. This will encourage and promote good attendance and punctuality.

Starting the academy day with lessons is a key strategic decision that will encourage pupils to attend school on time, as any lateness will have an impact on their learning time. When form time is at the beginning of the day, pupils often believe they have a "buffer" before lessons start that allows them to be late for school.

## **Attendance register**

The morning and afternoon registers will be taken by classroom teachers on the computer using the SIMS. This will be taken in line with statutory regulations that ensure pupils are in attendance in the morning and in the afternoon. The software will also allow teachers to record who is late and by how many minutes, as well as other information such as known absence for medical reasons.

Tutors and house masters will have a role in monitoring attendance and punctuality, and a member of the senior leadership team will oversee this process.

## **Parental engagement**

Parental engagement is crucial, and will be vital in ensuring that pupils attend school. Attendance will be part of the home school agreement, and we will make it clear that withdrawing pupils during term time for things such as holidays is unacceptable. Parents will be made well aware that the school starts at 8am, and will be informed of our expectations in relation to this should they choose to send their child to the school.

Our slight adjustments to the school calendar enable us to support parents in taking their school holidays. Many parents, particularly those from India, tend to withdraw pupils from school before the end of the summer holiday in order to get cheaper flight tickets – flight tickets can be very costly for large families if they leave at peak times – and so these parents often defy school orders not to take pupils out of school for holidays. We understand that our community has nationalities from all over the world that often go back to holiday in their country of origin, and we believe our adjustments to the school calendar will support and engage with parents, allowing them to achieve their own aims for their families without their children missing time in school.

## **Interventions**

The academy will have a strict intervention system to ensure attendance and punctuality.

### Attendance

- First day of non-attendance will trigger a phone/text message home.
- Any attendance below 95% will trigger a meeting with parent and pupil with the house master in the first instance.
- Further lack of attendance could result in the house master making a home visit.
- If attendance continues to fall to unacceptable levels then appropriate referrals will be made to the EWO, who will follow the statutory guidelines.

### Punctuality

- Primarily followed up by tutors and house masters.
- Pupils that are late more than once in a half term will be given an after-school sanction to make up missed time.
- If punctuality continues to deteriorate, in the first instance the house master will become involved, and then referrals will be made to the EWO

### Unavoidable absences

There will clearly be times when pupil absence is unavoidable such as a death in the family or a long-term illness. In such cases, the academy will take appropriate steps to ensure that pupils are able to catch up on lost time so that they do not fall behind in their subjects. As a minimum, work will be sent home. However, a crucial part of our

curriculum is the period of house activities. House activities include time for withdrawal and specific interventions, and this will include pupils whose absence has impacted on their work. They will have an opportunity to receive guided support and time to be able to catch up.

## **Well-being**

### **Safeguarding and child protection**

Child protection will be of paramount importance in the academy. Some of the initiatives that the academy will implement in its approach to safeguarding and child protection include:

- staff wearing ID badges
- external visitors signing in and out of the school building
- supply staff having their ID checked and verified with the supply agency beforehand
- a single register showing that all staff are CRB checked
- annual training for staff on child protection and how to deal with child protection issues
- a robust system for reporting child protection issues
- a designated child protection officer (the SENDCO)
- a deputy child protection officer (in the SENDCO's absence)
- pupils being made aware of who to approach and how to raise issues of concern
- staff being fully aware of their duty of care and statutory responsibility to disclose any issues of child protection immediately to the appropriate designated person.

### **Bullying**

There will be a strong anti-bullying policy, and systems will be set up to prevent bullying and promote a culture in which bullying is reported. Our pastoral system will feature strongly here, with the buddy and peer-mentoring aspects of the house system supporting pupils in dealing with and reporting bullying.

Pupils will be able to report incidents of bullying to form tutors, house masters and anybody else that they feel comfortable with. All bullying incidents and how they are dealt with will be recorded centrally. Restorative justice will be a key theme in incidents of bullying. A pupil who has bullied another pupil will be made to apologise face to face to the person they have bullied, and will be made to serve any sanction deemed appropriate.

There will be an "anti-bullying" week in the school calendar where all pupils will explicitly learn about and explore the impact and consequences of bullying, including how to recognise different types of bullying (e.g. physical, emotional and mental).

Anti-bullying initiatives will be linked to our positive behaviour policy, our ethos of global citizenship and to an atmosphere of positive mutual respect. Our staff will be aware that they need to be models for good positive behaviour so that pupils can see that we set the same standards for all.

Themes of citizenship and people's rights and responsibilities will be a theme taught in our curriculum through politics, philosophy and ethics as well as through assemblies and house activities.

### **Physical and mental health**

Physical health will be encouraged and taught through sports, and the importance of exercise and fitness will be emphasised. We will also ensure that the school canteen abides by the healthy schools agenda and ensures that a balanced diet is offered at lunch times. Healthy eating, fitness and its importance will also be a theme in house activities. In addition, we will provide a healthy eating workshop for parents, particularly for those whose children bring a packed lunch. We will emphasise the importance of not eating too much junk food, especially in the mornings.

We will aim to have a "breakfast club" in the morning where pupils can eat a healthy breakfast if they come to school early. This will be negotiated with the providers of food at the school.

We will emphasise to parents that eating and exercise are essential to the physical and mental health of pupils, and that the two are inextricably linked. We will make it clear that it is their responsibility to ensure their child is getting the right exercise, organising themselves correctly and being mentally prepared for school. This includes things such as organising their school equipment the day before, getting a good night's sleep and doing their homework on time.

The workshop with parents will be a key component in this, and the school will also create a leaflet.

### **Politics, philosophy, ethics and house activities**

This part of our taught curriculum will be essential in promoting well-being, and a unit around citizenship, well-being and rights and responsibilities will be built in to engage pupils and inspire them to embrace the ethos of the academy.

The curriculum for politics, philosophy and ethics will:

- teach all major religions
- teach pagan and alternative religions
- give an insight into the British political system
- provide students with an understanding of the rights and responsibilities of being a British citizen
- study modern and ancient world philosophers and explore interpretations of their world views.

The intention of PPE is to go way beyond traditional RE by providing a course that teaches world views and citizenship. This will be a key driver in promoting the spiritual, social, moral and cultural well-being of pupils.

With the flexibility that we will have in this curriculum, we will be able to make it more

relevant and interesting for our wide and multi-cultural intake.

PPE will come under the control and remit of the head of history.

### **Online safety**

The school will tackle online safety by having measures such as filters in place to ensure that pupils do not access inappropriate content. We will also have tracking software that identifies inappropriate key words and traces these to user accounts. Pupils will be taught explicitly about online safety and responsible Internet surfing through the computing lessons in the curriculum.

Software will also be available on teacher computers to enable them to see the screens of pupils while they are working in order to ensure work is being carried out appropriately. The software will also have the ability to limit pupils' access to certain websites for each lesson. These measures will ensure that pupils do not veer away from the original intention of the lesson.

We will also invite parents to attend a workshop to teach them how they can ensure that their child is safe on the Internet. We will teach them how to use the parent filters that Internet service providers offer for home computers, and we will show them how to restrict and monitor safety access on mobile phones. Again, we will create a leaflet to this effect specifically for parents.

### **Medication**

Key staff will be first-aid trained, but as a minimum the office staff will be trained and appropriate medication will be stored in the front office. Pupils will be able to access any medication they need throughout the day as agreed by parents and the school.

### **Monitoring well-being**

Monitoring of well-being will take place systematically throughout the school year, primarily through questionnaires and student voice. The assistant principal for global citizenship will have responsibility for this, and interventions will take place depending upon the feedback given by pupils.

### **Summary**

Pupil behaviour, attendance and well-being are central to the success of any school, and we wholly understand how our GATE principles are linked to this. While behaviour and attendance are closely linked to global citizenship in terms of knowing how to behave and respect one another, achievement in academia and the arts is also essential in promoting good behaviour and attendance.

Regular surveys and feedback will ensure that we are successful and that we are held to account by our stakeholders. The school council will play a pivotal role in reviewing this aspect of school life, and will be proactive in promoting the ethos and high standards expected at the academy.





## Section E: Evidence of demand – part 2

Please refer to pages 27-29 of the 'How to Apply' guidance for what should be included in this section.

### E1. Evidence of demand

#### Introduction

The team at Gateway academy were very fortunate when gathering the demand for the Free School. There was fantastic support across the local community and this was reinforced by the local authority of Brent backing our proposal.

There has been high demand for secondary schools in Brent since 2006. We obtained a report written by the Director of Regeneration & Major Projects & Director of Children & Families, titled '**School Expansion Programme 2012-16**' which explicitly highlights the need for secondary schools in the borough. We have a good relationship with the assistant Director of Education and Early Help, Children and Families. Through our talks, it was evident that there was a severe need for secondary schooling in Brent, and that supporting Free School projects was one of the strategies that the Local Authority was going to take to reduce this deficit.

Some key findings from the report:

- *"The Council has been reporting a severe shortage of school places in Brent since 2006";*
- *"In the current national framework, the only options for new schools are via the academy or free school route...With Member support, officers have begun appropriate exploratory discussions, with a view to carrying out an informal process for selecting preferred providers";*
- *"In order to meet the projected capacity needs across the school portfolio, it will be necessary to pursue the free school route for funding, thus removing the need for prudential borrowing";*
- *"Integrating SEN provision within the school expansion rolling programme, rather than treating it separately."*
- *"The secondary provision will be under pressure from September 2014 onwards. The demand for secondary school places will outstrip the supply year on year unless new places are created. By 2016 370 (12.3FE) new places will be required."*
- *"Over the next eight years the demand for secondary school places will mirror the current shortages in the primary sector. An additional 570 new places (19FE) will be required after taking into account the new capacity being created at the Crest*

## *Academies.”*

It is evident from the points above that there is a genuine demand for secondary schooling in the area, and coupled with our expertise in the sector it is the perfect time for us to help reduce this deficit. Please note that another follow up report will be published early in 2013.

### **Demand from Parents and young people**

Throughout our demand search, it has been a principle of ours that we must oversubscribe. We figured that there is absolutely no harm in gathering surplus demand, as this would be in the best interest to protect public funds. This notion was solidified after hearing of other free schools stumbling at this hurdle.

From the offset we were very aware that we must get ‘relevant demand’. We therefore set out a criteria for which we defined as ‘relevant’ to us:

- Signatures of parents who would send their children to the Gateway Academy across 4 cohorts:
  - Current year 4s – potential year 7 enrollees in 2015
  - Current year 5s – potential year 7 enrollees in 2014
  - Current year 7s – potential year 10 enrollees in 2015
  - Current year 8s – potential year 10 enrollees in 2014
- Signatures of young people who would go Gateway Academy across two cohorts:
  - Current year 9s – potential year 12 enrollees in 2015
  - Current year 10s – potential year 12 enrollees in 2014

Other relevant target audiences included:

- Local businesses
- Local community groups
- Young people of the community

Even though we have applied to take on only year 7 entry in both 2014 and 2015, through our research we have identified that there is a sufficient shortage of secondary schools in Brent, with emphasis drawn on year 10. We have therefore set our school up such that if we decided to take on year 10 and year 12 admissions prematurely, we have the capacity to do so. As a result, we have also collected demanded for those cohorts, which are represented in the ‘relevant’ demand above as ‘current year 7s, 8s, 9s and 10s’.

Despite the above, we have aimed primarily for current year 4s and year 5’s, which will be our year 7s in 2014 and 2015.

It was one of our strategies to be as transparent as possible with the local community regarding the prospect of Gateway Academy. In the process of writing our application we believed that the local community were a key element in identifying the shortfalls of education and the challenges facing the area. We therefore went about identifying opinions in the local area in two main ways:

- 1) Through direct questions (face to face);
- 2) Through surveys – both as a soft copy and online

We asked parents anywhere we possibly could. These places included family gatherings, talking to parents after school, supermarkets and shops, community functions, religious gatherings and community/sport centres.

The questions we asked addressed three specific areas:

- The individuals view on our **Ethos & Rationale**
- The individuals view on our **proposed curriculum**
- The individuals view on **Gateway Academy in general**

**(1) Do you feel that there is a lack of good education in the Wembley area?**

#### Summary of response

There was a pervading theme of disappointment towards education in Brent which reinforced our initial views. It seemed that there were a handful of schools that were reaching parents expectations but the vast majority, particularly where we intend on opening, seem to providing an education that is below par. There was particular reference made to a large school very close to us that raised particular concern.

**(2) Do you think that the ethos of gateway academy is relevant to your child (parent) or you (sixth form)?**

#### Summary of response

Particularly through conversations and interaction with local parents and children it seemed that the ethos and rationale of the Gateway Academy were well received. The four pillars that define the Gateway experience proved to give a concise base understanding to individuals that we approached as they raised a lot of interest.

It was also to our delight that many agreed that the four pillars that define the Gateway Academy's ethos were generally accepted to be very relevant to the young people of Wembley. Attention was particularly drawn to global citizenship and enterprise and Entrepreneurship. Perhaps due to the current climate, it seemed the community were concerned with matters involving these two pillars which was encouraging to us.

**(3) Do you believe that a school of this nature could be successful for your child?**

#### Summary of response

Many of the subjects asked began to stray down a political road when asked this question. However it was our objective to convince the subjects that a free school would benefit the Wembley area, and once we communicated our principles, rationale and ethos, the response was again largely positive and most expressed an interest to know more about the school. There was a common theme that a small school of this nature

could be a positive force in the Wembley catchment.

**(4) Would you send your child from primary school into the gateway academy?**

Summary of response

There was little to interpret with these answers. What mattered here was a yes or no answer, and this translates directly onto our demand survey. However, it may be important to state that out of all the people that we asked, the vast majority highlighted that given the information provided, they would consider sending their child to the Gateway Academy.

Note: We are aware that on the demand survey, we must be explicit in asking the parents that they would choose Gateway Academy as their first choice. All signatures on the form agreed to this hypothetical question.

**(5) Would you enrol yourself in the gateway academy for sixth form? (for year 9,10)**

Summary of response

The young people who were asked these questions expressed a lot of interest for the Gateway Academy. It was difficult to get conclusive answers from many of them as many of the young people found it difficult to project views on an event that will take place over 2 years from now. Nonetheless, the general feedback was that of excitement and intrigue.

**(6) Is there anything that worries you about the Gateway Academy proposition?**

Summary of response

There were no alarming discoveries here as the overall feedback we received was largely positive and encouraging. However this question was an important one, as the feedback we received here would help us create a school that truly addressed the concerns of the local community.

The most common worry was that we are a brand new school and have no track record. It was a highly risky choice for parents and young people to make, enrolling into our school. We were very honest in our approach, highlighting that this issue was inherent to any new school, and we went about reassuring these individuals through additional information on the school, drawing particular emphasis to our experienced leadership team and aspects of our curriculum plan. We found once we had communicated this, their views were more positive. All other smaller issues have been recorded and logged, and it is one of our goals to do our utmost to address them.

**(7) Do you agree that a team that understands the Wembley area very well is an advantage in delivering a relevant education?**

Summary of response

The Gateway Academy is proud to have a principal that has years of experience in the Wembley area. His passion for the area and his knowledge of the subtle issues that exist in the area is something we value very highly. Along with this, our leadership team has some members with similar experience in Wembley, and so we were not shy in communicating this in our discussions.

The feedback from this question was positive. It seemed the people of Brent, and particularly Wembley were comfortable and excited about the idea of having a team that understands the needs of the area. We believe that this attribute is priceless and this was confirmed by the response we got from the Brent community.

Throughout our application process we have been in talks with our local authority as we believe that for the Gateway Academy to be fully effectual, we must establish a good relationship with the Brent authority. To our gratitude, our proposal has been supported by Brent, and they have provided us with very relevant information. Our research has identified a deficit in secondary schooling in Brent.

### **How we did it**

Throughout our application process we have been in talks with our local authority as we believe that for the Gateway Academy to be fully effectual, we must establish a good relationship with the Brent authority. To our gratitude, our proposal has been supported by Brent, and they have provided us with very relevant information. Our research has identified a deficit in secondary schooling in Brent.

Gathering evidence of demand was a process that started from the very beginning of our campaign and was categorized by two phases. As the Gateway Academy ideas solidified with time, we were careful not to provide false information from the offset. Very early, we identified key groups that we believed needed to be targeted for gathering support if we were to be successful.

We employed various methods to engage with the community. The purpose of phase one was to raise awareness of our school in the local area and in the process establish strong contacts. We did this by engaging with the local Churches, Mosques and temples as we were aware that a significant portion of our potential intake would have links to these organisations. We also used this as an opportunity to engage in discussions, which turned out to be very useful as we gained a deeper insight into the issues facing the young people of our area. We raised awareness in local community functions (including various Indian communities, Somali communities, Sri Lankan communities, eastern European communities etc).

It was a very positive process, and we gained support and the help from all corners of the community. Moreover we engaged with local businesses to establish potential sponsors, and highlighted potential partnerships that we could establish. This was very warming to the Gateway Academy team as it is a heartfelt goal of ours that our school will serve as an institute that brings all ends of the community together, and the early signs were very promising.

As awareness of our new school was raised, we implemented phase two which entailed seek out solid evidence for demand in the form of signatures and consent from the relevant bodies (explained in section above, *Demand from parents and young people*).

This was a fluid process; the community were already familiar with our proposal, and many had investigated further to form their opinion on the school. We then accessed parents and young people relevant to our intake by strategically targeting local play centres (SWOT shop, Parents Paradise and Partyman world) , tuition or learning centres (Regent Learning Centre and Claremont Saturday school) and local community groups. We did this either by setting up stands in local functions, direct approach or through increasing our media presence through a holding website (which led the individual to an online survey where they could support the Gateway Academy), an email push which linked the online survey and an ad in the local newspaper (Wembley observer). Local play centres and learning centres were particularly helpful as we could specifically target the parents of children that we needed for our first year and second year intake (current year 4s and year 5s).

Throughout the whole process, we observed financial prudence and soundness, and we believe that it was through our creative and systematic approach that we managed this with such success. We were also very aware that opening a new school that directly competes against others can be a sensitive matter, and thus we were very transparent and we exercised integrity and respect throughout the whole campaign.

## **E2. Marketing**

### **Introduction**

Approaching our marketing strategy was a challenging task. The ethnic diversity inherent to Brent meant that we couldn't apply a generic marketing plan across the general population. Instead, our marketing was targeted to specific groups with the aim to unite Brent's diverse communities by using Gateway Academy as a catalyst. Though we have made substantial progress in the way of establishing presence, gaining support and establishing strong bonds, we are very aware that there is still a long process ahead. We have therefore devised a robust plan going forward up until the opening of Gateway Academy in 2014. This is outlined by the timeline on page 107.

### **Marketing your school**

Due to Brent having a very diverse population in terms of culture, finance and ability, it was our first goal to attract – through our marketing – pupils of all backgrounds and abilities. We were very clear in our admission policy, which is in line with the Brent admission policy. We therefore had no restrictions and we made this very clear in our communication with the people of Brent. Many were unsure of the definition of a free school, interpreting the concept as an independent school. We had to reassure many that it was a public school and thus financial status was irrelevant to the Gateway Academy's intake. It was also essential for us to effectively communicate our educational plan, and in particular, summarize our broad and balanced curriculum. We were aware that many of our students may not wish to pursue a path into higher education, and thus

we were direct in instructing them of the alternate options Gateway Academy will provide. This was an issue that was particularly important to local businesses and local communities who felt that Brent needed a school that would encourage and support alternative routes into employment.

We discovered that the best way to communicate our vision to the public was through concise and simple communication. If an individual was seeking more information, they were encouraged to visit our web page or alternatively were asked to email or call one of the members of the steering committee. Our simple and direct approach was driven by the knowledge that many of the parents and members of community groups were categorized under EAL.

Another technique we employed to engage with this group of people was using translators. This was voluntary and was normally used only when we attended community events, in which we had an English representative from their community to translate our message.

### **A brief timeline going forward**

#### **Jan 2013–Apr 2013**

This period will see the continuation of phases one and two. There will be continued efforts to raise awareness and attain signatures from parents who would send their children to the Gateway Academy as a first choice.

#### **May 2013–Aug 2013**

We will increase our efforts and continue to maintain relations with local religious and community groups. We know that many communities have annual summer functions, and we have made enquiries to set up marketing stands in some of them. We will increase our social media presence and put an ad in the newspaper. We will continue to gather the signatures of relevant parents.

#### **Sept 2013–Dec 2013**

This year our efforts will be more intense. We will use various marketing techniques including leaflet drops, newspaper ads, email shoots to specific individuals or groups and methods. By now our community will be fully aware of the new school opening, and we will inform the community and establish more strategic bonds. We will continue to gather signatures of relevant parents in this time.

#### **Jan 2014–Aug 2014**

By this time we hope to be a known entity in the local area. We will continue to gather signatures and seek to be oversubscribed. Our ties with local businesses and influential bodies in the local area will look to be strengthened by small events or meetings. Information on the status of the school will be consistently sent out and available, particularly to parents who have their children enrolled.

#### **Sustaining demand**

Our team regards a sustained demand as integral to the success of the school. Every year we will aim to be oversubscribed, and we will be stimulating demand up until the



date of opening. We recognise the importance of continued presence in the local area and our team are committed to maintaining relations already established with local businesses, local community groups, local parents and Brent's young people. We will primarily do this through:

- frequent email pushes to relevant contacts and bodies
- a systematic and effective advertising campaign via local newspapers
- leaflet drops
- a strong web presence, primarily through a news feed on our website and a strong social media presence (Twitter and Facebook)
- direct communication to the relevant groups (defined in section E1) through meetings and specific events.

The intensity to which we implement our marketing strategy will correspond to a specific timeframe. For example, we will increase our presence and market more during the time that parents make choices about which school they will choose for the September 2014 entry. We have planned strategic events, charity events, and public meetings to maintain public interest and to keep our potential student base well informed on the Gateway Academy's progress. Please see the timeline for more detail on sustaining our demand.

We have tried to be as creative and innovative as possible to avoid spending too much money. It is our team's goal to continue to maintain financial soundness in all our practice leading up to the opening of Gateway Academy.

### **Working with the community**

Our team has never seen Gateway Academy as just a school. Our vision is for the school to be an excellent educational provider but also be a force for the positive in the local area. We therefore believe it is integral to work with the community and our practices thus far have reinforced this. We have been in constant contact with as many ethnic bodies inside of the Brent area, establishing strong contacts and creating positive bonds. We believe that the Gateway Academy has been warmly received as the people of Brent can truly see that our team our passionate about making Brent a better and more prosperous place through our school.

Though the free school model encourages healthy competition between schools, we believe that there are a range of innovative solutions to enhance the learning experience.

These include activities where we will collaborate with other schools, including mentoring for primary schools, collaborative charity or community work, collaborative sports days or school performances and the sharing of resources. Further to this, as one of our pillars is enterprise and entrepreneurship, we have engaged in constructive talks with local businesses who support the project. Our board of governors has a lot of experience in the business space, and we will look to capitalise on these opportunities by trying to create opportunities for work experience and employment for our pupils.

Below is a copy of our demand survey. Please note that there were other pages attached that provided important information about the Gateway Academy. This included the 'location', 'Our aims', 'About us' and an 'Overview of Vision and Ethos'.



**Gateway Academy**  
Wembley

<b>Name</b>	<b>Please state whether you are the Parent (P) or Child (C)</b>	<b>Child's date of birth</b>	<b>Postcode</b>	<b>Signature : I would select The Gateway Academy as the first choice for my child/children OR it would be my first choice for my own education</b>	<b>OR Signature: I am interested in finding out more information about The Gateway Academy</b>	<b>I support the school's ethos and objective. Yes or No</b>	<b>Email Address</b>

Below is the Gateway Academy's holding website. We used and will continue to use this platform to further inform and promote the demand for the school.



## New Free School opening September 2014

Now recruiting students for Year 7, Year 10, GCSE Intensive, Year 12 and Year 13 entry.

A group of experienced educationalists are looking to establish a new free school in the London Borough of Brent to be located in central Wembley offering education to students from Year 7 through to A-Level.

Gateway Academy shall provide a well-rounded education that will equip today's generation to compete in tomorrow's world. Education is in many ways an introduction into the world of employment and it is essential that our students leave school fully equipped to deal with the demands and challenges that employment immediately brings. We therefore seek to equip our students with the skills, abilities, knowledge and experiences necessary to prepare them for this transition and this shall be a focus of the school.

The school shall operate on the following principles:

Global citizenship  
Academia  
The Arts  
Enterprise & Entrepreneurship

For our school to be considered for operation, we need to show evidence of parental and student demand. If you feel that you as a student, or you as a parent, feel that our new school would provide the type of education that would bring out the best in your child, please do complete our online survey at,

[www.surveymonkey.com](http://www.surveymonkey.com)

If you have any questions about our potential new school, please do email us to [selva@rtc.uk.net](mailto:selva@rtc.uk.net) or call us at **020 8966 9900**

## Section F: Capacity and capability

### Section F1: Governance

#### Overview

It is recognised that the governance of an educational establishment is without doubt one of the most important items of discussion.

The governance of a school, or any other similar such establishment, requires careful and considerable thought.

The overall management of the school will ultimately shape the day-to-day educational experience that each student has. It is therefore vital that the governance of the school is arranged in such a manner to ensure equality and balance.

#### Our proposal

We propose the establishment of a multi-academy trust, in this case to be called Innovation Academies Trust, or IAT.

Under this model, the group would form a multi-academy trust that has overall responsibility for all the schools in the group.

In a multi-academy trust, the Secretary of State signs a master funding agreement with the trust and supplemental funding agreements with individual schools.

In this instance, the first school would be Gateway Academy.

Structure

Members of the IAT	Directors of the IAT
██████████	1. 1. ██████████ Principal 2. 2 x Staff Members 3. 2 x Parents

We anticipate that once Gateway Academy opens we would appoint ██████████ to the Board of Directors of the Innovation Academies Trust and we would also appoint two elected parent directors and up to two staff directors. While the members of the company and the individuals on the board of directors would not usually be paid. It should be noted that in the case of ██████████, whom we propose as principal subject to Department for Education approval, he would be paid as he would be employed by the trust in that role. ██████████ In the future, should the trust open up to further schools, the members of the Innovation Academies Trust would re-consider his position on the board of directors bearing in mind it may be considered a conflict of interest, or as his having undue influence over the running of other schools, and a lack of equivalence as compared to the principals of the other schools. However, in this case, when the IAT was opening up second and subsequent schools, it would most likely be the decision of the members of the IAT that each school would have its own local governing body, the members of which the IAT board of directors would appoint. Therefore, the principal of Gateway Academy would take a role on that local governing body.

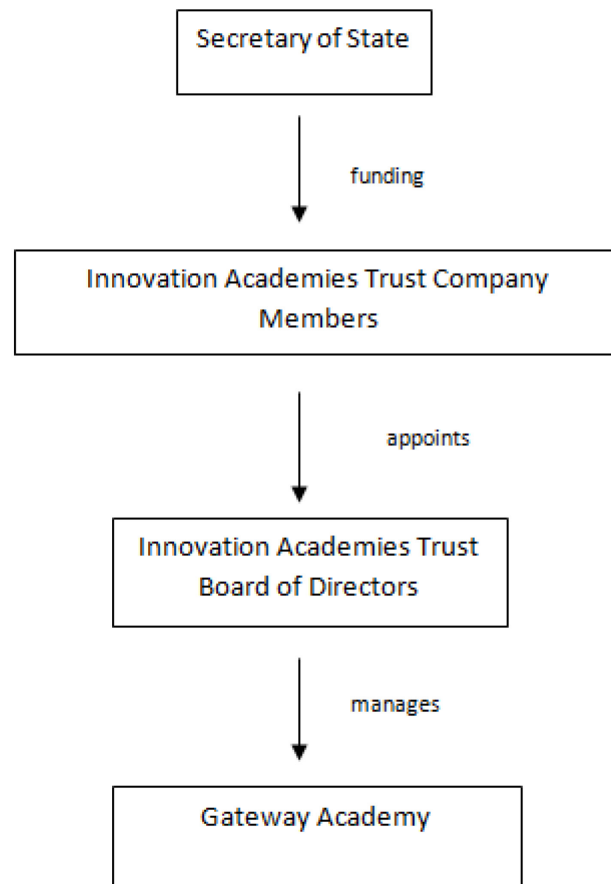
To clarify, we do not consider that at the outset that Gateway Academy would have its own local governing body, but once additional schools are added then Gateway Academy, and any other free schools subsequently founded, will have their own local governing bodies and they will be represented on the board of the multi academy trust.

When in the future the IAT open up any further new free schools, then the board of directors of the IAT would appoint local governing bodies of the individual school or schools and these would comprise at least two parents, staff members and other individuals such as professional individuals with educational and other business experience or other suitable individuals of good standing from the local community. Again though, board members are not usually paid; the exception would be any staff members who are paid in respect of their teaching or similar duties within the school. The governing bodies of the individual schools and in this report, Gateway Academy, will

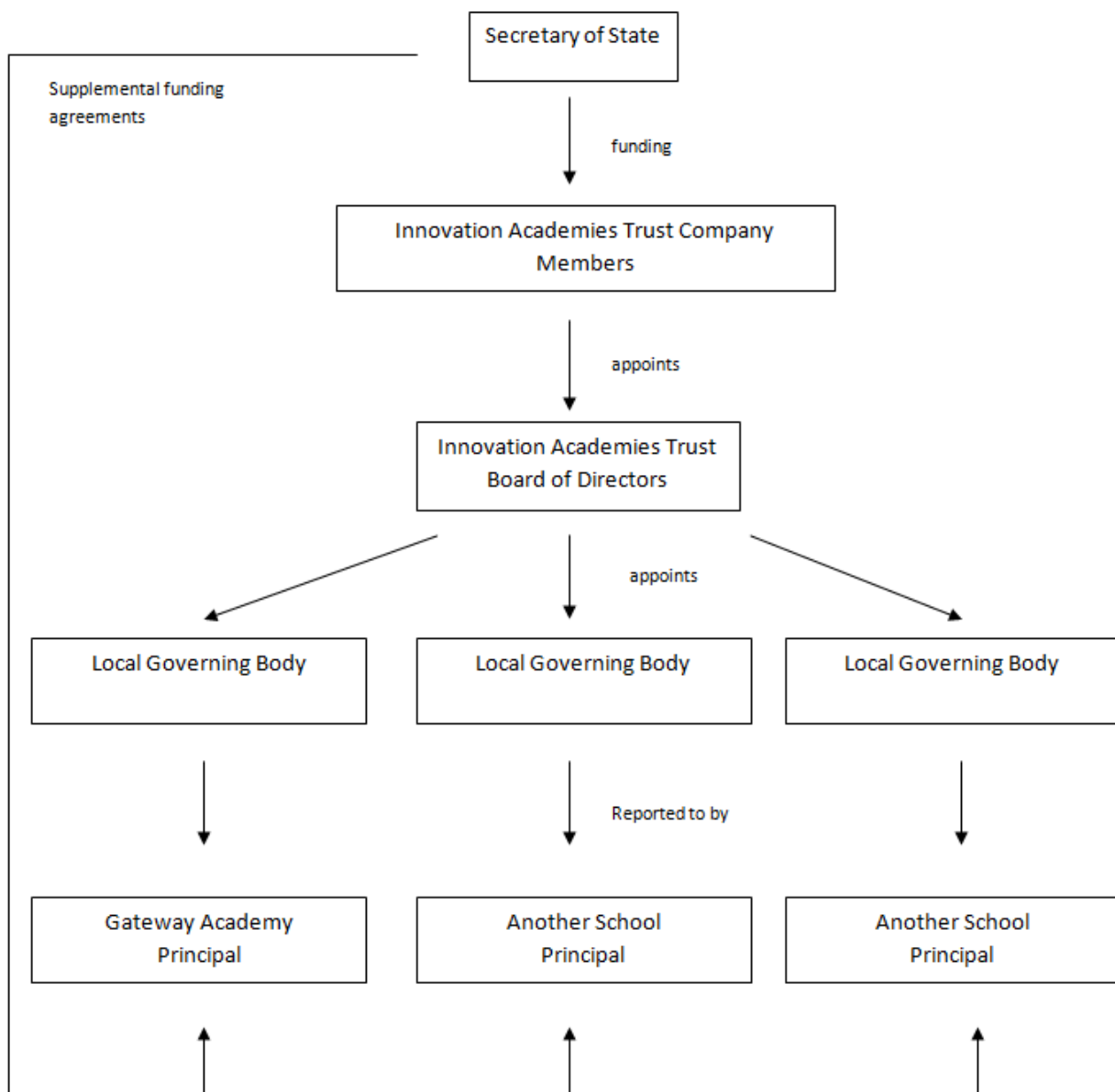
operate subject to delegations to them of powers from and control by the multi-academy trust, in this case the IAT.

While we appreciate that normally a school would have a local governing body, because of the nature of the multi academy trust that we are proposing and because we wished to avoid an extra, deemed overlapping and rather unnecessary layer of management, we hope that this interim solution for Gateway Academy will suffice.

### Proposed governance



Proposed Governance following the establishment of further schools



## Roles and responsibilities

The role of the IAT members will be to take a strategic role in running the school and to have ultimate control over the company. The IAT will, in turn, elect directors, and these directors will oversee the day-to-day management and governance of the schools within the trust. At present, this would be Gateway Academy only. The principal would be responsible for the day-to-day running of Gateway Academy.

## Our members

The members of the IAT include a variety of individuals. Together, we believe that we possess the requisite experience, expertise and clarity of mind to make reasoned and fair decisions. Within the IAT we have ensured that we have educational, financial, legal and operational knowledge available. We believe that these are the key areas in which we need to demonstrate capability.

Along with the board of directors and other individuals involved in the free school project who bring additional areas of competency, we feel we have the full blend of skills and knowledge that is required.

The members will be responsible for providing effective strategic leadership on matters such as:

- formulating the board's strategy discharging its statutory duties
- encouraging high standards of propriety and promoting the efficient and effective use of staff and other resources throughout the organization
- ensuring that the board, in reaching decisions, takes proper account of guidance provided by the Secretary of State
- representing the views of the board to the general public
- providing an assessment of the performance of individual board members.

The board would meet annually, minutes of meetings would accurately record the decisions taken and, where appropriate, the views of individual members. We are experienced in running the affairs of companies and we will ensure that we comply with company law and the requirements in the Funding Agreement by the Department of Education.

It should also be noted that [REDACTED], who have run Regent Group activity for thirteen years, are well versed in dealing with the Department for Education and meeting its out requirements.

## Our board of directors

Our board of directors will be responsible for:

- managing issues of corporate strategy
- formulating key strategic objectives and targets

- making major decisions involving the use of financial and other resources
- important personnel issues including key appointments and standards of conduct
- designing an outline of responsibility for the principal
- acting within powers
- promoting the success of the company
- exercising independent judgment
- exercising reasonable care, skill and diligence
- avoiding conflicts of interest
- not accepting benefits from third parties
- declaring an interest in a proposed transaction or arrangement.

The chairperson of the board of directors will be [REDACTED].

#### Our principal designate

The principal will be responsible for the day-to-day management and running of Gateway Academy, and will make all key decisions relating to personnel subject to necessary board approvals.

The principal will also be the strategic organizer of all initiatives at the academy and ultimately hold staff to account, and in turn be accountable to the governing body by reporting back at scheduled governing body meetings throughout the year.

The principal will set the tone and ethos of the school as laid out by the school vision, and will ensure all stakeholders are accountable through a robust system of performance management. The scheme of delegation to the principal will reflect best practice and the legal requirements maintained in the sector.

The principal can will be responsible for:

- developing and implementing the strategic direction of the school
- school improvement
- school review/evaluation
- school Image and marketing
- leadership across the school
- performance and staffing
- staffing structure
- inspection/Ofsted
- policy development.

#### Reporting

The principal of Gateway Academy will report to the board of directors at the end of each month.

The board of directors will then in turn report to the company members and they are



accountable to. The board of directors will meet once per term at the end of each term.

If the company members have reason to do so, they are able to dismiss individuals on the board of directors. The members of the company would meet annually, unless an urgent matter required them convening before this. Similarly, the board of directors has the power to dismiss the principal if they have reason to do so. In the interim, the preferred method of communication would be email for its speed and accessibility.

The board of directors may choose to establish committees, and members of these committees would communicate directly with each other. They would be required to give a report to the board of directors at the next termly meeting. The committees would not have decision-making powers in their own right, but would detail their reports to the board, which would then as a whole make decisions.

We foresee the formation of the following committees: finance, school curriculum, school improvement.

Committee	Role
Finance	To examine finances of the school and make strategic decisions on spending such as building works, maintenance and investment.  To make decisions on staffing structure and pay, and to ratify pay progressions for staff
School curriculum	To examine and report on all aspects of the school curriculum, including curriculum offer, staffing and pupil voice
School improvement	To report on school targets and priorities at all levels to ensure the school is on course to achieve its targets.

The chair person will be the head of the board of directors.

The CEO will be top decision-maker accountable to the board of directors, and all other executives will answer to him/her.

### Conflicts of interest

We recognise that it is essential as part of the quality assurance process of all involved in the governance of the trust, and therefore of Gateway Academy, that the school provides the very best standard of education possible to its students, and that the right decisions are made at all levels. Therefore, we must ensure that our practices ensure that conflicts of interest are highlighted and dealt with.

In all steps of the process, our members and directors will be asked whether they feel that they have any conflict of interest. Once this has been highlighted a majority vote will be taken to ascertain whether it is deemed that the individual is suitably removed from the potential source of conflict so as to allow their participation in the decision-making process, or whether it is felt that a real risk would be posed. If so, that individual would

be removed from the process.

In the case that the chairperson(i.e. [REDACTED]) experiences a conflict of interest in a matter on the agenda in relation to [REDACTED], then he would discharge his duty to another to avoid that conflict of interest,resulting in a temporary chairperson.

We sincerely hope that given that the majority of our members and directors were instrumental in putting together the free school application, that we are all very familiar with our own involvement and strengths and weaknesses, and that we all understand the common goal toward which we are working and agree on how this should be done. Moreover, we have ensured that we have a variety of expertise within the trust, therefore ensuring that at all times we can consult with experts who can give clear and logical and impartial advice.

## **F2: Educational expertise**

### **Show how you will access appropriate and sufficient educational expertise to deliver your vision.**

#### **Key skills needed**

The Gateway Academy recognises the need for educational expertise in setting up the school and ensuring it is able to run smoothly and effectively and in line with the principles of the academy, which are the four cornerstones that comprise GATE. The principles of GATE are what the committee has envisioned jointly as a group, and they form the support structure on which the entire academy is based

First and foremost the skills needed are people with knowledge of a school curriculum and how a school is organized to deliver learning in the way that has been laid out in section D. Without this it would not be possible to put staffing together and to plan and prepare the finances and resources to achieve our aims. For this element we have decided to involve the principal designate in playing a key role in shaping the education plan, vision and ethos of the academy.

We also feel that in the setting up and structure of the school it is important to have people on board who are familiar with the local area of Brent and have a working understanding of the needs and expectations of the local community. With such a unique intake of pupils from such a broad range of ethnic and religious minorities it is crucial that those involved must understand this and respond to the needs of all stakeholders.

#### **Key Individuals**

<b>Role during application, pre-opening and opening stage</b>	<b>Relevant Experience (educational biography)</b>
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[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

**External expertise**

The challenges of setting up a school are numerous, and it is our belief that the Gateway Academy will benefit from the expertise of as many parties as possible. For this reason, we intend to work alongside Edison Learning.

## **Edison Learning**

### Role during application

- Academic delivery
- Regulation advice
- General advice
- Reviewing report

### Role pre-opening

- A more thorough audit of our skill gaps
- Depending on the point above, we will consider sub-contracting "pre-opening" services
- General consultancy and advice

### Role opening stage/post opening

Our involvement with Edison learning will be dependent on how many students we have. For example, in the early years where we have fewer students, we recognise that we will have a smaller budget and thus contracting services may not be the most financially viable path.

We forecast that Edison Learning will play a part in the early stages. However, the sub contracts will be open to other parties in an open and transparent process to ensure that the Gateway Academy gets the best value for money.

## **Skills gap and summary**

We believe that as a result of the strong background of educationalists involved in the setup of the academy there are no real weaknesses in terms of skills. We feel fully knowledgeable and able to proceed with the application from an educational perspective.

We have a wide and varied blend of experience from public sector education to independent sector education, as well as a strong understanding of the local community and area in which we wish to set up the academy.

In leaving no stone unturned, we have also enlisted external support as outlined above.

## **F3: Financial expertise**

## **Show how you will access appropriate and sufficient financial expertise to manage your school budget**

### **Key skills needed**





The Gateway Academy recognises the need for financial expertise in setting up the school and ensuring it is run smoothly and effectively.

We also recognise that it is important to understand finance in an educational setting rather than just finance in general. Various expertise is needed in the setting up of the financial plan. Not only to arrange the finances for paying staff, but also to be well versed in the ongoing management of payment responsibilities such as putting in orders for educational supplies, paying sub-contractors to carry out various tasks such as management of the canteen and all other issues that surround the management of a school budget.

The financial plan will need to abide by our principles of GATE by, for example, following out commitment to having more non-contact time for teachers and ensuring we have posts specific to our intake such as a head of EAL

### **Key individuals**

<b>Person, Role during application, pre-opening and opening stage</b>	<b>Relevant Experience (Educational Biography)</b>
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██████████	██████████
██████████	██████████

**External Support**

The Gateway Academy will be using the support from the New Schools Network to ensure that what we provide is quality and adheres to the requirements of the DFE in setting up a free school.

**Skills Gap and Summary**

We feel that we have the adequate skills needed to cover all the financial expertise that we will need in setting up the Gateway Academy. We have a range of experts from understanding staffing structures to managing specific educational budgets and to bringing understanding of finance from private business practise as well. That said we are aware that at any given point we may need to subcontract services in. In the case we feel that there is a skill gap, we will prudently and efficiently seek out the appropriate contractor using the Pre-opening grant.

**F4: Show how you will access other relevant expertise to manage the opening and operation of your school.**

**Skills needed to set up and the school (not financial or educational)**

There are various other areas the Academy will need support with in order to set up and run the school efficiently and these include areas such as:

Skills needed	Solution
The setting up and running of a canteen	Fortunately we already have a preferred location that we have identified. There is a high chance that if we are given permission to open up Gateway Academy, that we will open up in our preferred location (given the Department of Education agrees).

		<p>On this assumption, we have already brainstormed how we will manage our canteen. We have various contacts in catering, and there are members of our group who own commercial restaurants. We feel that we have enough knowledge in this space to be wise in the setting up of our canteen, to deliver good food and on time. Our commercial knowledge in this space will ensure we incur no losses, and hopefully the kitchen opportunities will be an innovative avenue where we can make surplus.</p>	
	<p>The setting up of and running of an ICT network</p>	<p>██████████</p>	
	<p>Marketing the Academy in its initial phase and post opening.</p>	<p>Many of the individuals involved with this project have opened and/or currently run successful business where high quality marketing is an essential element to the success of the business. From an educational point of view, ██████████</p> <p>We are confident that between our team we have enough expertise to market this school properly. In the case that we feel we need external help for marketing, we will follow a procurement procedure to ensure that we get the best service for the best value for money.</p>	
	<p>Property/construction work that will need to be done to an identified building e.g. a Gym, Playground, internal work, renovation etc</p>	<p>We will be using the project development grant acquire the contractors who best fulfil our requirements. It is also worth noting that within our group, there are members who have construction expertise. This will ensure that our project development grant will be used efficiently and prudently.</p> <p>We will also look for support from the borough, as our first choice building is a rental from the borough</p>	



		<p>itself. With all contracts brought, we will go through our rigorous procurement process to ensure the public funds are being justly utilised.</p>	
	<p>Setting up of the rules and laws of the Governing Body</p>	<p>We have instructed [REDACTED] to support us in the setting up of official rules and regulations for the governing body and multi academies trust.</p> <p>This will ensure that we are within statutory requirements for what is needed and ensure we have robust and transparent lines of accountability in the way the Academy will be run.</p>	
	<p>Human resources</p>	<p>As aforementioned, between the Members and Directors of the Innovation Academy Trust, and the Governing body on the Gateway Academy, we feel we have a wealth of expertise between us to manage human resources in this school.</p> <p>It is important to highlight [REDACTED] (a [REDACTED] and [REDACTED] (a [REDACTED] have successfully opened and currently run independent schools across north west London. They have been working with the <b>Department of Education</b> for over 10 years and they have an abundance of expertise in the operation and management of schools.</p> <p>We are therefore convinced that we have enough experience within our group to manage the human resources side of the school. If we feel that we need some assistance, like mentioned above, we will go through a rigorous process to hire and fill this space.</p>	
	<p>Project management</p>	<p>We are already considering sub-contracting the project management to a company that specialises in this domain. As we will be using our project development grant, we will</p>	

	<p>go through a rigorous procurement process to find the right company that offers the best service for the best possible price.</p> <p>In conjunction to this, various members of our team will be involved with the process, working alongside the project managers to ensure all is in keeping with the original plans.</p>
<p>legal and accounting</p>	<p>██████████, ██████████ is an ██████████.</p> <p>He has been able to transfer these skills and apply them in an education setting by setting staffing costs, admin costs and all the other day to day management costs required to run a school and tuition centre's across London. Furthermore ██████████ who are members of the trust are also ██████████ (██████████).</p> <p>Together with another member ██████████ (an experienced Lawyer), we feel we have a strong and rounded knowledge of legality and accounts in the Free school context.</p>

**Details of members and directors of the Innovation Academy Trust**

Member	Role
██████████	██████████
██████████	██████████
██████████	██████████
<b>Staff member 1</b>	To be elected at opening of Academy
<b>Staff member 2</b>	To be elected at opening of Academy
<b>Parent 1</b>	To be elected at opening of Academy
<b>Parent 2</b>	To be elected at opening of Academy

**Other members of the group**

Note: The members that are going to be mentioned in this section are neither Directors nor members of Innovation Academy Trust (our multi academy trust) or members of the governing body for Gateway Academy.

Other members	Role
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

### **Time commitment**

Each member has agreed to devote the time necessary during the application process, pre-opening and in the initial opening phases of the Academy. For some of the core members this could mean around 25 hours a week and for other it could just mean short amounts of intensive times at certain periods. Each person involved is fully aware of what they need to do and have committed themselves appropriately.

Whilst everybody works full time the scale of the task before us shows a stark realization that any less time than this would not be manageable. Weekends will be devoted to the Gateway Academy project and weekly meetings will take place to ensure everything is running smoothly and effectively.

Naturally time commitments may vary and if deadlines are met and events running smoothly then not all members would need to input as much at any one time so there is a deal of flexibility in terms of time commitment. However all members understand that they need to act when called upon and have confirmed their commitments to this.

### **Plans to fill skills gaps**

As mentioned above we are going to draw on external support to plug any skills gaps or even any events that may be unforeseen primarily through Edison Learning have vast experience and skills in supporting the setting up of free schools.

We believe that within our team, we have the relevant expertise to successfully address all of the major areas identified above for opening and running a successful secondary school. That said, we are also aware that at times we may need external help. In this case, we will go through the correct procurement procedures to ensure our funds are used effectively, efficiently and prudently to achieve the best possible outcome.

We will also draw heavily upon the New Schools Network, which has proved invaluable thus far.

### **F2–4 Summary**

What we hope is very clear from the writing of this section is that the team we have put

together to open the Gateway Academy is highly skilled and highly knowledgeable and committed.

We are able to demonstrate an expertise in educational areas, financial areas and also able to identify where we will need extra support. Moreover the amount of time and effort the team are willing to put in shows the dedication, enthusiasm and drive to do something that will benefit the local community and improve outcomes for pupils in the local area of Wembley.

Most of the expertise we have comes from 'in-house' and this has proved invaluable and also means a lot less funding needed on getting external advice and using the project management funds, which is a huge positive.

We have all the tools in place and a blue print for success through our team.

## **F5: Provide realistic plans for recruiting a high quality principal, other staff and governors in accordance with your proposed staffing structure and education plans.**

### **Recruiting the Principal**

*We have identified our preferred Principal Designate through personal recommendation, sector intelligence and interview. We have outlined below what we were looking for in a Principal and we will provide the CV of our PD below.*

#### **Qualifications**

At the Gateway academy we wanted a PD who is a graduate with qualified teacher's status with at least evidence of study up Master degree. It was decided the award of the NPQH was not a prerequisite qualification to be considered for the post of PD. We recognise that the National College of school leadership has made great strides in producing a qualification that recognises the skills, experience and abilities of school leaders, however we did not wish to discourage school leaders who are ready to accept the challenge of headship if they had not been given the opportunity to participate on this qualification path, especially as the criteria of eligibility to be selected to apply for the NPQH has changed in recent years. Nor indeed did we wish to preclude suitable candidates that may want to apply who have gained the necessary skills and abilities in the independent sector where the NPQH is not a statutory requirement for headship.

#### **Experience**

At the Gateway academy we wanted our school leader to be passionate about education and the role that education plays in forming their lives. We needed a visionary who sees the potential in all young people irrespective of their race, colour, creed and socio-economic backgrounds. In fact we believe that a Principal who has had to overcome their own personal difficulties whether social, academic or both would have the inherent experience to understand where our young people come from and create both an empathy and an inspiration to succeed in difficult circumstances. Our school leader needed to have the academic and personal experience to create trusting and lasting

positive relationships with all pupils and their families and carers, the governing body as well as other stakeholders and the community at large. Our school leader needed to be credible to everyone who interacts with the school.

We set about drawing up a list of 'essentials' that would be required for recruitment. Someone who had the experience of:

- Curriculum design and innovation with an emphasis on the use of modern technology that meets the needs of all learners.
- Formulation of effective school policies
- Understanding of statutory requirements and have a clear understanding of current day educational issues to advise the governing body.
- The formulation and implementation of a robust school management system.
- Experience in being responsible for school budget and providing 'value for money.'
- The creative use of data across all areas of the school.
- Understanding school self-evaluation
- Experience of wider educational issues both locally and nationally as well as collaborating with and creating partnerships with other educational institutions and organisations that could achieve the school vision and extend it
- Recognising that people - school staff - are its most important resource and have experience of recruitment and retention of staff at all levels.

### **Principal Designate**

The Gateway Academy board members decided that in order to have a successful application to set up our free school it would be most effective to have a Principal Designate who could actually support in the writing of the application. There were a few reasons for this:

1. It would plug a skills gap in terms of someone who had knowledge of a state school curriculum and be integral to the education plan of section D.
2. We would have someone invested in the Academy from the beginning who would be able to be part of the shared vision and ethos we wanted to promote which is specific to our local community in Brent.
3. We could have someone at the outset we couldn't trust and who in effect could 'prove' themselves even before the Academy is set up. A safer bet than going for a national interview to have someone pass an interview and then perhaps find they are not quite up to the job.

In discussing the above the original board members discussed if any of them had knowledge of anyone suitable that could satisfy the criteria above as well as be known

well by some of us.

**Recruiting** [REDACTED]

[REDACTED]

## **Recruiting other Staff**

We must be mindful that Brent has a strong union background and in the past has displayed hostilities towards Academies. This has been evident through the campaigning that has gone on by unions in order to prevent:

1. The opening of new academies in the area and;
2. Current schools converting to academy status

We recognise this and will need to be aware of this local situation when trying to recruit staff to come to the Academy. We also need to consider that there may be hostility in the fact that we are not abiding fully by the teachers national pay and conditions document.

We can only do this by good advertising and a strong promotion of our beliefs and principles. We will also demonstrate to all prospective staff that they are not merely working longer hours we are actually distributing the way those hours are set out.

We hope that a strong emphasis on prioritising teacher non-contact time so they can get on with the business of teaching will be a good incentive for dedicated potential candidates.

Payment will also follow the national pay and conditions document and be competitive and comparable to all local schools in the area.

## **Timeline**

Recruitment of staff will start in January 2014. They will be recruited by the PD and at least two other board members in an interview. There will be at least one female and male on the interview panel to ensure fair access and good practise.

## **Qualities of staff**

We will look for staff that support our vision and are fully aware they will be joining a school that operates outside of the national pay and conditions document. They will be individuals committed to raising the aspirations of young people. Staff of all ages and backgrounds will be welcome but those with a proven track record of raising attainment will have a stronger chance of success.

## **Advertising for staff**

Advertising for all staff (teaching and non-teaching) will take place in the TES, the e-teach website and in the local Brent vacancies document which is circulated to all schools. This will ensure local as well as national candidates are attracted to the posts being offered.

We will also ensure that the training colleges such as the Institute of education, Brunel university and Middlesex university are aware of jobs available in order to attract those that are completing their teacher training.

We will also work with the TDA and have an open mind about taking on Teach First candidates.

## **Qualifications**

### Teaching staff

The minimum requirement for teachers will be an undergraduate degree. The Academy will have an open mind when it comes to this aspect of qualifications and ensure that the best candidates are employed through a robust interview system. The SENDCO will need to have a teaching certificate as is required by statutory guidelines.

### Non-teaching staff

Non-teaching staff will be selected based on relevant experience commensurate to the post they are applying for and show initiative and enthusiasm at interview.

## **Recruiting Governors**

The core of our governors are already in place and will be in place when the Academy opens which are the directors of the Innovation Academies Trust

### **Two parent Governors**

We will invite two parents to become governors if they wish right from when pupils apply to the academy. We will advertise in the local press when we do our marketing for the new Academy for the first intake in September 2014.

If this is unsuccessful then we will wait for the new intake to start and write specifically to parents inviting them to express an interest. If more than two parents come forward then an election would need to take place.

### **Two Staff governors**

Ideally one teacher and one non-teacher to make up representatives from the staff. We will advertise this internally and elections will be held where more than one person is nominated. If no one comes forward from one section of the staff then it is possible that we could have for example two teaching members of staff or two non-teaching members of staff on the governing body.

### **Qualifications for governors**

Traditionally governors are volunteers who have an enthusiasm and commitment to raising standards for pupils and to being a part of their local school and community. A



keen enthusiasm is what we will require and we will ensure all governors are fully trained in what their roles and responsibilities are.

We expect all governors to have a high record of attendance. Failure to attend could mean being asked to resign

## **Section G: Initial costs and financial viability**

## Section H: Premises

**Address:** [REDACTED], Wembey, [REDACTED] United Kingdom

**Current use:**

[REDACTED]. [REDACTED].

**Current freeholder:**

The current freeholder is [REDACTED] We have a very good working relationship.

**Availability and nature of tenure:**

[REDACTED]. We intend on extending this leasehold contract as we are on good terms with the Landlord. Another scenario may occur where we will look to purchase the building outright.

**Brief description of premises and the local area:**

The preferred site is located on a road just off [REDACTED]. The road has multiple access routes which would help in avoiding congestion. It is also a short 2-3 minute walk from Wembley central tube station (which has both underground and over round rail links). Pretty much all major bus routes in Brent pass through [REDACTED] and so it is a perfect location with respect to the use of public transport. Furthermore, there is a car park located behind the premises, as well as various obvious drop-off points. It is important to note that the site is a few minutes from another high school. Therefore the areas capacity to hold a high school has already been tested.

[REDACTED]  
The floors are set up already perfect for a school setting. Tweaks will naturally need to be made to optimise the space for educational use, but the key for us is that we have chosen a building such that there is good value for money.

**Why we chose this space and how it supports the delivery of our educational vision:**

Knowing that Brent was in desperate need of more secondary schools, the Gateway Academy team knew that our chosen location would be vital for delivering our educational vision. It became apparent that [REDACTED] was one of the locations that stood out as a perfect place to create our Free School. Everything that epitomises Brent, from the positives through to the negatives, manifest in some form on [REDACTED]

It is a perfect location to push with our Global citizen program as its central position could act as a perfect spot to integrate the wider community. Further to this, there is a much larger school only a few minutes' walk away. As mentioned earlier in sections C and D, we intend on capitalising on this by encouraging healthy competition between the

two schools, sharing resources and push with collaborative projects between both sets of students to solidify the vision of unifying our community.

The building was a great find. We intend on taking over 1 floor for the year prior to opening and an additional floor once we have taken on our first 100 students. The beauty of this site is that we can absorb the two remaining floors in line with our growth and increased student numbers. Therefore the contract that we have in place is by nature economically efficient as we will minimize the problem of unused space.

### **Other features:**

#### Size

The size of the premises is perfect for our projected intake. We will acquire new floors in line with student numbers at a given time. At full capacity 650-700 (in 2019-2020), all four floors will combine to provide enough space for a fully functioning school.

#### Outdoor space

We have not yet identified an outright playground; but there are options. We are considering converting part of the car park into a playground, or in the early stages, we are considering using the nearby schools facilities. There are also plenty of playing fields in the local area, and we hope to make use of these temporarily.

#### Distance between facilities

After receiving various opinions including the [REDACTED], we are confident that there is more than enough space between facilities for students to get around comfortably. In terms of school logistics, the space is set up perfectly.

#### Transport

Wembley high street is amongst the most well connected areas of Brent with regards to public transport. All major bus routes and a major train station (Wembley central tube station) are a stone throw away. There is drop off/pick up points in our car park and neighbouring side roads.

#### General condition of the building

The building is fairly modern. [REDACTED]. The experience thus far has been positive; nonetheless we will carry out a survey, however early signals suggest there are no major problems. We forecast that most of our renovation efforts will centre on updating the building and creating efficient educational space through interior work.

#### Health and Safety

There are no major Health and safety issues associated with this space as it currently used commercially use. We are also aware of other Health and Safety issues that are unique to educational premises; however there are no major issues as the building is currently used partly for educational use.

### Natural light, Ventilation and Air quality

The natural light is very good as each classroom has large windows. The ventilation and air quality is presumably very good given the current use. Regardless, all these areas will be further investigated once we operate a Free School inside.

### Noise

Not a major issue as the school is located on a side street. This is reaffirmed as the space is currently being used as office space for council and educational use.

### Planning constraints

We have not identified any major planning constraints. Conversely however, we have been granted to fully convert the 11,000 sq ft parking space into a four story space.

### Kitchen

We have a fully kitted out modern kitchen perfect for use in our school. We also have plans to rent the kitchen during out of school hours.

### **Process**

The process was aided by the fact that we already had a space in mind from the early stages of our application. Visualising and conceptualising became all that more real. Nonetheless, we were very aware that despite this, we must have a backup plan; another building that could hedge away our risk in the eventuality that our preferred site falls through. We have therefore been in touch with the Brent Council and searched through properties on websites including the local government asset register to identify alternative properties. We have identified another potential site that will serve our purpose.

As previously mentioned, we are aiming to become a multi academy trust. It is therefore our intention in the long run to open and sponsor new Free schools, and so it is in our interest to constantly find new premises for educational use. We have the expertise of a founder of secondary independent school within our group, along with a wealth of financial expertise to advise us on these matters. Our motto throughout our search is to get the best 'value for money'. After all we are constantly aware, that we are working with tax payers' money. We are confident that through our financially sound practice, vision and other areas of expertise, we will create a space perfect to execute the Gateway Academy's educational vision to the students of Brent.

### **Conclusion**

Whilst we have identified a building we are more than happy to explore alternatives with the borough of Brent who may express a wish for us to support elsewhere in the borough.



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