



Department
for Education



PINNER
HIGH SCHOOL

Free school application form 2014

Mainstream and 16 to 19 (updated March 2014)

PINNER HIGH SCHOOL

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Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 4 April?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria?	<input type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the	<input type="checkbox"/>	<input type="checkbox"/>

written feedback you received?		
<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within the window below?</p> <p><i>f</i> 9am on 5 May 2014 and 12 noon on 9 May 2014.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Independent schools include existing alternative provision and special school institutions that are privately run*

*** If your application is larger than 9MB please split the documents and send two emails*

Section I of your application		
<p>11. Have you sent:</p> <p><i>f</i> a copy of Section A (tab 1 of the Excel template); and</p> <p><i>f</i> copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and</p> <p><i>f</i> a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</p> <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

****This must be signed by a company member on behalf of the company / trust****

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;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

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: [REDACTED]

Print name: [REDACTED]

Date: 8 May 2014

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



Section A: Applicant details

Excel application form completed.

Section B: Outline of the school

Excel application form completed.

Section C: Education vision

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

Section C1

A high quality education for all the local community

Pinner High School will be a truly inclusive, co-educational, secular secondary school for up to 180 students a year, with an integrated facility for students with autistic spectrum disorder (ASD) and with an on-site sixth form. It will be open to families of all faiths and none and reflect the rich diversity of the Pinner community.

Pinner High School will provide high quality school places in an area where families already struggle to access the three most local secondary schools due to their popularity, with 1,000 first choice applications for 750 places at these schools for September 2014 entry. The local faith school has increased their faith requirement at the expense of siblings, while the last distance offered for the two secular schools has reduced to approximately a mile which puts much of Pinner out of their catchment. Access to the fourth most local school, which currently accepts many Pinner students who are unable to gain places at the other schools, will become increasingly difficult as the demand for secondary places increases during the second half of this decade. The local community therefore needs an inclusive local school that is established by the schools that they already preference for their children to attend. The proposed opening date of September 2016 has been determined in light of the basic need place planning projections, which indicate that there is not a need for further places until 2016 (as outlined in Section E1 in more detail), and in recognition of the 'outstanding' status of the four nearest high schools and success of all secular high schools in Harrow meaning that there is not an educational imperative to establish additional places to improve provision.

Pinner High School would be situated within a community that:

- Is diverse – approximately 1/3 of the local community was not born in the UK and local high schools record over 70 first languages amongst students; only local secular high schools reflect this diversity without creating divisions within the community;
Expects and achieves high educational standards, with a highly educated local community (the percentage of adults with level 4 qualifications or above is

significantly above local and national averages) and high performance of local students in primary and secondary school. Of the 11 primary phase schools within a mile of the proposed site, seven are graded by Ofsted as outstanding and the other four as good; the four closest secondary schools are all graded as outstanding; and

- Has a lower than average number of pupils eligible for free school meals, a slightly lower than average number of pupils with SEN and that has a high proportion of pupils with English not as a first language (with some primary schools in the area having up to 79%). This is based on data from the primary schools in the locality.

Pinner High School will also become an outstanding school. It will have a curriculum that is engaging and tailored to the needs and interests of its students. Motivation and a desire to learn will be maintained by effective teaching and learning strategies that reflect and adapt to the needs of different students, delivered by high quality staff who have expertise and enthusiasm. Students will be tracked effectively to ensure that they are fulfilling their potential, and focus will be placed on personal and emotional development. The effective use of support and intervention strategies means that Pinner High will have ambitious targets: upper quintile performance at all levels will be expected, the focus will be upon closing the gap for students who receive pupil premium funding, and intensive catchup will be provided in Year 7 for those who did not achieve Level 4 or equivalent in KS2 literacy and numeracy. Support and intervention will also ensure that those with particular strengths are stretched as part of increasingly personalised programmes of study and support.

The curriculum at Pinner High will be structured around a 2 year KS3 experience. This will provide the necessary foundations of knowledge to allow students to recognise their interests and strengths and so be supported when selecting the most appropriate KS4 courses. During KS4 students will follow either an Ebacc or pre-apprenticeship pathway, both of which will include students being able to choose a number of GCSE options. These pathways will include programmes to stretch the most able and include vocational options. The Sixth Form will provide clear progression routes from the KS4 pathways, focusing primarily on Level 3 courses but with opportunities for Level 2 study (in particular in Maths, English, and Science). A three year KS4 curriculum is already used successfully in local high schools. The curriculum, and extra-curricula provision, including a compulsory “P7” programme one day a week, will be arts rich and provide academic and sporting opportunities.

Pinner High School will, like its sponsoring schools, have a relentless focus on teaching and learning, attendance and punctuality, and positive behaviour. These are the

foundations for student success and will be embedded into Pinner High, led by the high expectations of and for staff, students, and parents.

Pinner High School will have an integrated SEN Resource Centre for up to 12 students with Autistic Spectrum Disorder (ASD). This reflects the need for more specialist provision for students within the Harrow community who can and should access a mainstream curriculum with the appropriate support. This provision reflects the inclusive ethos of the school and a belief that students should be able to access education as close as possible to their home.

Pinner High School will prepare students to be positive citizens, ready to progress and with the personal qualities to do so successfully. Working in partnership with families to help children aged 11 develop into young adults of 18 who possess attributes such as resilience, humility, tolerance, creativity, curiosity, and leadership is an essential function of an outstanding high school. This will be achieved through the formal curriculum and through the wide range of opportunities offered to students, including through a “P7” programme that combines compulsory and optional elements.

Preparing for progression at 18 will begin in Year 8, and from that time there will be exposure to and engagement with employers and further and higher education providers to broaden the horizons of students and enable staff to support them in making informed choices about their KS4 and Post 16 options. It is expected that all students will progress into further or higher education or employment with training.

Pinner High School is proposed to be situated on the site that is currently used by ██████████ in the north-west of the borough of Harrow. The site is well located to support the need for places in Harrow and Hillingdon, and was previously the site of a local authority maintained school. This offers a rare opportunity in London to establish a new state school on a site that has the appropriate external space.

Pinner High School will benefit from, and contribute to, the success of the local high schools as part of the Harrow high schools collegiate and the wider family of primary schools. The schools in the collegiate are committed to the highest standards of educational attainment for *all* students in Harrow, sharing expertise and good practice across many areas to this end – with a focus on excellence in teaching and learning, curriculum planning and leadership and management. This collegiate successfully established The Jubilee Academy, an alternative provision Free School, in September 2013 and will apply lessons from that process to Pinner High School.

The experience of the existing over-subscribed and high performing high schools is evident in the proposed curriculum and staffing models. These reflect local best practice for cohorts of similar students, including students from Pinner who would in

future be expected to attend Pinner High School as their local school. The sponsoring schools know that these approaches produce outstanding results for students, are affordable, and are popular with the local community. Moreover, this success establishes a proven track record for high performance in schools that fully reflect the diversity of their community and the intake profile that would be expected for Pinner High. Students from Pinner attending the sponsoring high schools achieved 90% of their GCSE grades at A*-C (compared to a national average of under 70%), and 40% at A*/A (compared to a national average of just over 20%), with A level outcomes also in excess of national averages.

To support the growth of the school, and ensure that the early cohorts receive outstanding provision while the student and staff numbers are growing, the collegiate will establish programmes of staff sharing and for continuing professional development to ensure that all staff and students across the collegiate benefit from and support Pinner High School. Being part of the larger collegiate will enable Pinner High to recruit and retain a broader range of staff than might otherwise be the case through the ability to provide support networks and KS4 and KS5 opportunities to staff before Pinner High has students in those year groups.

The sponsoring schools have established a single-academy trust for Pinner High School (The Harrow Secondary School Academy Trust), of which the sponsoring schools are all members. This is the same approach as was successfully adopted for The Jubilee Academy (within The Harrow Alternative Provision Academy Trust); a new academy trust has also been established for Harrow View Primary School (application also submitted May 2014). If the applications for Pinner High and Harrow View Primary are both approved, the members would consider whether the two schools should be established within a single-trust (i.e. as two academies within a multi-academy trust). The applications have been prepared as stand-alone single-academy trusts since this enables the sponsoring schools to demonstrate that each school is educationally and financially viable as a stand-alone entity operating with the support of the other local schools. Establishing both schools within a single trust would increase educational and operational opportunities, but the sponsoring schools did not want to make either application dependent upon the other.

Section D: Education plan – part 1

The table below shows the proposed mainstream student numbers. There would also be an ASD Centre for up to 12 pupils, which it is anticipated would fill approximately in line with the growth of the school.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
Reception	0	0	0	0	0	0	0	0	0
Year 1	0	0	0	0	0	0	0	0	0
Year 2	0	0	0	0	0	0	0	0	0
Year 3	0	0	0	0	0	0	0	0	0
Year 4	0	0	0	0	0	0	0	0	0
Year 5	0	0	0	0	0	0	0	0	0
Year 6	0	0	0	0	0	0	0	0	0
Year 7	0	0	180	180	180	180	180	180	180
Year 8	0	0	0	180	180	180	180	180	180
Year 9	0	0	0	0	180	180	180	180	180
Year 10	0	0	0	0	0	180	180	180	180
Year 11	0	0	0	0	0	0	180	180	180
Year 12	0	0	0	0	0	0	0	120	120
Year 13	0	0	0	0	0	0	0	0	120
Totals	0	0	180	360	540	720	900	1020	1140

Section D: Education plan – part 2

The table below outlines the number of lessons per week for subjects (each lesson is proposed to be 50 minutes), using Y7 and Y10 as examples of KS3 and KS4 provision.

Subject/other activity (e.g. enrichment)	Lessons per week	Mandatory/ Voluntary	Comments
English	Y7: 5 Y10: 4	Y7: Mandatory Y10: Mandatory	
Maths	Y7: 4 Y10: 5	Y7: Mandatory Y10: Mandatory	
Science	Y7: 4 Y10: 6	Y7: Mandatory Y10: Mandatory	Further Additional available for KS4 students
MFL / Community / Classical languages	Y7: 3 Y10: 3	Y7: Mandatory Y10: Optional	KS4 option compulsory for EBacc students
History	Y7: 2 Y10: 3	Y7: Mandatory Y10: Optional	History or Geography compulsory for EBacc students; both are options for all students
Geography	Y7: 2 Y10: 3	Y7: Mandatory Y10: Optional	
Art	Y7: 1 Y10: 3	Y7: Mandatory Y10: Optional	
D&T	Y7: 2 Y10: 3	Y7: Mandatory Y10: Optional	
PE	Y7: 2 Y10: 2	Y7: Mandatory Y10: Mandatory	
Drama / debating / oracy	Y7: 1 Y10: 3	Y7: Mandatory Y10: Optional	
Music	Y7: 1 Y10: 3	Y7: Mandatory Y10: Optional	
ICT / computing	Y7: 2 Y10: 3	Y7: Mandatory Y10: Optional	
Business Studies	Y7: 0 Y10: 3	Y10: Optional	
PRE (Philosophy, Religion, and Ethics)	Y7: 1 Y10: 1	Y7: Mandatory Y10: Mandatory	
Hospitality and Catering	Y7: 0 Y10: 6	Y10: Optional	Pre-apprenticeship students would choose one of these subjects
Engineering and Design	Y7: 0 Y10: 6	Y10: Optional	
“P7” programme	Y7: 1 – 5 Y10: 1 -5	Mandatory and optional	Mandatory on one day; optional on others. Wide range of activities to be included.

Section D1:

Pinner High School will become an outstanding school that grows within its local community. It will become a hub for the community, working with families and their children to fulfil the objective of enabling every student to make outstanding progress and reach high standards of attainment. This will be achieved through an inspiring curriculum, high quality teaching and personal support, and by working in partnership with families.

Pinner High School will be part of the Harrow high schools collegiate. This sees all state funded high schools in Harrow, and some in neighbouring authorities who share a similar ethos, work together to improve student success through joint structured middle and senior leadership development programmes, peer reviews of subjects / themes / groups of students, and developing and sharing best practice in teaching and learning. The group has experience of successfully establishing a free school (The Jubilee Academy) and Pinner High will benefit from lessons learned through that process.

Being part of this broader group will enable better provision for students at Pinner High through:

- Ability to staff the school more effectively during its early years, including using part-time secondments and staff sharing within the collegiate to provide a greater range of specialist staff than is possible within the Pinner High School curriculum or budget initially;
- Potential for staff at Pinner High to continue their KS4 and KS5 teaching expertise through shared arrangements with other high schools even when Pinner High does not have KS4 students;
- Pinner High staff being part of the collegiate's networks, for instance regarding subject specialists, themes such as inclusion, and strategic business management and headteacher groups. This will include professional networks for subjects at Pinner High where there are few staff initially and encompasses mentoring and development of staff; and
- Broader range of professional development opportunities as part of the collaborative, including through the Teaching School alliance led by Bentley Wood High School.

This section D1 has been structured to reflect the experience of a child, commencing with the context of the school, then the transition into Pinner High, the curriculum and support while at the school to ensure the child achieves their potential, and then the progression to further or higher education or employment with training.

Context of the school

Harrow is a diverse community, which is reflected in the student profiles of the sponsoring schools. This diversity includes nationality, languages, ethnicity, and socio-economic profile. Schools have supported community cohesion and helped foster positive relations in an environment where diversity is respected and celebrated. The profile of the sponsoring schools is representative of their whole community, and the schools are experienced at implementing successful strategies to help all groups of students progress and achieve well. Attendance, progress and attainment statistics are consistently well above national averages for all groups of students at the sponsoring schools, and are comparable with schools that have more advantaged and linguistically homogenous intakes. All of the sponsoring schools are within the top half of their 'similar school' profiles, with 6 within the top 15 of their similar schools.

Section E1 includes more information about the characteristics and performance of the schools that currently educate the students who live in the expected catchment area of Pinner High School. Of those four high schools, three are secular while one is Church of England. The pupil characteristics of the schools differ significantly, partly reflecting the local community and, in the case of the Church of England school, resulting in a pupil profile that is significantly different to the other schools and to its local community: the Church of England school has the most able intake, with negligible disadvantage and negligible English as an additional language.

Educational standards in Harrow are high. Of the 10 mainstream high schools that have experienced full Ofsted inspections, seven were graded as 'outstanding' in their most recent inspection. Almost all primary-phase schools in Harrow are graded as at least 'good' with half being graded as 'outstanding', and of the 11 primary-phase schools within a mile of the proposed site for Pinner High School seven are graded as 'outstanding' and four as 'good'. There are primary and secondary phase Teaching Schools within Harrow, and these work collaboratively within and across the phases.

Pinner High would be a secular, co-educational high school with admissions criteria whereby most places are allocated to siblings (once there are some) or based on distance to the school in the same method as for other co-educational secular high schools in Harrow. Children would therefore be from a wide variety of backgrounds. The DfE and Ofsted public data regarding the primary-phase schools within a mile of the proposed site shows that:

- In all but one of the local primary schools, a higher percentage of pupils achieve

a Level 4 or above in reading, writing and maths than the England average;

- In all local primary schools at least 85% of pupils make expected progress in reading, at least 81% make expected progress in writing and at least 85% make expected progress in maths. This is compared to an England average of 88%, 91% and 88% respectively; and
- Average points scores at KS2 are above the England average for all but one school (where the score lags by 0.2 behind the average).

In the same vein as other Harrow high schools, Pinner High would be a vibrant, happy mix of many cultures, religions and backgrounds which would all be highly valued, respected and celebrated.

The aims of Pinner High School

The overarching aim is to work with families to develop young adults who have the attitudes, skills and knowledge to become successful global citizens.

Pinner High will achieve this through:

1. Providing an aspirational curriculum that meets the needs of all learners, including appropriate KS4 and KS5 pathways and a range of extra-curricula opportunities;
2. Ensuring all students make excellent progress in the skills of reading, writing, communication and mathematics;
3. Targetting 100% progression to further or higher education or employment with training;
4. Creating an ordered and friendly community where positive relationships are founded on courtesy, respect and shared values;
5. Developing strong links between home, school and the wider community; and
6. Maintaining a spirit of constructive self-criticism and continuous improvement in all areas

Becoming a school of choice

Pinner High intends to be a school of choice for local parents, and to model the high expectations that it has of students and its aspirations for their success.

Before opening, the sponsoring schools and Headteacher Designate will actively engage with local primary schools to build awareness of the school amongst the community and to develop future programmes for school to school support in the local

area. The Reference Groups (which are explained further in section F2 below) will provide a mechanism to involve local residents and to communicate progress about the school to prospective parents. The intention to recruit the Headteacher Designate at least a year before opening enables them to meet local primary schools and prospective parents in advance of the admissions deadline for September 2016 entry, building upon the strong reputation of the sponsoring schools within the community. The local community will be very familiar with Pinner High School before prospective parents choose the school, and will be both reassured by its links with existing popular and successful schools and excited by its opening and the opportunities it provides for Pinner.

Once Pinner High is open, and has a broader complement of staff, it will be a positive member of the local cluster of schools. It will:

- Support primary schools in the provision of Level 6 Maths and English for more able students in Year 6;
- Outreach from the ASD facility to support students, staff, and families and improve provision for and outcomes of those children;
- Develop schemes of work for language provision in primary schools, including to ensure effective Year 6 to Year 7 transition; and
- Engage with prospective future parents (while their child is in Year 4 and 5) to ensure that they understand the values and expectations of Pinner High so that their high school applications are as informed as possible. Heads of Year and other colleagues will visit schools to talk to parents, and also to work directly with groups of students on curriculum projects that benefit their KS2 study but also build excitement for the opportunities offered at high school.

These processes will ensure that children at the local primary schools, and their parents, gain a positive engagement with – and impression of – Pinner High well before the process of applying for high school. Through this method Pinner High will become the natural school of choice for parents in Pinner.

Admissions Policy

Pinner High will adopt the oversubscription criteria of secular co-educational academies in Harrow. These prioritise:

- Children in care or previously in care;
- Exceptional social or medical reasons;
- Siblings (not to be used in first year of operation);

- Children of staff who have been employed for at least two years (not to be used in first year of operation) or who have been recruited to a vacant post with a demonstrable skills shortage; and
- Distance (measured in a straight line from the home to the centre point of the school site).

Children with statements of SEN that name Pinner High will be admitted.

Pinner High will comply with the School Admissions Code, including provisions relating to Fair Access Protocols.

Supporting students as they join Pinner High School

From the offer day on 1 March Pinner High will communicate directly with those families whose children will join the school in September. This process reinforces the partnership between the school and families about ensuring the environment for their child to succeed. There will therefore be a focus upon enthusing students about joining Pinner High and the curriculum and social experiences that it offers, and upon engaging parents and the community to ensure that the same values are consistently reinforced.

The process of transition from Year 6 to Year 7 will include:

- Welcome letter to all students, and to their families, allocated places at the school sent on 1 March. As with all communications with parents, it will be written in plain English. Community Parent Advisors will be able to provide community language support. The letter will include clear explanations of actions required or next steps;
- Individual meeting with every family between May and July;
- Open House drop in sessions for parents during June and July;
- Workshop day – all incoming students attend for the day, take part in lessons, and meet peers – this will be in July as part of the co-ordinated Harrow programme;
- Community Parent Advisers to support translations, engage with parents and families, run targeted events for specific families / communities, and provide student support in primary schools before and during the admissions process; and
- Two Year 6/7 Summer Programme for groups such as those not achieving level 4 in KS2 SATs, vulnerable students, and able, gifted and talented. Students would be nominated by their primary school, and these programmes take place during the first week of the summer holidays. The purpose is to, firstly, ensure that all students are ready to access the curriculum from the beginning of Year 7 (and any additional support that is required to achieve this is understood and in place); secondly, to build self-esteem and relationships; and thirdly to understand the strengths of each student

that so a culture of success and support is established early.

The Community Parent Advisors will have an important role in supporting families that may otherwise not engage with the school for a range of reasons. They will be ambassadors for the school with primary school parents and within their community.

For students with statements of SEN, Pinner High would expect to be involved in the annual review from Year 5 if it is likely that the school would be named as the high school. Once Pinner High is confirmed as the high school there would be an agreed transition programme for the student, including 1:1 orientation visits and family engagement, organised through a named key worker at Pinner High. This process would be similar for students who were due to join the ASD facility.

For in-year admissions, including those through managed moves or the Fair Access Protocol, Pinner High will work within the framework agreed between the Council and the high schools. This includes a meeting with parents, receiving information from previous school(s) where available, the pairing up of the new student with a buddy, and a formal two week review meeting to ensure that the student is settling in effectively and identify any further actions required.

The school day and school year

Pinner High would operate a school year that matched the local context to provide continuity for parents.

The core day in Pinner High would be structured as follows:

Session	Monday	Tuesday / Wednesday	Thursday / Friday
School open from:	7:15 for students to undertake personal study or have breakfast		
Registration	08:45	08:45	08:45
Period 1	08:55	08:55	08:55
Period 2	09:45	09:45	09:45
Break	10:35	10:35	10:35
Period 3	10:55	10:55	10:55
Period 4	11:45	11:45	11:45

Lunch	12:35	12:35	12:35
Assembly / Pastoral Support	N/A	13:25	N/A
Period 5	13:25	14:00	13:25
Period 6	14:15	14:50	14:15
Period 7	15:05	N/A	N/A
End of compulsory day	16:00	15:40	15:05
Extra Curricula activities	Extra curricula activities would be ongoing until approximately 5:30pm. Library will be open and staffed until 6pm		

This provides a 30 lesson 'core' weekly timetable (50 minute lessons), two thirty-five minute periods for assembly and pastoral support, and an inbuilt 'Period 7' programme of compulsory and optional extra-curricula activities.

This approach to timetabling and school day management reflects local outstanding practice for the two Harrow high schools that currently receive most students from the locality of Pinner High (Nower Hill and Whitmore). These schools are both significantly oversubscribed and achieve outstanding results.

Pinner High School would also be open on Saturday mornings to provide library and ICT access for students who may not have a quiet or suitable space to work at home. Supervision would be provided during this time. The school would also operate specific support activities, booster, and stretch classes on Saturday mornings, delivered by qualified teachers who have Saturday work as part of their contracts of employment. These would be open to all, with specific students encouraged to attend. This model is already in use within Harrow high schools and has been very well received by students and families; tracking of students has shown that it is also having a noticeable impact upon the performance of students.

Key Stage 3 curriculum

In Years 7 and 8, the school will deliver a 2-year Key Stage 3 curriculum.

The core KS3 curriculum would include the following number of lessons per subject.

Subject	Y7	Y8
English	5	5
Maths	4	4
Science	4	4
Modern, Classical and Community	3	4

languages		
History	2	2
Geography	2	2
Art	1	1
D&T	2	2
PE	2	2
Drama / debating / oracy	1	1
Music	1	1
ICT / computing	2	1
PRE (Philosophy, Religion, and Ethics)	1	1

The key features of this approach are:

- Discrete specialist teaching of the Arts (Music, Drama, Art): The Arts are very important to the students and parents of Pinner and are a notable strength of very popular local high schools. The examination success at GCSE and A level across the arts is underpinned by high quality specialist teaching at KS3 and the provision of extensive extra-curricular opportunities. Pinner High will offer subsidized peripatetic music tuition to students in any one of twenty different instruments across a range of cultures; the Harrow Music Service is based in one of the sponsoring schools and the schools also have well established links with Harrow Arts Centre and other partners. Peripatetic showcase concerts reflecting a broad range of musical styles from the breadth of the community, including jazz bands, soul bands, steel bands, dhol drums, and full orchestra performances are regular events in the local community and students who live in Pinner already participate in these. Pinner High would join other high schools in the annual exhibition of student art work at West House in Pinner, and Pinner High would take part in the Watford Drama Festival. All of these achievements reflect the importance of the arts to the Pinner community;
- Language provision would include classical and community languages. Local high schools have a track record of success in encouraging examination of students' own community languages at GCSE which Pinner High would continue. In addition Pinner High would provide – in association with other high schools as necessary – other non-European languages which are of interest to the local community such as Mandarin Chinese. Very popular with the local community is the opportunity to study the classical subjects, rare in state schools. Local high schools have a reputation as leading lights in the provision of classical subjects being one of very few comprehensive state schools to offer GCSE and A level Latin, Ancient Greek and Classical Civilisations as well as GCSE Ancient History. Evening events put on by the Classical Society, with visiting speakers from university Classics departments are very well attended by

parents and students alike further demonstrating the popularity of this dimension to the curriculum;

- Inclusive PRE curriculum: Philosophy, Religion and Ethics teaching will be a strong feature of the curriculum of Pinner High reflecting the diversity of the local community. The inclusive provision would include the six major faiths and would aid the development of thinking and debating skills amongst students through the emphasis on discussion of ethical and philosophical issues makes an important contribution to the development of enquiring, reflective and articulate students. Very popular local high schools have a track record of success taking all students through to short course or full course GCSE in PRE;
- Rotational withdrawal programme for L3 to L4 support for literacy and numeracy to ensure continued access to the full curriculum (2+ additional periods a week depending on need);
- Vertical setting for maths following teaching assessments during autumn term of Year 7: Organising teaching groups by ability in mathematics allows teachers to more effectively target teaching and consequently more successfully meet the needs of all learners. Additional teaching groups devoted to teaching students experiencing difficulty with their learning allows smaller class sizes where needed and the extension of the most able mathematicians. Local high schools have a track record of success in securing 4 levels of progress for large numbers of students and up to 50% of GCSE grades at A* and A which Pinner High will replicate. Large numbers of more able mathematicians will sit both GCSE Maths and GCSE Further Maths in preparation for A level. A level mathematics is very popular amongst students in the Pinner community and is an area of great strength in local high schools;
- Computing– the curriculum will recognise the importance of computing, both educationally and economically, and will include an introduction to programming from Y7 and embrace developments in curriculum and technology, leading to appropriate GCSE option progression;
- D&T – this would be delivered as a carousel with termly changes to provide opportunities to experience a range of Design and Technology disciplines (Food, Textiles, and Resistant Materials) prior to KS4 options; and
- PE: This would include an emphasis upon the importance of healthy lifestyles, teamwork, and competitiveness. There would be opportunities to coach and officiate as well as competing (especially once there are more year groups within the school). The curriculum would develop the skills required for the successful completion of the Sports Leader Award. Pinner High would take advantage of the on-site facilities that include 4-court sports centre, tennis courts, grass pitches, and a swimming pool.

The staffing model is predicated upon teaching the 180 intake in seven groups.

To ensure effective delivery of this programme during Pinner High's early years when it is growing in terms of year groups, staff in subjects where there is insufficient curriculum demand for full-time staff would be shared with other local high schools (and could be employed at Pinner High or another school). This approach also enables Pinner High to reduce the number of staff having to teach across multiple subjects during the early years which directly increases the quality of provision for students. For instance, in the first year there would only be 7 periods of Art a week which would be timetabled to enable effective sharing with another local high school for the first two years since by Year 9 there would be sufficient timetable requirement either for Pinner High to recruit their own member of staff or to extend joint appointments with another school.

Key Stage 4 curriculum

The objective of the KS4 curriculum is to:

- Engage the interests and meet the needs of students – motivated and engaged students achieve better;
- Enable these motivated students to achieve excellent exam results and fulfil their potential via high quality teaching and learning; and
- Provide effective progression options for students into further learning or employment with training.

Through curriculum delivery and the range of opportunities available through the Period 7 programme, Pinner High will be focused on preparing students for adulthood, to become responsible members of society with high proficiency in the top 10 employability skills identified by Stemnet (communication and interpersonal skills, problem solving, initiative and self-motivation, working under pressure and to deadlines, organisational skills, ability to learn and adapt, numeracy, valuing difference and diversity, and negotiation skills).

Preparation for the KS4 curriculum will begin in Year 7 through academic and pastoral discussions with students about their interests, needs and strengths. This personalised support will in Year 8 formalise into support and advice for students as they select their KS4 programme. The Key Stage 4 programme will be followed during Years 9 – 11; this approach is already used successfully in other Harrow high schools where it has been found to enable greater support for those who require it, and greater opportunity for specialisation and stretch for students to help prepare them for KS5 study.

Throughout Years 9-11, all students will study a curriculum that has three elements:

Firstly, a core GCSE curriculum to provide a strong focus upon core subjects:

- English Language and Literature (banding);
- Mathematics (vertical setting);
- Core and additional Science (banding) (with Further Additional for those for whom it would be suitable, which is anticipated to be approximately the top third of students). Science classes will be taught as mixed ability form groups across KS3 moving to setting at KS4 to allow the delivery of three separate science GCSEs to the greatest number possible. The sciences are very important to the local Pinner community and are taken in very large numbers at A level at local high schools. The provision of the more demanding three separate sciences affords much more effective preparation for those students who then study A level sciences;
- Philosophy, Religion, and Ethics; and
- PE (including Sports Leader awards and first aid accreditation for all).

Provision in English Language and Literature, Mathematics, and Science would be banded to provide appropriate stretch and challenge.

Secondly, an open choice of two GCSEs for all students from a selection that will include the following: Art, Business Studies, Design and Technology, Drama, Geography, History, Computing, Music, PE, modern, community and / or classical languages.

Thirdly, students will then select from two pathways for the final element of their curriculum:

1. The EBacc Pathway, designed for 80-90% of intake, which will require students to select from
 - History or Geography
 - French or Spanish or accredited Community Language
2. The Pre-Apprenticeship Pathway, selected by 10-20% of intake, which focuses on career paths with high employment in the local area

The number of lessons per week (from the total of 30 timetabled lessons a week) for each element of the curriculum is shown below.

	Subject	Year 9	Year 10	Year 11
Core	English language and literature	5	4	5
	Maths	4	5	4
All of:	Double / Further Science	6	6	6
	PRE	1	1	1
	PE	2	2	2

GCSE options	Choice of 2 GCSEs (see above)	6 (3 lessons per option)	6	6
Pathway 1 of:	EBACC pathway 2 options: <ul style="list-style-type: none"> • History or Geography • Modern or Classical language 	6 (3 lessons per option)	6	6
	Pre-Apprenticeship pathway Choice of: <ul style="list-style-type: none"> • Hospitality and catering • Engineering and design 	6 (Package of GCSE and vocational courses)	6	6

Key features of this approach will include:

- Setting / banding in core subjects of Maths, English, and Science to provide effective support and challenge in core subjects to maximise progress and attainment and build readiness for progression to KS5 studies;
- Judicious use of early entry where that supports student needs as part of a personalised approach to student development and considering the needs of the cohort;
- Average class sizes of approximately 22 based upon approximately eight timetabled groups for the cohort.

These approaches are all used successfully in the sponsoring schools. The relentless focus on teaching and learning, attendance and punctuality, positive behaviour, combined with ongoing tracking of student progress, ensures that the needs of the whole cohort are understood and addressed.

Key Stage 5 curriculum

Key Stage 5 provision would not begin until 2021/22 and the sponsoring schools recognise that much can change in the intervening period. Preparation for successfully starting KS5 will commence several years prior, and be overseen by a dedicated Assistant Headteacher who would have been recruited for this role. Staff at Pinner High will have been working with colleagues across the Harrow Sixth Form Collegiate to keep their knowledge up to date and retain their teaching expertise for KS5 courses, and will work with those colleagues to ensure that the schemes of work for Pinner High are appropriate.

The curriculum for Pinner High will be demand driven by the needs and interests of the students progressing through the school. Based on the sponsoring schools knowledge of the local community, and the interests of Pinner students that they already meet, it is currently expected that the curriculum will focus upon:

- A-levels – an on-site offer of approximately 15 courses, focused on the more traditional subjects, including progression towards Russell Group universities and the professions. Students would be able to also access courses via the Harrow Sixth Form Collegiate to give access to up to 30 choices for their final subject; the Harrow Collegiate has quickly established a track-record of success and of value for money. Each subject would have 6 periods of contact time a week; and
- L2 and L3 progression from the pre-apprenticeship pathways offered in KS4. This would include 1 day a week of rolling placements with employers. To ensure sustainability these options may be linked with another school whereby timetabling could enable 2 days a week at each school – this practice is already occurring within Harrow with positive impacts upon retention of learners and sustainability of courses.

All students at Pinner High will have maths and English integrated into their KS5 programme of study. The detail of this will be developed once the certification for this provision is clarified nationally.

Extended Project Qualification (EPQ) will be included in the offer to support the development of critical analysis, reflection, problem-solving and independent learning skills. This core skill programme would be mentored by individual members of staff.

Students will be supported throughout Sixth Form as they apply for further or higher education or employment with training. This progression support is explained in further detail in the 'student progression from Pinner High School' section below.

The “P7” programme

The school day each Monday includes an additional compulsory period for all students to take part in the “P7” programme. This programme will ensure all students are engaged in extra-curricular activities and the positive experience on a Monday is expected to act as a springboard into students wanting to engage in activities on other days. This model is used successfully in local high schools and has resulted in greater participation in activities on other days with the consequent benefits for personal development and motivation.

The P7 programme has several objectives:

- It provides a range of opportunities for students to experience different activities as part of broadening their horizons and opening them up to interests / activities that may capture their enthusiasm;
- It provides the extended school day to support families of children in the lower years where parents are unable to be at home at the end of the school day;
- It provides a safe, organised, and calm environment for students to undertake their homework, including access to the ICT facilities that they may not have at home; and
- It enables students to develop personal skills, and demonstrate experiences, that will help inform subsequent applications to further or higher education or employment and that they may not be able to develop or demonstrate in other settings or as part of the formal school curriculum.

The P7 programme is explicitly part of the 'closing the gap' strategy to raise aspiration and progression success of students where they have limited other opportunities to engage in these sorts of activities and / or where their family background may not include experience of higher education.

The offer will be co-designed with students, but would include:

- Action Researchers Programme leading to Higher Project Qualification (L2 EPQ);
- GCSE Plus Programme in subjects such as Astronomy, Philosophy;
- H.E. for example joint delivery from local universities or OU modules;
- Specialist Sport Coaching using coaches from the local community/clubs;
- Music Groups e.g. choir, wind group, dhol group, steel pans;
- Engineering Club; and
- Duke of Edinburgh Award.

Once there are sixth form students, they would be involved in helping to run these programmes.

Homework

Homework will be an integral part of Pinner High's curriculum, and an opportunity to develop independent learning and further a particular interest or enthusiasm. Habits of hard work, self-discipline and independent study become more important as students

move up the school. Homework will include preparation for subsequent classes, research (including online), and consolidation of learning of key topics from class.

Year 7 students will be expected to complete 1 hour of homework a day, rising to 1 1/2 hours a day in Years 8 and 9 and 2 hours a day in Years 10 and 11. A homework timetable will be issued to parents and students at the start of the year and all students will have a planner to help them record and organise their homework. The planner is also used as the home-school link where parents and teachers can communicate with each other.

A staffed homework club will be available would be available after school until 6pm in the library and open to all students. Departments would also provide support for homework.

Pinner High will also have a staffed homework club available on a Saturday morning in the library open to all students.

Success for all students

Pinner High School will be committed to the highest standards for all students. Central to this will be a) access to excellent teaching and learning – lessons which provide challenge and support for all students to achieve their full potential; and b) rigorous tracking of progress coupled with support and interventions as appropriate.

However, different groups of students have specific needs and may need specific support at times.

a) SEND

Children with special educational needs or disabilities will be offered access to a broad, balanced and relevant education, including the national curriculum.

The school's SEND department will work in close partnership with the LA and other agencies, e.g. health, to ensure the broader needs of students are met. The knowledge and experience of both the students and the parents are fundamental to successful provision and their views on provision, progress and next steps will be sought regularly.

For the most part, SEND students will be supported in lessons and learn in the company of mainstream students. The hierarchy of expectation is firstly to provide quality first teaching, secondly to provide effective targeting of work with differentiated

activities within the classroom, and thirdly to provide effective and timely support and interventions when children require them to sustain or improve progress.

Close attention will be paid to the recruitment, induction, deployment and training of teaching assistants (TA) to ensure they are fully aware of the strategies that support outstanding progress, such as:

- Successfully judging the appropriate level of support for each;
- Asking questions, discussing, making suggestions but never taking over;
- Helping implement lesson plans;
- Providing feedback to teachers;
- Preparing differentiated classroom materials; and
- Monitoring and evaluating student responses to learning activities through a range of assessment and monitoring strategies against learning objectives.

Tracking and observations will be used to ensure that access to TA support of SEND students is never at the expense of lower contact time with teachers. To support sustained progress in core subjects, teaching assistants will use progress tracking data to ensure their interventions/actions across all classes supports and reinforces 'next steps' targets in English and Maths.

A homework club will also provide targeted support to SEND students in this important aspect of their education. Some students will be further supported in small groups e.g. targeted literacy/numeracy interventions to accelerate and catch up, support with organisational skills or social skills training. Beyond this a small number will access intensive 1-to-1 provision. For example, where there are weaknesses in phonics, decoding and inference, Pinner High will implement 'Fresh Start' delivered under the supervision of a specialist teacher. These interventions will be time-limited and the impact measured on a regular basis. The range of interventions will be reviewed regularly to ensure that they are effective, tailored to the needs of the current cohort of SEND students, and represent value for money.

b) ASD - Integrated Autistic Provision

Pinner High School will provide 12 places across the school for students with ASD who have a statement of SEN/EHCP and are able to access the curriculum and social aspects of a mainstream high school. The provision will provide periods of respite and a more personalised timetable for these students for up to 20% of their timetable. The remainder of the timetable will be spent in the mainstream classroom where students will have access to the curriculum through differentiated resources and support. Places

in the provision will be allocated by the LA in partnership with the school and parents. The provision will build on the successful, oversubscribed model in Whitmore High School and every opportunity will be taken to share expertise and resources. (See also SEND above).

c) Early Stages English as an Additional Language (EAL)

Pinner High will ensure early stages EAL students (usually first 6 years in country) have access to a programme of induction, specialist EAL teaching and in-class support. This will ensure EAL students integrate happily and smoothly into Pinner High School and make

good progress. Trained 'buddies' will help look after new students, explain school routines and act as positive role models. The school will focus on the positive contributions made by EAL students and their communities and ensure provision for is based on an assessment of their prior knowledge and potential, not just their language proficiency. Pinner High will ensure EAL students are placed in appropriate sets/groups (own language assessment) with access to good role models for language acquisition and track and monitor their progress carefully across the curriculum, using short-term social and academic targets in the first year. Parent advisers will run meetings and drop-ins support parents/carers to familiarise themselves with the school's system.

Effective teaching strategies for EAL students are, for the most part, the same as for all students but staff will be trained in key additional strategies such as using visual support, allowing time for students to process (and re-phrasing if this does not seem to be working) and including EAL students in every lesson from the very first day.

d) Most Able, Gifted and Talented (AG&T)

Pinner High's provision for AG&T students will start in every lesson of every day - challenging, differentiated activities. This will be extended by four strands:

- Extension Challenges – AG&T students will be given a choice of termly extension activities and complete three per term. These will be placed on the school's MLE alongside other challenges, puzzles and web links;
- Enrichment – AG&T students will be guided towards appropriate activities as part of the school's P7 programme and given leadership roles in the running of these sessions. They will have access to term. Exam preparation will include challenge sessions to support AGT students;

- Dilemmas and Crises - each year, students will take part in a role play hosted by the MOD aimed at stretching students teamwork, thinking and communication skills; and
- Fast Forward - students will take part in a range of summer schools (e.g. Sutton Trust, Oxbridge), tasters and university visits. Virtual Debates – students will be encouraged to join virtual debates hosted by universities and businesses

Pinner High would work to become a centre of excellence for AG&T activities in the family of local high schools.

e) Pupil Premium

Pinner High will have the highest expectation for all our students and the Pupil Premium Grant (PPG) will be used to target our resources to ensure, firstly, that there is no gap in terms of progress and attainment between those children eligible for PPG and those who are not; secondly, that PPG is used to provide stretch and challenge to those children eligible for PPG who have ability above age-normal expectations; and, thirdly, to provide opportunities to broaden horizons and raise aspirations that children may not receive in their home life. Our Pupil Premium programme will be built on 8 key drivers:

- 1) Improve progress and attainment in English and Maths at KS3 or KS4
 - a) Small group support at KS3 in English and Maths;
 - b) Early stage EAL students targeted with small group literacy support in KS3 and 4;
 - c) 1 to 3 booster support with partnership providers; and
 - d) Holiday revision schools for GCSEs in English and Maths in Year 11.
- 2) Raise self esteem and self confidence
 - a) Self esteem/engagement sessions to help remove barriers to learning;
 - b) Transition activities camp (Year 6 into 7);
 - c) Targeted rewards trips; and
 - d) Mentoring / Counselling.
- 3) Broaden and enrich students' outlook on life and raise aspirations
 - a) Variety of subsidised enrichment and trips across all year groups;
 - b) Team building and leadership activities; and
 - c) Career aspirations events (university trips, apprenticeships trips, careers conferences, mock interviews)
- 4) Support for students who may find it difficult to study independently and at home
 - a) Revision during weekends and holidays for wide range of GCSE subjects in years 10 -11;

- b) Library staffed and open before and after school from 7.15am until 6pm and on Saturday mornings for all students, and during specified days during holidays to enable exam students to revise in a school environment;
 - c) Staffed homework club in the LLRC to support selected students; and
 - d) Laptops provided for targeted students.
- 5) Support students to close the gap in their progress compared to their peers
 - a) Targeted groups of students given programme of study skills and organisation skills; and
 - b) Provision of free revision guides and resources.
 - 6) Positive partnership work with parents/carers
 - a) Community parent adviser sessions – information events, drop-ins, ESOL classes; and
 - b) Support for supplementary schools
 - 7) Improvement in attendance and punctuality
 - a) Transport for targeted families.
 - 8) Targeted support for CLA students
 - a) Uniform, laptops and home tuition.

All these areas will be clearly linked to named members of the senior team (responsibility/accountability) and we are confident that this approach will ensure every student makes outstanding progress at Pinner High School.

The SENCo

Reflecting the White Paper, meeting the educational needs of all groups of pupils will be the responsibility of all staff. Underpinning all professional development will be the notion of outstanding pedagogy which raises standards of achievement for all pupils.

The SENCo will be appointed from opening and will be a member of the SLT of the school and will be appointed from the point Pinner High opens. The SENCo will have responsibility for:

- the identification of pupil's additional / special educational needs / barriers to learning;
- formal diagnosis / assessment procedures for pupils;
- ensuring that pupils receive their entitlement of the highest quality additional support;
- ensuring that additional effective targeted support/ teaching results in progress that matches the high target set by the school;
- overseeing the ASD Centre;

- co-ordination of multi-agency support for pupils and their families;
- leading parental engagement and support for pupils with additional needs;
- leading a range of the highest quality CPD to equip all teachers, Teaching Assistants and support staff with the appropriate understanding and knowledge of effectively meeting the educational needs of all groups of students;
- developing a team of inclusive leaders who will be outstanding teachers and graduate specialist Teaching Assistants who become expert in an area of special educational needs, for example SPLD, ADSD or physical impairment, and share their expertise and resources across the school; and
- to work with primary schools to ensure the smooth transition from Year 6 to Year 7 for pupils with SEN.

Pinner High will ensure that all teachers take responsibility for all groups of pupils to make rapid progress and achieve their targets. Resources will be effectively targeted to maximise pupil progress and achievement with the aim of As part of our commitment to being an inclusive school we will ensure that all teachers take responsibility for planning teaching and learning, with effective differentiation and partnerships with Teaching Assistants, to ensure there are no gaps between the progress of pupils with SEN and other learners.

The SENCo will lead on making early assessments to inform effective support strategies. They will foster positive relationships with parents and carers so that they have the skills and knowledge to support their children effectively. Their role will include effective transition planning for children as they join and leave Pinner High.

The SENCo will lead work with partners to ensure effective overall support for children and their families. This will include relationships with GPs to access more specialist services where these are required and with the SEN teams at Harrow Council and other teams within Children's Services as necessary to provide support to children and to their families.

Specialist provision for students with Autistic Spectrum Disorder (ASD)

The sponsoring schools strongly believe in local high quality provision for students of as broad a range of needs as possible. With the full support of Harrow Council, therefore, the proposal is to include an ASD Centre within the school. This is proposed to be a 12 place facility, with a staggered build-up to broadly reflect the ages of students within the school. This is being designed into the school educationally and physically from the beginning.

This Resource is proposed because:

- There is a demonstrable need for more specialist provision for students with these needs who can and should access a mainstream curriculum for part of their time but require additional support to enable them either to cope with a mainstream environment and / or to make the progress that their ability deserves;
- Such provision forms part of the continuum of provision and so supports students and families to play a full part in their local community rather than having to access provision further away from home;
- This reflects the inclusive ethos of the school and its intention to reflect and celebrate the whole of its local community;
- The Resource Centre reinforces the importance of personalisation in planning and delivery of the curriculum; the training that all staff would receive in supporting students with ASD / SLN is beneficial to the approach to teaching and learning that the school will take for all students; and
- Integrating such provision into the educational and physical planning for the school from the outset ensures that it is at the core of the school and not 'bolted on' afterwards.

The Resource Centre would be for students who have statements/EHCPs with a primary need of ASD or those who are admitted temporarily for the purposes of assessment to inform whether they should receive a statement. Admission would be determined by the Local Authority, with a phased transfer if pupils were joining from another school. The aim of the Resource Centre will be to help the pupils integrate and achieve in line with the National Curriculum where possible. Pupils would be integrated into mainstream lessons on an individual basis, some with in class support according to need and progress.

As well as its internal role, staff within the Resource Centre would act as a centre of excellence for training and development in managing students with ASD across the borough. The Resource Centre would work closely with a similar provision that already exists in another Harrow high school; similarly, the same schools are proposing a new primary school in this application round (Harrow View Primary School) that would also have an ASD Resource Centre and where the two groups of staff would be expected to collaborate closely. This network of staff with specialist knowledge would collectively support the raising of skills of staff across the primary and high schools in Harrow through CPD and school to school support organised via the Teaching School Alliances.

The Resource Centre itself will be staffed by teachers and teaching assistants with specialist training. This staff training, both of the specialist Resource Centre staff and all remaining staff, would be undertaken where possible with other local schools that have similar Resource Centres so as to build expertise and provide a professional network of support and best practice sharing. The SENCo will have the responsibility for the provision within the ASD Centre and for its outreach work with other primary and high schools.

There would be a Contract with Harrow Council for the top-up fees required for the operation of the Centre. Harrow Council and the proposing schools have experience of 'place plus' funding and of Commissioners Contracts and are confident that agreement would be reached swiftly following DfE approval of this application.

Student support

"Happy, caring and confident young people"

The ability of a student to learn and develop positively is shaped by many factors both inside and outside of the classroom. Every child at Pinner High School will be known and cared for as an individual from our first contact with the young person until after they leave. This ethos will be particularly evident in the care, support and guidance given to students as part of their transition to Pinner High, especially for disadvantaged, vulnerable and SEND students.

a) Safeguarding

Safeguarding young people and preventing abuse (physical, emotional and sexual abuse and neglect) will be a key, active responsibility of all staff and governors. The school will provide a positive, safe and stimulating environment which promotes the social, physical and moral development of each individual student, and where students feel secure, are encouraged to talk and are listened to.

Pinner High School recognises that the school plays a significant part in the prevention of harm to our students by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection. A Deputy Headteacher will have lead responsibility for safeguarding (designated CPO) and be trained to Level 3, as will all Heads of Year. A named governor will also have responsibility for child protection.

The school will:

- Establish a safe, nurturing environment in which all students can learn and develop;
- Ensure we practice the latest safe recruitment procedures and check the suitability of all staff and volunteers who work with students;
- Use assemblies, PSHE and other opportunities to raise awareness of child protection issues and equip students with the skills needed to keep them safe;
- Develop and implement robust procedures for identifying and reporting cases, or suspected cases, of abuse;
- Support students who have been abused in accordance with his/her agreed child protection plan;
- Ensure staff and volunteers understand how to handle disclosures of abuse, including allegations made against members of school staff;
- Ensure all students know the designated CPO and understand that there are adults across the school whom they can approach if they are worried;
- Include opportunities in the PSHE curriculum for students to develop the skills they need to recognise and stay safe from abuse; and
- Develop effective links with relevant agencies (such as Harrow C&F, ASK, WISH, YOT, SPACE, Ignite, Clinic in a Box and Harrow Young Carers) and co-operate fully with enquiries regarding child protection matters including attendance at key meetings and case conferences.

Our safeguarding procedures will be regularly reviewed and updated annually. All new members of staff will be given regular training in, and a copy of, our child protection procedures including as part of their induction.

b) Pastoral Support

Once a student is attending Pinner High a team of form tutors, led by a Head of Year and their Deputy, will look after each student in their year group. They will provide continuous personal, social and academic guidance. They will create a caring environment where students are valued as individuals. This ensures a positive framework for high quality learning and wellbeing. Contact with students during morning and afternoon registration periods are an important element of pastoral support. Form tutors will monitor and make regular checks on students' academic progress, appearance, behaviour and relationships with other students and teachers. Form tutors will also help their students develop the self-reliance, self-esteem and

emotional resilience to be successful at school and beyond.

This year team will progress through the school with the same year cohort to build and sustain strong relationships and ensure that the school is able to quickly and effectively identify and provide support where it is needed. This also supports close links with home and two-way communication with parents/carers.

c) PSHE programme

The PSHE programme will be built round four core themes and provide age appropriate input through all stages of a child's education. Students will be encouraged to contribute their experiences, thoughts and ideas in a safe, supportive setting.

1. Health and wellbeing

- a. Manage key transitions in life (significant stages or experiences in the life of a child or young person that can affect behaviour and/or development such as moving school, puberty, and those that are particular only to some, such as bereavement and divorce);
- b. Maintain physical, mental and emotional health and wellbeing including sexual health;
- c. Understand pregnancy and parenthood; and
- d. Assess and manage risks to health and to stay healthy.

2. Relationships

- a. Develop and maintain a variety of healthy relationships within a range of social/cultural contexts;
- b. Develop parenting skills;
- c. Recognise and manage emotions within a range of relationships;
- d. Deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters;
- e. Understand the concept of consent in a variety of contexts (including in sexual relationships);
- f. Manage loss including bereavement, separation and divorce; and
- g. Respect equality and be a positive member of a diverse community.

3. Wider world, economic wellbeing, careers and the world of work

- a. Rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy;
- b. Make informed choices and be enterprising and ambitious
- c. Develop employability, team working and leadership skills and develop flexibility and resilience;

- d. Understand the workplace and business environment; and
 - e. Understand how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.
4. Community and Volunteering Activities
- a. Structured opportunities to contribute and 'give back' to the community and wider society

d) Behaviour

Good school discipline is founded on self-respect, a desire to learn, courtesy, consideration for others and an understanding that we all have rights and responsibilities. Pinner High School will expect the highest standards of behaviour and co-operation so that all staff and students contribute to maintaining a positive, friendly atmosphere in the school.

Students and parents will sign a Home-School Agreement and support the school in setting high standards in relation to attendance, uniform, homework, general attitude and behaviour. A clear Code of Conduct ensures all students and parents/carers are aware of our high standards in all aspects of school life. Students will be involved in drawing up the school's Code of Conduct.

The school will adopt a positive, non-confrontational approach to discipline, based on respectful teacher-student relationships. Teachers planning will support good behaviour with clear routines and classroom rules. The school strongly believes that every child has the right to learn in a calm, orderly environment and will operate 'one warning and remove' system so that all lessons can proceed in a positive, orderly fashion. There will then be a clear, stepped response system of both support and sanction for students who do not meet the school's high expectations in this area.

e) Attendance and Punctuality

As with behaviour, all staff will take responsibility for emphasising the importance of attendance and punctuality, with close monitoring and quick support to students to ensure that high standards are set and maintained. Form tutors will constantly check data for their students, and engage with the student and their family as soon as there are any concerns. The Senior Leadership Team will also review weekly figures as well as individual students where there are concerns.

Students need to attend school regularly to achieve their full potential, so attendance and punctuality will be monitored closely and Pinner High School will expect all students to achieve at least 98% attendance. Form tutors will work with the attendance officer to track attendance, identify patterns of absence and lateness and work with families and external agencies as appropriate to ensure all students attend school regularly and punctually. High levels of attendance and punctuality will be recognised and rewarded through recognition and incentives for individuals and form groups, including kindles and trips for those with 100% attendance. The school will also work with Harrow Council to ensure persistent poor attendance and punctuality are dealt swiftly with by fixed penalty notices and court warnings/action.

The track record of the sponsoring schools using these approaches is very positive.

f) Academic Success

There will be an extensive revision and mentoring programme available to support students as they prepare for public examinations.

g) Medical Welfare

The school will have a welfare assistant (with medical and first aid training) and the student welfare room will be open throughout the school day. The welfare assistant will work closely with the parents/carers of students with medical conditions to ensure the school has the appropriate information and response plans. A range of staff will also be trained in First Aid/CPR procedures.

Principles for assessment

Teachers and leaders at Pinner High School will actively promote a highly aspirational culture for learning that facilitates the acquisition of knowledge and the development of transferable life skills, resilience, creativity and independence.

A positive culture for learning will permeate the school. Standards of teaching will be monitored rigorously through an annual teacher effectiveness process which informs specific training requirements. Staff development will be supported through an extensive and continuously evolving CPD programme via both in house programmes as well as those offered across the Harrow high schools collegiate and the Teaching Schools Alliance. Staff will be supported in their understanding of exemplary teaching

via a detailed lesson observation criteria grid which will be routinely reviewed and regularly used to inform professional dialogue following observation.

Assessment data will be used informatively to set challenging targets and monitor learning, leading to outstanding progress and achievement for all.

Assessment for learning will permeate teaching encouraging active involvement of all students by engineering effective questioning and discussion that elicits evidence of learning. Lesson planning will have a strong emphasis on learning intentions and success criteria which will be shared with the students so that they understand precisely what they are doing, why they are doing it and what they are expected to gain from it. Teachers will make use of highly effective oral and written feedback to students to establish what has been done well and what needs to be done to move learning forward. Feedback will be concise, accessible and encourage students to take ownership of their learning. Teachers will make regular use of well thought out self assessment that activates students as owners of their own learning, as well as carefully planned peer assessment that activates students as coaches and mentors for other students. Lessons will regularly provide opportunities for individual students to reflect and talk about their learning and progress in order for them to recognise how they can improve. Teachers will use strategies at the end of lessons to test learning outcomes in order establish focus for the next lesson involving teachers effectively and systematically checking students' understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of the learning.

Pinner High will have an Assessment for Learning Strategy that will underpin assessment practice throughout the school. The effective assessment and marking of work are fundamental to successful learning and teaching. All assessment information should be used formatively to provide clear guidance to students about where they have been successful and how to improve further. The key principles underpinning the approach to assessment are that:

- Assessment should be formative and used to inform learning;
- Assessment should be used to monitor the progress of learners;
- Assessment for Learning strategies should be used to encourage all students to 'learn to learn' and become independent learners; and
- Homework should be planned, differentiated, clear and meaningful

High quality formative marking and assessment:

- Gives recognition and praise for achievement as well as providing focused 'next step' comments to help students improve further;
- Responds to the individual learning needs of students;

- Informs future planning and target setting for students; and
- Be discussed within classes following the marking, and be discussed within departments / faculties as part of the approach to student tracking

The role of ICT

Students at Pinner High will use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They will also use ICT to create original work, which may be programming or visual or performing arts. Access to ICT infrastructure will be ubiquitous in the adult environment that Pinner High students will join, and Pinner High will provide the opportunities and expertise for students to be able to succeed in that world. Pinner High will have a technological infrastructure that supports a range of devices (including 'bring your own devices') and operating systems through a site wide robust wireless network, and a culture that supports staff to improve their own skills and to utilise outstanding learning materials or apps from wherever is most appropriate to enable students to succeed.

The technological infrastructure and the culture of the school will also enable:

- Anytime, anywhere access to the school network, from any device;
- Parents and families to have direct electronic communication with staff at Pinner High and to view student work, progress and targets;
- Students to create, store, and submit work electronically within the school's infrastructure, and receive formative feedback from teachers on that work; and
- 1:1 tablet device provision – experience of the sponsoring schools is that this is now affordable and offers a sense of inclusion to all students irrespective of socio-economic status or level of attainment; that it builds motivation to learn of groups of students most likely to disengage; that it increases parental engagement; that it enables more efficient monitoring of progress between pupil and teacher; and that it enables greater collaboration between teacher and pupil and between pupil and pupil.

The Jubilee Academy, an alternative provision high school in Harrow established by the sponsoring schools, has adopted a cloud-based ICT solution and has pioneered the local development of online learning through enabling students to work at home for part of the week with electronic communication with staff and monitoring of progress. The evolving findings of that work will inform the ICT strategy for Pinner High.

Working with parents, carers, and families

The development of children aged 11 who join Pinner High into the young adults who leave aged 18 is a partnership between the student, the school, and their family. It is essential that the parents and carers and the school have a positive relationship focused around supporting the child to achieve their potential.

Pinner High will take this partnership very seriously. At key points in a student's progress there will be considerable time for individual interviews with the student and their parents – as part of the transition into Pinner High, as part of KS4 options selection, in Year 11 when considering their Post 16 options. Throughout their time at Pinner High families will receive formal reports three times a year, as well as an annual face-to-face discussions with form and subject tutors. Parents will at all times be able to see information from the school via the school ICT infrastructure, both generic information for all students or those in particular groups (such as a year group) as well as specific information relating to the progress of their child. Most importantly, the culture of the school will make parents feel welcomed and encourage them to engage with the school on an ongoing basis.

In addition to this universal culture and approach, Pinner High will:

- Ensure regular access to senior staff through a 'drop in' surgery (online and face to face) where no appointments are necessary;
- Recruit Community Parent Advisors who are able to translate and support families from local communities where English is not the spoken language at home and ensure that these families are fully integrated into the life of the school and the parents are able to engage effectively with the school. At key transition points within the school (induction, KS4 options, Post 16 choices) these Advisors would support their communities through dedicated events. In addition, key documents would be translated into the key community languages;
- Embed translation tools into the school ICT infrastructure ; and
- Provide and support ESOL provision (English Skills for Life) to support parents who wish to learn and improve their English.

Student progression from Pinner High School

Pinner High School believes that the successful progression of its students into further learning or employment with training is an good measure of its effectiveness as a school. Successful progression demonstrates that students have left with the knowledge, skills, and personal attributes they require. Developing young adults who

possess attributes such as resilience, humility, tolerance, creativity, curiosity, and leadership, is an essential function of an outstanding high school. This will be achieved through the formal curriculum and in particular the teaching and learning methods, but also through the opportunities offered by the P7 programme. Engagement with parents will help reinforce the importance of this personal development.

Planning for students' progression after Pinner High will begin in Year 8 as students are introduced to the range of careers and global opportunities available. Individual discussions about their interests and strengths will help inform the KS4 pathway and choices that are appropriate.

The KS4 pre-apprenticeship pathways have been selected to link to industries with high employment in the local area. The sponsoring schools will build upon their existing employer links to support Pinner High in ensuring that the curriculum options and teaching and learning approaches will enable students to both pass the necessary assessments and demonstrate the skills necessary for progression into these industries if they wish to.

During KS4 students will continue to have careers discussions, including using external and HE speakers to raise aspiration, expand horizons, and challenge preconceptions. Focus will include the importance of KS5 choices for opening up, or potentially limiting, subsequent choices.

During KS5 Pinner High will provide support to Year 12 students to research higher education institutions and courses in the UK and overseas and prepare UCAS and other application forms. The high schools collegiate undertakes specific preparation support for Year 12 and 13 students seeking access to the most competitive universities and to specific professions such as law and medicine which students at Pinner High will access. This provides opportunities to benefit from expertise across the collegiate and to engage with students with similar aspirations.

The careers guidance will continue until all students have secured progression, as is the practice in the sponsoring schools.

Work experience would be undertaken in Year 10 by students whose courses require or benefit from integrated work placements. At the end of Year 12 all students would undertake work experience, which is organised flexibly and may be undertaken during the school holidays.

Section D2

Setting ambitious and realistic targets for pupil performance, behaviour and attendance

At the heart of successful target setting is a clear, transparent and shared system for setting and reviewing targets. The school will use external benchmarks e.g. RaiseOnline, Fisher Family Trust, Harrow LA data, to set initial 'Top Quintile' targets for academic progress, behaviour and attendance and punctuality. Once achieved, targets will be raised to support year-on-year improvement.

Key targets will cover:

	Academic	Behaviour	Attendance and Punctuality	Parent/Carer Engagement
Individual Pupils	<ul style="list-style-type: none"> · Attainment and progress across all subjects · Attitude to learning and effort in classwork and homework 	<ul style="list-style-type: none"> · Behaviour improvement based on behaviour incidents 	<ul style="list-style-type: none"> · Minimum expected levels in attendance (95%) and punctuality (98%) · Attendance and punctuality improvement targets as appropriate 	
Departments	<ul style="list-style-type: none"> · Attainment and progress for teaching groups · Attainment and progress by year group · Attainment and progress for focus groups e.g. G&T, underachieving groups, SEND · Attitude to learning and effort in classwork and homework 	<ul style="list-style-type: none"> · Behaviour improvement based on behaviour incidents 		
Year Groups	<ul style="list-style-type: none"> · Attainment and progress for year group · % of pupils achieving expected and above expected levels of progress in English, Maths 	<ul style="list-style-type: none"> · Behaviour improvement based on behaviour incidents (with particular focus on bullying and EO) and exclusions 	<ul style="list-style-type: none"> · Attendance and punctuality · Attendance and punctuality for focus groups e.g. identified underachieving groups, SEND · % persistent 	<ul style="list-style-type: none"> · % attendance at Parent Consultation Evenings · % response to Parent/Carer Survey · No. of parents attending Parents

	and Science · Attainment and progress for focus groups e.g. G&T, identified underachieving groups, SEND · Attitude to learning and effort in classwork and homework	· Behaviour improvement for focus groups e.g. identified underachieving groups, SEND	absentees	Forum
Whole School	· Attainment and progress measures such as: <ul style="list-style-type: none"> • % of pupils achieving expected and above expected levels of progress in English, Maths and Science • APS in English, Maths and Science • Best 8 Value Added • % EBacc · Attainment and progress across all subjects with particular focus on underachieving subjects · Progression to	· Behaviour improvement based on behaviour incidents (with particular focus on bullying and EO) and exclusions · Behaviour improvement for focus groups e.g. identified underachieving groups, SEND	· Attitude to learning and effort in classwork and homework · Attendance and punctuality · Attendance and punctuality for focus groups e.g. identified underachieving groups, SEND · % persistent absentees	· % attendance at Parent Consultation Evenings · % response to Parent/Carer Survey · No. of parents attending Parents Forum

As shown above, underpinning the whole school targets will be sub-targets for individual groups, e.g. those eligible for pupil premium, any underachieving groups, SEND, and the potentially vulnerable.

Monitoring pupil performance - assessment and data tracking system

Data on progress, behaviour and attendance/punctuality will all be recorded and tracked on an integrated data tracking system. All staff will use e-markbooks where

entires will be 'RAG' rated to highlight underachievement and the effectiveness of interventions.

Formal half-termly assessments and reports will be issued containing information on:

- Attainment in each subject - the assessments used will be standardised/moderated across each subject to ensure accurate progress is accurately;
- Attitude to learning and effort in classwork in each subject;
- Attitude to learning and effort in homework in each subject;
- % Attendance;
- Punctuality (number of lates); and
- No. of behaviour incidents.

This dataset will support the tracking of progress against targets at individual, group and whole school level. The school will pay particular attention to monitoring and 'closing the gap' for PPG, LAC, etc

The system will allow staff to monitor and compare data and progress for individual pupils, teaching groups, target groups e.g. G&T, SEN, underachieving groups, tutor groups, departments, entire year groups and whole school.

Why these targets are suitable to measure the delivery of our education vision

The targets have been designed to measure what matters, be closely aligned to the aims and vision of the school and focus on all pupils by shining a spotlight on the work of every child and teacher. They also support improving outcomes for ALL pupils and 'closing the gap' where any group is at risk of performing below expectations. These targets will provide the basis for timely, accurate tracking of performance and focussed interventions as appropriate BEFORE the final outcome.

The key target areas have been carefully devised to support the successful delivery of the educational vision for the school, in particular:

Aim	Key Related Targets
Providing an aspirational curriculum that meets the needs of all learners, including appropriate KS4 and KS5 pathways and a range of extra-curricula opportunities	Academic Behaviour
Ensuring all pupils make excellent progress in the skills of reading, writing, communication and mathematics	Academic
Targeting 100% progression to further or higher education	Academic

or employment with training	Behaviour Attendance and Punctuality
Create an ordered and friendly community where positive relationships are founded on courtesy, respect and shared values	Behaviour Attendance and Punctuality Parent / Carer Engagement
Develop strong links between home, school and the wider Community	Attendance and Punctuality Parent / Carer Engagement
Maintain a spirit of constructive self-criticism and continuous improvement in all areas	Academic Behaviour Attendance and Punctuality Parent / Carer Engagement

Strategy to achieve the targets set

The main strategy for achieving targets will be a relentless focus on hiring quality staff, the development of teaching and learning and the delivery of engaging, challenging lessons across all subjects for all pupils. In addition, the school's extra-curricular programme will a sense of belonging in all students. Other strategies will include:

- The school's programme for closing the gap for those entering with < L4 in English and/or Maths (one-to-one intensive lessons; small group work) to support high academic standards and access to the curriculum;
- A clear, ladder system of interventions where there are concerns about academic achievement, behaviour and attendance and punctuality;
- Accountability for targets will be clearly assigned to individual staff;
- Transparency: Progress against targets will be shared regularly with staff and parents via the school's e-mail and newsletter;
- Personalised Information and Guidance to ensure individual pupils are on the right curriculum pathway; and
- Rewards Programme such as automated emails selected pupils or an entire group of pupils based upon results with copies sent to parents; credit system; reward trips and activities.

To achieve these targets, they will be underpinned by the work plan defined by other key improvement documents, such as:

- School Improvement Plan;
and
- Pupil Premium Action Plan

Reviewing success measures and targets regularly to improve the school's performance

The system of half-termly assessments and reports, all recorded and updated electronically, will allow a 'dashboard' of performance against key targets to be presented and scrutinised formally six times a year by:

- Full Governing Body;
- GB Performance Sub-committee;
- Senior Leadership Team;
- Year Group Teams;
- Subject Teams;
and
- Parents Forum.

For targets on RED, an action plan will be written to improve outcomes by the next monitoring point. In addition, the range of targets set will be reviewed annually to ensure they reflect current accountability measures and are having an impact on performance at individual, group and whole school level.

Using data to inform teaching and drive progression and attainment for all pupils

The use of key performance targets and data has been described in the sections above. Data collation and analyses will focus on these key targets. The school will carefully consider the choice of data management system to ensure it is accessible to staff, easy for them to interrogate and interpret and encourages engagement and ownership.

In addition, Pinner High School will use student and parent/carer surveys to gain further

evidence of the school's progress across key targets.

Focus on measuring and improving quality of teaching in the classroom

The school's relentless drive to raise the quality of teaching for every member of staff will draw on three integrated strands:

- Measuring the quality of teaching;
- Improving the quality of teaching; and
- Developing high quality line management, external networks and system leadership.

a) Measuring the quality of teaching

The school's programme for monitoring the quality of teaching will include:

- Appraisals and associated lesson observations: The school will conduct robust and meaningful appraisals of staff with clear targets for the attainment of students, improvements in teaching and personal development. Staff will be formally observed three times a year, with a system for training and quality assurance in place for observers/appraisers. Feedback will clearly identify strengths and areas for development; and
- Monitoring and review system: The school will carry out half-termly learning walks and scrutiny of students' work and staff markbooks. The focus of these will support the school's improvement plan and ensure coverage of all staff and year groups.

As part of the high school collegiate, the school will also take part in Peer Reviews where lead practitioners review the provision in subject areas. External reviews by OFSTED trained inspectors will also be used to supplement the school's systems.

b) Improving the quality of teaching

The school will use the results from a) above to identify areas for improvement and plan the programme for developing teaching and learning. The school will focus on:

- Effective use of meetings – ensuring all meetings (department, year group, whole staff) include the sharing and discussion of good practice;
- Co-teaching – providing opportunities for co-planning and co-teaching of lessons with careful pairing of teachers;
- Cross observation by teacher triads - termly informal observations and feedback;
- Coaching and mentoring – giving all staff access to coaching and mentoring;

- Weekly sharing of good practice – 10 minute inputs before school;
- Updates in a weekly T&L bulletin – to share articles, resources and ideas;
- Use of INSET days – ensuring the school’s INSET days require active participation and are focused on a few, clear areas for development; and
- Provide adequate resources – managing the school’s budget to ensure the school is well-resourced for teaching and learning.

In addition, Pinner High will develop:

- Recruitment – ensure recruitment processes are thorough and robust “Will this person improve the quality of teaching and learning our school?”;
- NQT and 2nd Year Support and Development – comprehensive and challenging programmes for NQT and 2nd Year teachers which include participation in the Harrow Collegiate’s cross school sessions; and
- School Direct Programme – taking part in Harrow’s School Direct Programme to grow our own teachers, especially in shortage areas.

c) Developing high quality line management, external networks and system leadership

Line management structures (e.g. timetable and outlines for meetings, monitoring and review activities and reporting) will be carefully planned to ensure consistent, high quality practice and dialogue. Line management meetings will be used to provide support and challenge as appropriate as well as professional development through coaching and mentoring.

The school’s membership of the Harrow Collegiate will ensure leaders at all levels work both within and beyond the school to improve teaching and learning. This collaborative structure brokers school-to-school support, develops a sense of collaboration and responsibility for the system as a whole, and helps to embed school-to-school networks, both formal and informal, to share effective practice and new ways of working.

Staff will also have access to the collegiate’s training courses for middle leaders, senior leaders and headteachers.

Liaising with and reporting progress to parents

Subject teachers will formally assess pupils' work 6 times a year to ensure good progress is being made. This ensures that any emerging issues are spotted quickly so allowing early and effective intervention.

Progress reports will be issued to parents six times a year and used to track pupils' progress against challenging, individual targets. Reports will include details of the pupils':

- Attainment in each subject;
- Attitude to learning and effort in classwork in each subject;
- Attitude to learning and effort in homework in each subject; x % Attendance;
- Punctuality (number of lates); and
- Number of behaviour incidents.

Reports will be designed to be clear and accessible to all students and parent/carers. RAG ratings will be used to indicate performance in all areas reported against individual pupil targets. The half-termly reports will be electronic so parents and pupils can collect/download reports online and access will be tracked to ensure all parents view their child's report.

In addition to this, the use of electronic registers, markbooks and behaviour systems mean that parents and students will be able to login at any time and check on the progress their child is making .

Parent/carer consultation evenings held once a year for each year group and additional consultation meetings held for underachieving students after each assessment and reporting point. In addition, the school will hold Information Evenings at key transitions e.g. KS4 Options, Year 11 Success Evening, to share 'top tips' with parents and students.

The Parents Forum will provide a platform for parents to review and discuss the school's progress against its targets regularly and suggest ways forward.

Section D3

Recruiting and retaining high quality staff is a pre-requisite for excellent student progress and attainment. The success of the high schools proposing Pinner High has been founded upon successfully recruiting, motivating, supporting, developing, and managing staff, including in so-called minority subjects and those where recruitment may be more challenging nationally.

The philosophy underpinning the staffing at Pinner High is to make the school an attractive place to work, so ensuring that high quality candidates are attracted and high quality staff are retained. We will do this by:

- Recruiting an outstanding Headteacher who builds a positive ethos of expectation, support, and success (this is outlined in greater detail in section F4);
- Integrating Pinner High into the Harrow High Schools collaborative to maximise opportunities for staff and students; and
- Growing and developing staff as the school grows

Recruiting an outstanding Headteacher

This post is of paramount importance to Pinner High. Learning from their experience in establishing The Jubilee Academy, it is intended to have this person in post for at least a year before opening, and potentially seek early / part-time release for some of the summer term prior to that. This reflects the volume of work to be undertaken and the desirability of the Headteacher establishing a public presence as part of the admissions process for the first Year 7 cohort.

The sponsoring schools believe that the post should be nationally advertised and do not have a proposed Headteacher Designate in mind. The timetable for this is to advertise in January 2015 and to appoint in February 2015. This allows scope for a second advertisement cycle, or a process using recruitment consultants if desired, later in the spring to still enable a September 2015 start. Prior to the advert being placed the schools will build the awareness of the new school within the community and through their various networks of contacts. Recent Headteacher recruitment for secondary-phase provision in Harrow has resulted in outstanding appointments, as evidenced through Ofsted judgements, and the schools have experience through their own recruitments and for The Jubilee Academy of the need to manage this process effectively.

The skills required for an inaugural Headteacher Designate that is going to establish a school and manage its growth are not the same as those required to run a well-established school. Through their experience of The Jubilee Academy, the sponsoring schools recognise the need for the Headteacher Designate to be supported effectively by the sponsoring schools and external expertise to ensure that the Headteacher focuses on student and staff recruitment and the educational experience students will receive, while being able to manage the range of processes that they will need to oversee (capital project, policy creation, system and procedures established, branding and uniforms etc).

Section F4 explains in more detail the proposed Headteacher Designate role and recruitment.

Integrating Pinner High into the Harrow High Schools collaborative

Pinner High will be an attractive place to work. This will be helped by being part of the Harrow high schools collegiate which will allow:

- Pinner High staff to contribute to GCSE / A Level programmes at other schools across the Collegiate even when Pinner High does not have students studying those courses. This will help recruit high quality subject teachers from the first recruitment round. The timetabling alignment with the other high schools facilitates this (in the same way that it allows students to attend courses at other schools);
- High quality subject specialists across the curriculum at Pinner High from day one. The curriculum model for the first year of operation requires teaching across over 14 subjects, but the timetable requirement for many of these subjects results in only part of a teaching post required, and the financial model would require individual staff to teach multiple subjects (potentially 3 or even 4 depending upon detailed timetabling). Before this situation eases in subsequent years, the combination of Pinner High staff teaching elsewhere can be reciprocated by staff from other schools spending part of their time at Pinner High teaching subjects where the school itself does not yet have specialist staff; and
- Staff at Pinner High to have access to the collegiate's subject support groups and access to CPD programmes across partner schools. This would extend to sharing successful schemes of work in subject areas. Each department at Pinner High will be linked with a leading department from across the Collegiate to act as the mentor and to provide a first point of contact for developing resources and teaching strategies as well as professional development.

Growing teaching and learning staff

The staffing model included in the financial appraisal sees an increase from 4 to 7 Senior Leadership Team staff, from under 10 to over 60 FTE teachers, and up to 55 support staff. Within this evolution, new roles are created while others evolve in either scope or scale. To embed the ethos of the school, it is expected that all appointments are made with a view as to how those individuals might want to develop so that they can access new roles within Pinner High or other Harrow high schools as their career progresses. The collegiate has a strong and effective commitment to developing staff, as evidenced by a range of courses for aspiring and current middle and senior leaders and the success of those who have attended these courses in subsequently securing promotions.

Our commitment to 'growing our own' would include:

- Recruiting graduates to act as Teaching Assistants on fixed term contracts with an expectation that they then secure School Direct placements (at Pinner High or other local schools);
- Linking all departments with a leading department from across the collegiate to provide mentoring and a professional network as the school grows; and
- Involvement in the Harrow collegiate CPD programmes to support the career progression of individuals, including maximising their opportunities to apply effectively for new roles at Pinner High as it grows.

Staffing structure: staffing before opening

The experience of establishing The Jubilee Academy demonstrated the importance of early appointments of the Headteacher Designate and the Business Manager. It is intended to appoint the Headteacher from September 2015 (ideally with some release time during summer 2015 to visit local primary schools as part of the admissions process), their PA from autumn 2015, and the Business Manager from January 2016.

This investment in the core staff provides them with the time and professional space to manage the key processes leading up to opening:

- Student recruitment – being the public face of Pinner High and visiting local primary schools during the first half of the autumn term 2015 as well as other community groups, and then engaging with local families and the future Year 7 students during the year, as well as working with primary school families of children in years 4 and 5 for future admissions rounds;
- Staff recruitment – the Headteacher and Business Manager will need to lead the

recruitment of all the staff required for the first year. The sponsoring high schools will – as they did for The Jubilee Academy – also provide staff to form part of assessment and interview processes (such as subject expertise) and facilitate these processes occurring in their schools if the Headteacher Designate wants to see candidates teach a lesson or otherwise engage with students;

- Preparing the curriculum – the Headteacher will set out the curriculum plan and staffing structure, and as staff are recruited will work with those staff to develop the detailed schemes of work;
- Preparing the site and facilities, including ICT – the Headteacher and Business Manager will be heavily involved in the capital project, and in managing the ICT solution. The sponsoring schools have experience of these processes from The Jubilee Academy which will help Pinner High and provide some lessons learned; The Jubilee Academy has adopted a cloud-based ICT solution and the sponsoring schools are evaluating this to ascertain whether it should be adopted more widely within the collegiate; and
- Preparing the policies and procedures – while the sponsoring schools have all got their own policies that Pinner High can reference, Pinner High will want to adapt these to suit their own situation and expected student profile. For local consistency and engagement with unions and staff, the sponsoring schools expect Pinner High to adopt the same staffing policies as they have. The sponsoring schools also expect Pinner High to adopt the same finance and MIS software as they use (Corero and SIMS) and to use the same main advisory services (HR, auditor etc) since this approach enables the high schools to collectively build and share knowledge locally as part of their school to school support and staff development.

Teaching and learning staffing structure: approach to school growth

The staffing structure for the period from opening until the school is full has been developed to enable the school to function effectively in terms of educational delivery, efficiently in terms of staffing utilisation and cost, and flexibly in terms of being able to respond to pupil numbers or opportunities for collaboration within the Harrow high schools collegiate.

The staffing structure has been based upon the following factors:

- The Headteacher and Deputy Headteacher would initially have a teaching requirement and that this would reduce as the school grows;

- Teaching staff who join Pinner High at opening would have a teaching load of 24 periods out of 30 for the first two years of the schools operation in order to provide additional time for curriculum planning in the absence of Heads of Departments' or Heads of Faculty's. The expected teaching load would increase to 25 periods from Year 3 as leadership posts begin to provide the additional capacity for planning;
- Heads of Faculty begin to be appointed for Year 3 onwards as delivery of GCSE courses commences. The initial Heads of Faculty would be Maths, English, Science, Modern Foreign Languages, Arts, Technology (which would include all the vocational pathways), and Humanities. The Heads of Faculty for the core subjects (English, Maths and Science) would teach 18 periods; other Heads of Faculty would teach 20 periods. Second in Faculty appointments would be made from year 4 for the core Faculty's;
- Heads of Year would be appointed to each year group (i.e. one in the first year, and then an additional one each year for the incoming Year 7). Heads of Year would teach 20 periods a week;
- The SENCo would have a reducing teaching load as the school grows and would have an outreach role relating to ASD across the high schools in Harrow; and
- There would be 0.5 additional teacher above the basic timetabled requirement in both English and Maths to provide catch-up in Year 7 for students, and an additional 0.5 additional teacher in both English and Maths to provide individualised support for students in Year 8 and above. (so in total, 1 additional teacher in both English and Maths from the second year of opening).

The table below details the teaching staff, and educational leadership team, and how it grows during the first five years of the school.

YEAR	FTE	TEACHERS	PERIODS	PUPIL TEACHER RATIO	HT	DHT	AHT	SENCO	HOC	YCOS	2 I/C	HODS
Year 1	11	11	210	16.36	1	1	0	1	0	1	0	0
Year 2	20	20	420	18.00	1	1	0	1	0	2	0	0
Year 3	30	30	630	18.00	1	1	0	1	3	3	0	3
Year 4	43	43	840	16.74	1	2	0	1	3	4	3	9
Year 5	51	51	1050	17.65	1	2	2	1	3	5	3	10

(Note: HOC = Head of Core Subject (Maths, English, Science); YCOS = Year Coordinators; 2I/C = 2 in charge of Core Subjects; HODS = Heads of Departments of non-core subjects)

The Senior Leadership Team will consist of the Headteacher, Deputy Headteacher(s), Assistant Headteacher(s) and the Business Manager.

As the leadership team grows, so responsibilities will change. For example, the Graduate TAs will be overseen by the Deputy Headteacher initially (or the SENCo depending on their role), and then by an Assistant Headteacher once they are in post.

Education Support staff

The education support staff are those staff who will work directly with students for a significant part of their role, and include:

- Teaching Assistants (TAs): these will be funded predominately through statements of SEN and / or the ASD Centre. They will be initially managed by the SENCo and as the school grows this will be reviewed to determine whether some should be managed by departments to ensure they have a strong and current curriculum knowledge basis. It is expected that almost all TAs will be graduates, many of whom will seek to progress into teaching qualifications. This approach is used very successfully in local high schools where it has increased the quality of support for students and brought new approaches from staff who have skills in research and the ability and desire to try new approaches to secure high levels of student progress. It is expected that the number of TAs will rise from approximately 5 to approximately 20 over the first five years, and this is the basis of the financial model;
- Cover supervisors: Pinner High will employ cover supervisors to provide a flexible and economic approach to covering teaching staff absence and providing a range of administrative and research functions within the school. One of the cover supervisors will manage the deployment for teaching cover; the Business Manager will have responsibility for the overall team. It is expected that the number of cover supervisors will rise from 1 to 5 over the first five years, and this is the basis of the financial model;
- Librarian(s): These would manage the Learning Resource Centre, and would be expected to manage digital as well as physical resources. Initially there would be one librarian (with other staff covering some of the extended opening hours of the library); as numbers rise this will rise to two dedicated staff; and
- Technicians: Pinner High would employ a flexible team of technical support staff, who would be expected to work as a team and collectively support the curriculum needs of the departments, so sharing knowledge to improve quality and resilience of staffing, adding one a year as the school grows.

School management and administrative staff

The Business Manager will be appointed and in post two terms before the school opens. Learning from the experience of The Jubilee Academy, this is considered essential to ensure an effective implementation of the required policies, systems, and procedures before the school opens.

The Business Manager will be a member of the Senior Leadership Team of the school. They will be responsible for the organisation and delivery of data, finance, HR, estates, and school administration. It is expected that the Business Manager will have proven managerial experience in commerce, industry or education including responsibility for budgets, personnel, project management, ICT systems or/and premises management. The individual appointed will need to be a self-starter with a positive and can-do attitude, a willingness to learn the areas of the role that they are unfamiliar with at the beginning, an ability to recruit and lead staff effectively, excellent communication skills, and an ability to think strategically while having a strong attention to detail.

The Business Manager will be able to draw on the expertise and knowledge of the Business Managers across the Harrow high schools collegiate, including those at The Jubilee Academy who have gone through a similar process. The Business Managers meet together monthly and work together on a range of strategic, finance, staffing, premises and procurement issues facing the schools. The collegiate also employs an accountant who is shared between the schools to provide specialist financial support; this individual has developed the financial models for Pinner High, and previously provided the financial modelling for The Jubilee Academy and acted as its interim finance manager prior to the appointment of the Business Manager.

The staffing model included in the financial appraisal sees an increase in business support staff. As the school grows it is expected that some new roles will be created while others evolve in either scope or scale. As with teaching staff, it is expected that all appointments are made with a view as to how those individuals might want to develop so that they can access new roles within Pinner High or other Harrow high schools as their career progresses.

The following table shows how the staffing structure is proposed to develop during the first five years.

Role	Year 1 FTE	Year 2 FTE	Year 3 FTE	Year 4 FTE	Year 5 FTE
Business Manager	1	1	1	1	1
Headteacher PA / Office	0.9	0.9	0.9	0.9	0.9

Manager					
Finance Manager	0.9	0.9	0.9	0.9	0.9
Finance Assistant			0.9	0.9	0.9
Data Manager		0.9	0.9	0.9	0.9
Receptionist	0.9	0.9	0.9	0.9	0.9
School nurse	0.9	0.9	0.9	0.9	0.9
Examinations Officer			1	1	1
Site Supervisor	1	1	1	1	1
Site Assistant			1	1	1
Admin / Reprographics Assistant		1	1	1	1
Attendance Officer		1	1	1	1
Student Services staff	1	1	1	2	2

Financial information about these roles is contained within the financial appraisal.

Section D4 (only complete this section if you are proposing a free school with a religious ethos, religious character and those with a distinctive educational philosophy or world view)

Not applicable

Section E: Evidence of need – part 1

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	0	0		0	0	0		0
Year 1	0	0		0	0	0		0
Year 2	0	0		0	0	0		0
Year 3	0	0		0	0	0		0
Year 4	0	0		0	0	0		0
Year 5	0	0		0	0	0		0
Year 6	0	0		0	0	0		0
Year 7	0	0		0	180	75 Yes 27 Not sure		42% Yes 57% inc Not sure
Year 8	0	0		0	0	0		0
Year 9	0	0		0	0	0		0
Year 10	0	0		0	0	0		0
Year 11	0	0		0	0	0		0
Year 12	0	0		0	0	0		0
Year 13	0	0		0	0	0		0
Totals	0	0		0	180	75		42%

Section E: Evidence of need – part 2

Section E1 – Evidence of need for Pinner High School

The need for additional pupil places - Harrow

The proposed site for Pinner High School is very close to the boundary of Harrow and Hillingdon and each authority undertakes pupil place planning.

For Harrow, the latest projections were reported to Cabinet in November 2013 and the key points were:

- Year 7 has declined gradually from 2005 to 2012 (with a slight blip in 2011), but is now increasing and projected to increase from 1,932 in 2012 to 2,828 by September 2021 (a rise of nearly 50%);
- There are 2,150 Year 7 places available within Harrow based on the current Published Admission Numbers for September 2014 onwards. This will increase to 2,300 by 2019 with the opening of secondary age provision at the current Teachers Centre through the age-range expansion of Whitefriars Primary School into an all-age school;
- The shortfall is therefore projected to start in 2016/17 (at 2FE) and rise to 18FE by the end of the decade;
- The projections assume that the historic pattern of Year 7 being approximately 84-85% of the preceding Year 6 continues – i.e. that Harrow remains a net exporter of students. As pressure for places becomes increasingly tight in the next few years this outflow may not be possible, and any increase in the Year 6 to Year 7 conversion rate will exacerbate the anticipated shortage of places; and
- Harrow's projections do not include any surplus for in-year admissions or parental choice.

The following table highlights the projected demand for places (based on c84-85% conversion rate) compared to the number of places available.

School year	Projected demand for places	Year 7 places available	Shortfall	Places available at Pinner High (see Note 2)	Shortfall if Pinner High opens
2014/15	2,160	2,150			

2015/16	2,181	2,210 (See Note 1)			
2016/17	2,301	2,240 (See Note 1)	61	90	None
2017/18	2,357	2,270 (See Note 1)	87	90	None
2018/19	2,459	2,300 (See Note 1)	159	90	69
2019/20	2,606	2,300	306	90	216
2020/21	2,798	2,300	498	90	408
2021/22	2,828	2,300	528	90	438

Note: The extra places provided in 2015/16 through to 2018/19 are the result of the growth of Whitefriars into an all-through school (it is currently a primary school). The Cabinet Report of March 2014 which determined the Statutory Notice for the expansion and age-range change of Whitefriars confirmed that the Year 7 cohort of Whitefriars would be 60 in

2015/16 and would reach its maximum of 150 by 2019 and that “the exact dates of the phasing will depend on demand for secondary school provision in future years” – for the purposes of the table above it has been assumed that the Year 7 cohort will increase by 30 places a year (1 form of entry) in 2016, 2017, and so reach full size in 2018.

Note 2: Given the location of Pinner High relative to the boundary between Harrow and Hillingdon, and given the proposed admissions criteria based upon distance, it is assumed in the table above that half of the 180 places a year would contribute to Harrow’s place planning pressure with the remainder providing capacity for Hillingdon.

For 2016/17 and 2017/18 the opening of Pinner High would appear to provide sufficient places for the projected demand, although it must be noted that:

- This sufficiency is subject to the assumptions within the demand projections, most particularly that the Year 6 to Year 7 conversion rate remains at c84-85%. For every percentage point that this varies it changes the projection by approximately 27-28 children – so if the conversion rate increased to say 87% as a result of increasing pressure in surrounding boroughs, that would result in approximately 75 more children seeking places within Harrow;
- The projected ‘surplus’ capacity in 2016/17 of 29 places represents less than 1.5% of the places available, whereas London boroughs usually seek to have 2-3% surplus capacity to provide for in-year admissions and some degree of parental choice; and
- Cohorts in Harrow consistently increase in size as they move through the school, from September in Year 7 through until May of Year 11. Providing only just sufficient places for the Year 7 intake therefore does not provide sufficient places for the cohort to grow as it progresses. This trend has been evident in Harrow since pupil level census data became consistently available in 2002, and has resulted in growth of between 60 and 140 students as a cohort progresses from Y7 to Y11 (which is between 3% and 6.5% of the original Y7 cohort).

Pinner High would therefore not represent excessive capacity, and within 2 years of opening would already be insufficient to meet Harrow's demand for places.

The need for additional pupil places - Hillingdon

LB Hillingdon plans its secondary phase places in two planning areas, north and south of the A40. The border adjacent to Pinner is within the north planning area.

Admissions and pupil place planning data provided by Hillingdon on 7 May for the north planning area and the schools within it shows:

- Projected shortfall of places from 2014/15 without Pinner High School or any other changes to admission numbers, although it is noted that there were only 1162 first choice applications for the schools within the planning area for entry in September 2013 against a projection of a Year 7 cohort of 1486.
- The shortfall of places for Year 7 increases to reach over 400 by 2019/20 if there is no increase in capacity.
- The sponsoring schools do not know the methodologies or assumptions used by Hillingdon within their projections so do not know if they include provision for in-year admissions or parental choice.

The following table outlines the data received from Hillingdon:

School year	Projected demand for places	Year 7 places available	Shortfall	Places available at Pinner High	Shortfall if Pinner High opens
2014/15	1,567	1,440 (see Note 1)	127		
2015/16	1,581	1,440	141		
2016/17	1,652	1,440	212	90	122
2017/18	1,713	1,440	273	90	183
2018/19	1,756	1,440	316	90	226
2019/20	1,870	1,440	430	90	340

Note 1: This is based on the PAN for the schools within the north Hillingdon planning area for September 2014 entry. No future changes are known about or included.

Note 2: Given the location of Pinner High relative to the boundary between Harrow and Hillingdon, and given the proposed admissions criteria based upon distance, it is assumed in the table above that half of the 180 places a year would contribute to Hillingdon's place planning pressure.

The local demand for places

The following table shows the size of primary phase schools within 2km of the [redacted] site and the sponsoring schools' understanding of where students progress to for their high school education.

School	LA Area	Distance (km) from proposed site	Places a year	Eldest siblings progress to... (note – if CoE may meet Bishop Ramsey criteria)
Cannon Lane	Harrow	[redacted]	Expanded to 120 from 1/9/15 (bulge classes in 2012 and 2014)	Nower Hill if that side of the primary school, Haydon otherwise
Moriah Jewish	Harrow	[redacted]	30	Very few progress to local state schools
Newnham	Hillingdon	[redacted]	90	Unknown, assumed Haydon and Queensmead
Longfield	Harrow	[redacted]	90 (and took bulges in 2010 and 2013)	Whitmore or Nower Hill
Roxbourne	Harrow	[redacted]	90	Hillingdon schools, Rooks Heath, or Whitmore
Field End	Hillingdon	[redacted]	Expanded to 120 with effect from 2013	Unknown, assumed Haydon and Queensmead
West Lodge	Harrow	[redacted]	90	Nower Hill if south-east of the school, or Haydon
Newton Farm	Harrow	[redacted]	30	Hillingdon schools, Rooks Heath, Whitmore
Warrender	Hillingdon	[redacted]	30	Unknown, assumed Haydon and Queensmead
Coteford	Hillingdon	[redacted]	81	Unknown, assumed Haydon and Queensmead

Students from Cannon Lane and West Lodge have increasingly struggled to access places in Nower Hill and Whitmore as demand for those schools has increased (with a corresponding decrease in the 'last distance offered').

The following table shows the information about secondary schools which the London Schools Atlas shows take students from the South Pinner or Pinner wards.

School	LA Area	Distance from [redacted]	Year 7 Published Admission	First preferences for Sept	Total applications for Sept	Last distance offered
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		site	Number (PAN)	2014 / 2013 / 2012	2014 / 2013 / 2012	2014 / 2013 / 2012
Bishop Ramsey CoE	Hillingdon	1.45km	180	Unknown / 243 / 250	Unknown / 861 / 820	N/A due to faith criteria
Nower Hill	Harrow	2.1km	300	416 / 377 / 296	1514 / 1474 / 1347	1687m / 1825m / 1996m
Whitmore	Harrow	2.5km	270	323 / 300 / 234	1249 / 1222 / 1152	1508m / 1914m / 2023m
Haydon	Hillingdon	2.5km	300	Unknown / 251 / 242	Unknown / 942 / 869	Unknown / 3828m / 3580m

The oversubscription criteria of Nower Hill, Whitmore, and Haydon are all similar – after current or previously looked after children, all allocate the vast majority of places based upon siblings and then straight line distance. This supports family cohesion and prioritises local children, ensuring that those schools most accurately reflect the diversity of their local community.

Bishop Ramsey's admissions criteria have changed to more strongly reflect Christian faith rather than sibling priorities. The order of hierarchy is now:

- Current or previously looked after children;
- Those where at least one parent worships at least three times a month for three years at an Anglican or affiliated church and who have siblings at Bishop Ramsey;
- Those where at least one parent worships at least three times a month for three years at an Anglican church but do not have siblings at Bishop Ramsey;
- Those where at least one parent worships at least three times a month for three years at affiliated churches without siblings;
- Those where at least one parent worships at least three times a month for three years at non affiliated Christian churches without siblings;
- Other siblings;
- Those where at least one parent worships at least monthly for three years at an Anglican or affiliated church;
Those where at least one parent worships at least monthly for three years at an Anglican or affiliated church;
- Those where at least one parent worships at least monthly for three years at a non-Christian church; and
- Other applicants.

- (The tie-breaker in all instances relates to a combination of worship and home location with greatest priority to those who live and worship within the Deanery of Hillingdon, then the Deanery's of Harrow and Brent).

In practice the Bishop Ramsey criteria mean that only regularly practicing Christians are admitted. In a community as diverse as that of Harrow, this means that the school recruits from a wider catchment area.

The admission 'last distance offered' for Nower Hill and Whitmore has reduced by approximately 25% in both cases in the last three years, and despite their large Published Admissions Numbers is now barely a mile for Nower Hill and less than a mile for Whitmore. This had had the effect of preventing many Pinner residents from accessing these schools, and meant that primary cohorts from Cannon Lane, West Lodge, and Newton Farm in particular have been forcibly divided based on the location of their parents' house (whether it falls within or beyond the catchment area for the high schools that

particular year). As pupil numbers increase during this decade the 'last distance offered' will continue to shrink and the current ability of Haydon to meet demand from Pinner will reduce. Harrow Council would become unable to offer places to all of its residents as the pressure in Hillingdon reduces Haydon's last distance offered.

The support for Pinner High School

The sponsoring schools believe in educational provision that is high quality and available to the whole community. This is the rationale for a co-educational secular school and was the basis of the engagement with the local community.

The local community already had awareness that the [REDACTED] site would become available once the current Girls' Day School Trust school vacated the site, and many local residents remember that the site was previously home to a council-run high school before it was sold. Pinner High School would be recreating that provision for the whole of the local community.

The schools are aware that there is a second free school proposal for this site, from Bishop Ramsey CoE School and the London Diocese. The high schools have wanted to remain respectful of their relationship with Bishop Ramsey and respect the existing cluster structures with primary schools that operate in each borough, and accordingly only actively distributed material to schools within the area of the London Borough of Harrow.

Engagement with parents was undertaken via the local Harrow primary schools that are within 2km of the [REDACTED] site. Paper copies of the consultation leaflet were distributed to the parents of children currently in Years 3 and 4 (so those who join Year

7 in 2016 and 2017), and the primary schools distributed the electronic materials to

parents. Paper copies of the leaflet were also made available through local libraries and the materials were circulated to all schools in the borough and local Councillors. Individuals were invited to show their support for Pinner High through a short-survey on the dedicated web-site that was set up to provide more information (www.pinnerhighschool.org.uk).

The web-version of the leaflet is attached in the Appendices.

Key statistics from the engagement are:

- Almost 400 responses (393), of whom over 300 (301) would name Pinner High as their first choice and a further 87 who would welcome further information before deciding whether they would name Pinner High as their first choice;
- For September 2016, 75 said that they would name Pinner High as their first choice, with a further 27 who would welcome further information before deciding whether they would name Pinner High as their first choice, giving over 100 potential first preferences;
- For September 2017, 74 said that they would name Pinner High as their first choice, with a further 15 who would welcome further information before deciding whether they would name Pinner High as their first choice, giving almost 90 potential first preferences;
- For September 2018, 48 said that they would name Pinner High as their first choice, with a further 15 who would welcome further information before deciding whether they would name Pinner High as their first choice;
- For September 2019 or later, 119 said that they would name Pinner High as their first choice, with a further 25 who would welcome further information before deciding whether they would name Pinner High as their first choice; and
- Nearly 85% of the responses were from Harrow residents, reflecting the sponsoring schools' focus upon Harrow primary schools to distribute materials.

The high support for September 2019 or later (where children would currently be in Year 1 or below) perhaps indicates families without elder siblings. As a result of the sibling priority within the admissions of Nower Hill, Whitmore, and Haydon, families with an elder sibling already at those schools – or due to start in September 2014 or 2015 – would be likely to send any younger siblings to the same school.

The [REDACTED] site is very close to the boundary between Harrow and Hillingdon. The proposed admissions criteria for Pinner High would mean that it would expect its intake to be approximately equally divided between the two boroughs. Accordingly, potential first preferences for over half of the Year 7 places for the opening years from almost exclusively the Harrow side of the boundary is very encouraging. If this application is approved and the [REDACTED] confirmed, the sponsoring schools are very confident

of engaging effectively with the primary schools in Hillingdon to raise awareness of Pinner High and quickly turn awareness into support and admission preferences.

The Appendices include the maps of those who showed support for Pinner High for each of its opening two years.

Performance of the existing schools

The following tables outline the characteristics and performance of the high schools that currently admit students the majority of students from the anticipated catchment of Pinner High School (based on the London Schools Atlas), taken from the DfE performance tables.

Pupil characteristics

School	Number of students	Percentage with SEN statement or on School Action Plus	Percentage with English not as a first language	Percentage eligible for Free School Meals	Percentage eligible for FSM at any time in past 6 years
Bishop Ramsey CoE	1,243	6.5%	8.0%	3.4%	8.3%
Nower Hill	1,864	6.9%	49.5%	12.3%	20.4%
Whitmore	1,615	6.8%	58.8%	22.8%	35.2%
Haydon	2,029	7.1%	22.9%	8.9%	16.5%
Secondary state funded average		7.7%	13.6%	16.3%	28.3%

Ofsted judgement

School	Ofsted inspection date	Ofsted judgement – overall
Bishop Ramsey CoE	November 2006	Outstanding
Nower Hill	May 2012	Outstanding
Whitmore	May 2007	Outstanding
Haydon	June 2007	Outstanding

KS4 statistics

Cohort profile

- Attainment at end of primary school: The profile for Bishop Ramsey, Nower Hill, and Haydon is similar (under 10% low attainers, c50% middle attainers, c35-40% high attainers). Whitmore's profile has significantly fewer high attainers and significantly more low attainers (25%). The average KS2 point score is highest at Bishop Ramsey (29.0) but similar at Haydon (28.8) and Nower Hill (28.5) while lower at 26.5 for Whitmore.
- Disadvantage: This varies significantly, from just 4% at Bishop Ramsey, to 14% at Haydon, 21% at Nower Hill, to 39% at Whitmore.
- English not first language: This varies significantly, from just 4% at Bishop Ramsey, to 19% at Haydon, 48% at Nower Hill, to 61% at Whitmore

The profile of Bishop Ramsey in particular is significantly different to the other schools and to its local community. It has the most able intake, with negligible disadvantage and negligible English as an additional language.

Results over time: Percentage of students achieving 5+A*-C including English and Maths

School	2012/13	2011/12	2010/11	2009/10
Bishop Ramsey CoE	78	78	77	78
Nower Hill	68	80	80	79
Whitmore	66	71	70	60
Haydon	70	68	73	75
Secondary state funded average	61	59	58	55

Attainment for different groups

School	Average point score per pupil (best 8) – GCSEs only – low / middle / high attainers	% pupils achieving 5+ A*-C including E & M – EAL pupils	% pupils achieving English BaccaLaureate – EAL pupils	Average points score (best 8) all pupils
Bishop Ramsey CoE	167.8 / 322.2 / 396.0	57	14	356.5
Nower Hill	218.1 / 325.0 / 405.7	69	30	364.7
Whitmore	264.2 / 347.6 / 407.6	66	46	343.8
Haydon	188.0 / 290.6 / 385.6	81	26	363.1
Secondary state funded average	134.7 / 268.8 / 377.6	58.3	24.4	280.1

Progress

School	% pupils making expected progress English (low attainers in brackets)	% pupils making expected progress Maths (low attainers in brackets)	VA (best 8) for disadvantaged pupils	VA score for low attainers	VA score (whole cohort)
Bishop Ramsey CoE	81 (44)	90 (67)	954.7	950.3	1000.1
Nower Hill	76 (83)	84 (57)	970.3	1035.3	1014.9

Whitmore	81 (67)	90 (72)	988.9	1000.0	1013.6
Haydon	82 (72)	73 (32)	947.3	1000.2	1008.6
Secondary state funded average	70.4 (45.2)	70.8 (29.7)	983.5	998.6	

EBacc results in 2013

School	% pupils achieving the English Baccalaureate
Bishop Ramsey CoE	22
Nower Hill	27
Whitmore	42
Haydon	22
Secondary state funded average	22.8

Attendance:

School	Overall absence percentage	Persistent absence percentage
Bishop Ramsey CoE	4.4	2.8
Nower Hill	4.3	2.7
Whitmore	4.4	3.8
Haydon	5.7	6.1
National average	5.8	6.5

The sponsoring schools have considerable expertise at implementing curriculum and support strategies that enable all groups of students to make outstanding progress and achieve well. Attendance, progress and attainment statistics are consistently well above national averages for all groups of students, and are comparable with schools that have more advantaged and linguistically homogenous intakes. All of the sponsoring schools are within the top half of their 'similar school' profiles, with 6 within the top 15 of their similar schools.

Section E2 – evidence of engagement with the community

This proposal is being advanced by schools that already serve Pinner, where the high school Headteachers have daily interactions with their primary school colleagues and with local parents and residents. The educational vision outlined in this application reflects that local knowledge and experience to establish a curriculum and ethos that matches what parents already express a preference for when they select Nower Hill and Whitmore in the admissions process. These educational models have been developed in conjunction with parents and staff over time.

The community engagement included information about the educational proposals, and referenced that these proposals reflected the experience gained through working with the local community. Feedback during the engagement process focused upon the respective merits of this proposal and that being proposed by a faith school in the local area. This feedback was received verbally to Headteachers and staff, or by email and phone calls. This feedback included:

- A desire for the Harrow high schools to be more proactive in marketing within the local community, including in Hillingdon (which the high schools will undertake if this application is successful but did not previously undertake out of respect for the existing cluster arrangements within Hillingdon);
- A belief that this proposal would be more inclusive and more representative of its community than a school which admitted part of its intake based on faith, and where the sponsoring school had recently tightened its faith criteria with the effect of preventing some younger siblings being able to attend; and
- A belief that the proposal from the Harrow high schools would be more environmentally responsible and have a smaller traffic impact than a faith school that was likely to draw from a wider catchment.

Following discussions during the engagement phase the application has been altered in the following ways:

- The nature of the Reference Groups and their explicit focus to engage with the community (in Harrow and Hillingdon) has been clarified. An email to those who had signed up for 'updates about the project' while they were showing support for Pinner High outlined the proposals that are within this application. Several individuals have already responded stating their desire to be involved in the project if the application is successful.
- The inclusivity of the application has been emphasised.

F1 (a) Pre-opening skills and experience

The proposal for Pinner High School originated from the Harrow High School Headteachers' Group and those Headteachers will all be involved in supporting the successful establishment of the school. These individuals have experience of this role through The Jubilee Academy and recognise that they each bring particular skills and a range of perspectives. They also, both individually and through their colleagues within their schools, bring capacity to support with the range of tasks required in pre-opening – from reviewing proposed policies, to sharing and supporting the development of schemes of work, to developing the ICT solution, to providing subject and functional experts for recruitment and appointment processes.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

					
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[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Additional governors from the Pinner community will be recruited if the application is approved. Governors would then Chair the three Reference Groups that will be established (see section F2) – the Chair for each Reference Group would be determined once the community governors had been recruited.

F1 (b) Skills gap in pre-opening

The table outlines areas of expertise where the Core Group will seek additional input that may be not able to be sourced from within the staff at the sponsoring schools.

Skills/experience missing	How you plan to fill the gap
Capital project expertise	Include within the brief for a Reference Group and seek local residents / prospective parents to support the Governor lead identified above. The sponsoring schools have experience of being the client on capital projects (including sixth form buildings, Year 7 accommodation, and a whole school BSF pathfinder rebuild), and have experience of the EFA's processes for free school capital projects through The Jubilee Academy.
Marketing and PR	The sponsoring schools are experienced in marketing their schools, but recognise that establishing a new school offers a different set of challenges. The Reference Groups will provide fora for benefiting from the skills of the local community, and will aim to include representatives with professional background in marketing and PR. The schools have existing relationships with graphic designers and web-site developers who can undertake the work once it is briefed.
School development and growth	The sponsoring schools have successfully managed change and growth since the schools have all started sixth forms and gained Year 7 in recent years (resulting in 3 new years groups, a whole new Key Stage, and a 50% growth in pupil numbers at each school). Through The Jubilee Academy the Headteachers and colleagues have experience of planning and launching a school, but alternative provision is different to mainstream and crucially included both KS3 and KS4 students in the first year. Headteachers have already made links with colleagues they have worked with who are in or have worked at new schools to learn from their experiences, and this will continue and be extended to Governors meeting their Governor equivalents at other schools who are further through the process than Pinner High.

Section F2

The proposed governance arrangements for Pinner High School reflect:

- A belief that local schools should be governed locally;
- A belief that the governing body of a mainstream school should reflect the core stakeholders in the school, and have a majority of governors who are parents or employees; and
- The experience of the sponsoring schools in establishing The Jubilee Academy and the need to have a tight decision making structure during the pre-opening period, coupled with recognition that those processes that worked successfully for The Jubilee Academy need modifying to reflect the different stakeholder and admissions processes for Pinner High School

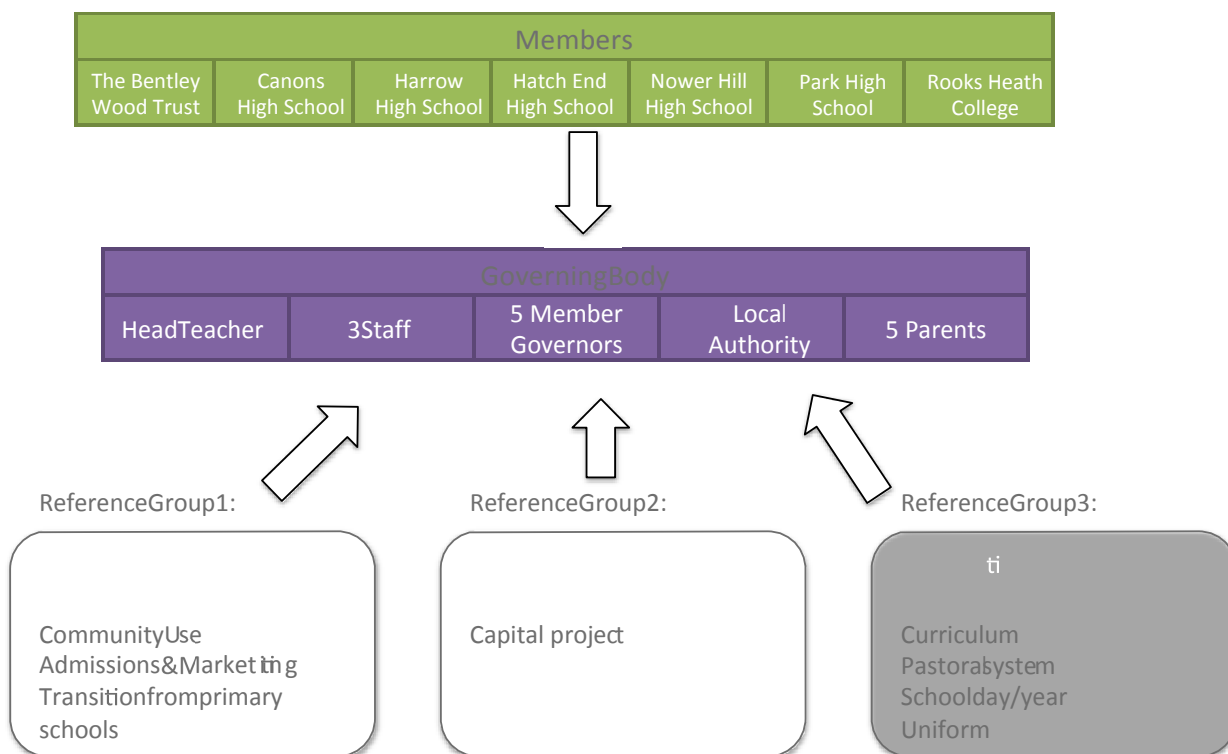
Legal structure

The sponsoring high schools have established a separate academy trust for Pinner High School. The academy trusts of the seven sponsoring high schools are themselves the members of The Harrow Secondary School Academy Trust that will establish Pinner High School.

This membership model is the same as is used successfully for The Jubilee Academy. Each of the sponsoring academy trusts has delegated authority to their Headteacher to exercise their responsibilities as member.

The Harrow Secondary School Academy Trust has been established based on the DfE template Articles of Association. [REDACTED], who provided the legal advice to the high schools during their original conversions and also for the establishment of The Jubilee Academy, managed the finalisation of the Articles of Association and Memorandum, and incorporated the trust on behalf of the members.

The following diagram summarises the proposed approach.



Potential to join a Multi-Academy Trust

This application has been submitted as a single school academy trust (via The Harrow Secondary School Academy Trust). This enables the sponsors to demonstrate the educational and financial viability of the school. The sponsoring schools have also submitted an application to establish a new primary school (Harrow View Primary School), which has also been submitted as a single school academy trust. If both applications are successful, the Governors will explore whether the two schools should be established within a shared academy trust. The sponsoring schools recognise the potential benefits of either of these approaches for educational reasons such as the potential for joint appointments and the improving of transition to high school, and also to secure financial efficiencies.

The remainder of section F has been written to demonstrate the viability of The Harrow Secondary School Academy Trust as a single academy trust. If Governors decide to instead establish Pinner High as part of a shared Trust with Harrow View, the expectation is that references below to the 'Governing Body' would become references to the 'Local Governing Body' but that the proposed composition, roles, and evolution of that group would continue as set out below. The scheme of delegation for a shared

trust would be 'school led', building upon the experience of The Bentley Wood Trust that includes Bentley Wood High School and Aylward Primary School.

Governance structure

Article 46 of the Articles of Association sets out that the Governing Body of the academy will consist of:

- Headteacher (ex-officio);
- 3 staff governors (2 teaching and 1 support staff members);
- 5 parent governors;
- 1 LA nominated governor; and
- 5 governors appointed by the members.

The total size is therefore 15, with parents and employees comprising 9 of these 15. This total size is considered appropriate for a secondary school that will have over 1,100 pupils once full.

Article 59 allows the Governing Body to co-opt additional Governors should it feel that is necessary.

Evolution of the Governing Body

The initial governors are:

- [redacted] (member appointed) – [redacted];
- [redacted] (co-opted) – [redacted];
- [redacted] (member appointed) – [redacted];
- [redacted] (member appointed) – [redacted]; and
- [redacted] (member appointed) – [redacted].

Article 46 sets out the structure of the Governing Body for once the school is open and parent and staff governors can be appointed. Prior to that point it is expected that the Governing Body will evolve as follows:

- [REDACTED] as a co-opted Governor from 1 September.
- [REDACTED], which is adjacent to the [REDACTED] site, and is proposed to become a Governor when she retires from [REDACTED] (and so is no longer LA linked); and
- Inclusion of local community representatives once the application is successful (as co-opted Governors). During the preparation of this application individuals from the community have volunteered to become involved, and nearly 400 have signed up to receive more information while completing the 'show your support' survey. If the application is successful it is proposed to seek nominations from the community for people to become co-opted governors for the period until 2 terms after the opening of Pinner High School. Governors would be sought who have one or more of the following skills sets / experiences:
 - Marketing and public relations
 - Architecture / surveying / construction / furniture and equipment / interior design
 - Legal (especially commercial, construction, or public law)
 - Financial management, including company accounts / audit
 - Business starts ups and growth
 - Local residents with school age children and / or extensive community knowledge

It is intended to have a Governing Body of approximately 10-12 in the period until opening, comprising approximately half from high schools and half from other backgrounds.

To support the Governing Body and to build local ownership of the school as part of its soft marketing approach there would be three Reference Groups that would advise the Governing Body. These would be chaired by Governors but provide the opportunity to engage in iterative dialogue with local residents and prospective parents while also harnessing the skills and knowledge of the community. The Reference Groups would be:

- PHS in the Community: This would include marketing, admissions, relationships with and transition from primary schools, community use of the school / site;
- PHS site and facilities: This would include the oversight of the capital project process and providing support to the Design User Group; and
- Education at PHS: This would include the curriculum, pastoral system, school day and year, and uniform.

These Reference Groups would work with the whole of the natural catchment of Pinner High School and so cross the borough boundary between Harrow and Hillingdon. While

this application has been developed by Harrow high schools, the expectation is that Pinner High School becomes embedded in its family of schools and geography determines that approximately half of its pupils and feeder primary schools would be expected to come from each of Harrow and Hillingdon.

The Headteacher Designate would join the Governing Body from the time they took up post (and be invited to any meetings between appointment and starting the role).

Once the school opened:

- 2 staff governors (one teacher and one support staff) would be appointed by nomination and, if necessary, election by the appropriate staff; the second teacher governor would be appointed in year 2;
- 2 parent governors would be elected (with a further 2 in year 2, and the fifth one in year 3); and
- The initial governors, both those appointed by the members from the sponsoring schools and those co-opted from the community, would step down during spring and summer 2016 (with potential for some of the community co-opted governors to either become member appointed governors or be co-opted by the governing body).

This process ensures a manageable evolution of the Governing Body with Governors having staggered 'end of term' dates and provides opportunity for the first three cohorts to directly elect parent governors.

Roles and responsibilities

The Harrow Secondary School Academy Trust will have clearly defined roles and responsibilities. These will be split into two phases (pre-opening and open), and will be articulated through a Scheme of Delegation. The Scheme for once Pinner High is open will be based upon those in operation at the sponsoring high schools, which are themselves based on a common template that complies with DfE and EFA requirements and guidance.

The Scheme for the period pre-opening will itself cover the period until the Headteacher Designate begins in post and will then be refined to reflect the transfer of many responsibilities to that postholder. A separate Scheme is required for the pre-opening period to reflect the range of decisions that need to be made and the absence until the Headteacher Designate is appointed of any staff to delegate decisions to. This Scheme will be modelled upon the one used successfully by the sponsoring high schools during the establishment of The Jubilee Academy, modified to take account of lessons learned

through the Jubilee process and to reflect the differences between mainstream and alternative provision schools.

The Scheme for the pre-opening period is due to be approved by the Governors during the summer term 2014 to ensure that it is operational from the point that the DfE approves the application.

Governing Body operations until the end of term 1 as an open school

The Governing Body will meet monthly from the point of DfE approval until the end of the first term when Pinner High School is open. This will be a full Governing Body meeting, focused upon programme management. It would be a short meeting of approximately 60 minutes each time. This process worked very successfully for the establishment of The Jubilee Academy. It has the following benefits:

- It ensures that all Governors are continuously involved in the project;
- It ensures that everyone remains aware of the overall programme and deadlines and that any change required is quickly identified and considered; and
- It ensures that the Governing Body can react quickly to any new situations, and ensure that it is able to engage effectively and quickly with the DfE and EFA in a manner that includes all Governors (so not relying on 'Chairs' action' or delegations too extensively).

The monthly meeting requirement largely negates the need for standing committees, and the Reference Groups would provide the structure for more discursive engagement with broader groups that then feed into the Governing Body. Experience from The Jubilee Academy recognised the potential value of time and task limited project groups relating to:

- Headteacher and SLT recruitment; and
- Capital project development

It is envisaged that the first of these would be a sub-set of the Governing Body, while the latter would be specific Governors who worked with the Reference Group with a degree of delegated authority to progress proposals (with final approval via the full Governing Body).

Conflicts of interest

Pinner High School is being established by other local high schools. The members of The Harrow Secondary School Academy Trust all want Pinner High to be a high quality school that is popular within its community.

We understand a conflict of interest to be between the interests of Pinner High School and the personal or professional interests of individuals. In light of the proposed governance structure the following table outlines potential conflicts of interest and the proposed way of managing these. It should be noted that the sponsoring academy trusts have experience of working together to resolve conflicts of interest through their sponsorship of The Jubilee Academy.

Potential conflict	Proposed approach / mitigation
Success of Pinner High threatens either numbers or pupil profile at a member high school (which may be represented on the Governing Body)	Members have submitted this application in the knowledge of the proposed size of Pinner High, and are aware that in the first two or three years the full 180 places are not required for local place planning demand and so would create surplus capacity in other schools in Harrow and / or Hillingdon.
Proposed changes to a member high school (which may be represented on the Governing Body) threatens either numbers or pupil profile at Pinner High	The member, and any governor of Pinner High who was an employee or governor of the member, would withdraw from any Pinner High discussions / votes on the topic.
Governor has employment / ownership relationship with a firm who may supply Pinner High	The governor would withdraw from any discussions / votes on the topic
Proposal to jointly appoint or share staff between Pinner High and member high school(s)	The member, and any governor of Pinner High who was an employee or governor of the member, would withdraw from any Pinner High discussions / votes on the topic.

All Governors will be required to complete a Register of Interests declaration annually and to inform the Clerk of any changes during the year.

In the course of meetings or activities, governors will disclose any interests in a proposed transaction or decision where there could be a conflict. The other governors will then determine whether the individual should remain part of the discussion or process and / or whether they should be able to vote on the issue in question.

Once the school is established, it would be expected to adopt the same policies as the sponsoring academy trusts. These include policies relating to prevention of bribery,

prevention of fraud, and require the maintenance of the Register of Interests by Governors and staff.

There is no expectation of significant contracts between any of the members and Pinner High School. The only envisaged financial relationships are:

- Potential for joint staff appointments and / or part-time secondments of staff between schools to enable Pinner High to recruit and retain the best staff (by giving them access to KS4 and / or KS5 teaching) and enable Pinner High to offer a full curriculum with specialist staff when it may not have the internal demand for full-time staff (such as music and art in early years when there is insufficient curriculum need for dedicated staff); and
- Joint procurement of external services building on the existing collaboration between the member academy trusts

F3 (a) Proposed governors

All of the Governors listed below are also included on the table in section F1 (a).

The Governing Body for Pinner High School:

- Includes representation from high schools that already serve Pinner, so bringing local knowledge and community credibility;
- Ensures that the Harrow high schools have the collective capacity required to deliver Pinner High School successfully alongside their existing school commitments / priorities and the Harrow View Primary School proposal that has also been submitted; and
- Provides development opportunities for outstanding senior leaders within the high schools as part of their preparations to become headteachers.

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

██████████	██████████	██████████	██████████	██████████	██████████
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As outlined in F2, additional governors from the Pinner community will be recruited after the application is approved.

F3 (b) Skills gap for governing body

The Governing Body will be advised by [REDACTED] and [REDACTED] and will have access to the Core Group as outlined in F1. The skills gaps for the Governing Body currently are the same as those for the Core Group outlined in F1(b) and the the gaps are intended to be filled by the recruitment of co-opted governors from the Pinner community who have the skills outlined in section F2.

Section F4

The Headteacher Designate post is of paramount importance to Pinner High. Learning from their experience in establishing The Jubilee Academy, the sponsoring schools intend to have this person in post for at least a year before opening (i.e. by September 2015), and seek early / part-time release for some of the summer term prior to that. This reflects the volume of work to be undertaken and the desirability of the Headteacher establishing a public presence as part of the admissions process for the first Year 7 cohort.

The role

The Headteacher Designate will be the first employee of Pinner High School and will be responsible for managing its successful launch as an operating school and then managing its growth to over 1000 students and over 100 staff; from a budget of approximately ██████████ in pre-opening to one of over ██████████ / year. Starting and growing a school is a different role to that which most headteachers undertake.

The sponsoring high schools include a range of very experienced Headteachers who include Ofsted inspectors and National Leaders of Education. The group brings significant capacity to the establishment of Pinner High. There is a philosophy of outstanding continuing professional development within the schools. As a result, the schools look forward to the recruitment of the Headteacher Designate with confidence that they would be able to appoint the best candidate whether this is a more experienced individual who has previous headship experience or whether it was a first time head who shows considerable potential and where the group could collectively provide mentoring and support to support their transition into headship.

The Governing Body recognises that it needs to provide the professional space and opportunity for the Headteacher Designate to establish themselves and manage the tasks required to open the school successfully. Governors also recognise that they have an essential role in supporting that individual (who initially will be the only employee) and to provide the professional and personal support that the Headteacher Designate will need. Many of the initial Governors are themselves headteachers or senior leaders in schools and will recognise and respect the delegated authority that the Headteacher requires; the experience for the local Headteachers of recruiting and supporting the Headteacher Designate for The Jubilee Academy (of which the initial Governors were the high school headteachers) has provided a model for this locally which will work equally successfully for Pinner High.

Within that philosophy, part of the Headteacher Designate's role will be to challenge the contents of this application. The sponsoring high schools have sought to submit an application that provides clarity about key elements of the vision, culture, and ethos of Pinner High along with sufficient detail about the education and staffing plans to demonstrate that Pinner High would be viable and has the basis of an outstanding school. But the schools fully expect to recruit a Headteacher Designate who will challenge the information in this application, test it based on their experience, refine it as they learn more about the community and recruit staff, and ultimately recommend changes to the proposals in this application where they believe change would improve the school.

An essential part of the role will be to develop and communicate a vision of excellence for Pinner High that makes prospective staff want to work there and makes prospective parents entrust the school with their children. Engaging with these two key stakeholder groups, building awareness and excitement about Pinner High, will be essential for the successful launch of the school. The Headteacher Designate will lead these processes. They will visit the primary schools, engage with local groups, run the open evenings, draft job descriptions, work out the best recruitment strategies for different posts, and network within local and professional communities. The need to do this effectively, and for the Headteacher Designate to own this work and these relationships, is a significant reason for wanting the role filled at least a year before opening.

Beyond the 'big picture' a Headteacher Designate role requires an outstanding grasp of the details. Pinner High will have few staff in the pre-opening phase, and the Headteacher Designate will need to make an enormous number of decisions that there is no one else to make (compared with the situation for senior leaders in secondary schools that are well established and have full support teams) – from branding, to catering, to ICT strategy and hardware choices, to capital project issues, to the details of the school day, the uniform and so forth. Translating the vision into nitty-gritty decisions across so many areas of work requires attention to detail and a very organised approach. The sponsoring high schools will support the Headteacher Designate in this work, both with experience gained from The Jubilee Academy and also through access to staff with the relevant expertise from across the high schools, and the project manager will work with the Headteacher Designate to plan and manage the range of work required.

Within their role, the Headteacher Designate will need to continually balance perspectives that could be in conflict, such as:

- The focus upon short term needs (for instance regarding staff recruitment for the first year of operation) with the requirements of the longer term vision (how staff might develop, probable leadership vacancies in the future as the school grows);

and

- The need to focus internally upon Pinner High School and it being a self-standing school balanced with the opportunities presented through the high school collegiate to share and learn from best practice, to 'piggy back' onto systems or processes working effectively elsewhere, to jointly recruit or share staff.

The sponsoring schools will be looking to recruit a Headteacher Designate who will succeed at Pinner High within a context of helping the local family of schools collectively improve and further strengthening their collaboration. The Headteacher Designate will not have an isolationist personality.

The skills and attributes required

To achieve the role successfully, it is likely that the Headteacher Designate will have the following skills and attributes:

- Leadership skills, including strong self-awareness;
- The ability to develop and articulate a vision that inspires others;
- An ability to identify high quality individuals, recruit them, and help them develop;
- Strong self-motivation and an optimistic outlook;
- A team player who believes in local schools working together;
- Inner strength and conviction;
- Highly personable, excellent communication skills, and able to form relationships quickly and effectively;
- Strong organisational skills; and
- Ability to manage change and uncertainty, and a flexibility of approach to respond to opportunities and challenges positively.

It is a given that the individual will have QTS and successful secondary-phase senior leadership experience.

Strategies to recruit an outstanding candidate

The schools do not have a proposed Headteacher Designate. The sponsoring schools believe that Headteacher posts should be advertised and made available to as wide a field of candidates as possible. The sponsoring schools are experienced in recruitment, as are Governors of those schools.

The Headteacher Designate of Pinner High School will be an attractive role. For individuals considering new school headships, Pinner High will have the following attractions:

- A community where learning is valued, families engage, and students achieve well at primary phase;
- An educational community where collaboration is strong and local primary and high schools are high performing;
- Sponsors who are themselves high performing schools and have previously established a free school where the Headteacher Designate had significant freedom to establish the vision, culture, and curriculum for the school, but was able to call upon the skills from across the other high schools; and
- An outstanding site – the [REDACTED] site is unusually good for a secondary phase free school in London as a result of it already being a school and having on-site playing fields

In order to encourage suitable individuals to apply, the sponsoring schools will:

- Encouraging local senior leaders – the high schools in Harrow already run their own extensive internal professional development for aspiring senior leaders and aspiring Headteachers and there is a strong track record of these individuals then securing promotions within and beyond Harrow. Individuals going through these programmes are aware of the Pinner High proposal and will be looking for headship roles around the time that Pinner High is advertised;
- Building awareness – the leadership teams of the high schools have extensive personal networks across west and north London and will be raising awareness of the Pinner High opportunity with potential candidates prior to the post being advertised; and
- Timing the process effectively – recruiting for September 2015 provides the strongest potential field, and advertising early in January 2015 is the peak time to secure potential candidates to provide certainty for individuals and for the school.

The schools want the Headteacher Designate to know that they have the professional freedom to succeed, and the evolution of the individuals on the Governing Body is central to ensuring that candidates understand that the relationship between local Headteachers will be as colleagues. The Jubilee Academy project showed the benefit of having Headteachers on the Governing Body in the period until opening – it provides professional support to the new Headteacher and it enables the new Headteacher to access relevant individuals in other schools very quickly via the Headteachers – but the

differences between an alternative provision and a mainstream school are reflected through the swifter evolution of the Governing Body for Pinner High.

The timeline

Timeframe	Action
Autumn 2014	Raise awareness of the vacancy via sponsoring schools networks
January 2015	National advert (TES / TES Online / dedicated website)
February 2015	Selection / appointment process Offer made and accepted for 1 September start
March / April 2015	Seek to agree early part-time release from current post, potentially from May half-term

The timetable:

- Advertises at the peak time for Headteacher posts to maximise the potential field; and
- Allows scope for a second advertisement cycle, or a process using recruitment consultants if desired, before the resignation date for a September 2015 start (30 April for serving Headteachers, 30 May for other staff).

The sponsoring schools are aware of the actions required to undertake recruitment successfully.

Salary and affordability

Pinner High would adopt, as the sponsoring schools have and as The Jubilee Academy has, School Teachers Pay and Conditions and the burgundy book. Accordingly, the Headteacher post would be within group 6 (based on the profile of the school in year 5 of operation) and rise to group 7 as sixth form students join the school.

The proposed ISR for the post is L29 to L35 initially with a review in year 4 to prepare for the sixth form growth. This reflects the situation that Deputy Headteachers in local high schools – several of which are PAN of 250 or above – are on ranges that reach to L28.

This salary has been factored into the financial model.

Section F5 (existing providers and any new applicants seeking to open more than one free school)

The following table provides the Ofsted judgements of the Harrow high schools and the link to their DfE performance tables, highlighting those which are members or where the Headteacher is an initial governor.

CVs for each Headteacher have been provided. These Headteachers, supported by outstanding colleagues where appropriate, will provide the educational support to the Headteacher Designate and new senior team.

School	Role for Pinner High	Ofsted judgement / date	Ofsted report link	DfE performance table link
Bentley Wood High School	Member	Outstanding May 2012	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137178	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137178&superview=sec
Canons High School	Member	Outstanding June 2013	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137199	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137199
Harrow High School	Member	Good March 2014	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137177	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137177
Hatch End High School	Member	Good November 2013	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137204	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137204
Nower Hill High School	Member	Outstanding May 2012	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137028	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137028
Park High School	Member	Outstanding May 2013	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137075	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137075

Rooks Heath College	Member	Outstanding July 2012	http://www.ofsted.gov.uk/inspection-reports/find-report/provider/ELS/137198	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137198
Whitmore High School	HT a Governor	Outstanding May 2007	http://www.ofsted.gov.uk/inspection-reports/find-report/provider/ELS/102239	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=102239
Sacred Heart Language College		Outstanding March 2014	http://www.ofsted.gov.uk/inspection-reports/find-report/provider/ELS/102243	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=102243
Salvatorian College		Requires Improvement October 2012	http://www.ofsted.gov.uk/inspection-reports/find-report/provider/ELS/138458	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=138458

Bentley Wood High School is an approved academy sponsor and has sponsored Aylward Primary School which converted to academy status within The Bentley Wood Academy Trust on 1 April 2014.

The Harrow Secondary School Academy Trust has been set up as a single-academy trust. The sponsoring schools have also established a single-academy trust for the proposed Harrow View Primary School (application also submitted May 2014), and previously established a single-academy trust for The Jubilee Academy.

If the applications for Pinner High and Harrow View Primary are both approved, the members would consider whether the two schools should be established within a single-trust (i.e. as two academies within a multi-academy trust). The applications have been prepared as stand-alone single-academy trusts since this enables the sponsoring schools to demonstrate that each school is educationally and financially viable as a stand-alone entity operating with the support of the other local schools. Establishing both schools within a single trust would increase certain educational and operational opportunities, but the sponsoring schools did not want to make either application dependent upon the other.

The sponsoring schools are all separate academy trusts. They do not have a central services infrastructure in the way that a 'chain' multi-academy trust may have. Instead they collaborate in the procurement of services since this results in better value and greater opportunity for local school to school support through consistent approaches and policies. It is expected that Pinner High and Harrow View Primary would both take

advantage of these arrangements. These include a shared HR/payroll provider, the same auditor, the same legal support, use of the same finance and MIS software. The Jubilee Academy has already been incorporated into these arrangements successfully. This ethos of collaboration where it makes sense from economic and / or service effectiveness perspectives is well established within the Harrow high schools.

F6 (existing providers and any new applicants seeking to open more than one free school)

As outlined for F5, The Harrow Secondary School Academy Trust has been set up as a single-academy trust. The sponsoring schools have also established a single-academy trust for the proposed Harrow View Primary School (application also submitted May 2014), and previously established a single-academy trust for The Jubilee Academy.

If the applications for Pinner High and Harrow View Primary are both approved, the members would consider whether the two schools should be established within a single-trust (i.e. as two academies within a multi-academy trust). The applications have been prepared as stand-alone single-academy trusts since this enables the sponsoring schools to demonstrate that each school is educationally and financially viable as a stand-alone entity operating with the support of the other local schools. Establishing both schools within a single trust would increase educational and operational opportunities, but the sponsoring schools did not want to make either application dependent upon the other.

The sponsoring schools are all separate academy trusts. They do not have a central services infrastructure in the way that a 'chain' multi-academy trust may have. Instead they collaborate in the procurement of services since this results in better value and greater opportunity for local school to school support through consistent approaches and policies. It is expected that Pinner High and Harrow View Primary would both take advantage of these arrangements. These include a shared HR/payroll provider, the same auditor, the same legal support, use of the same finance and MIS software. The Jubilee Academy has already been incorporated into these arrangements successfully. This ethos of collaboration where it makes sense from economic and / or service effectiveness perspectives is well established within the Harrow high schools.

Section G: Budget planning and affordability

Section G1



Section G2



G3 Financial resilience to reductions in income



Section H: Premises

The Premises section of the Execl application form has been completed.

The sponsoring schools have experience of the difficulties of finding suitable sites through their sponsorship of The Jubilee Academy which opened in October 2013 in temporary accommodation and for which a permanent site has not yet been found (with the EFA having been gazumped or outbid twice on potential sites).

The site of the current [REDACTED] is known to be becoming vacant, and it is known that the owners of the site, [REDACTED], [REDACTED]. In accordance with the guidance for applications, the schools have initiated no direct contact with the [REDACTED] regarding the availability of the site, but have received a letter from the [REDACTED], the text of which is reproduced below, which was received during the engagement process.

The sponsoring schools know that the EFA is aware of the site and intending to examine whether it can purchase the site once it becomes available. The schools understand that this will be affected by the valuation put on the site by the [REDACTED], which itself will be influenced by the actual or anticipated planning designations for the site.

The schools confirm that they have no funds available for site acquisition.

The following image shows the site.



Text of letter received from GDST to [REDACTED], [REDACTED]:

[REDACTED]

Annexes

CVs of Core Group and Governors

Letter of support from Harrow Council

Engagement leaflet

Maps of evidence of demand for 2016 and 2017 entry

CV template		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Last three roles	[REDACTED]
		[REDACTED]
		[REDACTED]
5.a	School performance	[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]

CV template		
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8.	<p>Reference names(s) and contact details</p>	

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2.	Area of expertise	[REDACTED]
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		[REDACTED]
		[REDACTED]
5.a	School performance	[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief	[REDACTED]

CV template		
	comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

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6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

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3.	Last three roles	[REDACTED]
		[REDACTED]
		[REDACTED]
5.a	School performance	[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
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CV template		
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8.	Reference names(s) and contact details	██████████

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2.	Area of expertise	[REDACTED]
3.	Last three roles	[REDACTED]
		[REDACTED]
		[REDACTED]
5.a	School performance	[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV template		
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2.	Area of expertise	[REDACTED]
3.	Last three roles	[REDACTED]
		[REDACTED]
		[REDACTED]
5.a	School performance	[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

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2.	Area of expertise	[REDACTED]
3.	Last three roles	[REDACTED]
		[REDACTED]
		[REDACTED]
5.a	School performance	[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
		[REDACTED]
7.	Optional: brief comments on how the role you played	[REDACTED]

CV template		
	helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Details of your last three roles including: <i>f</i> name of school/ organisation <i>f</i> position and responsibilities held <i>f</i> length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <i>f</i> name of school/ organisation <i>f</i> position and responsibilities held <i>f</i> length of time in position	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <i>f</i> date of qualification <i>f</i> professional body membership number <i>f</i> how your qualifications are maintained	[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

7th May 2014

[REDACTED]
[REDACTED]
Nower Hill High School
George V Avenue
Pinner
HA5 5RP

Sent by email: [REDACTED]

Dear [REDACTED]

Support for Pinner High School free school application

I am writing to confirm the support of Harrow Council for the proposal by Harrow's high schools to establish Pinner High School as a free school on the [REDACTED] if the EFA is able to secure the site.

Harrow has a track record of working with all schools regardless of status and with proposers of free school proposals. This is critical to the success of the local authority in its role as education commissioner and is central to the Council's aspiration for all schools to be members of the family of schools in Harrow and at the heart of their communities. The Council considers the proposed collaboration between the high schools offers real potential for the children and families in Harrow. In addition, linking the government's free school programme to bring forward additional places with the council's strategic planning is essential to ensure sufficient high quality places are secured and resources are used efficiently.

It would be important that the admissions arrangements to the new school were fully inclusive for the local community to ensure the provision meets the demand for additional school places in the area.

We would hope that the Governing Body would include local authority governor membership and that there would be a positive working relationship with the school and Council in the interests of the children and families.

Harrow Council, like many London boroughs, is experiencing high demand for school places and projections indicate that we will need a new high school as part of the solution to meet the demand. In November 2013, Harrow Council agreed its Secondary School Place Planning Strategy that identified a new free school as one of the strands for Phase 1 to deliver the places required by 2018. We recognise the merits of the [REDACTED] site, and appreciate the proposed opening in 2016 to more accurately coincide with the demographic demand.

There is also increasing demand for specialist provision for children with special educational needs, and the Council and schools share a desire to have a continuum of local provision that allows children to attend school in an appropriate setting and as close to home as possible. In July 2013, Harrow Council agreed its Special School SEN Placements Planning Framework. One of the key proposals in the Framework is to increase the choice and number of places at mainstream schools for primary and secondary-age pupils with moderate learning difficulties and autism. The Council welcomes the proposed inclusion of additional resourced provision for children with autistic spectrum disorders within Pinner High School as it would contribute to the overall provision in Harrow in line with the Council's strategy.

We welcome that local schools have shown the desire to share their expertise and to jointly create additional high quality places. We believe that this gives the new school every prospect of quickly becoming an outstanding school of choice, and will enable the school to be fully integrated into local partnership working.

We would be happy to provide any further information that the DfE might request in their consideration of the application.

Yours sincerely

[Redacted signature]

Cc

[Redacted name]

Open Box Consulting

[Redacted name]



PINNER
HIGH SCHOOL

A new high school for the whole Pinner community

Show your support before Friday 25 April 2014 www.pinnerhighschool.org.uk

HARROW'S HIGH SCHOOLS ARE PROPOSING TO ESTABLISH A NEW SECONDARY SCHOOL, PINNER HIGH SCHOOL, FOR LOCAL STUDENTS AGED 11-18 ON THE SITE OF THE CURRENT HEATHFIELD SCHOOL.

THIS LEAFLET GIVES MORE INFORMATION ABOUT THE PROPOSAL, AND EXPLAINS HOW PARENTS CAN DEMONSTRATE THEIR SUPPORT FOR PINNER HIGH SCHOOL.

WHY IS PINNER HIGH SCHOOL BEING PROPOSED?

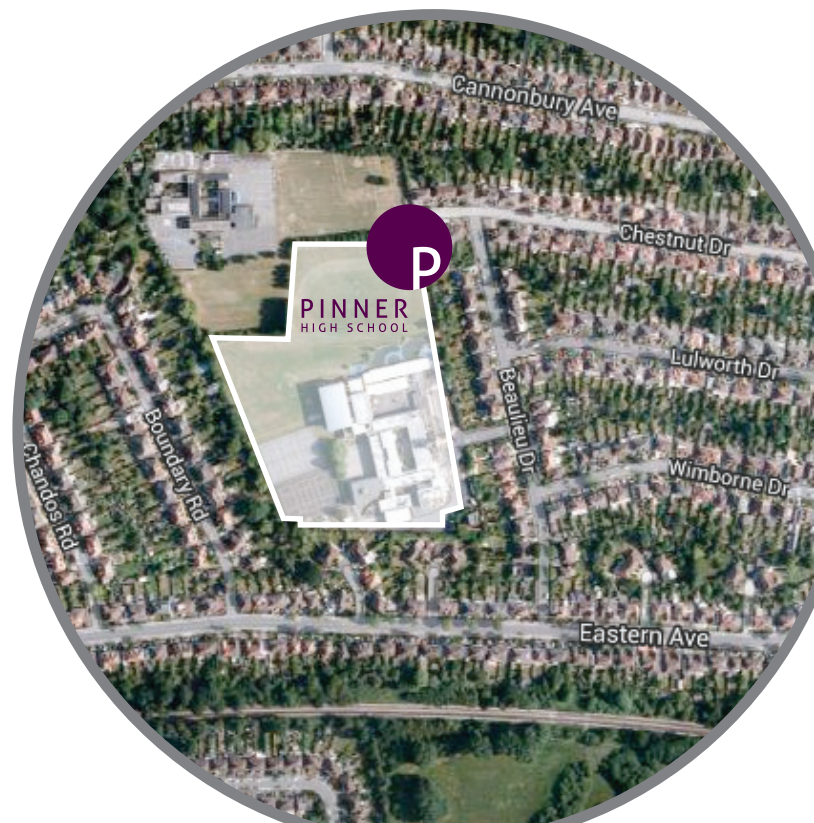
Pinner High School is being proposed for three reasons:

- 1 Local schools are heavily over-subscribed**
Nower Hill and Whitmore high schools nearby are consistently over-subscribed and received nearly 750 first choice preferences for entry in September 2014 (compared to 570 Year 7 places available);
- 2 Demand for places is going to increase**
The number of children in primary schools in Harrow and Hillingdon is rising significantly and these children will begin to reach high school age from the middle of the decade – more local school places will be required to meet this demand;
- 3 The site**
Pinner High School is proposed to be situated on the site of the current Heathfield School (adjacent to Cannon Lane Primary School) which is due to relocate in summer 2014. It is rare to find such a good site, with enough outdoor space, in London. The site should become a school for the whole local community.

WHAT IS PINNER HIGH SCHOOL?

Pinner High School would:

- Open in 2016 on the site of the current Heathfield School;
- Have 180 places a year for students to join Year 7;
- Be for students aged 11-18, including a sixth form on site that is part of the thriving Harrow Sixth Form Collegiate;
- Include a centre to support 12 children on the autistic spectrum to access a mainstream curriculum;
- Be established by existing successful local high schools; and
- Admit children of all faiths and none, giving priority to local children (and siblings from the second year of being open).



WHAT WOULD THE ETHOS OF PINNER HIGH SCHOOL BE?

Pinner High School would be an inclusive, community school that is characterised by:

- expecting the highest standards from students and staff;
- a calm, friendly, and disciplined environment with positive relationships;
- a curriculum that excites and stretches all students;
- knowing every student and supporting their personal development;
- working in partnership with families and the wider community;
- continual self-evaluation and improvement; and
- preparing students to have the skills and knowledge required to progress successfully from school.

WHAT WOULD STUDENTS LEARN?

The curriculum builds on the experience of Harrow's high schools in meeting the needs of local children.

The Key Stage 3 curriculum in Years 7 and 8 would include approximately half of the timetable for English, Maths, Science, and Modern and Community Languages. The broad and balanced curriculum would include humanities, art, design and technology, PE, drama, music, ICT / computing, and PRE (philosophy, religion and ethics). There would be structured programmes to stretch those with particular strengths in different subjects and to support those who did not achieve Level 4 at Key Stage 2.

The Key Stage 4 curriculum would have a core GCSE curriculum in English, Maths, Science, PE, and PRE, including banding to ensure appropriate stretch and challenge. Students would then select options depending upon their interests and abilities, which would include EBacc options and pre-apprenticeship opportunities.

The compulsory school day and school year at Pinner High School would be similar to other local schools, with extensive opportunity for extra-curricula activities beyond the core day.



WHO IS PROPOSING PINNER HIGH SCHOOL?

Pinner High School is being proposed by local high schools in Harrow, who already receive students from the likely catchment of Pinner High School. These schools believe that a new school in Pinner should be for the whole of the local community.

The high schools in Harrow are very successful – seven of the ten schools, have 'Outstanding' judgements in their most recent Ofsted inspections.

Integrating Pinner High School with other local secondary schools also enables it to benefit from their programmes of staff development, to share staff during the first years when Pinner High will have only some year groups (so ensuring sufficient specialisation of staff and helping recruitment and retention), and to work with other schools on developing the detailed curriculum.

The high schools proposing Pinner High School are Bentley Wood High School, Canons High School, Harrow High School, Hatch End High School, Nower Hill High School, Park High School, Rooks Heath College, Sacred Heart Language College, Salvatorian College, and Whitmore High School.

HOW WOULD STUDENTS BE ADMITTED?

Pinner High School would be open to all local students, irrespective of faith, gender, ethnicity, or background. It would be an inclusive community school. Like those schools, almost all places would be given to children who live closest to the school (and siblings from the second year of being open).

HOW DO I SHOW MY SUPPORT?

The application to the Secretary of State needs to show the support for the school, especially from parents of children who are due to start Year 7 in September 2016 or September 2017 (currently in Year 3 and Year 4). If you have children of this age and support the establishment of Pinner High School, please complete the form at www.pinnerhighschool.org.uk before Friday 25 April 2014.

WHAT HAPPENS NEXT?

The application to establish Pinner High School will be submitted to the Secretary of State in May 2014, with a decision anticipated around the end of term in July. If that decision is 'yes', the Government will try to secure the Heathfield site, detailed preparation and planning for the school would begin, and the Headteacher Designate would be recruited to start in September 2015.



Show your support by Friday 25 April 2014 at: www.pinnerhighschool.org.uk