



Department  
for Education



**NORTH BRENT**  
SCHOOL

# Free school application form

Mainstream, studio, and  
16 to 19 schools

**Published: December 2015**

Insert the name of your free school(s) below using BLOCK CAPITALS

**NORTH BRENT SCHOOL**

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## Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
<b>Section A:</b> Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. <b>Independent schools only*</b> : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. <b>Independent schools only*</b> : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. <b>Independent schools only*</b> : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. <b>Re-applications only</b> : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: <b>Free School Application - School Name: [insert]</b> with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gsi.gov.uk">FS.applications@education.gsi.gov.uk</a> before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. <b>Studio schools only</b> : Have you emailed a copy of your application to the Studio Schools Trust at: <a href="mailto:applications@studioschooltrust.org">applications@studioschooltrust.org</a> ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below?  Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

\* 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	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</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 background information and glossary document;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg 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:** [REDACTED]

**Position:** [REDACTED]  
[REDACTED]

**Print name:** [REDACTED]

**Date:**

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

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

## Section C – vision

### Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

North Brent School will be an academically stretching school that focuses on achieving very strong educational outcomes for all, both in absolute terms and by progress from starting points. Utilising the experiences of its sponsoring schools and led by an experienced and successful Executive Headteacher, North Brent School will help students become confident, articulate, enterprising adults who are able to fully participate in our local and global society.

These strong outcomes will be achieved through:

- A culture of very high expectations for all and no excuses – background does not limit achievement;
- Excellent recruitment and training and development of staff; and
- Attention to detail throughout the school, from expectations of uniform and behaviour, through effective management of resources, to measuring the impact of interventions upon progress and achievement.

The three sponsoring schools are all highly successful. All three are over-subscribed. Results and student progress at all three schools are strong; Wembley High, for example, is in the top 50 schools nationally for its GCSE results and has been in the top quintile for all schools and similar schools for at least five years – its 2015 results placed it first out of 55 on the DfE’s “similar school” performance table. Destinations at Year 13 include high levels of progression to Russell Group universities – 95% of Year 13 leavers at Wembley High went to University, including extremely high progression from students eligible for pupil premium. The for vision for North Brent School is founded upon the tried and tested success of the sponsoring schools. These schools – in particular Wembley High Technology College – already serve the likely student cohort for North Brent School, and ██████ already has an excellent and established reputation in the local community.

### Rationale

The rationale for North Brent School is based upon the demographic demand for secondary school places within Brent. The Council’s projections show a need for additional school places from 2018/19, with the equivalent of two or three new secondary schools in Brent by 2022 (depending on the size of available sites).

## **Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

There are two reasons why these projections may be cautious:

- They are based on historical transfer rates, which have included significant numbers of parents in some parts of the borough choosing schools in other council areas. If those parents have less choice as demand for places increases, the transfer rate within Brent would rise and the demand for places would exceed supply sooner.
- They include no allowance for surplus places to provide for parental choice – a 3% surplus would require an additional 100 places a year.

### **Vision and Ethos**

Our vision and expectation is that North Brent School will be an outstanding school. By this we mean one where all students make outstanding progress and achieve their potential, which results in outstanding achievement for each and every cohort that sits public examinations.

We also believe that an outstanding school is one that helps its students mature from 11 year old children to 18 year old young adults, equipping them with the attitudes and skills – as well as knowledge – to enable them to be positive and successful members of our local and global society.

North Brent School will be a school founded upon traditional values. There will be a smart uniform that is consistently enforced. Expectations of student punctuality and attendance will be high. Discipline and behaviour will be based upon mutual respect, with clear rewards and sanctions.

The curriculum will be academic, because we know that all children can and should succeed. North Brent School will have a focus upon the STEM subjects, in particular science and mathematics. During Key Stage 3 (Years 7 and 8) approximately half of the timetable will be devoted to Maths, Science, and English, with the broad and balanced curriculum also including music, drama, PE, art, history, geography, ICT / computing, and languages. During Key Stage 4, students will be supported to make GCSE choices in option blocks, while following a core curriculum of English, Maths, and Science. The vast majority of students will be expected to achieve the English Baccalaureate (English, Maths, two Sciences, a language, and a humanity at GCSE).

### **Targets**

North Brent School believes that every child joining the school has an entitlement to a quality of education that enables them to identify and then realise their ambitions. Our



## Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

headline targets are therefore:

- Progress 8 measure of 1.0+ (in 2014 only 13 schools nationally achieved this);
- 50% of GCSE grades awarded equivalent of A\*-B grades;
- An English Baccalaureate success rate of double the national average;
- 100% of students progressing to university or apprenticeships;
- Over 25% of students progressing to Russell Group universities;
- 90% A\*-C in Maths with 45% at A\*-A or grades 8+9; and
- 90% A\*-C in two sciences with 45% at A\*-A or grades 8+9.

These targets are deliberately stretching. They reflect our intention to create a school that from its very first day is removing barriers to achievement and raising the horizon and expectations of our students. We know that these targets are achievable as they reflect the current performance of Wembley High.

### Governance and leadership

North Brent School will be established within Brent Academies Trust. This is a new trust, established using the DfE multi-academy trust Articles of Association. The academy trusts of the three sponsoring schools are the members of Brent Academies Trust, and are able to appoint the majority of the Board of Trustees. This structure:

- Enables North Brent School to benefit from the expertise and resources of three sponsoring schools, who already work well together, sharing resources and providing challenge to each other;
- Reflects the partnership approach of schools within Brent Schools Partnership to addressing the demographic need for more school places. Establishing the school within one of the sponsoring school trusts, rather than via a separate trust, would not have enabled all three schools to be involved in the strategic governance via collectively appointing Trustees; and
- Allows for the growth of the Trust in future.

**Section D – education plan: part 1**

	2017	2018	2019	2020	2021	2022	2023	2024
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		180	180	180	180	180	180	180
Year 8			180	180	180	180	180	180
Year 9				180	180	180	180	180
Year 10					180	180	180	180
Year 11						180	180	180
Year 12							130	130
Year 13								120
Totals		180	360	540	720	900	1030	1150

## Section D – education plan: part 2

### D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

The school will have five one hour lessons per day (25 a week).

Subject/other activity	Hours per week	Mandatory/ Optional	Comments
English	Y7&8: 4 Y9-11: 4	Y7&8: M Y9-11: M	
Maths	Y7&8: 5 Y9-11: 4	Y7&8: M Y9-11: M	Setting from Y7
Science	Y7&8: 5 Y9-11: 5	Y7&8: M Y9-11: M	Setting from Y9 (Triple science do 6 <sup>th</sup> lesson and one less PE)
Geography	Y7&8: 1 Y9-11: 3	Y7&8: M Y9-11: O	1 of Geography or History required for Ebacc
History	Y7&8: 1 Y9-11: 3	Y7&8: M Y9-11: O	1 of Geography or History required for Ebacc
Art	Y7&8: 1 Y9-11: 3	Y7&8: M Y9-11: O	
Music	Y7&8: 1 Y9-11: 3	Y7&8: M Y9-11: O	
Drama	Y7&8: 1 Y9-11: 3	Y7&8: M Y9-11: O	
Design and Technology and Computer Science	Y7&8: 1 Y9-11: 3	Y7&8: M Y9-11: O	
PE	Y7&8: 2 Y9-11: 3	Y7&8: M Y9-11: M	(1 less PE in KS4 for those doing triple science)
Languages	Y7&8: 2 Y9-11: 3	Y7&8: M Y9-11: O	One language required for Ebacc
Religious Studies	Y7&8: 1 Y9-11: 3	Y7&8: M Y9-11: O	
SMSC	Twice a week	M for all years	Within the tutorial session.

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

North Brent School will be an academically stretching school that focuses upon achieving very strong educational outcomes for all, both in absolute terms and by progress from their starting point. Utilising the experiences of its sponsoring schools and led by an experienced and successful Executive Headteacher, North Brent School will help students become confident, articulate, enterprising adults who are able to fully participate in our local and global society.

These strong outcomes will be achieved through:

- A culture of very high expectations for all and no excuses – background does not limit achievement;
- Excellent recruitment and training and development of staff; and
- Attention to detail throughout the school, from expectations of uniform and behaviour, through effective management of resources, to measuring the impact of interventions upon progress and achievement.

The three sponsoring schools are all highly successful. Two have judgements of 'Outstanding' and one as 'Good' in their most recent Ofsted inspections. Two of the schools are in the top 10 out of 55 'similar schools' in the DfE performance tables (with Wembley High being top of its similar schools). All three schools have progress rates well in excess of national averages for English and Maths for all groups of students. The success of these schools has driven the approach for North Brent School, and driven the targets for the school:

- Progress 8 measure of 1.0+ (in 2014 only 13 schools nationally achieved this);
- 50% of GCSE grades awarded equivalent of A\*-B grades;
- An English Baccalaureate success rate of double the national average;
- 100% of students progressing to university or apprenticeships;
- Over 25% of students progressing to Russell Group universities;
- 90% A\*-C in Maths with 45% at A\*-A or grades 8+9; and
- 90% A\*-C in two sciences with 45% at A\*-A or grades 8+9.

### **Pupil profile**

The three sponsoring schools – Claremont, Queens Park, and Wembley High – are all based in Brent. Wembley High is the closest school to where it is hoped North Brent School will be situated, and [REDACTED] to ensure that it reflected the good practice in the sponsoring schools.

### D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

North Brent School is expected to have a very similar ethos, curriculum and approach to the sponsoring schools, in particular Wembley High. Its pupil profile is expected to be very similar to Wembley High in particular, and it is a similar size to Wembley High and the other sponsoring schools.

The following table provides information about pupil profile at the sponsoring schools based on the overall school characteristics 2014/15:

	Percentage eligible for FSM at any time during the past six years	Percentage of pupils with statement / EHCP	Percentage with English not as a first language
Claremont	24.5	1.2	44.3
Queens Park	37.6	2.0	53.3
Wembley High	32.1	1.3	78.9

The following table provides information about the cohort who took KS4 examinations in 2014/15:

	Percentage of pupils with statement / EHCP	Percentage with English not as a first language	Percentage disadvantaged	Percentage of low / middle / high attainers at KS2
Claremont	1	21	23	13 / 53 / 33
Queens Park	3	61	37	16 / 54 / 30
Wembley High	1	73	35	11 / 47 / 42

North Brent School is expected to closely match the pupil profile of Wembley High. It would have a six form entry intake compared to the seven form entry at Wembley High. Based on the profile of likely students at local primary schools, we would expect our cohort of 180 students to include:

- Approximately 30% eligible for pupil premium;
- Approximately 35% of pupils will be deemed 'disadvantaged', but who will have Key Stage 2 performance that is likely to be in excess of national averages for disadvantaged pupils and with smaller gaps between their KS2 performance and that of their peers than is evident nationally;
- Approximately 15% who do not achieve level 4 or above in reading, writing and maths at Key Stage 2;
- Approximately 15% who achieve level 5 or above in reading, writing and maths at Key Stage 2;
- Approximately 5-8% of students to have statements of special educational needs (or education, health or care plans) or identified SEN support;
- Approximately 70-75% with English not as their first language; and
- A small number who are or have been looked after.

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

### **Curriculum**

The curriculum has been modelled on those at the sponsoring schools. Key Stage 3 will include Years 7 and 8. The focus will be upon depth of knowledge, building mastery of skills and content across the core subjects to enable success at Key Stages 4 and 5. The curriculum will be weighted towards the core and STEM subjects – with English, Maths, and Science accounting for nearly 60% of the formal curriculum teaching time. During KS3 there will be setting in Maths only, which will commence during the first term following evaluation of student abilities. Sets will be reviewed at least half-termly to remain fluid and reflect current student performance – decisions about movements between sets will be reflect the open culture and use of attainment and progress data and be discussed with all affected students – the sponsoring schools already use this methodology and find that it increases performance of all students.

At Key Stage 4 the curriculum will have two elements: a core GCSE curriculum and guided option choices. Approximately 75-80% of the cohort would be expected to achieve the English Baccalaureate range of subjects. Students will be set by ability in Maths and Science in Key Stage 4. For maths this will be a continuation of the process followed through Key Stage 3. For science it will commence at the beginning of Year 9 based upon performance through Key Stage 3. Sets will remain under review with the ability for students to move between sets as appropriate. Setting in these subjects allows students to master topics at an appropriate pace; for the more able it enables extension programmes beyond GCSE during Year 11 to help prepare their transition to A level studies. Students will be supported in making guided choices within timetable blocks for their three optional subjects, which would be based upon the curriculum at Wembley High which is a tested model and affordable for a school of the size of North Brent School.

As at the sponsoring schools, the compulsory curriculum will include:

- Additional sessions for students needing further time or support to make the required progress, which would be held before school, at lunchtime, after school or, during Year 11 in particular, at weekends. Early identification and intervention will ensure that students remain engaged; and
- Stretch and extension sessions, in particular in STEM subjects, to help raise aspirations and performance of students to increase their potential for progression to Russell Group universities. These would begin in Year 8.

## D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

### Maximising student progress and achieving outstanding outcomes

North Brent School will adopt the approaches of the sponsoring schools with regards to:

- **Attendance** – attendance would be expected to be approximately 98% and to have very little persistent absence with rates that would place the school well within the top quintile, reflecting the performance of the sponsoring schools. North Brent School will constantly reinforce the relationship between attendance and punctuality and progress and achievement. Our expectations of students and families regarding attendance, punctuality and behaviour will be clearly articulated to children before they join the school, including through the Home – School Agreement and will be prominent and explicit in student planners. North Brent School will have a strong emphasis on rewarded success and progress in attendance and behaviour as well as academic achievement. These rewards build confidence, reinforce progress, and develop the moral codes necessary to be successful members of society.
- **Behaviour** – the focus for all staff will be on ensuring that all students exhibit appropriate behaviour for learning. Managing behaviour requires a clear ladder of rewards and consequences, and consistency in application of this policy by all staff. Regular training, based upon case studies and best practice, will be provided to all staff and form a central part of induction for new staff. This ensures that all staff have good classroom management. Good behaviour is promoted by a culture of mutual respect between all members of the school community, and by teachers ensuring that lessons promote exceptional learning where students are engaged and stretched and where they understand the expectations of them in terms of behaviour and learning. Where poor behaviour does occur, the student support teams led by the Head of Year would engage with the student involved to understand what happened and why and take necessary steps with the student and their family to ensure that it does not occur again. We would empower the Student Council to lead restorative approaches to personal matters as part of developing personal qualities of our students and utilising positive aspects of peer to peer relations.
- **Expectations of staff** – High quality teaching is the core purpose of the school – this is what drives progress and achievement. Senior staff from the sponsoring schools will be involved in establishing the curriculum, recruiting and inducting staff, and establishing the assessment and tracking processes at North Brent School. To ensure the recruitment and retention of high quality staff, there will be

## D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

sharing with Wembley High in particular so that KS3 provision at North Brent School is firmly linked to KS4 requirements. Staff will embed and reinforce a growth mindset in students, and will all engage in DIRT activities (Dedicated Reflection and Improvement Time) so that they understand what they have achieved and what they can do to improve.

- **Enrichment:** Extensive programme of optional activities before school, at lunchtime, and after school. This will include music and the performing arts, sports (both for enjoyment and competition), Duke of Edinburgh (from 14) and interest areas (such as chess, philosophy, debating).
- **Personal development:** Developing personal qualities through the formal and informal curriculum to ensure that students develop the attitudes, skills and knowledge that will enable them to thrive as adults. Students' knowledge of the multi-faceted nature of modern society will be developed through assemblies (some of which will be delivered by other students) and our SMSC curriculum. Topics that we would cover include physical health, emotional well-being, staying safe online, social action and responsibility (including programs such as 'step up to serve' and '#i.will').
- **Closing gaps:** Supporting individuals and targeting interventions to maximise student progress and ensure that there are no gaps. The performance of the sponsoring schools demonstrates that with the right ethos and culture, and outstanding teaching and support, students achieve more than stereotypes suggest. The focus will be on the needs of individuals to ensure that North Brent School provides the right mix of support and interventions to fulfil their potential. The Leadership Team will review the progress of all students at least half-termly, including students eligible for pupil premium, those with low prior attainment, those who are or have been looked after, and those with special educational needs (where the SENCo will take the day to day lead). These strategies are very effective at the sponsoring schools: value added (best eight) for disadvantaged pupils in 2015 was 1011.2, 1020.9 and 1030.1 for the three sponsoring schools compared to a national average of 976.3 for example. The average point score per pupil for low attainers, and 5+A\*-C including English and Maths are similarly high in the sponsoring schools compared to the national averages.
- **School day:** North Brent School will be open from 7:30am, with the start of the formal day at 8:40am, five hour long lessons, and an end of the compulsory school day at 3:15, with enrichment activities ongoing until between 3:15 and 5:30pm.
- **Admissions:** North Brent School will be an inclusive school for the whole of its



**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

local community. The admissions policy will reflect the statutory requirement to admit students with Statements of Special Educational Needs / Education, Health and Care Plans that name the school and reflect the requirements of the School Admissions Code to give highest priority to children who are or were previously looked after. The school would then give priority to:

- Compelling medical or other exceptional reasons, relating to the prospective student, for attending North Brent School rather than any other school. Applications under this criterion would require supporting evidence.
- Siblings of students on roll at time of admission
- Children of staff who have been in post for two or more years at the time of application and / or who were recruited to fill a vacant post for which there is a demonstrable skills shortage
- Local children (with the methodology for this – i.e. distance, feeder schools, catchment, to be determined once the site is confirmed).

## D2 – measuring pupil performance effectively and setting challenging targets

### D2 – measuring pupil performance effectively and setting challenging targets

North Brent School will use the target, tracking, and assessment processes currently in place at Wembley High. The GCSE and A level outcomes for Wembley High illustrate that these are consistently very successful.

### Understanding our students

To ensure that North Brent School understands each particular cohort of students, staff will:

- Work closely with feeder primary schools to understand student performance and the support needs that individual students may have. This process will include the primary schools nominating students who would benefit from Y6/Y7 summer provision to support their successful transfer; and
- undertake testing in each of the core subjects (Maths, English Science) during the first term which together with information provided by the primary schools provide the baseline for target setting, as well as the basis for setting in Maths.

### Our targets

Our targets reflect our relentless focus upon progress and achievement, and our extremely high expectations of what students can and should achieve.

North Brent School believes that every child joining the school has an entitlement to a quality of education that enables them to identify and then realise their ambitions. Our headline targets are therefore:

- Progress 8 measure of 1.0+ (in 2014 only 13 schools nationally achieved this);
- 50% of GCSE grades awarded equivalent of A\*-B grades;
- An English Baccalaureate success rate of double the national average;
- 100% of students progressing to university or apprenticeships;
- Over 25% of students progressing to Russell Group universities;
- 90% A\*-C in Maths with 45% at A\*-A or grades 8+9; and
- 90% A\*-C in two sciences with 45% at A\*-A or grades 8+9.

## **D2 – measuring pupil performance effectively and setting challenging targets**

In order to achieve these targets, we will expect:

- Outstanding behaviour – we will monitor and where appropriate set targets to improve the number of behaviour incidents, with a particular focus upon bullying (targets for individuals, and for groups of students) and minimising fixed term and permanent exclusions;
- High attendance – 98% expected level of attendance for individuals and cohorts / groups of students with improvement support and targets as appropriate; persistent absence targets with support; and
- High punctuality – minimum expected levels of punctuality with improvement targets for individuals / cohorts / groups as appropriate.

### **Approach to meeting targets**

North Brent School will achieve its ambitious targets by reflecting the successes of the sponsoring schools in relentlessly focusing upon progress and achievement and not accepting excuses for low performance. Attendance and punctuality data will be analysed and acted upon daily; student effort, progress and attainment will be monitored at teacher level continuously and formally at least every half-term by student, department and cohort.

The success of a school is determined by the effectiveness of its staff. We will recruit and retain outstanding staff, including developing our own staff and sharing staff with the sponsoring schools. We will hold staff to account for the performance of their students, and their progression will be dependent upon the performance of students.

We expect every lesson to be at least good, with the majority being outstanding. Staff will be supported to continuously improve their own practice, including planning with and observing colleagues in a spirit of mutual professional development. Staff who do not deliver lessons to this level, and where student progress is too slow, will be supported to improve and, if performance does not improve, will be subject to capability proceedings. Our culture is one that prizes every lesson as important and if learning cannot be demonstrated to have taken place the teaching will be deemed to be unacceptable.

We will use data fastidiously to track progress and achievement of all students in all subjects. All staff will be expected to identify students who are underperforming and address their underachievement. Heads of department or mentors will intervene where they have concerns about specific students or groups of students or about specific teachers. There will be transparency in the reviewing of student progress against targets and these reviews will be shared with students and parents.

## **D2 – measuring pupil performance effectively and setting challenging targets**

The targets, and the detailed plans required to achieve them, will form the basis of the School Development Plan and will drive the CPD programme for staff as part of the school's commitment to continuous improvement.

The targets will be formally reviewed annually and approved by Governors annually, including benchmarking against other local schools and similar schools (including using the DfE's 'similar school' analysis on the Performance Tables).

### **The process for monitoring performance**

As their performance data shows, the sponsoring schools have successful processes for monitoring performance and intervening early in areas of identified underperformance. North Brent School will build upon this experience.

At the heart of the process is effective assessment with students having initial assessments during the first term of Year 7, and then undertaking formative assessment each half-term. Through this process students are supported to become increasingly skilled at evaluating their own performance, understanding how they could improve and recognise high quality work, and be active partners in target setting for each academic year in each subject. This culture will permeate the planning and delivery of lessons as well as the feedback to students.

The performance monitoring process is summarised in the following table:

<b>Group</b>	<b>Role</b>	<b>Information received</b>	<b>Frequency of review</b>	<b>Actions / impacts</b>
Students	Responsible for personal performance	Personal targets and performance in all subjects	Always available online; half-termly formal report; targets reviewed termly	Recognition if performing well; support if underperforming; targets reviewed if appropriate
Parents / Carers	Support child progress and performance	Personal targets and performance in all subjects	Always available online; half-termly formal report	Engagement / support if child underperforming
Subject teachers / Heads of Dept / Mentors	Maximise progress for all students	Student / group / cohort targets and performance	Half-termly review of performance; termly review of targets	Good practice / progress / attainment identified, analysed and lessons shared; underperformance identified and interventions (with targets) implemented

## D2 – measuring pupil performance effectively and setting challenging targets

				and impact analysed
Executive Headteacher / SLT	Responsible for school performance	Student / group / cohort / department targets and performance	Half-termly review of performance; annual review of targets	Interventions in-year as necessary; trends / issues identified for School Development Plan and future budgets
Governing Body	Accountable for performance	Group / cohort / department targets and performance within and between schools	Exception reporting in-year with formal annual review of examination and progress data	Inform priorities / targets and resourcing decisions.

The Executive Headteacher will lead the processes for monitoring performance within North Brent School. [REDACTED] will embed the same culture of accountability, of transparency regarding targets and performance, and of targeting and monitored interventions that is used so effectively at Wembley High Technology College.

The dataset for each student, and aggregated for groups of students, year groups, departments, and the whole school, will be formally reviewed every half-term and reported to parents (for their child), to staff, with reports being submitted to Governors at least termly. In addition to this formal process, students, staff and parents will be able to access the current electronic records relating to attendance and punctuality, targets, and records of work submitted and marked using e-marking and RAG rating.

North Brent School will review its performance annually by the use of external consultants, experienced Ofsted inspectors and Challenge Partners.

### Ensuring high quality teaching

North Brent School expects all lessons to be at least good, with the majority of lessons being outstanding. This applies to every teacher in every subject. The Executive Headteacher will implement the same approach at North Brent School that is used successfully at Wembley High Technology College. This involves effectively monitoring and assessing teaching and then clear strategies to continuously improve its quality. Experienced Heads of Department from the sponsoring schools will support the development of the curriculum and schemes of work.

Heads of Subjects will:

- Review lesson plans, ensuring that they include clear learning targets, have appropriate delivery methods / activities, and include differentiation to reflect the

## **D2 – measuring pupil performance effectively and setting challenging targets**

students within the class, undertaken by each department at least termly;

- Observe lessons of all staff regularly, including as part of performance management processes;
- Undertake thematic reviews of progress and achievement, for instance relating to particular targets or groups of students;
- Scrutinise students' work and marking, which may link to particular targets, to subjects, or to groups of students; and
- Seek feedback from students' about their learning, including about characteristics of effective lessons and examples of positive formative assessment.

The Head of School and Executive Headteacher will ensure that Heads of Subjects are undertaking this continual process and that these interventions are documented and their effectiveness evaluated.

The school culture will reinforce the expectations. Departmental events will celebrate good practice and identify areas for further development, and INSET training days will focus upon improving practice. Good performance will be recognised within the performance management process as part of the strategy to retain high quality staff. The school will support departments and teachers to access high quality training in their subject areas, e.g. external examiners and will support individual staff to develop their leadership skills through a whole range of external and internal innovative programmes.

Where performance management processes of any form identify areas where significant improvement is required the reasons for that performance will be discussed with the staff involved, and actions agreed to support them to raise performance to an acceptable level. These actions will have targets and timeframes associated with them, and may involve professional development, coaching or mentoring from other staff within or beyond the school, or time working with a lead practitioner to identify the characteristics of strong performance. Should performance not improve and there was limited prospect of it doing so then capability or disciplinary proceedings would start.

### **Student and parent ownership of performance**

Students and parents will be able to access the current electronic records relating to attendance and punctuality, behaviour, targets, and records of work submitted and marked using emarking at any time online. A formal report each half-term will include details of targets, progress and attainment in each subject.

Students and parents will:

**D2 – measuring pupil performance effectively and setting challenging targets**

- Be aware of the targets that have been set;
- Be able to contact staff about subject specific issues; and
- Be contacted if the school starts to have any concerns about the performance of the student.

## D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

### D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

The staffing structure when North Brent School is full is based upon the structure that works effectively at Wembley High Technology College, which is a similar size, and has a very similar student profile and curriculum.

The tables below demonstrate the anticipated build up of this staffing in FTE terms as North Brent School grows. There will be staff sharing at teacher and leadership level with sponsoring schools. This enables teaching staff at North Brent School to continue to teach KS4 and KS5, and ensures that North Brent School adopts the systems, processes and cultures that work effectively at the sponsoring schools.

### Teaching and learning

The staffing structure has been developed on the basis that:

- The Executive Headteacher has no teaching load; the Head of School has a teaching load that reduces from 8 periods out of 25 in the first year to 2 periods a week in Year 4 when they become Headteacher;
- Teaching load of class teachers would be 22 periods out of 25 a week;
- Heads of core subjects (English, Maths, and Science) would teach for 18 periods a week; Heads of Department for other subjects would teach for 19 or 20 depending on the size of the department;
- The SENCO would have a limited timetabled teaching load; and
- Deputy Headteachers (once appointed) would teach for between 8 and 10 periods a week.

#### Leadership team (FTE)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Notes
Executive Headteacher	0.4	0.4						L43+25%
Head of School	1	1						L29-34
Headteacher			1	1	1	1	1	L35
Deputy			2	2	2	2	2	L19-23



**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

Headteacher								
AHTs (Heads of Maths / English / Science)	3	3	3	3	3	3	3	L14-18
SENCO	1	1	1	1	1	1	1	TLR1 or L14

Teaching staff (FTE)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Notes
Heads of MFL and Humanities		2	2	2	2	2	2	TLR1
Heads of other departments (Creatives, PE, computer science)		1	2	3	3	3	3	TLR2
Class teachers	7	17	27	39	52	62	72	

The staffing figures outlined above provide sufficient teaching capacity to cover the periods required in the timetable, based on the assumptions that:

- Cohorts in Years 7 and 8 are taught in 8 groups on average to allow for smaller classes if necessary and additional provision in Maths and English – so approximately 200 teaching periods a week per year group.
- Cohorts in Years 9, 10, and 11 are taught in an average of 10 groups to provide sufficient choice in GCSE options and smaller classes in Maths, English, and Science – so approximately 250 teaching periods a week per year group.

## Education support

The focus of the staffing structure is to maximise the amount of time students spend with qualified teachers, in smaller groups where appropriate, to ensure the most rapid

### D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

progress. Accordingly, the staffing structure for education support staff has been developed on the basis of (FTE):

- Non-teaching Heads of Year who lead the pastoral support programmes, are the first line of contact with parents and other agencies, and undertake cohort data tracking;
- Student welfare officers;
- The equivalent of one graduate Teaching Assistant per cohort for Y7 to Y12, each of whom who would be recruited on a fixed term contract of one or two years as part of an anticipated progression into teaching and would also teaching cover duties;
- A flexible team of technicians that grows with the school, and for them to be flexibly deployed; and
- A Librarian role that will also include digital resources, and supervision of the library during extended hours.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Notes
Head of Year	0.9	1.8	2.7	3.6	4.5	5.4	5.4	
Student welfare	1	1	1	1.8	1.8	1.8	1.8	
Graduate Teaching Assistants	0.9	1.8	2.7	4.5	5.4	5.4	5.4	
Technician	1.8	1.8	2.7	2.7	2.7	2.7	2.7	
Librarian	0.9	0.9	0.9	1.8	1.8	1.8	1.8	

Additional staff may be funded by statements / Education, Health and Care Plans – at this stage no income has been assumed from EHC Plans and no staff costs assumed.

### Administrative staffing

The administrative staffing structure consists of (FTE):

	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
Business Manager	1	1	1	1	1	NJC 58
HR Manager			0.9	0.9	0.9	NJC 34
Headteacher / SLT PA	0.9	0.9	0.9	0.9	0.9	NJC 32
Finance			1	1	1	NJC 48

**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

Manager						
Finance Officer	0.5	0.9	0.9	0.9	0.9	NJC 18
Receptionist	0.9	0.9	0.9	0.9	0.9	NJC 18
Examinations Officer					0.9	NJC 34
Admin Assistant			0.9	0.9	0.9	NJC 10
Data Manager			0.9	0.9	0.9	NJC 26
Caretaker	1	2	2	2	2	NJC 29

## **D4 – the school will be welcoming to pupils of all faiths/world views and none**

### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

North Brent School will be a local school for local Brent children. Brent is one of the most diverse boroughs in London. Brent schools have a proven record of welcoming students from all backgrounds. The sponsoring schools have demonstrated that students from all backgrounds take pride in their schools and play a proactive role in all aspects of school life. Our achievements evidence the impact of the schools provision on students who come from different backgrounds and communities.

North Brent School will be no different. It will attract local children from local communities (which are made up of people from a range of different backgrounds) – the sponsoring schools each include over 35 spoken first languages. Our admissions policy will prioritise local children, without reference to faith. As a secular school, we will actively promote British Values and ensure that we are stringent in adhering to our safeguarding responsibilities. British values will be promoted through a structured programme of assemblies and tutorials. The curriculum will explicitly promote British Values and we will evaluate (half termly) the impact of these provisions.

Our values of respecting each other's customs, beliefs and ideas will be explicitly stated and promoted. A culture of debate and discussion within a framework will be a normal part of North Brent School's ethos. We will be open to discussion and debate but also be very clear about the responsibilities that come with these freedoms. We will ensure that our staff are trained thoroughly and implement without exception our safeguarding policies. Training in WRAP, Prevent and FIDA (advanced level 3 prevent training) will be provided to all staff.

Developing our students' cultural capital beyond their own background experiences is crucial in creating a coherent, democratic and engaged community. We will pay particular attention to the cultural development of our students.

Our cohort of students will be ethnically diverse and already have first-hand experience of growing up in a multicultural society. An appreciation of the contribution of minority and disadvantaged groups to world history will be explored in the curriculum. World history will be also be explored, as will British political history.

Students are will be actively encouraged to engage with the cultural opportunities that London presents. Societies will be formed and they will promote the many cultural opportunities available in London, the United Kingdom and internationally. Societies that we initially intend to set up will include art, music, literature, philosophy and computing.

Details of the provision that we will make in our curriculum and through the enrichment

#### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

curriculum to promote British Values are as follows:

- All students will have two 15 minute spiritual, moral, social and cultural (SMSC) sessions every week;
- Our thought and quotation of the week will be mapped out for the year with planned links to SMSC and British Values, these will be updated in the student planner;
- Students will be given time to discuss and debate the ideas during the SMSC session and write a short reflection in their planner;
- The themes of SMSC and British Values will be displayed around on the screens around North Brent School and teachers will be encouraged to refer to the theme of the week in their lessons where relevant;
- Every year group will have two assemblies on the theme of the week;
- Senior leaders will take assemblies on key issues. For example in our current schools, leaders have led assemblies on the Paris attacks;
- Every student will have Religious Studies (RS) lessons once a week in Key Stage 3. The RS teacher will make explicit the links to SMSC and British values. RS will be an option for Key Stage 4;
- In RS the schemes of work will be devised around the SMSC and British Values themes. For example, in animal rights students will discuss extremist animal rights activists. Students will explore, honour killings, arranged marriages and forced conversion. Students will also consider crime and punishment in religion and the importance of following the law. Students will consider Islamic jihad and the fundamental beliefs in Islam;
- The RS department will run a philosophy club for students to consider ultimate questions and key philosophers exploring the spiritual aspect of SMSC;
- A debating club will be run with students evaluating issues in the world and current events; and
- External speakers will be used to reinforce British Values.

#### **Monitoring of the provision**

- Assemblies will be monitored and evaluated based on school criteria;
- Tutors, Year leaders and SLT will check student planners. These will be reviewed for student and parental comments and engagement with the themes;
- British values questionnaires will take place once a term and based on the feedback from students, issues will be addressed through assemblies, school council and SMSC sessions; and
- The RS department will evaluate the SMSC themes, for example evaluating pupils' understanding of the rule of law.

## Section E – evidence of need

### E1 – provide valid evidence that there is a need for this school in the areas

#### E1 – provide valid evidence that there is a need for this school in the area

### The demographic need for additional secondary school places

Brent Council is projecting a shortage of secondary places from 2018 onwards. The latest report to the Cabinet in November 2015 (available here: <http://democracy.brent.gov.uk/ieListDocuments.aspx?CIId=455&MIId=2767&Ver=4>) stated that:

“The demand for secondary places will increase from September 2016 with demand outstripping supply from 2018...Secondary school roll projections, provided by the GLA, indicate the need for the equivalent of 2 or 3 new secondary schools in Brent by 2022 (depending on the size of any available sites” (paragraphs 2.4 and 5.1)

The projections that were included in the updated school place strategy (Appendix 1 to the Cabinet report) are shown in the following table:

Year	Y7 places available (see Note 1)	Y7 projected intake (see Note 2)	Surplus / (deficit) of places	Surplus / (deficit) as forms of entry
2015/16	3,350	3,136	214	7.1
2016/17	3,350	3,248	102	3.4
2017/18	3,410	3,329	81	2.7
2018/19	3,410	3,460	(50)	(1.7)
2019/20	3,410	3,553	(143)	(4.8)
2020/21	3,410	3,515	(105)	(3.5)
2021/22	3,410	3,744	(334)	(11.1)
2022/23	3,410	3,973	(563)	(18.8)

#### Note 1:

- There is an approved secondary free school (Gladstone, 6FE) that does not have a site. Given that it has been deferred three times, it is not included in these figures as approved provision.
- The additional 60 places in 2017/18 are a result of 1FE expansions at Alperton

## **E1 – provide valid evidence that there is a need for this school in the area**

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Note 2:

- These projections are based on historical transfer rates. Secondary school admissions have shown a geographic drift of pupils from the south and centre of the borough to attend secondary schools in the north. Brent overall is a net exporter of pupils, with nearly 50% of parents in parts of the borough choosing schools in other council areas. As demand for places in the surrounding boroughs is also due to increase, Brent parents may find it difficult to access places in other schools. This may increase the demand for places in Brent schools faster than the table above suggests.
- The projections above include no 'surplus provision' for parental choice. If this was considered to be 3% of demand, then the deficit in 2018/19 would increase from 50 places to approximately 160, and in 2022/23 would increase from 563 to approximately 700.

The Cabinet report notes that expansion of existing secondary schools would be insufficient to meet this projected level of demand.

Brent Council uses Planning Areas as the basis for projecting future primary phase demand. Two of these planning areas (Areas 2 and 3) serve the North Brent and Wembley area where it is anticipated North Brent School will be located. Both of these areas have seen significant growth in Reception cohorts in recent years: Planning Area 2 is projected to have a Reception cohort of approximately 675 for the period until 2021/22, and Planning Area 3 to have Reception cohorts of rising from approximately 960 to over 1,000 by 2021/22 – a total of 1,635 places. Planning Area 3 contains two Brent Growth Areas (Wembley and Alperton) with an expectation that housing developments may increase projections further as they are approved.

### **The educational performance of the sponsoring schools**

The sponsoring schools are all highly successful and popular with parents, as shown in the following tables.

For Year 7 entry in September 2016, the three schools received over 2,950 on-time applications, including 975 first preferences for the 670 places available at the three schools. The last distance offered for Wembley High for entry in 2015 was 555m and is likely to have decreased further for entry in 2016 due to a higher number of first preferences.

**E1 – provide valid evidence that there is a need for this school in the area**

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

School	2014/15	2013/14	2012/13	2011/12
Claremont	69	66	75	77
Queens Park	56	59	51	53
Wembley High	85	84	92	86
Secondary state funded average	54	53	59	59

Attainment for different groups (2015)

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
	L	M	H			
Claremont	221	332	405	69	41	335
Queens Park	215	321	399	56	12	326
Wembley High	257	351	419	85	57	370
Secondary state funded average	194	308	383	57		313

Progress (2015)

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)
Claremont	77 (55)	84 (41)	1011.2	100.2	1018.5
Queens Park	73 (63)	75 (43)	1020.9	1012.6	1017.7
Wembley High	92 (95)	94 (81)	1030.1	1053.9	1043.8
Secondary state funded average	71 (53)	67 (32)	976.3	1000.2	n/a



**E1 – provide valid evidence that there is a need for this school in the area**

EBacc results in 2014 and 2015

School	% pupils achieving the English Baccalaureate	
	2014	2015
Claremont	45	42
Queens Park	12	11
Wembley High	61	59
Secondary state funded average	23	24

Attendance (2013/14):

School	Overall absence percentage	Persistent absence percentage
Claremont	4.8	3.5
Queens Park	5.1	3.5
Wembley High	3.9	2.2
National average	5.2	5.3

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 above, and often significantly above, national averages for all groups of students. Two of the schools are in the top 10 out of 55 'similar schools' in the DfE performance tables (with Wembley High being top of its similar schools, Claremont tenth and Queens Park twenty-sixth). All three schools have progress rates well in excess of national averages for English and Maths for all groups of students.

[REDACTED], North Brent School will quickly establish itself as a school that is similarly popular and successful.

Please tick to confirm that you have provided evidence as annexes:

## E2 – successful engagement with parents and the local community

### E2 – successful engagement with parents and the local community

North Brent School is being proposed by popular and successful schools in Brent, including the school closest to the anticipated location of North Brent School (Wembley High). The Headteachers, and in particular [REDACTED] 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 preference the three sponsoring schools on their admissions application form. These educational models have been developed in conjunction with parents and staff over time.

The community engagement during January and February 2016 involved:

- Electronic distribution of a leaflet about North Brent School to all schools within Brent, with a request to primary headteachers in the North Brent / Wembley area to distribute it electronically to their parents;
- Hard-copy distribution of the leaflet to primary schools in North Brent / Wembley with sufficient copies for distribution to all Year 3 and Year 4 parents (who are proposed to be the first two cohorts at North Brent School);
- Press Releases to raise awareness of the proposal;
- Establishing a website to provide more information ([www.northbrentschool.co.uk](http://www.northbrentschool.co.uk)); and
- An open meeting that was held on 3<sup>rd</sup> February 2016 at Wembley High Technology College.

Feedback during the engagement process included:

- Recognition of the growth in primary school cohorts and therefore the need for more secondary school places;
- Strong support for a new secondary that was sponsored by local successful schools that parents know and trust;
- Concern that there have been other successful applications for mainstream secondary free schools in Brent that have not been able to secure sites and so have not opened – will North Brent have the same problem?; and
- Concern that the manner in which the free schools that have not opened has dented community confidence in new schools since parents applied to them, invested emotionally in them, and then had to subsequently (and sometimes at late notice) try to make alternative arrangements for Year 7 with the distress and

## **E2 – successful engagement with parents and the local community**

inconvenience this causes.

The teaching unions in Brent responded saying that they did not support free schools.

Following discussions during the engagement process the proposal has been amended to emphasise a strong commitment to managing expectations, and not accepting applications for admission, until a site is confirmed recognising the experience of previous free schools in Brent and the impact that this has on parents and other schools.

**Section F – capacity and capability**

**F1 (a) Skills and experience of your team**

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
[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]	2
<p>Additional governors from the North Brent / Wembley community will be recruited if the application is approved. These would be recruited to provide appropriate skill sets to add to the expertise on the Board, such as marketing, HR, legal, capital project (architect, surveyor, construction), or ICT.</p>					

## F1 (a) Skills and experience of your team

[REDACTED], will be responsible for ensuring that North Brent School prepares effectively for opening, reporting to the Board of Trustees. This enables the sponsoring schools to ensure that North Brent School is set up with the cultures, processes, and systems required to ensure its success. It also enables the recruitment of a Head of School who has outstanding potential and can be supported and mentored by [REDACTED] from the beginning of Year [REDACTED]

The Head of School will be appointed to start two terms before opening following open advert. This person would support [REDACTED] in preparing North Brent School, and would also have a part-time role across the sponsoring schools for the two terms prior to North Brent School opening to ensure that they understand their expectations, their processes and systems and are accountable for student outcomes. The Head of School is anticipated to be an existing Deputy or Assistant Headteacher who has a track record of success and the potential to be an outstanding Headteacher. They will be mentored by [REDACTED] until the end of the second year of operation at which point they will be ready to become Headteacher.

[REDACTED]

This approach to staffing:

- Provides maximum community confidence in the school through [REDACTED] so enhancing the probability of the school having a full intake at opening, and enabling these parents to meet [REDACTED] before they submit their application forms for the first Year 7 entry;
- Enables the sponsoring schools to ensure that North Brent School is able to recruit the best candidates in the spring before opening, with [REDACTED] in particular able to consider joint appointments across North Brent School and Wembley High Technology College to secure sufficient subject specialist expertise for North Brent School and to enable North Brent School staff to potentially have some KS4 and KS5 teaching; and
- Ensures that the policies, systems and procedures of North Brent School build upon and reflect those of its sponsoring schools.

The organisation and operation of the Board of Trustees is outlined in more detail in section F2 below. The proposed Trustees have extensive experience of managing school finances, leadership, project management, marketing, human resources, and safeguarding and health and safety, including over 40 years experience as Headteachers.

## F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- complete the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Experience of opening a new school	Trustees	<p>[REDACTED] ege, and so needing to build awareness of the new provision and trust with parents for them to select it within the admissions round. North Brent School is already in contact with free schools which are further ahead in the process, and will continue learning from them, including having Governing Body 'lessons learned' sessions.</p>
Experience of whole secondary school builds	Trustees	<p>All three sponsoring schools have gone through major build projects in recent years under the leadership of the current Headteachers – approximately half of Queens Park was rebuilt in one phase, a 4FE primary school has been built at Wembley High, and Claremont has seen approximately one third rebuilt in phases. The sponsoring schools bring considerable educational expertise to the process, and [REDACTED]</p> <p>Further relevant professional experience would be one of the skill sets included in the recruitment of additional Trustees.</p>
Designing ICT	Trustees	While the sponsoring schools have existing ICT infrastructure and in-house



<b>Skills/experience missing</b>	<b>Where is the gap?</b> ie pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>
provision without a legacy		expertise, the Trustees as individuals are unfamiliar with the ICT process for free schools and the sponsoring schools do not have experience of designing a new school infrastructure. The Trustees understand that there is EFA support during the procurement, but would seek to ensure they quickly understand this and the interface with the building project to ensure that they if they need additional expertise they can recruit it.

## F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

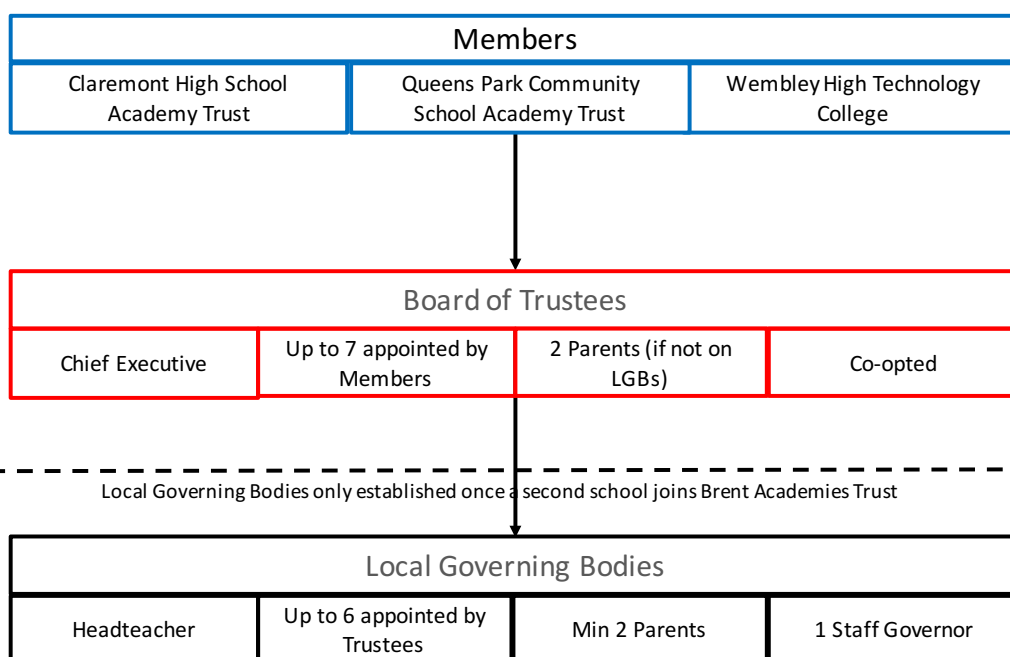
### F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

#### Legal structure

The sponsoring schools have established a separate academy trust (Brent Academies Trust) for North Brent School. The academy trusts of the three sponsoring high schools are themselves the members of Brent Academies Trust. This enables the Governing Body / Board of Trustees of the sponsoring academies to retain oversight of North Brent School.

Brent Academies Trust has been established based on the DfE template Articles of Association as a multi-academy trust. Eversheds produced the Articles of Association and Memorandum, and incorporated the trust on behalf of the members.

The Articles of Association enable the Members (the three sponsoring academy trusts) to appoint up to seven Trustees, with the [REDACTED] being the eighth. The Articles provide for there to be two Parent Trustees if there are not Local Governing Bodies with at least two Parent Governors.



## **F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

This legal structure:

- Enables North Brent School to benefit from the expertise and resources of three sponsoring schools, who already work well together, sharing resources and providing challenge to each other;
- Reflects the partnership approach of schools within Brent Schools Partnership to addressing the demographic need for more school places. Establishing the school within one of the sponsoring school trusts, rather than via a separate trust, would not have enabled all three schools to be involved in the strategic governance via collectively appointing Trustees; and
- Allows for the growth of the Trust in future.

### **Governance structure**

Article 46 of the Articles of Association sets out that the Board of Trustees will consist of:

- Chief Executive / Headteacher (ex-officio);
- 2 parent trustees if there are not at least 2 parent governors on each Local Governing Body; and
- Up to 7 trustees appointed by the members.

The total size is therefore a maximum of 10 while there is one school within the trust, with the members appointing the majority of Trustees based on their skill sets.

Article 59 allows the Board of Trustees to co-opt additional Trustees should it feel that is necessary.

While there is only North Brent School within Brent Academies Trust, the Trust would not establish a Local Governing Body. The six initial Trustees (as identified in the table in F1(a)) comprise the Chief Executive [REDACTED] and five appointed by the Members. The Trustees would then appoint additional Co-opted Trustees from the community on the basis of skill sets following open recruitment. It is anticipated that approximately 4 additional Trustees would be appointed, with skills sets expected to include marketing, HR, legal, capital project (architect, surveyor, construction), or ICT.

### **Evolution of the Board of Trustees**

The initial Trustees are:

- [REDACTED]

## F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

[REDACTED]

Following approval of the application, the Members would recruit approximately four additional Trustees from the local community with skills sets expected to include marketing, HR, legal, capital project (architect, surveyor, construction), or ICT). These further Trustees will provide additional independence and challenge within the Board.

It is intended to have a Board of Trustees of approximately 10 in the period until opening.

Once North Brent School opens:

- Existing headteachers from the sponsoring schools would withdraw from the Board to enable their relationship with [REDACTED] to be as colleagues and the members would appoint at least one replacement Trustee with senior secondary school leadership experience;
- The five Member appointed Trustees would evolve during the first year to ensure a suitable level of independence and challenge, with new Trustees being appointed based on skill sets;
- Members would appoint a staff governor; and
- 2 parent governors would be elected (with a further 1 in year 2).

This process ensures a manageable evolution of the Board of Trustees from 'pre-opening' to 'opening'.

### Roles and responsibilities

Brent Academies Trust will have clearly defined roles and responsibilities.

There will be termly reports back to the Trustees of the sponsoring schools in their capacity as the corporate members of Brent Academies Trust. The Members will also have an Annual General Meeting to receive the accounts and annual report.

The Trustees will adopt a Scheme of Delegation for the pre-opening period that will reflect the range of decisions that need to be made and the absence of significant staff to delegate decisions to – this is part of the rationale for the proposed

**F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

approach to Board of Trustee operations until North Brent School is open that is explained below. In the spring before North Brent School opens the Trustees will adopt a Scheme of Delegation for the following academic year that will be suitable for a multi-academy trust with open schools.

**Board of Trustees operations until the end of term 1 as an open school**

The Board of Trustees will meet monthly from the point of DfE approval until the end of the first term when North Brent School is open. This will be a full Governing Body meeting, focused upon programme management. It would be a short meeting of no more than 90 minutes each time. There would not be any sub-committees, but individual Trustees would adopt a portfolio approach to working with Ms Bal that reflects their skills. This approach:

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

**Conflicts of interest**

North Brent School is being established by local schools. We understand a conflict of interest to be between the interests of Brent Academies Trust / North Brent School and the personal or professional interests of individuals. The following table outlines potential conflicts of interest and the proposed way of managing these.

<b>Potential conflict</b>	<b>Proposed approach / mitigation</b>
Success of North Brent School threatens either numbers or pupil profile at a member school	Members have submitted this application in the knowledge of the proposed size of North Brent School and in light of the Council’s projected demand for secondary school places – it is not expected to be creating surplus places. The member schools are all strongly over-subscribed.
Proposed changes to a member high school (which may be represented on the	The member, and any Trustee who was an employee or governor of the member,

**F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

Board of Trustees) threatens either numbers or pupil profile at North Brent School	would withdraw from any North Brent School discussions / votes on the topic.
Trustee has employment / ownership relationship with a firm who may supply North Brent School	The trustee would withdraw from any discussions / votes on the topic

North Brent School will adopt the policies of its sponsoring academy trusts with regards to prevention of bribery, prevention of fraud, and require the maintenance of the Register of Interests by Trustees and staff. All Trustees 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, trustees will disclose any interests in a proposed transaction or decision where there could be a conflict. The other trustees 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.

There are expected to be agreements for staff sharing (i.e. secondments) between North Brent School and the sponsoring academy trusts. This includes the secondment of Ms Bal from Wembley High. This approach will enable North Brent School to benefit from experienced Heads of Department from the sponsoring schools during its establishment, enable North Brent School recruit and retain the best staff (by giving them access to KS4 and / or KS5 teaching) and enable North Brent School 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). These secondment agreements will be 'at cost' of salaries and on-costs.

North Brent School is expected to utilise suppliers used by the sponsoring academy trusts, and those trusts are already letting contracts as they are required that include a provision for North Brent School to join.

**F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector**

**F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector**

This section is not applicable.

**F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector**

**F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector**

This section is not applicable.

**F5 – Independent schools have an appropriate, well-maintained, and secure site**

**F5 – Independent schools have an appropriate, well-maintained, and secure site**

This section is not applicable.

## Section G – budget planning and affordability

### G1 – budget planning and affordability

All three sponsoring academy trusts have strong financial management, as evidenced through the accounts that they have submitted since conversion to academy status. The latest accounts for each trust (for 2014/15) show:

Trust	Total income	In-year surplus / deficit	Cumulative net funds position
Claremont	██████████	██████████	██████████
Queens Park	██████████	██████████	██████████
Wembley High	████████████████████ ████████████████████	██████████	██████████

Given that North Brent School is a similar size and intake to Wembley High Technology College in particular, the financial modelling for North Brent School has been based on Wembley High's staff structures and expenditure profile.

### Assumptions underpinning financial projections

#### Income

- Full recruitment of students each year (180 a year).
- Income from lettings and miscellaneous has only been included at a negligible level to ensure that the budget is not reliant upon this income.

#### Expenditure

- Use of national T&C for teachers and Brent T&C for support staff – this provides consistent and existing basis for setting salary levels.
  - Assumed that teachers would be distributed approximately half to each of mainscale four and upper pay scale 2 to provide a realistic basis
  - Support staff pay has been based on current Brent pay for equivalent posts, benchmarked against the sponsoring schools.
  - Leadership posts have been benchmarked against STPCD for the final school roll and against the sponsoring schools; TLR posts have been benchmarked against the sponsoring schools.



## **G1 – budget planning and affordability**

- On costs have been calculated on known national insurance rates and TPS at 16.6%. LGPS rate for support staff reflects is an estimate; academies within Brent have paid the same employer rate as maintained schools (currently 27.4%), but an estimate of 30% has been applied to be prudent. It has been assumed that all staff opt-in to their respective pension fund, which is likely to be an over-estimate.
- Performance pay costs have been included at 3.5% of the total salary cost of the previous year (which includes and consolidates previous pay awards).
- The assumptions behind the growth and deployment of the staffing structure, including teaching and support staff as well as the leadership structure are provided in section D3.
- Premises costs have been developed on the basis of costs per square meter and benchmarked against the sponsoring schools, meaning that North Brent School spends proportionally more of its budget on these costs in the early years than established school
- Educational resources costs reflect those incurred by the sponsoring schools.
- Professional services costs reflect those incurred by sponsoring school
- Other costs reflect those incurred by the sponsoring schools
- Contingency set at approximately 1.5% of income in each year.

The financial modelling demonstrates that North Brent School is able to make a surplus in each financial year, with this settling at approximately 5% of income once the school is in steady state. The amount of total income budgeted to payroll is around 70%.

## Annexes

- CVs of Trustees
- Leaflet used during community engagement





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