



Department
for Education

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

THE COMPTON CRICKLEWOOD

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The application form explained

Before completing your application, please ensure that you have read both the relevant [background information and glossary document and the assessment criteria booklet](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found in the Word application form. All applicants are required to complete this section in full.

All applicants will need to complete sections A, B, C, E, H and I in full.

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *background information and glossary document* and the *assessment criteria booklet*, for the information your group should include in these sections.

Section A asks you for applicant details in the Excel form.

Section B asks you to outline your proposed free school(s) in the Excel form.

Section C asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

Section D asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

Section E asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

Section F asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

Section G specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Studio schools use a different Excel budget template than mainstream and 16-19 free schools.

Section H asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to:

FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size.

Applications for a Studio School should also be sent to: applications@studioschooltrust.org.

The Word template should be between 50 and 100 pages long (depending on which type of group you are); formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of Sections A-H and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. You may also hand deliver if you prefer.

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

Submitting Section I

Section I, ie the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

Data protection

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

personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

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)?		
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- <i>completed but not required to submit</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: 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? <i>Completed but not required to submit</i>	<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. 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 an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>

8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : 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: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<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 rd 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
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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: 

Position: 

Print name: 

Date: 1st March 2016

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

Completing the application form

Please tick to confirm that you have included all the items in the checklist:	<input checked="" type="checkbox"/>
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Section A – applicant details



Department
for Education

SECTION A: APPLICANT DETAILS

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

Basic information

Have you pre-registered your application?	Yes
Name of proposed school:	The Compton Cricklewood
Are you providing a full application or a simplified version in accordance with the information set out in the criteria document?	Simplified application
Name of lead applicant: All lead applicants must submit Section I forms to the Department. Please see the 'Background Information and Glossary' document for further details.	[REDACTED]
Address of lead applicant:	[REDACTED]
Email address of lead applicant:	[REDACTED]
Telephone number of lead applicant:	[REDACTED]

How you would describe your group?	A single academy trust in the process of converting to a multi academy trust
If you have selected 'Something else' to describe your group, please provide further details:	N/A
Have you applied before to open this school, whether under the current name or another name?	No
If 'Yes' and the name of the school was different, please say what the original name was:	N/A
If 'Yes', when did you last apply? NB The options are dates of submission of applications, not the announcement of results.	N/A

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	The Compton School Academy Trust
Company address:	[REDACTED]
Company registration number:	07445586 (for SAT)
Date when company was incorporated:	19/11/2010 (for SAT)
Please provide the total number of company members (must be a minimum of 3):	3

Please give the names of all company members:	[REDACTED]
	[REDACTED]

Please provide the total number of trustees:	10
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Please list all company trustees, providing their name and the position they will hold when the school is open:	[REDACTED]
	[REDACTED]
	[REDACTED]
	[REDACTED]
	[REDACTED]
	[REDACTED]
	[REDACTED]
	[REDACTED]
	[REDACTED]
	[REDACTED]

Please provide the name of the proposed chair of the governing body, if known:	yet to be appointed
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Further details about the applicant

Is anyone connected with this application related in any way, including by marriage, to any other person within your group? This includes company members or trustees, and anyone who may work on the project if it is approved.	No
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Are you an approved academy sponsor?	No
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Do you already run any free schools or academies?	Yes
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How many existing free schools or academies are part of your MAT/umbrella trust?	1
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If you run open free schools or have planned free schools in the pre-opening phase, please provide name(s) of school(s):	N/A
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If you are an existing single school/academy seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Outstanding
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If you are an existing single school/academy seeking to establish a new school or an independent school looking to covert, please provide your six digit reference number and a link to your most recent inspection report.	136418 http://www.thecompton.org.uk/uploads/asset_file/ofsted_report_2006.pdf
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If you are an existing single school/academy seeking to establish a new school or an independent school looking to covert, please provide a link to your performance data for the last 3 years:	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=136418
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How many free schools are you seeking to open in this application round?	1
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Links to other organisations

Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (eg financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	Yes
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If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. 	<div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 95%;"></div> <div style="background-color: black; height: 15px; width: 10%;"></div> <div style="background-color: black; height: 15px; width: 90%;"></div> <div style="background-color: black; height: 15px; width: 40%;"></div>
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Please specify any religious organisations or institutions connected to your group (local, national and international). This includes attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).	N/A
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<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>N/A</p>
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<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>Yes</p>
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<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>No</p>
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<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	
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Section B – outline of the school



SECTION B: OUTLINE OF THE SCHOOL

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**

2. The text boxes can be made bigger by increasing the row height.

3. To insert a new line in a text box, press alt + enter.

4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

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What type of school are you applying for? If your school will offer alternative provision or special needs education, please use the alternative applications forms for these types of school.	Mainstream
In which local authority is your preferred location?	Barnet
What is the earliest year in which you think you can be ready to open the school?	2018
Age range:	11-18
If 'other' please specify	
Will the school have a Sixth Form?	Yes
Will your school be co-educational or single sex?	Co-educational
Will your school be a hybrid? For example, if you intend to provide both mainstream and alternative provision education, then your school will be a hybrid.	Not a hybrid
If 'other' please specify:	N/A
Do you intend that your proposed school will be designated as having a religious character? Please refer to the glossary of terms in the 'Background Information and Glossary' document for more information about religious character/designation:	No

Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
If you answered yes to either of the above questions, please say which faith:	N/A
If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	N/A
Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	No
Do you intend your proposed school to have a nursery? (Please state capacity and age)	No
What will be the maximum capacity of this free school?	1200
Please say which year groups the school will have in the year of opening and the PAN for each.	Year 7 PAN 180
Date proposed school will reach expected capacity in all year groups:	2024 (Yr 7-13)
Will your proposed school include residential/boarding provision?	No
If 'Yes', please give further details.	N/A
Are you planning to contract the management of your school to another organisation?	No
Have you already identified a principal designate?	No
If yes please say when you propose the principal designate would start.	N/A

Use of freedoms

Will you operate a non-standard school day?	No
Will you operate a non-standard school year?	No
Will you adopt the national curriculum?	Yes
Will you adopt non-standard terms and conditions for teachers?	No
Do you plan to make employ teachers without qualified teacher status (QTS)?	No
Please list any other freedoms you intend to use:	None

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

The Compton Cricklewood, with 180 students in each year and 300 in the Sixth Form, will be established in the London Borough of Barnet providing an outstanding school for 1,200 students. The vision is to set up an outstanding mixed non-denominational and non-selective comprehensive secondary school in Cricklewood, providing the best possible, strongly academic education for local children. It will replicate the highly successful Compton School in Finchley drawing upon its first class leadership, teaching and learning practices to ensure success.

The Compton School is applying to establish a Multi-Academy Trust (“MAT”) in March /April 2016 to comprise The Compton School (established) and The Compton Cricklewood (a new Free School subject to the current application). The intention is for the MAT to grow to include a small chain of schools in North London and surrounding areas, starting with two secondary academies (The Compton and The Compton Cricklewood) but growing subsequently to include primary provision and then over time to become a sponsor of underperforming academies after The Compton Cricklewood has been established. These plans have been discussed with [REDACTED] (See Annex C.1)

The Senior Leadership Team at The Compton which is leading the proposal for the free school, has been instrumental, over many years in translating strategic vision into establishing highly effective systems, procedures and policies and running one of the best schools in the country. It is the team’s extensive expertise and experience at setting up, expanding and running a successful multicultural, non-selective comprehensive school which will ensure the transformation of high aspirations for students, staff and parents of The Compton Cricklewood into tangible levels of academic progress. This would ensure that the new school is also in the top 1% matching the performance of The Compton School.

Opened as a fresh start school in 1992, on the site of a previously failed school, The Compton has grown in size from 150 to nearly 1,300 pupils. It has also developed a national reputation for excellence in teaching and learning, leadership and management, staff development, pastoral support and is now considered to be one of the country’s best state schools with routinely in excess of 1,000 parents each year expressing a preference for one of the 210 places in Year 7.

With three successive outstanding OFSTED inspections, The Compton has a strong track record of students achieving the very highest standards in terms of attainment and progress. In 2014 and 2015 The Compton was placed in the top 1% of schools for the amount of progress students made from KS2 to KS4. Results for disadvantaged students are also outstanding. In 2015 The Compton was in the top 100 schools for progress and our value added score was 1070 putting us in the top 1% of schools nationally. Attainment too is significantly above average at 75% despite cohorts entering the school at or slightly below the national average. Most recently, The Compton was 4th out 357 schools in the National

Progress 8 Tables for 2015 results with a Progress 8 score of 1.02. See letter of congratulations from Minister of State for Schools, Nick Gibb MP (**Annex C.2**)

The relentless pursuit of excellence fundamental to the culture of The Compton School rests upon a vision of challenge and support for all students across the ability range and irrespective of background. This involves high academic achievement for every student alongside excellent personal and social growth, preparing each student to become an independent learner with the confidence and ambition to make a very positive contribution to society.

The vision of outstanding provision at The Compton Cricklewood is based on the principles established at The Compton - '**The Compton's DNA**', which informs all the practice at the school and is at the heart of the school's considerable success. This includes:

- Unfailing **belief in the potential of all** staff and students
- **Total commitment** from all staff - this dedication to hard work and excellence is infectious. All members of the school community 'go the extra mile'
- **Maximising progress for all** - A relentless drive for the very best outcomes for every child, irrespective of background, through a range of strategies from expert and tight planning to personalised intervention, from microscopic interpretation of data to creative and innovative pedagogic practices
- Doing things **the agreed Compton Way** – consistency is fundamental to success. Clear and effective policies and procedures are developed with staff and implemented by all.
- **The Distribution of Accountable Leadership** – appointing and developing exceptional leaders at every level is key. This is achieved through talent spotting, nurturing, providing excellent role modelling and having clear roles and responsibilities and strong accountability systems in place at every level. Much responsibility is devolved from highly effective Governors and our first class Senior Team to Middle Leaders who are the experts in their field. They in turn are very well equipped and supported and highly motivated to take on responsibility for their area of the school
- **Only the best will do** - It is all about quality. High standards are set, modelled and achieved across the school in whatever we do. There is close attention to detail. This includes recruiting only the best staff; making every second of the day count; having a clear and staged improvement planning process, allowing exceptional practice to be developed planned for and embedded consistently and deeply across the school. As a result the quality of teaching is consistently outstanding across the school
- **Unleashing potential** - through intensive and effective CPD provision – both generic and bespoke. Growing and retaining excellent teachers across the school is essential to our success
- **Positive relationships** - The Compton is an emotionally literate school which features positive, honest and respectful relationships. Students feel safe and happy at The

Compton. First class pastoral care is the responsibility of all. A highly effective team of non-teaching year managers build excellent links between home and school including with hard to reach and vulnerable families ensuring very high attendance rates. There is clarity about the rationale for the Code of Behaviour with clear bottom lines and plenty of praise. This is consistently applied throughout the school. Extensive opportunities are provided for student leadership including involvement in the running of the school

- **Environment Matters** - providing the best possible learning environment is key with high quality teaching and social spaces that are light, bright, clean and with a strong focus on excellent displays for learning
- **An Outward Facing School** - we are constantly striving for improvement with no room for complacency. We take our role as a National Teaching School very seriously, training cohorts of successful beginner teachers through our SCITT, forging very effective partnerships with other schools locally and nationally and contributing extensively to the country's education system. This in turn brings the school significant benefits, enabling us to capture best practice and bring it back into school, weaving it into our DNA and making us better and better

The principles and practices noted above have evolved over the past 25 years since The Compton School was set up by key members of the current SLT. This evolution has been based on an uncompromising search to seek out best practice and to apply any new developments within the context of The Compton and the needs of its students. These tried and tested principles and practices will provide the bedrock for developments at The Compton Cricklewood and support the drive to become one of the country's best schools in a short period of time.

Rationale/ Basic Need for a new secondary school

By 2020 Barnet will be short of 22 forms of entry for their secondary school provision. Given future growth predictions, housing development and deprivation levels, the existing secondary provision in the borough will be under increasing pressure.

The bulk of growth is projected to take place in the South and West of the borough, driven by developments like the Brent Cross Cricklewood regeneration scheme. Colindale and Golders Green wards are projected to show the greatest increase in total population. Between 2014 and 2021, Colindale is projected to increase by over 50%; while Golders Green is projected to grow by almost 30%.

Barnet's children and young people population is estimated to grow by 6% between 2015 and 2020 and reach 98,914, with Barnet continuing to have the second highest children and young people's population across all London boroughs.

In 2016 Golders Green will have the highest population of children and young people of any ward in Barnet at 6,218.

Barnet's projected need for secondary school places (as at 25th February 2016)

Barnet LA Information on secondary deficit by year	Deficit in forms of entry
2016-17	-1.7
2017/18	-4.9
2018-19	-10.9
2019-20	-23.0
2020-21	-21.5

Source: Barnet Local Authority

The proposed site sits on the borders of Brent and Camden. Both boroughs have future growth forecasts at secondary level, see table below. By 2020 Brent will need 18 additional forms of entry. The map below shows that there are no state funded Brent secondary schools within a mile of the proposed free school. *(The map has been taken from the Children and Young Profile August 2015, ASC, Equality and the Research and Intelligence).* The Camden School map also shows a lack of secondary schools close to that area. Only Hampstead School is near to the site, 0.37miles away. The remaining secondary schools in Camden are towards the east of the borough and between 2.7 miles and 5.2 miles away.

Pupils of Secondary School Age 2013/14 and Pupil Forecasts for 2014/15-2020/21

	Actuals	Forecasts						
LA Name	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Camden	9,852	9,980	10,200	10,470	10,700	10,950	11,160	11,360
Barnet	22783	24,201	24,484	24,964	25,507	26,224	27,379	28,341
Brent	18024	18,277	18,489	18,792	19,233	19,986	20,866	21,756

Source: School capacity: academic year 2013 to 2014 – EFA February 2015

Section D – education plan: part 1

	2018	2019	2020	2021	2022	2023	2024
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*						150*	150*
Year 13*							150*
Totals	180	360	540	720	900	1,050	1,200

**We envisage that a broad range of A Level courses plus 2 vocational courses would mean that a high proportion of students would continue their KS5 education at The Compton Cricklewood. However, we accept that there will be some attrition as students' interests or needs may require them to move on to more specialised courses. It is likely that students will move on to places like Barnet and Southgate College for a wider range of subjects, Capel Manor for apprenticeships in horticulture or animal care, Watford FC's Community Sports and Education Trust – Level 3 Diploma in Sport - Centre of Football Excellence and Oaklands College – apprenticeships in a wide range of subjects/areas such as Plumbing and Electrical Installation.*

Section D – education plan: part 2

The Free School would operate a 2 week timetable. There would be 60 periods across the 2 week timetable. Each period would be 50 minutes. We will replicate the day structure of The Compton School.

KS3 Curriculum

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Art	75 mins 1.25hrs	Mandatory	6 classes
Design Technology/Computer science	100mins 1.66hrs	Mandatory	6 classes #
Drama	75mins 1.25hrs	Mandatory	6 classes
English	250 mins 4.16hrs	Mandatory	6 classes
Geography	125 mins	Mandatory	6 classes

	2.08hrs		
History and RE	150mins 2.5hrs	Mandatory	6 classes
Literacy/ Accelerated Reader	50 mins 0.83 hr	Mandatory	6 classes
Maths	200mins 3.33hrs	Mandatory	6 classes
MFL	125mins 2.08hrs	Mandatory	6 classes
Music	75 mins 1.25hrs	Mandatory	6 classes
PE	150 mins 2.5hrs	Mandatory	6 classes #
Personal Development Time	125mins 2.08hrs	Mandatory	6 classes
Science	150mins 2.5hrs	Mandatory	6 classes

For these subjects the 6 forms will be divided into 8 teaching groups as staffing grows

There will be slight variations given to the core subjects in Yr 7, 8 and 9. This is shown in the KS3 table below.

KS3	EN	MA	SCI	PE	DT/CS	GEO	HIS - RE	MFL	DR	AR	MU	Lit/AR	Total
Yr 7	10	8	6	6	4	5	6	5	3	3	3	1	60
Yr 8	8	8	8	6	4	5	6	5	3	3	3	1	60
Yr 9	8	10	8	4	4	5	6	5	3	3	3	1	60

KS4 Curriculum

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	275mins 4.6 hrs	Mandatory	6 classes
Maths	225mins 3.75 hrs	Mandatory	6 classes
Science	300mins 5 hrs	Mandatory	6 classes
Personal Development Time	125mins 2.08 hrs	Mandatory	6 classes
PE	100mins 1.66 hrs	Mandatory	6 classes #
Choice 1	300mins 5 hrs	Mandatory	6 classes
Choice 2	300mins	Mandatory	6 classes

	5 hrs		
Choice 3	300mins 5 hrs	Mandatory	6 classes
Choice 4	300mins 5 hrs	Mandatory	6 classes

For these subjects the 6 forms will be divided into 8 teaching groups as staffing grows

There will be slight variations in the time allocation given to the core subjects in Yr 10 and 11. This is shown in the KS4 table below.

KS4	Eng	Math	Sci	PE	Choice1	Choice 2	Choice 3	Choice 4	Total
Yr 10	11	9	12	4	6	6	6	6	60
Yr 11	10	9	13	4	6	6	6	6	60

KS3

At KS3 we will largely replicate the curriculum of the Compton School with the exception of additional time devoted to English/Literacy. There will be a heavy emphasis on the core subjects, English and Maths. Throughout KS3, a third of the curriculum time will be devoted to these subjects. In Year 7 students will have 10 periods of English and a dedicated period for Literacy/Accelerated Reader. This will support students especially those who have English as an Additional Language as our research of local primary and secondary schools, evidenced in section E1 suggests that this will be a higher % than The Compton School. In Year 9, students will have 10 periods devoted to Maths. At The Compton we have found this to be essential in terms of preparing students for new GCSE Maths curriculum.

KS4

We will offer the same range of GCSEs at The Compton Cricklewood, as at The Compton School; however, there would be a different vocational offer.

In addition to GCSEs we will offer technical qualifications from the DfE approved list. The selection of courses will be influenced heavily by the cohort, as well as, the future job market in the local area. Regeneration in Brent Cross will provide many employment opportunities in retail, customer care and business. Rapid population growth in this part of London will also generate many opportunities in the health sector- particularly in administration and child care. The courses will be offered at L2 with progression onto L3. We would offer 2 technical vocational qualifications.

The KS4 Offer		
Art	Geography	PE
Business Studies	Graphics	Photography
Customer Care*	Health and Social Care*	Product Design
Drama	History	Religious Studies
Food Technology	ICT	Spanish
French	Music	Textiles

KS5

A range of A Level courses will be offered in the Sixth Form:-

The KS5 Offer		
Accounting/Finance	Economics	Physical Education
Art	English Language/Literature	Physics
Biology	English Literature	Product Design- Graphics
Business Studies	French	Psychology
Chemistry	Further Maths	Religious Studies
Computer Science	Geography	Sociology
Diploma in Customer Care*	History	Spanish
Diploma in Health + Social Care*	Mathematics	
Drama and Theatre Studies	Music#	

*We would offer L2 and L3 technical vocational qualifications in Health and Social Care and Customer Care

Music A level would be offered through the centralised service in Barnet.

We would intend for most students on the A Level path to choose 3 A Levels and complete the Extended Project Qualification – EPQ on which many universities are placing a high emphasis on due to the independence required to be successful. A small number may complete 4 A Levels + EPQ as optional. At KS5 students would continue to have Personal Development Time, to cover a wide range of topics to support their transition to into employment or university. **(See Annex D.1)**

The socio-ethnic make-up of the Cricklewood community won't necessarily mirror that at The Compton and due to regeneration it is difficult to know what the intake would be like in 2018. However, as a highly successful urban school, with a very diverse intake, The Compton is very well placed to open a new school in an area serving a diverse population.

Before opening the school an assessment of the specific needs of the intake will be made and detailed curriculum planning and intervention plans will be put in place. Already the curriculum contains around 18% which is centred on developing English and literacy. However, further adjustments may be need to be made to provide further literacy and specialised EAL provision to meet the needs of the incoming group of children. Just as we do at The Compton School we will tweak the curriculum at The Compton Cricklewood to best meet the needs of *each* cohort. Our research shows that it is likely that there will be

- a higher % of EAL students, 63% versus 46% at The Compton School

- a slightly higher % of disadvantaged/FSM, 44 % versus 39% at The Compton School
- a lower % of students on an EHC plan than at The Compton School, 2.27% versus 4.20%
- a slightly lower average point score on entry, 26.9 versus 27.2 at The Compton School.

In recognition of the higher % of EAL students the curriculum will have more time devoted to developing English and Literacy. The Accelerator Reader Programme which has been highly successful at The Compton School will have a period devoted to it. However, further adjustments may be need to be made to provide further literacy and specialised EAL provision to meet the needs of the incoming group of children, as a result our staffing will have an EAL specialist teacher and additional TAs with EAL expertise. We will continue to upskill our staff through the nationally successful “Challenge the Gap” programme to ensure that disadvantaged students learning needs are met. This has proved very successful at The Compton School with 69% of FSM/disadvantaged students achieving 5A*-C including English and Maths. As a result of lower starting points on entry we will deliver the same high quality “catch up” and interventions but to a larger group of students than we do at The Compton School. A trained primary school teacher will be appointed to provide specialised small group teaching for these students as is the model at The Compton School. On entry, our SENCO in consultation with the head of English and Maths will be in place an SEN register with suggested interventions and teaching strategies for all new students identified as requiring additional help. All staff will be responsible for developing literacy and numeracy through their subject areas.

As we do at The Compton we will have workshop based evenings for parents of Year 7 to inform them of the curriculum/skills covered and to upskill parents in how they can best support their child.

We do not believe that there needs to be major alterations to The Compton Curriculum. The progress scores from RAISE online 2015 illustrate just how well we do with these groups.

Progress Measure Value Added for The Compton School 2015

- Disadvantaged = 1075.9
- EHC= 1066.5
- First Language Other = 1087.4
- Low ability= 1106.0

Attainment of groups for 2015

2015 Results	Percentage of students achieving 5A*-C incl English and Maths	
	The Compton School	National
Disadvantaged	69%	36%
EHC plan	33%	9%
First Language – other than English	78%	54%
Low Ability	32%	6%

Secondary schools	Distance from proposed location	% of pupils eligible for FSM	% of pupils who speak English as an Additional Language	% of pupils with an EHC Plan	APS on Entry from DfE performance tables 2015
Capital City Academy	1.526	53.90%	67.10%	1.40%	25.6
Convent of Jesus and Mary	1.945	39.90%	40.20%	1.50%	27.4
Hampstead School	0.374	59.10%	54.50%	3.30%	26.8
Hendon School	1.896	45.80%	59.90%	5.10%	27.3
Newman Catholic College	1.775	28.70%	77.30%	2.10%	26.3
Queen's Park Community School	1.239	37.60%	53.30%	2.00%	26.6
St Augustine C of E High School	1.918	67.80%	83.70%	5.00%	27.1
The Crest Academies	1.201	51.20%	87.20%	0.90%	25.0
Henrietta Barnett School	1.918	4.20%	38.70%	0.10%	33.4
Whitefield School	1.509	53.30%	71.30%	1.30%	24.3
Average for above nearby schools	-	44.15%	63.32%	2.27%	26.9
The Compton Finchley	3.8	39.6%	46.20%	4.20%	27.2

The belief in an academic curriculum for all students, irrespective of socio-economic background or academic ability, has been fundamental to the extraordinary success of The Compton and this would be fully replicated at Cricklewood. Curriculum design and implementation will be based on the delivery of a broad and balanced academic curriculum which is fully differentiated and which broadly follows the national curriculum. The curriculum at The Compton Cricklewood will align the vision of the existing and new school as teaching and learning environments focused on maximising achievement for all students using the mission statement 'Excellence through Dedication and Respect'. In practical terms, the curriculum model at The Compton has consistently supported over an extended period the academic achievement of all students through a focus on the delivery of high quality academic qualifications. This model would be extended to The Compton Cricklewood.

The aim of the broad and balanced curriculum will be to develop students' knowledge and skills, with a particular focus on the core subjects of English, Mathematics and Science.

However, the curriculum will also promote development of a wider range of talents and interests which will generate interest and enthusiasm in Design, Humanities and Modern Foreign Languages, as well as a deep understanding and appreciation of the Arts. A rich curriculum offer will also encourage essential qualities such as enquiry, critical thinking, resilience and independence to ensure that pupils are empowered as individuals to fulfil their educational potential to be fully prepared for education and work beyond the school and to go on and lead positive and successful lives as adults.

The detail of the curriculum will reflect the needs of the culturally diverse and multi-ethnic local community, at the same time as promoting fundamental British Values. Departmental organisation will ensure that all abilities are properly catered for in lessons including those with learning difficulties, English as an Additional Language and more able students. This will include additional support in class, targeted withdrawal and other interventions including provision and after school where needed.

The pastoral curriculum, delivered daily by tutors during 'Personal Development Time' (PDT) is seen as an important part of the taught curriculum, **(See Annex D.2)** The wide range of topics and skills covered in these sessions will further develop mature and sensitive attitudes and values supporting learning delivered elsewhere in subject-based curriculum. A rich and diverse programme of extra-curricular provision, (already on offer at The Compton) and including trips and residential, will also be a key feature of the social development and teaching and learning for students at the Compton Cricklewood, **(See Annex D.3)**

The Compton has for many years provided high quality teaching learning and assessment consistently applied across the school. The 'Teaching and Learning Handbook' clearly lays out a set of common expectations for teaching staff which builds and sustains a high performance culture. Most of the successful approaches to curriculum planning and delivery will therefore be directly relevant to The Compton Cricklewood. The handbook is based on wide-ranging, proven educational research and theory drawing together more than two decades of outstanding education offered by The Compton. The handbook is further underpinned by numerous teaching and learning policies such as written feedback and differentiation. The clear and effective principles established in the handbook will be directly transferable to The Compton Cricklewood and provide a strong basis for outstanding provision.

Additionally, 'TCS Teacher' is The Compton's own journal published six times a year with the aim of sharing the latest educational developments and theories in order to promote classroom innovation and cutting edge teaching and learning. The journal would be made available in both schools with articles from both schools featuring in future editions. This would be an example of how the two schools could work together collaboratively to develop a highly aspirational staff culture of professional development based on excellence in teaching and learning.

Within the senior leadership team of The Compton School there is a wealth of facilitation and training experience of running professional development programmes for colleagues locally and nationally which will be utilised to deliver high quality CPD. This will be

provided for colleagues working at The Compton Cricklewood and will help embed and sustain a positive and effective teaching and learning culture. There will also be significant opportunities for the staff of both schools to work collaboratively together, particularly in relation to developing pedagogic practices, common forms of assessment and the joint planning of creative, interesting and demanding schemes of work.

It is expected that some staff from The Compton will be appointed to work in the new school and a common model of distributed leadership across and within both schools will support the replication of high expectations and scholastic excellence commonly associated with and demonstrated by The Compton School.

The leadership of teaching and learning will be absolutely critical in ensuring the success of the new school. The learning centred leadership approach that is fundamental to the success of The Compton School will be replicated in the new school. Comprehensive and rigorous monitoring systems will enable senior leaders to know what is happening in every classroom. The monitoring systems and school self-review processes are outlined in The Compton School's Monitoring and Self Review Schedule found in **Annex D.4**. The intention is to follow the same procedures at The Compton Cricklewood to ensure consistency of standards across the schools. Through expert modelling, staff will have access to outstanding teaching and be encouraged to observe and discuss best practice. Formal lesson observations will also be a strong feature of the leadership strategy, as well as numerous other monitoring processes including critiquing Schemes of Work and reviewing written feedback through regular book scrutinies.

Data will be used at a strategic level to inform practice, monitor standards and identify areas of practice that require further CPD or targeted interventions to support student learning. Sophisticated data collection and management systems will be used at senior and middle leadership level to track every student and to hold individual teachers and departments to account to ensure the best outcomes for every child.

At the heart of the vision for the leadership of teaching and learning is the absolute belief that the most effective intervention in any school is high quality teaching all day and every day across every single subject area within the school. This belief underpins an uncompromising approach to quality and will ensure that senior leadership expectations of teachers and students are translated into outstanding performance and outcomes.

D2 – measuring pupil performance effectively and setting challenging targets

The Compton School achieves outstanding results. These are gained through effective individualised target setting, alongside high quality teaching, rigorous monitoring and targeted intervention. Our intention is for The Compton Cricklewood to also achieve outstanding results using the same approaches to assessment.

At The Compton for 2014 and 2015 our Value Added for Best 8 including English and Mathematics placed the school in the top 1% for the amount of progress made from KS2 to KS4. Our value added score for 2015 was 1070. For disadvantaged students our value added score was 1075, with 69% achieving 5A*-C including English and Maths. Of the 357 schools nationally that opted in for Progress 8, we were placed fourth highest with a score of 1.02.

There is little in-school variation at The Compton. The core departments achieve exceptionally well. For example, for 2015 all three departments were in the top 2%.

Subject	Percentile rank	Value Added	% achieving A*-C
English	2	1004.8	87%
Maths	1	1005.8	83%
Science	1	1005.6	88% (2 sciences)*

**100% (Biology, Physics and Chemistry - cohort of 47)*

Students make excellent progress at The Compton School. This is shown very clearly by the % of students making “expected” and “more than expected” progress in English and maths. Nearly double the % of students make 4 levels of progress than the national rate at The Compton School.

4 Year Trend on Student Progress	2012	2013	2014	2015
TCS Expected Progress English	92	89	91	91
National Levels	67	69	70	69
TCS More than expected progress English	55	60	63	58
National Levels	28	30	32	30
TCS Expected Progress Maths	77	87	84	88
National Levels	68	70	65	66
TCS More than expected progress Maths	37	51	51	54
National Levels	31	32	29	30

TCS= The Compton School

At The Compton Cricklewood at KS4 we will continue to use the most challenging FFT estimate to help us set aspirational student targets. These will be shared with students, parents and staff. All staff will have results as one of their appraisal objectives as they do at The Compton School. This emphasises the importance placed on the contribution of every single teacher to the academic success of every child, keeping educational outcomes central to our work. We would aim for the same high levels of progress at The Compton Cricklewood, with 85%+ making expected progress and 50%+ making more than expected progress in English and Maths. We would also be aiming for a whole school Progress8 score of between 0.75 and 1.00.

As at The Compton we will also use transition matrices in the new school to ensure that rates of progress are as high as possible for all prior ability groups. We will focus on accelerating the progress of disadvantaged students so that their achievement matches or exceeds that of non-disadvantaged students. Our monitoring and evaluation of progress will continue to “slice through” the cohort in many ways: gender; prior attainment banding; PP; SEND and EAL groups, so that we are aware of any potential underachievement early on. All data will be recorded in SIMS and shared with key staff each half term. Key Stage Leaders (senior pastoral teachers), Heads of Department and SLT links will monitor progress each half term so that no student is allowed to “slip through the net”. Progress will be a regular item on link meeting and departmental agendas. Staff will implement the same comprehensive Exam Improvement Strategy (EIS) strategy that we currently operate at The Compton School at both KS4 and KS3.

On entry we will use CATs as our baseline testing with students, along with English and maths data from the primary schools to set challenging targets for all. Students will be placed in one of five “ability thresholds” depending on their results; ... Exceptional, Excellent, Secure, Developing and Foundation. Particular attention will be paid to any students who enter the school below national expectations. Targets will be set for those students to make rapid progress with the help of intensive intervention sessions throughout the year.

The Compton Cricklewood will implement the same assessment, tracking and reporting procedures as The Compton. There will be ‘in-school formative’ assessment, which will be used by teachers to evaluate students’ knowledge and understanding on a daily basis and adjust their teaching accordingly; ‘in-school summative’ assessment, which will be part of a planned cycle throughout the year enabling to the school to evaluate how much a student has learned at the end of a unit of work; and nationally accredited summative examinations, which can be used as an accountability measure to hold the school to account.

There will be cross-moderation across the two schools, as already takes place with schools in The Compton’s Teaching School Alliance, to ensure that assessment is robust and accurate. SIMS and 4matrix will be used to record and analyse data. Bespoke “research groups” will be set up across both schools to analyse data for individual groups or classes. These results will be scrutinised by Heads of Department, Teachers and Senior Leaders in both schools. One of the senior leaders at The Compton Cricklewood will be responsible for overseeing the target setting process and ensuring excellent student outcomes.

The Compton’s successful Positive Behaviour strategy will be adopted at the new school and will support the learning for every student. Behaviour will be closely monitored, positive behaviour rewarded and any concerns dealt with swiftly. Students will be set targets for positive behaviour along with a challenging attendance target of 96%+. Attendance will be closely monitored by Tutors, non-teaching Year Managers, Key Stage Leaders and the Senior Leader in charge of attendance. Students will be rewarded for 100% attendance through celebration assemblies. ‘First day calling’ will take place for

any unexplained absence and intervention meetings will be put in place where attendance is a concern.

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

Our intention is for The Compton Cricklewood to provide the same excellent value for money as The Compton School. From the latest “Schools Financial Health and Efficiency”, (DfE 2013-14) The Compton School was in the **top decile** for financial efficiency.

The staffing structure will grow as The Compton Cricklewood grows. The structure will benefit from being part of the MAT, from both an educational and operational perspective.

Staff across the MAT will work to the **same shared ethos and culture** of The Compton. Training will be delivered by The Compton staff. **Flexibility** of staff will be essential in the start-up years.

There will be **shared services** across the MAT so that The Compton Cricklewood will benefit from the expertise developed over time at The Compton School e.g., Human Resources, policy and procedures, finance, site and premises management and timetabling and data. This will ensure that new staff are supported while being skilled up quickly so that they work efficiently. The sharing of services will lead to **savings and economies of scale**.

Staff at The Compton Cricklewood will be supported by The Compton School staff and staff from our **Teaching School Alliance** in the first instance, so that we can utilise expert support and advice. For example, there will be shared CPD sessions, joint INSET days, mentoring and support of middle and senior leaders. **SLEs** currently working at The Compton School will be able to support new staff in key EBacc departments, such as, English, MFL, Science, Maths and History. Additionally, within our alliance school there is an SLE for Geography. The Compton Cricklewood will also benefit from a Specialist Leader in Business Management. Staff at The Compton Cricklewood will also be able to access training through the Compton Hub – Maths and Physics training hubs.

Commitment to **professional development** will be paramount for teaching and support staff at all levels. **Talent identification and succession planning** across the MAT will be a high priority to build capacity, as it is at The Compton School. This will ensure sustainability in the provision of excellent educational opportunities.

The Compton Cricklewood will benefit from being part of **The Compton SCITT** School. This will also ensure that we are building capacity and will support recruitment to the school.

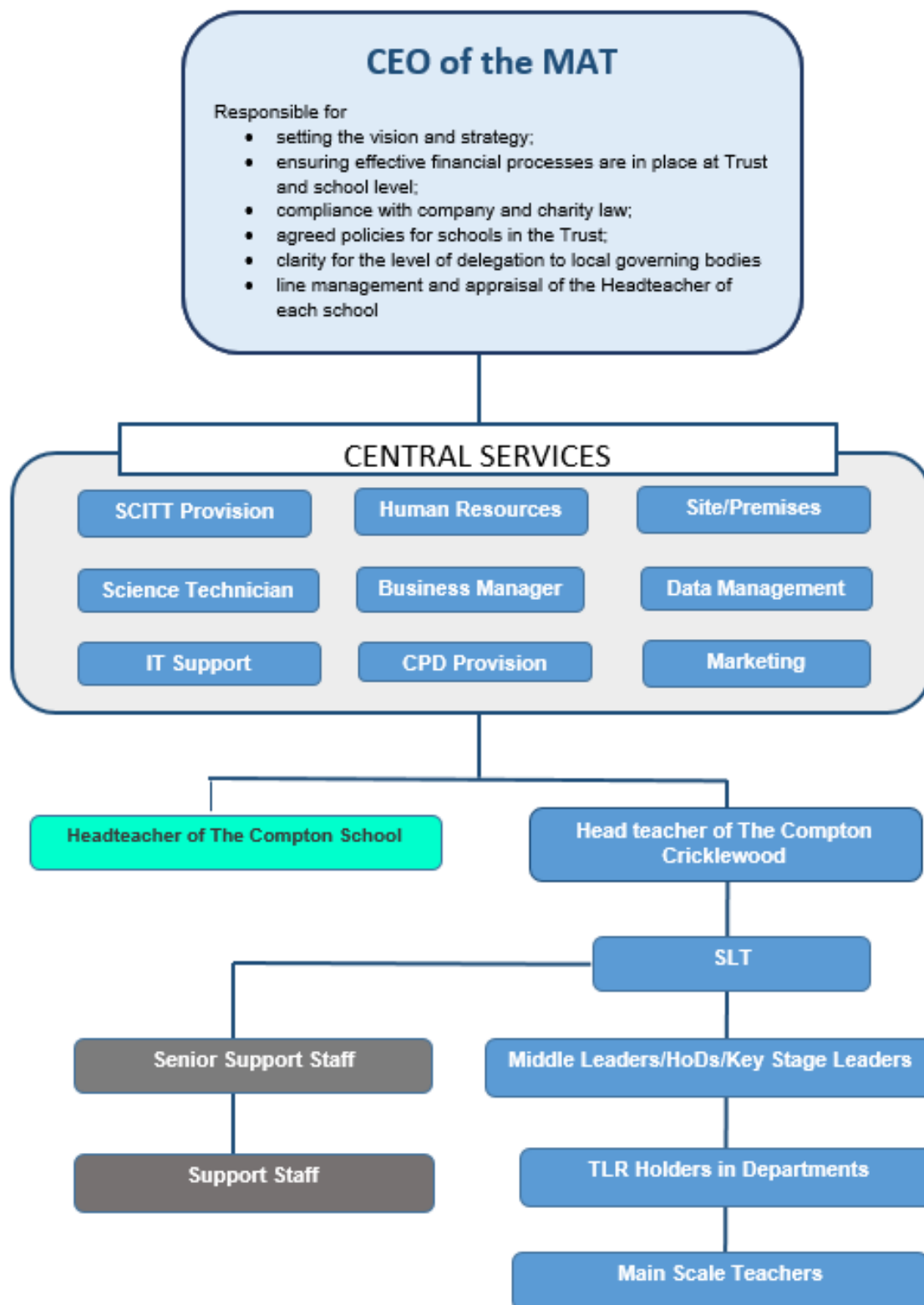
All heads of department will be line managed by an SLT link. There will be shared agenda items across departments to ensure consistency and a sharp focus on progress and attainment. The Deputy Headteacher of The Compton Cricklewood will oversee

progress and attainment. All middle and senior leaders will be further supported by senior colleagues at The Compton.

There will be non-teaching Year Managers appointed for each year group. They will work closely with the senior leadership team at The Compton Cricklewood.

All staff appointed will need to be flexible in their tasks and roles particularly over the first few years for example; the head of History will need to be able to teach Yr 7 geography, the head of music may need to teach Drama.

The diagram below shows the accountability structure of the MAT.



Staffing

The tables below show how the staffing will grow each year. The final table shows the total number of staffing broken down according to type, for example, teaching, administration and premises.

SLT

Headteacher	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Deputy Head		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Deputy Head			1.0	1.0	1.0	1.0	1.0	1.0
Assistant Head	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Assistant Head				1.0	1.0	1.0	1.0	1.0
Assistant Head			1.0	1.0	1.0	1.0	1.0	1.0
Deputy Head					1.0	1.0	1.0	1.0
Deputy Head					1.0	1.0	1.0	1.0

Teaching

HOD English	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
2 i/c English			1.0	1.0	1.0	1.0	1.0	1.0
English		1.0	1.0	1.0	1.0	1.0	1.0	1.0
English			1.0	1.0	1.0	1.0	1.0	1.0
English					1.0	1.0	1.0	1.0
English					1.0	1.0	1.0	1.0
English					1.0	1.0	1.0	1.0
HOD Maths	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
2 i/c Maths		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Maths		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Maths			1.0	1.0	1.0	1.0	1.0	1.0
Maths			1.0	1.0	1.0	1.0	1.0	1.0
Maths					1.0	1.0	1.0	1.0
Maths					1.0	1.0	1.0	1.0
HOD Science	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
2 i/c Science			1.0	1.0	1.0	1.0	1.0	1.0
3 i/c Science/HSC				0.5	0.5	0.5	0.5	0.5
Science		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Science				1.0	1.0	1.0	1.0	1.0
Science				1.0	1.0	1.0	1.0	1.0
Science				1.0	1.0	1.0	1.0	1.0
Science					1.0	1.0	1.0	1.0
Science					1.0	1.0	1.0	1.0
HOD Geog		1.0	1.0	1.0	1.0	1.0	1.0	1.0
2 i/c Geog			1.0	1.0	1.0	1.0	1.0	1.0
Geog				1.0	1.0	1.0	1.0	1.0
Geog					1.0	1.0	1.0	1.0

HOD History/RE	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
2 i/c History/RE		1.0	1.0	1.0	1.0	1.0	1.0	1.0
History/RE			1.0	1.0	1.0	1.0	1.0	1.0
History				1.0	1.0	1.0	1.0	1.0
History					1.0	1.0	1.0	1.0
HOD D&T	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
2 i/c D&T			1.0	1.0	1.0	1.0	1.0	1.0
D&T		1.0	1.0	1.0	1.0	1.0	1.0	1.0
D&T			1.0	1.0	1.0	1.0	1.0	1.0
D&T				1.0	1.0	1.0	1.0	1.0
HOD Art		1.0	1.0	1.0	1.0	1.0	1.0	1.0
2 i/c Art/Photography				1.0	1.0	1.0	1.0	1.0
Art					1.0	1.0	1.0	1.0
HOD Drama		1.0	1.0	1.0	1.0	1.0	1.0	1.0
2 i/c Drama				1.0	1.0	1.0	1.0	1.0
Drama					1.0	1.0	1.0	1.0
HOD Music	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
2 i/c Music				1.0	1.0	1.0	1.0	1.0
HOD PE	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
2 i/c PE				1.0	1.0	1.0	1.0	1.0
PE		1.0	1.0	1.0	1.0	1.0	1.0	1.0
PE			1.0	1.0	1.0	1.0	1.0	1.0
PE					1.0	1.0	1.0	1.0
HOD MFL	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
2 i/c MFL		1.0	1.0	1.0	1.0	1.0	1.0	1.0
MFL			1.0	1.0	1.0	1.0	1.0	1.0
MFL				1.0	1.0	1.0	1.0	1.0
MFL				1.0	1.0	1.0	1.0	1.0
MFL				1.0	1.0	1.0	1.0	1.0
HOD Business St				1.0	1.0	1.0	1.0	1.0
HOD Computer Science			1.0	1.0	1.0	1.0	1.0	1.0
2 i/c Comp Science				1.0	1.0	1.0	1.0	1.0
Comp Science					1.0	1.0	1.0	1.0
Science							1.0	1.0
Sociology						1.0	1.0	1.0
HOD Psychology						1.0	1.0	1.0
2 i/c Econ/Bus						1.0	1.0	1.0
Science						1.0	1.0	1.0
Science						1.0	1.0	1.0
English						1.0	1.0	1.0

Administrative

Business Administrator	1.0	1.0	1.0					
Data admin	0.5	0.5	0.5	0.8	0.8	0.8	0.8	0.8
Exams Manager			1.0	1.0	1.0	1.0	1.0	1.0
Heads PA	0.5	0.5	0.5	1.0	1.0	1.0	1.0	1.0
Office admin			0.8	0.8	0.8	0.8	0.8	0.8
Admin/reception	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8
Resource admin				0.8	0.8	0.8	0.8	0.8
Finance Manager	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Dep Fin Manager				1.0	1.0	1.0	1.0	1.0
Finance admin		0.8	0.8	0.8	0.8	0.8	0.8	0.8
SEN admin		0.4	0.6	0.7	0.8	0.8	0.8	0.8
Welfare admin	0.4	0.4	0.8	0.8	0.8	0.8	0.8	0.8
Attendance admin	0.4	0.4	0.4	0.8	0.8	0.8	0.8	0.8
6th form admin						0.9	0.9	0.9
Study Support/Car						1.0	1.0	1.0
Study Support						0.9	0.9	0.9

Premises

Premises Manager	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Caretaker	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Caretaker			1.0	1.0	1.0	1.0	1.0	1.0
Caretaker				1.0	1.0	1.0	1.0	1.0
Cleaning Sup	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Cleaner	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Cleaner	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Cleaner	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Cleaner		0.2	0.2	0.2	0.2	0.2	0.2	0.2
Cleaner		0.2	0.2	0.2	0.2	0.2	0.2	0.2
Cleaner		0.2	0.2	0.2	0.2	0.2	0.2	0.2
Cleaner			0.2	0.2	0.2	0.2	0.2	0.2
Cleaner			0.2	0.2	0.2	0.2	0.2	0.2
Cleaner				0.2	0.2	0.2	0.2	0.2
Cleaner				0.2	0.2	0.2	0.2	0.2

Catering

Chef Manager	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8
Cook/Deputy	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8
Catering Assist	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Catering Assist	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Catering Assist		0.7	0.7	0.7	0.7	0.7	0.7	0.7
Catering Assist			0.7	0.7	0.7	0.7	0.7	0.7
Catering Assist				0.7	0.7	0.7	0.7	0.7
Catering Assist					0.7	0.7	0.7	0.7

Other

Senior MTS	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
MTS	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
MTS		0.3	0.3	0.3	0.3	0.3	0.3	0.3
MTS			0.3	0.3	0.3	0.3	0.3	0.3
MTS				0.3	0.3	0.3	0.3	0.3
MTS				0.3	0.3	0.3	0.3	0.3
Invigilation	0.1	0.2	0.3	0.4	0.5	0.6	0.6	0.6
Staff duties	0.1	0.2	0.3	0.4	0.5	0.6	0.6	0.6
Staff 9								

Total	29.5	49.9	74.7	103.8	122.9	138.7	141.7	141.7
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Total number of staff

SLT	2.0	3.0	5.0	7.0	9.0	9.0	9.0	9.0
Teaching	8.0	19.0	31.0	46.5	59.5	70.5	72.5	72.5
Pupil support	7.9	13.1	18.6	25.1	28.0	29.8	30.8	30.8
Administrative	4.6	5.8	8.2	10.4	10.5	13.3	13.3	13.3
Premises	3.1	3.8	5.5	7.0	7.0	7.0	7.0	7.0
Catering	3.0	3.8	4.5	5.2	5.9	5.9	5.9	5.9
Other	0.9	1.4	2.0	2.7	3.0	3.2	3.2	3.2
Total	29.5	49.9	74.7	103.8	122.9	138.7	141.7	141.7

A = Year Managers are non-teaching members of staff. They oversee one year group and move up with their students. This ensures that positive relationships are formed with all families, but particularly vulnerable and hard to reach families. They work very closely with Key Stage Leaders to ensure that high levels of attendance and behaviour are maintained.

B= Internal exclusion officer is a non-teaching member of staff. This person will supervise students who are serving an internal exclusion.

C= LRC - Learning Resource Centre. This is staffed by a non-teaching member of staff. The LRC is open before, during and after school to support students learning. ICT facilities will be available. The Accelerator Reader programme is managed through the LRC officer.

Central Services Team

The following support will be provided through the Central Services Team:

- Business Manager
- HR Manager
- Network Manager
- Data Manager

- Senior Science Technician

70% recruitment scenario in Year 12 (126 students out of 180 students)

In the unlikely event of lower than expected student recruitment, a number of staff would have to be flexible in their roles and responsibilities. Staff will be expected to teach a second subject.

Fewer students would mean that we would reduce the number of form groups down. This would free up periods on staff timetables. We would then use those periods to cover teaching in other subjects, support or supervision roles.

Savings would be made as follows:

- HODs salaries reduced to UPS1/MPR6 until KS4
- Lower TLR for CORE subjects until KS4
- Year Manager role taken on by Assistant Head
- Teaching Assistants removed – taken up by surplus periods on teaching staff timetables
- Cover Manager covered by Data Administrator/Head's PA
- Cover Supervisor covered by surplus teaching periods
- Removed Business Administrator Year 1 – covered by Central Services
- Premises Manager covered by Senior Caretaker/Central Services
- Deputy Cook Removed – fewer students and staff
- One cleaner removed- fewer students and staff
- One MTS removed – fewer students to supervise
- Staff Invigilation and staff duties removed – covered by other staff by surplus in timetable/hours
- Internal CPD only in year one – Teaching School training activities/Central Services provision
- Recruitment costs reduced – Central Service provision and less staff to appoint
- Marketing costs reduced – covered by pre-opening grant for 1st years
- Removed grounds maintenance – managed in house
- Buildings repairs and contracts reduced – less of school in use
- Learning resources and admin supplies reduced – fewer students
- Legal reduced - fewer students/staff
- Contingency reduced – smaller school
- LRC Manager removed - covered by surplus periods from teaching staff

- ICT Technician reduced to 0.5 – smaller school/balance provided by Central Services
- D&T, Art technician removed – covered by surplus periods from respective HODs

The above would generate savings of [REDACTED] savings required to remain viable.

Where possible we would also draw on support from staff from The Compton School Finchley to add capacity.

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

The inclusive ethos, shared values and celebration of diversity which is such a strong feature at The Compton will be replicated at The Compton Cricklewood. Our proven track record of achievement indicates that there are no underachieving groups. We have an absolute belief in everyone's ability to achieve irrespective of background and make a positive contribution to our school and society beyond. Through the excellent education opportunities provided at The Compton we enhance the life chances of every pupil in our school community. This will continue as a strong feature of The Compton Cricklewood.

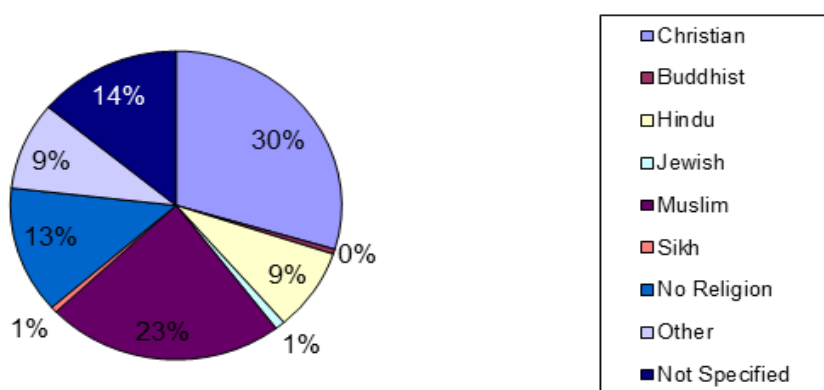
Central to our outstanding provision is a consistency of approach and a whole-school commitment to providing engaging learning opportunities for all students. The broad and balanced curriculum contributes to a growth in their knowledge across subjects, including strong development in literacy and mathematical skills. The curriculum is further enhanced through a range of enrichment opportunities which include the very strong development of student leadership.

As a mixed multi-ethnic school, spiritual, moral, social and cultural development is a key element of our provision and is delivered very effectively. Consequently, students are enabled to develop as positive citizens in 21st century Britain.

As at The Compton, the curriculum at The Compton Cricklewood will be broad and balanced and prepare children for life in modern Britain including through the teaching of Spiritual, Moral, Social and Cultural education, (SMSC). This will be delivered via aspects of the whole school curriculum and the Pastoral Curriculum. The Pastoral Curriculum is a highly structured, year specific programme of activities delivered through personal development time by the form tutor and through assemblies and enrichment activities (**See Annex D part 2.2**). In terms of diversity the location of Cricklewood is not that dissimilar to the location of The Compton School. Overall Barnet has a high percentage of households with multiple ethnicities and multiple languages spoken, suggesting a higher level of ethnic integration than other parts of London, particularly other Outer London boroughs. The high level of ethnic integration is particularly evident at The Compton School where relationships are exceptionally harmonious between religious/ethnic groups. Likewise, the religious composition of the area surrounding the proposed Free School is similar to The Compton School.

Although there is a higher percentage of muslims in Child's Hill and West Hendon than in Woodhouse ward and Coppetts ward, the religious make-up of The Compton School is in fact similar to that of Childs Hill Ward. The pie chart below shows that 23% of The Compton's population is Muslim.

Religious Breakdown of The Compton School 2015-2016



Arabic, Somali, Polish, Urdu and Gujarati are the main languages spoken other than English in both locations.

Potential catchment wards for The Compton Cricklewood

Ward/Area	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other Religion	No Religion	Religion not stated
BARNET	41%	1%	6%	15%	10%	0%	1%	16%	8%
Childs Hill	38%	1%	3%	17%	14%	0%	1%	16%	9%

Ward/Area	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other Religion	No Religion	Religion not stated
BARNET	41%	1%	6%	15%	10%	0%	1%	16%	8%
West Hendon	36%	2%	11%	14%	17%	0%	1%	11%	7%

The main catchment wards for The Compton School

Ward/Area	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other Religion	No Religion	Religion not stated
BARNET	41%	1%	6%	15%	10%	0%	1%	16%	8%
Woodhouse	45%	1%	9%	6%	10%	0%	1%	18%	8%

Ward/Area	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other Religion	No Religion	Religion not stated
BARNET	41%	1%	6%	15%	10%	0%	1%	16%	8%
Coppetts	47%	1%	6%	4%	9%	1%	1%	23%	8%

The Pastoral Curriculum

The Pastoral Curriculum enables students to:

- Demonstrate emotionally intelligent and safe behaviour in their daily interactions in school and beyond including on-line and use of social media
- Talk confidently in public and social situations and explore sensitive or controversial issues
- Experience a range of spiritual, moral, social and cultural activities
- Support a local, national or international charity and make a positive contribution
- Develop positive character traits such as resilience, determination, self-esteem and confidence

The activities it incorporates are:

- Respecting Self – Respecting Others:
- Current Affairs ('In the News'):
- Student Presentation ('Speaking Up, Speaking Out'):
- Assembly:
- Checking-In Time

As a result of the spiritual, moral, social and cultural curriculum thus delivered, it is expected that students' **spiritual** development will be shown through their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Students' **moral development** will be shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating and offering reasoned views about moral and ethical issues

Students' **social development** will be shown by their:

- use of a range of social skills in different contexts, including working and being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning
- developing and applying an understanding of right and wrong in their school life and life outside school
- taking part in a range of activities requiring social skills
- developing an awareness of, and respect towards, diversity in relation to, e.g. gender, race, religion and belief, culture, sexual orientation, disability

- gaining a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training
- overcoming barriers to their learning
- responding positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example developing an appreciation of theatre, music and literature
- developing the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain
- understanding and appreciating the range of different cultures within school and further afield as an essential element of their preparation for life
- socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

Students' **cultural development** will be shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

The whole-school experience will provide students with the best possible preparation for the next stage of their education and training. Students leave The Compton and many move on to Higher Education including to Russell Group universities. We encourage and enable pupils from all backgrounds to move on to university, including using ground breaking programmes like that provided for disadvantaged students by 'The Brilliant Club'. This excellent focus and provision will continue to be the case at The Compton Cricklewood.

Prevent Duty and Safeguarding

At The Compton students from very diverse backgrounds interact very positively with each other and with staff. This would be the case at the new school and the ethos and practices would prevent any form of discriminatory behaviour. It is vital for students to feel safe and happy at school to be successful as well as needing to know what to do if they have any concerns. Throughout the new school, as at The Compton, teachers would be trained and expected to challenge stereotypes and there would be zero tolerance of any derogatory language or behaviour.

As is currently the case at The Compton, celebration events each year tap into the diverse community of the school and allow students and the community to demonstrate aspects of their cultural heritage. Through the taught and pastoral curricula students learn about and reflect upon the value of diversity and find out about other communities and cultures. This practice will be mirrored at The Compton School.

The Compton Cricklewood will adhere to the Prevent Duty and deliver training to all staff as part of Safeguarding Policies and procedures. The Prevent Duty is one element within our overall arrangements to safeguard and promote the welfare of all children. Staff will be made aware of what extremism is using the following definition:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

The Compton Cricklewood will be seen by students as a safe place where they can explore controversial issues, including the risks associated with extremism. As at The Compton, students will be taught the knowledge and skills to be able to challenge extremism. The broad and balanced curriculum that we offer will support the development of our students so that they are enriched by and accepting of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

We will enable students to make a positive contribution by building students' resilience to radicalization, by promoting fundamental British values and enabling students to challenge extremist views. Through the Pastoral Curriculum, students will be supported to develop character traits such as resilience, determination, self-esteem and confidence.

Supporting students with making a positive contribution through taking on responsibilities -as young people who have an active part to play in the school as well as society is what we have always done and will continue to do.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Positive Behaviour for Learning Policy and the Code of Conduct for staff.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially
- where students have not actively sought these out
- Students accessing extremist material online, including through social networking sites

- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting students in other schools or settings
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities
- Policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views
- Graffiti symbols, writing or art work promoting extremist messages or images

Our school will closely follow any locally agreed procedure as set out by the Local Authority and our Safeguarding Policy for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised, a referral to Channel will be made by the Designated Safeguarding Lead. In addition the school actively monitors the usage of the internet by staff and students using a programme called Securus as part of our safeguarding. The same procedures will be followed at The Compton Cricklewood. All Procedures will be made accessible on the school website and intranet.

Section E – evidence of need

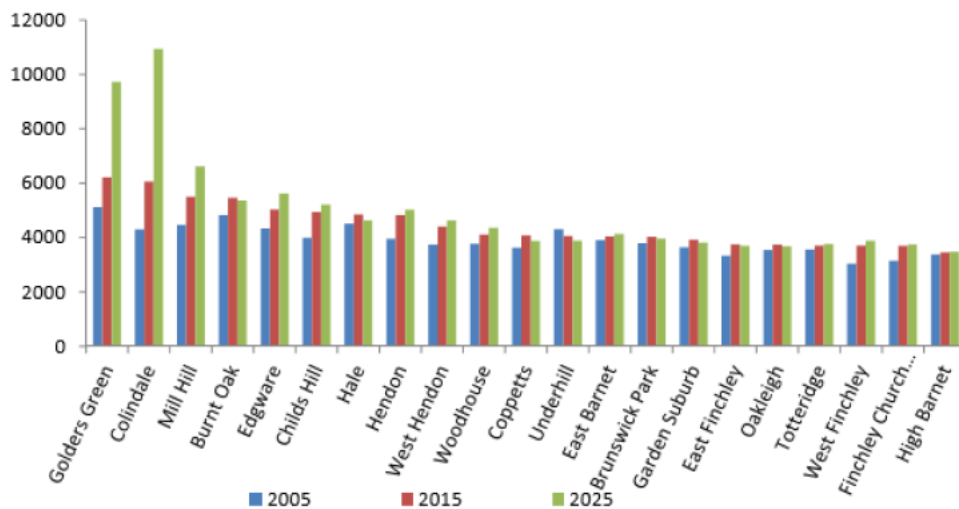
E1 – provide valid evidence that there is a need for this school in the areas

Basic Need

Barnet's children and young peoples' population is estimated to increase by 6% from 2015-2020. In 2020, the population will be 98,914 making it the second most populous borough in London for children and young people.

There is a **basic need for future additional secondary** school places in Barnet. This need had been identified in the School Capacity: academic year 2013-14 document, updated in February 2015, where forecasts show that the number of secondary places needed in 2019/20 to be 27,379. The actual number of school places in 2013-14 was 22,783 leaving a major deficit.

Barnet Local Authority has identified a need for at least **22 additional forms** of entry by 2020. The growth is not equal across the borough and some wards are expected to grow more than others (*shown in the graph below*).



Population projections of 0 - 19 year olds by ward, GLA Population Projections

Major regeneration areas are– Colindale (Grahame Park), West Hendon, Mill Hill East, Dollis Valley and Brent Cross/Cricklewood. The proposed location of the new school is located in the Brent Cross/Cricklewood regeneration area. The likely wards which it would draw students from are Child's Hill, Golders Green, West Hendon and Hendon. All four of these wards will experience significant growth, with Golders Green expected to see a very large increase in the children and young people population from 6,218 in 2015 to 9,727 in 2025. Child's Hill, West Hendon and Hendon are also expected to see a significant increase in the population of children and young people. This demonstrates a **basic need for a school in this location**. The Local Authority are very supportive of our application to open a free

school and have suggested the Cricklewood area as one that needs a new school. See letter of support from Barnet Local Authority (**see Annex E 1**)

The proposed site [REDACTED]. Both boroughs have future growth forecasts at secondary school level.



In Brent, the projected increase in the secondary school population is from 18,024 in 2013 to 21,756 in 2020/21. The borough has plans to expand existing schools; however most of these are not near the south/east of the borough. [REDACTED]

[REDACTED]
Brent will need 18 additional forms of entry by 2022 (*London Borough of Brent, School Expansion Strategy 2014*).

The table below shows school capacity in Barnet as at 2014/15. The Compton will be full with 1,350 students in 2017 as the new Sixth Form grows. Barnet's calculation of the demand for additional secondary places in the borough due regeneration and population growth by 2021 assumes ALL Barnet schools will be full so the current unfilled places of 3,575 will not exist and there will be a need for 20+ forms of entry by 2021.

Establishment Name (2014/15 data EDUBASE)	School Capacity	Number Of Pupils	Surplus/ Deficit
Friern Barnet School	815	795	20
St Michael's Catholic Grammar School	767	754	13
Finchley Catholic High School	1,200	1,154	46
St James' Catholic High School	1,201	1,086	115
Bishop Douglass School Finchley	1,080	754	326
JCoSS	1,310	966	344
Queen Elizabeth's School, Barnet	1,200	1,193	7
Ashmole Academy	1,452	1,492	-40
The Compton School	1,350	1,142	208
East Barnet School	1,350	1,341	9
Queen Elizabeth's Girls' School	1,146	1,137	9

Whitefield School	1,052	753	299
The Totteridge Academy	884	591	293
Mill Hill County High School	1,538	1,670	-132
Christ's College Finchley	1,007	871	136
Hasmonean High School	1,494	1,063	431
Hendon School	1,269	1,291	-22
The Henrietta Barnett School	779	731	48
Copthall School	1,200	1,070	130
St Andrew the Apostle Greek Orthodox School*	1,050	165	885*
The Archer*	750	300	450*

**Both The Archer and St Andrew the Apostle Greek Orthodox School are new schools and still growing to their capacity.*

Educational Need

Locating a school in [REDACTED]

[REDACTED]. The only school within a mile is Hampstead School, a Camden Local Authority school. This school was rated as “Good” during its last inspection.

The nearest Barnet secondary schools to the site are Whitefield and Hendon. Whitefield is 1.6 miles away: - it is rated as a “Good” school following its inspection in January 2014. 45% of students achieved 5A*-C including English and Maths with a value added of 1008.

Hendon is 1.89 miles away and rated as an “Outstanding” school following its inspection in 2011. In 2015, 70% of students achieved 5A*-C including English and Maths with a value added score of 1035.

Hendon PAN is 1,269 (State – Funded Secondary Schools- School Capacity in May 2013). In 2015, Hendon School had 1,291 students and was therefore operating beyond capacity.

Whitefield PAN is 1,000 (State – Funded Secondary Schools- School Capacity in May 2013). In 2015, Whitefield school had 981 students and therefore has some capacity, but not sufficient to cope with the increase in demand.

Establishing a **mixed non-denominational** free school with a strong academic curriculum including a Sixth Form will also be an important addition to educational provision in this area. The Compton Cricklewood would be an excellent/outstanding school and will provide more **choice and diversity** for local parents and children. The lack of “Outstanding” secondary places in this area as illustrated by the table below suggests a strong educational need for a new free school in Cricklewood. Only Henrietta Barnett and Hendon are outstanding. Henrietta Barnett is a girls selective school and Hendon is likely to be full due to growth in Colindale.

The tables below show the extensive research conducted on the primary and secondary schools in the area surrounding the proposed site. This includes school performance and school population characteristics. Data from the Compton has been included at the bottom for comparison. The table shows that there are very few mixed non-denominational schools in the area, Hendon and Whitefield being the only 2 Barnet schools. Locating a school here would increase parental choice. The high standards achieved by The Compton would improve the quality of educational provision with 75% of our students achieving 5A*-C in E/M. Our two main feeder schools – Summerside and Moss Hall have progress measures of 65% and 78% respectively, therefore we will be well placed to cater for the needs of students from the primary schools surrounding the Cricklewood site.

Primary Schools nearest to The Compton Cricklewood (NW2 1ES)	Distance from NW2 1ES	Most recent Ofsted rating	% of pupils eligible for Free School Meals	% of pupils who speak English as an Additional Language	% of pupils with an EHC Plan	Progress Measures relevant to your school type L4 in Eng+Maths	Attainment Measures relevant to your school type*
All Saints CofE NW2	0.688	2 in March 2012	42.3%	48.1%	1.9%	69%	Reading: 89% Writing: 89% Maths: 96%
Anson Primary	0.386	2 in April 2015	30.3%	65.4%	3.6%	78%	Reading: 93% Writing: 90% Maths: 95%
Beckford Primary	0.819	2 in July 2012	51.4%	66.8%	2.2%	80%	Reading: 92% Writing: 98% Maths: 92%
Childs Hill	0.433	2 in June 2011	45.7%	75.0%	6.0%	71%	Reading: 90% Writing: 80% Maths: 98%
Claremont Primary	0.525	3 in March 2014	65.3%	79.4%	0.7%	56%	Reading: 89% Writing: 96% Maths: 89%
Emmanuel CofE Primary	0.969	1 in June 2007	23.8%	37.4%	2.7%	100%	Reading: 100% Writing: 100% Maths: 100%
Gladstone Park Primary	0.833	n/a	31.9%	69.8%	1.8%	94%	Reading: 97% Writing: 100% Maths: 100%

Primary Schools nearest to The Compton Cricklewood (NW2 1ES)	Distance from NW2 1ES	Most recent Ofsted rating	% of pupils eligible for Free School Meals	% of pupils who speak English as an Additional Language	% of pupils with an EHC Plan	Progress Measures relevant to your school type	Attainment Measures relevant to your school type
Mora Primary	0.443	2 in December 2014	39.8%	75.9%	1.3%	85%	Reading: 98% Writing: 98% Maths: 100%
Our Lady of Grace Catholic Junior	0.836	1 in October 2012	22.6%	44.4%	2.1%	97%	Reading: 98% Writing: 98% Maths: 100%
St Agnes RC	0.221	2 in October 2014	18.2%	47.4%	0.6%	86%	Reading: 95% Writing: 98% Maths: 93%
St Mary Magdalen Catholic Junior	0.920	2 in July 2014	28.2%	56.3%	2.5%	94%	Reading: 95% Writing: 99% Maths: 91%
Wessex Gardens Primary	0.980	2 in January 2014	38.7%	91.7%	0.8%	73%	Reading: 89% Writing: 100% Maths: 82%
Secondary schools nearest to The Compton Cricklewood (NW2 1ES)	Distance from NW2 1ES	Most recent Ofsted rating	% of pupils eligible for Free School Meals	% of pupils who speak English as an Additional Language	% of pupils with an EHC Plan	Progress Measures relevant to your school type 5A*-C in Eng/maths	Attainment Measures relevant to your school type
Capital City Academy	1.526	2 in November 2015	53.9%	67.1%	1.4%	48%	English: 76% Maths: 64%
Convent of Jesus and Mary Language College	1.945	2 in April 2013	39.9%	40.2%	1.5%	57%	English: 88% Maths: 66%
Hampstead School	0.374	2 in February 2012	59.1%	54.5%	3.3%	55%	English: 75% Maths: 71%
Hendon School	1.896	1 in November 2011	45.8%	59.9%	5.1%	70%	English: 87% Maths: 81%

Secondary schools nearest to The Compton Cricklewood (NW2 1ES)	Distance from NW2 1ES	Most recent Ofsted rating	% of pupils eligible for Free School Meals	% of pupils who speak English as an Additional Language	% of pupils with an EHC Plan	Progress Measures relevant to your school type 5A*-C in Eng/maths	Attainment Measures relevant to your school type
Newman Catholic College	1.775	2 in September 2011	28.7%	77.3%	2.1%	42%	English: 62% Maths: 68%
Queen's Park Community School	1.239	2 in March 2012	37.6%	53.3%	2.0%	56%	English: 73% Maths: 75%
St Augustine C of E High School	1.918	1 in September 2013	67.8%	83.7%	5.0%	70%	English: 80% Maths: 91%
The Crest Academies	1.201	4 in January 2015	51.2%	87.2%	0.9%	44%	English: 78% Maths: 61%
Henrietta Barnett School	1.918	1 in December 2007	4.2%	38.7%	0.1%	100%	English: 99% Maths: 100%
Whitefield School	1.509	2 in January 2014	53.3%	71.3%	1.3%	45%	English: 83% Maths: 64%
The Compton School Finchley	3.800	1 in Sept 2006	39%	46.2%	4.2%	75%	English: 91% Maths: 88%
Local average			Primary 26.1% Secondary 31.0%	Primary 48.0% Secondary 39.0%	Primary (S or EHCP) 1.9% Secondary (S or P) 8.1%	Primary (L4+) 84% Secondary (5 A*-C inc E&M) 69.0%	Primary 95% reading 95% writing 93% Maths Secondary English 83.0% Maths 77.1%
National average			Primary 26.4% Secondary 28.6%	Primary 19.4% Secondary 14.3%	Primary (S or EHCP) 1.4% Secondary (S or P) 7.4%	Primary (L4+) 80.0% Secondary (5 A*-C inc E&M) 52.8%	Primary 91% reading 94% Writing 90% Maths Secondary English 71.6% Maths 65.5%

E2 – successful engagement with parents and the local community

This section sets out the engagement we have conducted so far and the further engagement which will take place throughout the school opening period until September 2018. Our plan is based on the [REDACTED] and may evolve over time, if required, due to a location change. A detailed engagement and marketing plan is provided in **Annex E2.1**.

Engagement experience

We are confident that The Compton Cricklewood will be fully subscribed from day one due to our excellent reputation and track record in successful engagement with parents and the local community. The Compton is oversubscribed each year with over 1,000 applications for 210 places, a large number of appeals annually and a long waiting list for every year group.

The senior team has extensive, successful experience of engaging the community to open a new school. The Headteacher was one of three senior staff appointed to launch The Compton from its establishment as a fresh start school in 1992. In 2015, two members of the senior leadership team successfully led engagement with students, parents and the local community to set up a new Sixth Form. For the opening of our Sixth Form we ran an extensive marketing campaign that included paid for advertising in three local papers, on the back of local buses, leafleting local community centres and online promotion through the school website, twitter and Facebook. Subsequently, Year 12 is now full with more students than were anticipated in the business plan and applications received from across the target areas of The Compton Cricklewood. We have an excellent relationship with the local press and regularly appear in the Barnet local papers and we have a very active twitter feed with 562 followers and postings on an almost daily basis. We also follow and are followed by many local community groups.

Engagement conducted

Engagement with key stakeholders, parents and the local community has established the desire for a new school. Engagement activities conducted so far are:

- Key spokesperson: [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
- [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

- Branding will spin off from the existing, well regarded Compton branding using the same logo and colours of The Compton School.
- We have announced the application to set up a free school on the existing Compton School website and a dedicated area of the website has been created to provide up to date news about the progress of the free school application.
- Marketing materials (draft) which outlines our offer to parents, pupils and the community have been designed ready for distribution to all key stakeholders.

Further planned engagement activities

We have planned further local engagement to be conducted from pre-application stage through to the planned opening of the school in September 2018, dependent on confirmation of the site at Cricklewood. This plan is based on our experience of having successfully marketed the opening of The Compton and the new Sixth Form. A detailed activity schedule is shown in **Annex E2.1** which covers:

- Assessment of local postcodes of pupils
- Letters of support gained from local community groups
- **Public Relations (PR)** – utilising the existing strong links of the Compton, we will work with the local media (print, web and radio) to ensure engaging coverage of key milestones throughout the project including: announcement of an application, the bid approval, securing a site, the appointment of a principal, building works milestones (i.e. topping out)
- **Advertising** - paid for advertorial in the local press and websites
- **Direct marketing** – door to door distribution of postcards announcing the new school in a mile radius of the site
- **Social media campaign** about the new school including sponsored content
- **Public information display** provided in local public places – e.g. Brent Cross Shopping Centre, Tricycle Theatre Neasden, local libraries and sports clubs
- **Contact with different ethnic groups** through community groups/language schools/ religious institutions
- **Local networks on the internet**– such as local online forums, community groups and mumsnet discussion groups, for example www.cricklewood.net/ cricklewood festival/ mapesbury community first programmes/ NW2 residents association northwesttwo.co.uk/mumsnet.com
- such as mumsnet discussion groups, local online forums and other sites including media
- **Promote through local youth activities** – contact with parents at local activities e.g. Scouts/ sports clubs/ arts groups
- **Local Primary schools:**
 - Contact will be made with local primary school Headteachers to inform them of the plans. Planning for activities at The Compton will begin for staff and students and parents

- Electronic copies of leaflets will be sent to Barnet, Brent and Camden primaries to display to parents and they will be asked if they could hyperlink the TCS Cricklewood website to their own.
- Information posters will be posted at in The Compton School to inform our parents and lettings visitors.

Student recruitment (Autumn 2017)

There will be an unrelenting focus on student recruitment ensuring that interest converts into applications. We will host a series of Open Evenings / events for prospective parents. There will be a key launch event - a Compton Road Show - in the local area. All of this will be advertised in the local press and through bulletins in local primary schools. A school prospectus will be produced to be given to prospective parents and available electronically on the website.

At the Open Evening, a survey will be conducted, both paper and online, to get feedback from prospective parents and an indication of whether they will be applying for a place. Collecting parents' email addresses from the survey will be essential to ensure we can maintain contact with prospective parents before and after the offer of a place to facilitate successful induction for students.

The school website will include a video message from the CEO of the Trust and the new Headteacher of The Compton Cricklewood outlining the core values of the school and the application process and timeline.

Prior to opening (Sept 2017 onwards)

Recruitment of staff:

Prospective teachers will be informed of job opportunities through our own school staff and Initial Teacher Training Partnership (SCITT), through contact with local universities e.g. Middlesex, Institute of Education and through The Compton Teaching School Alliance. There will be regular updates on The Compton School website and twitter feed. We will also attend recruitment fairs in Barnet, Brent and Camden to advertise job opportunities in the new school.

This year The Compton was the host school for the 'Come to Teach in Barnet' event and we plan to replicate this in years to come.

There will be a major series of adverts in the TES, in the paper and on line, to launch the new school and invite applications for a series of posts at the same time. Advertisements will also be posted in the local press.

F1 (a) skills and experience of your team – capacity and capability

The [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

The school has rapidly expanded and developed from 150 students to what will become 1,350 in 2017/18. Her experience of [REDACTED] and the development of new provision with the introduction of a Sixth Form is both recent and successful, directly relating [REDACTED] the experience needed to establish and set up a new school from planning through to delivery.

Expertise

The Senior Team and senior Governors at The Compton are very long established and very experienced and successful, each with their own particular area of expertise to bring to the project. The Skills and Experience Grid (see p.64) and CVs (Annex F1.1) that support this grid give the details of this expertise. In summary the team can demonstrate successful experience, for example;-

- Leading the **set-up of a new school** from scratch from year 7 upwards including subsequent *form-of-entry* expansion and the recent addition of a Sixth Form. This has included **experience of marketing** the new Sixth Form
- **Leading a highly successful school** with a first class track record in all aspects of the school, an outstanding provider of high quality education
- Through The Compton's nationally renowned outreach programmes, which demonstrate **effective working with colleagues from other schools**, the school's robust and effective systems have been proven to be easily transferable
- With **renowned expertise in a wide range of school leadership** needed for a new school including curriculum planning; timetabling; effective use of data; safeguarding practices; developing outstanding teaching and learning; leadership development at all levels; behaviour management and other aspects of pastoral care; financial planning; HR; governance- Governor Mark accreditation in December 2014
- **Extensive and successful project management experience** expanding the school building - [REDACTED] building projects

Capacity and Succession Planning

The Core team at The Compton have worked together as a very effective team for almost a decade, leading the expanded school to considerable success including placing it for 2 years running in the top 1% of schools nationally for KS2-4 progress. With the Teaching School and SCITT now well established, the new Sixth Form

open, the buildings expansion projects nearing completion, the leadership of the school is well placed to deliver this exciting new project successfully.

Additionally, the Core team and Governors are at the end of leading a three-year period of succession planning. This has been case studied by the Institute of Education 'Innovations in Succession Planning: The Compton School' (see **Annex F1.2**). This has ensured that the next generation of senior and middle leaders for The Compton have been identified and developed as exceptional leaders 'in house' and expertly prepared to already take on their new responsibilities. The development of the school as a Teaching School and SCITT has meant capacity has already been built into the staffing for the extensive system leadership work that already takes place. In practice this ensures that there is sufficient capacity within the school to enable the Central Services team to be released for the time that is required to dedicate to the opening of a new free school. The current Headteacher of The Compton is to become the CEO of the MAT and will assume this position from September 2016. Her successor has been decided and is already carrying out this role very effectively. The new headteacher at The Compton, a highly effective and experienced leader, will play a key role in the set-up of the new free school.

Role of the CEO

The new CEO of the MAT is nationally recognised for her effective leadership of the Compton School and her contributions to educational developments at a regional and national level. As such she has exactly the right educational and leadership experiences to lead the MAT and support the Board of Trustees as effectively as possible. The CEO will ensure the Trust has a clear vision and strategy; effective financial processes in place at both Trust and school level; compliance with company and charity law; agreed policies for schools in the Trust; clarity for the level of delegation to local governing bodies. The CEO will line manage the Headteachers of each school in the Trust and carry out their appraisals with an appraisal management team comprising members of the Trustee board, including the Chair of Trustees.

The Chair of Trustees

The Chair of Governors at the Compton, a National Leader of Governance is assuming the role of Chair of Trustees of the MAT and his successor as Chair of the Local Governing Body at The Compton is in place. The Chair of Governors for the new free school has yet to be appointed. The expectation is that this role as well as that of other governors of the new Local Governing Body may well come from the current expertise among the Governors at the Compton. If this is not the case there will be programme of training and support provided by the Chair of the Trust and other experienced Trustees.

School Project Lead - Site and Buildings Pre-opening Team

[REDACTED]

Additional project management support

As is evident the skills and capacity of the Core Team is extensive. However, there will be some aspects of project management that will need external input. For example an external IT consultant will be used to design the network in a new school. (The external ICT Education company 'Innovit' have previously provided this at The Compton). Any external support like this will be acquired through the agreed tendering process used already at The Compton. Additionally a Design and Consultancy firm, such as 'Arcadis', will be involved, appointed through the DFE to support the entire project.

Appointing the Principal Designate and senior leadership

The culture of talent spotting and leadership development throughout the school is such that staff are already relishing the opportunities the opening of a new school will provide to learn and develop their professional skills. It is likely that some of the staff for the new free school will come from the Compton SCITT and permanent staff. It is likely (but not definite) that the Principal Designate and some senior and middle leaders would be appointed from The Compton. If this were the case the quality of staffing would be known and assured. The transference of systems would be streamlined and set up processes would be deployed quickly and efficiently. However, as with now at The Compton, the best candidate would be appointed, whether from inside or beyond the school.

It will be essential for the Principal Designate to be appointed during the autumn term of 2017 ahead of open evenings and events, ready to take up post from January 2018. In this way s/he can be actively involved in the Open Days and

evenings; in the detailed planning of the school's opening; visiting primary schools; meeting parents; appointing and inducting staff and overseeing primary transfer arrangements. S/he can also take an active role in ensuring the building is ready for opening in September 2018.

Advertising for the post will be via a national advert through the normal educational channels. The CEO and Chair of the Trust, the Headteacher at The Compton and other Trustees will be involved with the interview process, alongside colleagues from the DFE.

Timescale	Activity
April- May 2017	Agree appointment pack for PD including JD and pay and timeline for appointment Agree appointments committee from Trustees
May 2017	Advertise through local and national advert using the normal education channels
June-July 2017	Application process and appointment
September- December 2017	Involvement in Open Days and Evenings Involvement in aspects of planning for the new school
January 2018	PD takes up post

The detailed job description will be agreed with Trustees but will include

- Working with the Chief Executive, Trustees and Local Governing Body to create a vision for the school
- Using The Compton School's policies and procedures to:-
- Set up effective school systems for the smooth organisation and running of the school
- Establishing the Curriculum and staffing complement and appointing and inducting staff ensuring standards and achievement are high
- Ensuring the new school is fully resourced, the finances appropriately organised and the school provides a safe learning environment for staff and students
- Building the reputation of the school by marketing and developing effective relationships within the local community, including working with Primary Schools and Parents
- Working with the Chief Executive, Trustees and Local Governing Body to ensure full accountability and legal compliance with the running of the school

Necessary Skills and Experiences will include:-

- An Honours Degree
- QTS/Successful classroom teaching experience
- A relentless focus on high standards and outcomes for students, a belief that every student can achieve
- Successful and recent senior leadership experience, including involvement in a mixed multi-ethnic urban comprehensive with evidence of direct impact on improving standards in the school
- Successful and recent experience of leading/line managing and motivating individuals and groups of staff including the provision of CPD and appraisal for staff
- A positive approach to school leadership. Successful and recent experience of developing positive partnerships and relationships with students and parents and colleagues within and beyond the school. Successful experience managing student behaviour positively
- An up to date knowledge of Safeguarding procedures in schools
- Successful experience of effective financial management

F1 (a) Skills and experience of your team

Name	Where they live town/city	Member of core group/team	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
CORE GROUP					
[REDACTED] [REDACTED] [REDACTED]	London N14	Y	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]	14

				<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
<p>[REDACTED]</p> <p>[REDACTED]</p>	Harrow	Y	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	7
<p>[REDACTED]</p> <p>[REDACTED]</p>	Herts	Y	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	14
<p>[REDACTED]</p> <p>[REDACTED]</p>	London N11	Y	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	4

			<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>		
<p>[REDACTED]</p> <p>[REDACTED]</p>	London N12	Y	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	4
<p>[REDACTED]</p> <p>[REDACTED]</p>	London N11	Y	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	4

[REDACTED]	London N12		[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	1
[REDACTED] ild	Kent		[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	1
[REDACTED]	London N2		[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	1
[REDACTED]	London N2		[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	1
[REDACTED]	London N11		[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]	1

[REDACTED] (see above)

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap?
Appointment of a Clerk to the Governors for the new Local Governing Body	Local governing body	Initially use the current Clerk to the Governors (and the support of the previous Clerk to the Governors - now the Business Manager) to provide this role then to appoint and support a new incoming clerk
Building/Project Management for a project this size	Input for Trustees and for the new school's senior team	Though the Core Team contains staff with considerable experience having lead on the implementation of two major building projects ██████████ the scope of this project is much larger. This project would involve the Core Team working with external consultants alongside working with the EFA/Free Schools Division. This will include the need for specialist input on land management and agreeing the site- though we have had some experience of planning in our expansion projects to date). Other specialist services e.g. ICT network design, will also need to be used

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

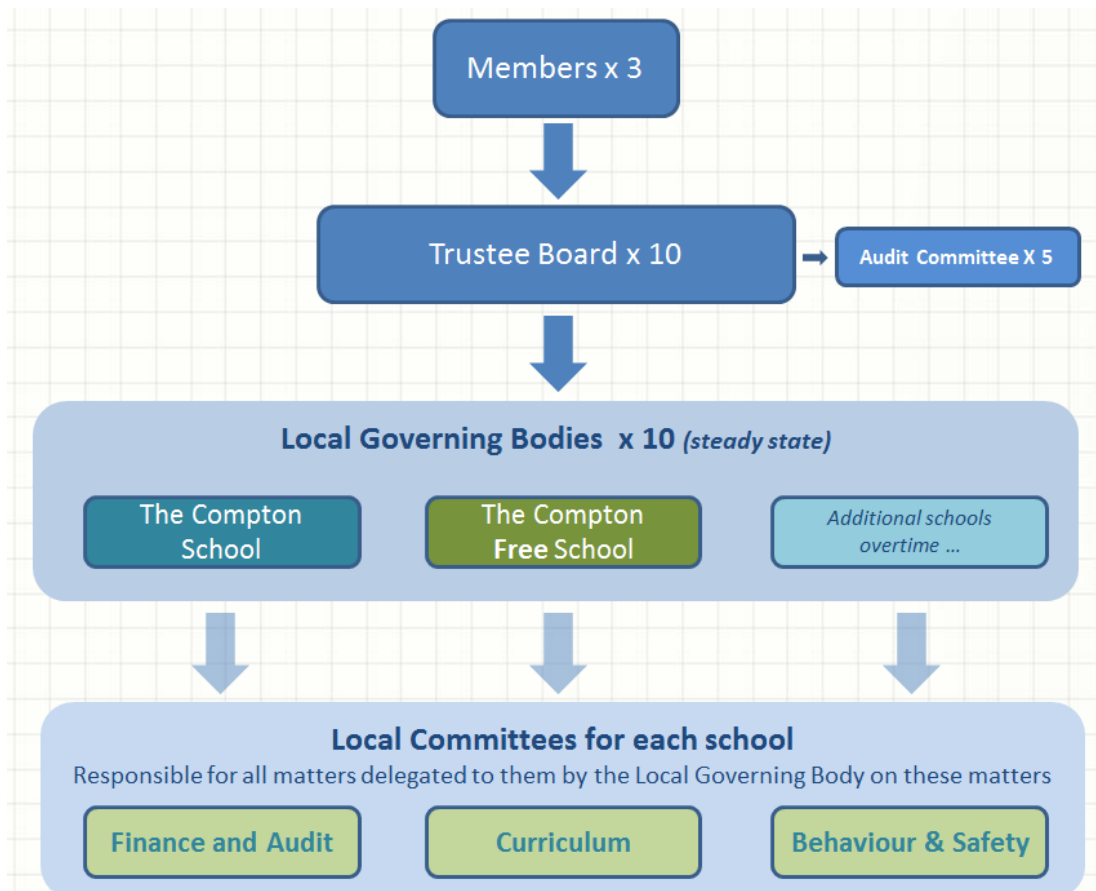
The Compton School is applying to establish a Multi-Academy Trust (“MAT”) in March /April 2016 to comprise The Compton School (established) and The Compton Cricklewood (a new Free School subject to the current application). The intention is for the MAT to grow to include a small chain of schools in North London and surrounding areas, starting with two secondary academies (The Compton and The Compton Cricklewood) but growing subsequently to include primary provision and then over time to become a sponsor of underperforming academies after The Compton Cricklewood has been established. These plans have been discussed with Martin Post, the Regional Schools’ Commissioner and have his full support.

The drive behind this strategy is the strong belief that looking forward within the education system in England, schools are more successful and more secure if they work together formally, to support each other and to share resources and best practice. Furthermore, all Trustees know that ‘The Compton Brand’ is an excellent one and the ability to replicate this high quality educational provision, enabling more and more children to be successful and improve their life chances is a compelling proposition.

The Trust aims to provide outstanding education for all the schools in its trust where each student is able to fulfil their potential academically, socially and emotionally as they then progress to become productive and positive members of society.

From a governance perspective the intention is to use and redeploy practice, policy and procedures that have been used to good effect at The Compton School.

Governance Structure – Constitution, roles and responsibilities



MAT structure and responsibilities

Members 3

(moving to 5 as Trust expands)
Includes Chair of Trust

- Articles of Association agreed
- Meet once a year (AGM) & any extraordinary meetings needed
- Appoint/Trustees remove
- Chair of Trust (Trustee +member)
- Holds Trustees to account

Board of Trustees 10

Meets 5 times a year

- Chair of Trust
- CEO
- Head of The Compton School
- Chair of Governors -The Compton LGB + 5 Trustees appointed by the members to cover the following skill areas:-
 - Finance, Law, HR, Facilities Management, Education

- Sets strategic vision & direction of the Trust to ensure outstanding provision in the Trust Schools
- To establish an audit committee
- Consolidated financial statements +Audit (for all schools)
- Sets overall policies for the schools in the Trust
- Establishes Trust Finances/model including setting pay framework for individual schools
- Agrees delegation of responsibility to Local Governing Body
- Trustee Report
- Conflict of Interest
- Ensures compliance with Company, Charity Law & educational statutory requirements
- Appraisal for CEO
- Holds schools in Trust to account

Local Governing Body 10

Meets 5 times a year

Chair of Governors
Headteacher
2 Staff
2 Parent
4 Community Governors

- Responsible for all matters delegated by the Board including:-
- Setting vision/ethos in school which is in line with Trust vision
 - Appoints Community Governors
 - Implementation of Trust policies
 - Responsibility for finance with no less than 5% of GAG paid to central services
 - Appraisal of Head (with CEO)
 - Establishing curriculum & staffing complement in line with Trust policies
 - Trust School level financial reporting and (internal) audit

Local Committees of the Local Governing Body

- Finance and (internal) audit
- Curriculum
- Behaviour & Safety

Responsible for all matters delegated to them by the Local Governing Body on these matters- see the Decision Making Planner **Annex F2.1**

Members - The Trust will be led by three Members – two of whom are independent of the Board of Trustees and are new to the governance structure of The Compton School. The Chair of Members will also be the Chair of Trustees. He is a National Leader of Governance (NLG) and also a qualified chartered accountant who works in Corporate Finance (Mergers & Acquisitions). He has been Chair of Governors at The Compton School since 2008 and is a very experienced and highly effective in this role. One of the other members is a retired Headteacher who has had Free School experience having been part of a group of headteachers in Harrow setting up three Free Schools. The third member is the Member of Parliament for the constituency of Finchley and Golders Green.

It is expected that as more schools are added into the Trust so the number of Members will grow to five. All but the Chair of Trustees will be independent of the Board of Trustees.

Roles & responsibilities:

- Agree the articles of association and consider amendments that might be recommended by the Board of Trustees from time to time, at all times ensuring compliance with company law and mandates of the DfE
- Appoint / remove Trustees
- Hold Trustees to account – The majority of Members will be independent (not directors) of the Trust, which will strengthen the Members' ability to hold the Trustees to account in pursuing and fulfilling the aims and objectives of the Trust.

The Members are expected to meet once a year for the AGM and any EGMs as required. At other times and where relevant, telephonic meetings and / or written resolutions can be used to conduct business outside the AGM and where an EGM is not required.

Trustees - The Board of 10 Trustees will be answerable to the Members. It will be made up of individuals from the local community who have professional skills and expertise to bring to the Board. These will include business and commercial skills as well as those expected and required in an educational environment. The CEO of the Trust - the ex-Headteacher from The Compton will be a Trustee as will the new Headteacher at The Compton (an internal appointment) on an *ex officio* basis as the Headteacher of the founding school. These two lead educationalists will be responsible for supporting the other Trustees with forming the educational strategy and the Trust's accountability.

The Chair of Governors of The Compton School will also be on the Board of Trustees. The majority of the remaining Trustees will be experienced and successful governors - many existing governors from The Compton School. The Trustees will be responsible for the overall strategic direction of the Trust and holding the schools and the Local Governing Bodies in the Trust to account. The skills / experience set

of the Board of Trustees include – legal, financial, HR, premises and facilities management, health & safety, safeguarding and inclusion.

Roles & responsibilities

- Sets strategic vision & direction of the Trust to ensure outstanding provision in the trust schools
- To establish an audit committee from members of the Board of Trustees to receive and act on audit findings and financial statements. See also 'Audit Committee' below
- Sets overall policies for the schools in the Trust Establishes Trust Finances/model including setting pay framework for individual schools Agrees delegation of responsibility to Local Governing Body
- Ensures compliance with company law, charity law & schools regulations as directed by the DfE including ensuring no conflict of interest
- Performance management for the CEO and for the Headteachers of each school in the Trust (likely delegated to a sub-committee of the Board for performance management)
- Holds schools in the Trust to account from financial perspective, educational outcomes, and compliance with policies / strategy of the Trust

The Board of Trustees is expected to meet at least four times a year. This will normally be on the basis of one meeting per academic term and an additional meeting for the Trust to approve the accounts of the Trust following the annual audit in the autumn term. Additional meetings may be called from time to time on an ad hoc basis and these may be face to face or telephonic meetings as appropriate.

Local Governing Bodies - Each school in the Trust will have a Local Governing Body of 10 to include the Headteacher of the school on an *ex officio* basis. This will include representation from parents, staff and the local community and others with specific business, HR and legal backgrounds. At the outset, the Local Governing Body at The Compton School may be in excess of 10, given its composition derives from its existing membership. Whilst some existing governors are expected to be appointed Trustees, some of the others may choose to become governors at The Compton Cricklewood, whereas others may remain at The Compton School. The aim in the long term is for all Local Governing Bodies to have a maximum of 10 governors.

Governors of the existing Compton School Governing Body bring a range of skills and commercial experience. The proposed composition of Members, Trustees and the Local Governing Bodies will look to make sure that we have balanced representation, but also ensuring that core skills / capabilities are available at Trustee level where such areas are likely to have pan-Trust impacts – e.g. safeguarding, legal and financial.

Roles & responsibilities

- Responsible for all matters delegated by the Board of Trustees
- Setting vision/ethos in school which is in line with Trust vision
- Implementation of Trust policies
- Responsibility for finance and audit matters with no less than 5% of GAG paid to central services
- Appraisal of Head (with CEO and Chair of Trustees)
- Appoints Community Governors to Local GBs

- Establishing curriculum & staffing complement in line with Trust policies

Local Governing Bodies are expected to meet five times a year. This will usually be on the basis of two meetings in the autumn and summer term and one in the spring term. These meetings may also coincide with dates for meetings of the local committees (see below) of the Local Governing Bodies.

Following the current committee structure at The Compton School, the Local Governing Bodies will each have three committees covering finance, curriculum and behaviour & safety. The committees will be responsible for all matters delegated to them by the Local Governing Body to the extent that these are not dealt with by the main Local Governing Body. Each committee will have a clear Terms of Reference agreed by both the Trustees and Local Governing Bodies.

Responsibility Framework, Governance and Statutory Compliance

The success of the Trust will depend upon a clear co-ordinated framework of responsibility to deliver the agreed strategic ambition. Delegation of responsibilities from the Trustees to Local Governing Bodies will be based upon The Compton Trust Decision Making Planner (see **Annex F2.1**). This document will set out the ways in which the Trustees will fulfil their responsibilities for the leadership and direction of the Trust whether directly or by respective delegation to the CEO of the Trust, the respective headteachers of the Trust Schools, the Local Governing Bodies and their committees. This central delegation framework will ensure a co-ordinated approach in support of the success of the Trust.

The termly governance schedule, including statutory compliance as well as examples of agendas for Local Governing Bodies and committees, are set out in **Annex F2.2**.

All Trustees and members of Local Governing Bodies will sign up to the Code of Practice on an annual basis (the example of which is in **Annex F2.3**).

Audit Committee

The Board of Trustees will appoint an Audit Committee to comprise of at least three members of the Trust Board with finance / audit experience, to include the Chair of Trustees. The Trust Business Manager may also be co-opted onto the committee and the CEO should be invited.

Roles and Responsibilities:

- To ensure that the Trust's internal and external financial statements reflect best practice and are in compliance with the EFA Financial Handbook and auditing standards and guidelines
- To manage the engagement and reporting of the annual external audit
- To engage with the external auditor and manage any audit findings and recommendations
- To consider the effectiveness of the Trust's internal reporting processes and to engage periodic internal audit reviews across the Trust schools to test and review the effectiveness and compliance of the Trust's internal financial and management controls
- To report to the Trust Board on the outcome and feedback from the annual audit
- To make recommendations to the Trust Board in relation to the appointment, re-appointment and removal of the external auditor and the implementation of effective internal audit mechanisms
- To consider any other matters where requested to do so by the Trust Board
- To report at least once a year to the Trust Board on the discharge of the duties of the Audit Committee

Managing the skill base - governance

The CVs for each Member and Trustee are included in the annex providing more detail on their professional skills and knowledge.

The Local Governing Bodies and Board of Trustees will be ably supported by very experienced, competent senior leaders from the founding school. They have a wide range of skills which can be utilised by schools within the Trust. These include: school improvement, finance, marketing, premises management, human resources, CPD and excellent school systems to ensure high quality teaching, first class outcomes and smooth day-to-day running of the schools in the Trust. At a Trustee and Local Governing Body level, an annual skills audit will be conducted across the Trust to identify opportunities to maximise the skill base across the Trust, also to identify skill gaps, which can either be addressed by training and / or by future recruitment. Where the Board believes there are any significant skills gaps, these can be addressed by specific short / long-term engagement (as appropriate) – e.g.

project management / build skills during the planning / build phase (as noted in the Skills Gap Analysis, p.70).

It is likely that some of the existing governors at The Compton School will make themselves available for consideration as members of the new Local Governing Body at the Compton Cricklewood. Additional and ongoing governor volunteers will be sourced through the respective parent communities, through consideration of enquiries made within the community (The Compton School has had a number of unsolicited enquiries in recent years), by approaching individuals known by or recommended to members of the Board or existing governors, and through organisations such as SGOSS (School Governors' One Stop Shop).

Finance

The Board of Trustees will delegate to the Local Governing Bodies:

- the responsibility to manage all funds received on account, whether through national grant agencies or other sources (e.g. outreach work) and for meeting and managing expenditure obligations, in line with the agreed annual budgets for the respective Trust school;
- delivery of budget targets including the provision of 5% of national grant funding (e.g. GAG) for central services;
- the requirement to ensure:
 - proper procedures are put in place for the safeguarding of funds
 - all financial risks are understood and appropriately managed
 - compliance with requirements of the Academies Financial Handbook
 - compliance with any and all requirements, directions and recommendations of the Board of Trustees and the Secretary of State for Education

Estate – premises and facilities

The maintenance of the land, buildings and facilities used in respect of a Trust school is the responsibility of the respective Local Governing Body.

Each Local Governing Body should develop and maintain a rolling 5-year estate management strategy to support both medium to long-term curriculum requirements and the need for capital investment to make sure buildings and facilities are maintained and developed (as appropriate) to a good standard and compliant at all times with all relevant local and national standards and guidelines.

Employees

The Board of Trustees will set the salary framework and policy for the Trust schools. The Local Governing Bodies will be responsible for implementing the policies concerning the appointment and management (including appraisal and performance management) of all employees (teaching and non-teaching) except the Headteacher.

Performance management will be carried out in accordance with the appraisal policy set by the Board of Trustees and as amended from time to time. The Headteacher's performance management will be conducted by the Chief Executive [and the Trust's performance management committee] and endorsed by the Local Governing Body.

Curriculum and standards

The Local Governing Body will have the responsibility for agreeing the curriculum offer, and the staffing structure needed to deliver this. Additionally the Local Governing Body will agree the targets and outcomes set for the school and will have overall responsibility for school standards and will monitor behaviour and attendance.

Succession Planning

With a well-developed succession planning process currently in place for the Senior Leadership at The Compton, the senior school staff are very well placed to have the time needed to support the Trust with opening a successful new free school. (See **Annex F1.2, UCL Institute of Education- Succession Planning**)

Succession planning will be regularly reviewed in order to ensure that plans are in place for the future for the MAT governance as well as for schools in the MAT.

Conflicts of Interest

Every Member, Trustee and Governor will complete a disclosure of business interests at least termly (annually for Members). This will be kept centrally by the Clerk to the Trustees and reported back annually to the Board of Trustees, or when appropriate. Agendas for all meetings will be circulated at least a week in advance to ensure attendees can declare any conflict of interest ahead of the meeting. In this case papers for this part of the meeting will not be issued and the attendee withdraws for the discussion and does not vote if a vote is needed. This will be noted in the minutes.

External Challenge for The Trust

This will be provided for The Trust through the introduction of two new Members both of who are not currently associated with the school. Additionally The Trust will commission a review of its work annually from a CEO of a well-established Trust and will also commission an experienced CEO of a Trust to take part in the performance management of the CEO annually (as with headteacher appraisals currently).

Central Services Team

This section indicates the level of services provided for schools in the Trust during the initial phase of the development of a MAT made up of between 2 and 4 schools. As the number of schools in the MAT grows beyond 4 there will need to be a reconfiguration of the number of staff and the extent of the provision by the Central Team and both will need to expand.

Support for the Board of Trustees will include:-

- The **CEO as Responsible Officer** will be responsible for providing key support on financial performance and controls (in conjunction with the Business Manager)
- **Administration including Clerking** for the Board of Trustees and advice on statutory duties and compliance
- Organisation and maintenance of a **web based intranet** for the Board of Trustees
- Facilitation of a **mechanism for providing review and challenge** of the Board's work including accessing external input
- **Recruitment, training and Induction of Trustees and Members**
- **Administration for the Board as the Admissions Authority** for the schools in the Trust

Support and challenge for the Local Governing Bodies in the Trust:

- **Providing Core Trust Policies agreed by the Board; monitoring their implementation and agree any actions coming out of this. These policies will include:-** Curriculum and Assessment; Safeguarding; Health and Safety; Financial Leadership; Pay; Admissions; Complaints; Risk Management; Uniform; Positive Behaviour and Attendance;
- **Receiving monitoring reports** on the implementation of these core policies and procedure and reporting on these to the Board of Trustees
- **Monitoring of safeguarding training and practices** for each school in the Trust
- Direct support for and involvement in the **recruitment of Headteachers** for each Trust Schools
- **Administration including Clerking** for the Local Governing Body and advice on statutory duties
- **Recruitment, training and induction of Governors**
- Organisation and maintenance of a **web based intranet** for the Local Governing Bodies

Support and challenge for the Schools and Headteachers in the Trust

- Providing advice for each school in the Trust on their financial practices and receiving monitoring reports and audit information on the **financial procedures performance of each school** and reporting this to the Board of trustees
- Providing a **Marketing, Communications and IT Strategy** including procuring and agreeing the **IT systems**; website design and maintenance; and signage including uniform and logo etc.
- **HR support** for recruiting staff. Provision of a suite of staffing policies including Safer Recruitment; Staff Code of Conduct; Appraisal and Performance Management; Grievance; Conduct; Appeals and Whistleblowing. Monitoring of Single Central Record of schools in the Trust. Monitoring the implementation and

impact of Appraisal and Performance Management policies. The Compton SCITT will play a key role in recruitment for the Trust

- Support for **recruitment of students and monitoring numbers** and their impact on the financial health of the school
 - **CEO providing regular educational coaching, mentoring and challenge** for each headteacher in the Trust, including scrutiny and approval of School Improvement Plans; School Self Review Documents; External review documents including OFSTED reports; scrutiny of school performance data
 - In light of the above provide **school improvement advice** and support; providing any **CPD and leadership training** and agreeing any **intervention plans** if needed. This might be provided by the Central team of through external support and intervention. The Teaching School will play a key role in this
 - CEO and Chair of Trustees will be responsible for the **Appraisal of each Headteacher** in the Trust, which will be conducted by an appraisal management group comprising members of the Board of Trustees (including the CEO and Chair of Trustees)

Section G – budget planning and affordability

Though not needed as The Compton is an open academy with financial information available for scrutiny, this has been provided this by way of background information

As a converter Academy (January 2011), The Compton’s finances have been monitored by the EFA in accordance with the Funding Agreement through the completion of financial statements which consistently evidence strong and robust financial leadership and practices. Both termly internal and annual external audits confirm the strength of systems and controls. They confirm the financial health of The Compton School with unqualified audit outcomes and demonstrate that the academy is a going concern. The Compton School has a good track record of an appropriate level of reserves evidencing ‘value for money’. Additionally, accounts show an appropriate use of funding to support school growth for its current expansion programme including considerable financial contribution towards major capital projects.

The school attracts and recruits highly skilled governors. Three accountants sit on the Finance Committee and contribute constructively to discussions on budget priorities and financial strategy. Additionally four governors with senior corporate/business expertise sit on the full Governing Body.

[REDACTED]

Centrally provided services for The Compton Academy Trust

The Compton Academy Trustees will delegate to the Local Governing Bodies all monies received for each school minus 5% of its GAG which will be used for central services that the Academy Trust will provide for its schools enabling the benefits of economies of scale. This will include the cost of the governance and strategic leadership of the Trust including appointing a Chief Executive and a Chief Finance Officer. Additionally, the Trust will provide for all schools in the Trust specialist expert support. This will include support for:

- Governance including compliance with Company Law and Charity Law and DfE documentation /strategic leadership of The Trust
- Setting the educational nature and school aims/mission

- Strategy for educational performance/school improvement/CPD including the monitoring of school performance and intervention strategies where appropriate using the pool of SLEs* within The Compton Teaching School Alliance
 - Ensuring solvency of The Academy Trust including strategic finance and business planning and termly and annual scrutiny of individual school budgets.
 - Marketing
 - Human Resources (overarching school policies and employment practices, including pay scales for schools in the Trust and the appraisal of each Headteacher in the Trust with their LGB)
 - Capital project management / premises management (scrutinising each LGB's premises management plan)
 - IT and other technician support including a common MIS for school administration including data and timetabling
- (*English, MFL, Science, Maths, SEN, Literacy, History and Geography)*



SECTION H: LOCATION AND PREMISES

Section H – location and premises

1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to premises.freeschools@education.gsi.gov.uk. Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.

[Redacted content]

If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, *not* SW1:

London [Redacted]

Your calculated building space using the EFA formula. See section H in the free schools criteria booklet.

[Redacted]

Any comments on your calculated building space:

Secondary 6 Forms of entry - 180 x 5 = 900 @11-16 Post 16 = 300 Total student capacity of 1200

Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	[REDACTED]
In which local authority is the site?	Barnet
If the preferred site is near to the boundary with another local authority, please say which:	Camden
If the preferred site is near to the boundary with a third local authority, please say which:	Brent
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	[REDACTED]
Please confirm the tenure:	Other - please explain
If other, please explain further:	Not known
Please Include information on purchase or lease price if known:	Not known
Who owns the site?	Privately owned
Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	Not decided
Name and contact details of owner:	Not known

Name and contact details of agent or local authority representative where available:	Not known
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Existing building
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What is the current use?	Other - please describe
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If government building or 'other' - please describe:	[Redacted]
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Why have you chosen this site? What makes it suitable for your free school?	[Redacted]
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Not known
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	[Redacted]
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Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	Please select
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	
Please confirm the tenure:	Please select
If other, please explain further:	
Who owns the site?	Please select
Please include information on purchase or lease price if known:	
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
Name and contact details of owner:	
Name and contact details of agent or local authority representative where available:	

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Please select
What is the current use?	Please select
If government building or 'other' - please describe:	
Why have you chosen this site? What makes it suitable for your free school?	
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	

Please Note Annex has been sent in a separate email