



Department  
for Education

# Application form to set up a mainstream free school

Published: June 2018

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

**BROOK MEAD ACADEMY**

# Contents

<b>THE APPLICATION FORM EXPLAINED</b>	<b>4</b>
<b>APPLICATION CHECKLIST</b>	<b>6</b>
<b>DECLARATION</b>	<b>8</b>
<b>THE APPLICATION FORM</b>	<b>9</b>
Section A – Applicant details and outline of school (use Excel spreadsheet)	12
Section B – Evidence of need for a new school in the area	13
B1 – Evidence of basic need	13
B2 – Need for good school places	20
Section C – Vision	25
Section D – Engagement with parents and the local community	29
Section E – Education plan: part 1	34
Section E – Education plan: part 2	36
E1 – Curriculum plan	36
E2 – Measuring pupil performance effectively and setting challenging expectations	46
E3 – Staffing	55
E4 – Integration and community cohesion	71
Section F – Capacity and capability	78
F1 – A strong track record	78
F2 – The necessary experience and credentials to deliver the school to opening	81
F3 – An effective governance structure	89
Section G – Financial viability	94
Section H – The proposed site (use Excel spreadsheet)	100
<b>ANNEXES</b>	<b>101</b>
<b>ANNEX 1: LETTERS OF SUPPORT</b>	<b>102</b>
<b>ANNEX 2: PRESS RELEASE</b>	<b>107</b>
<b>ANNEX 3: EMAIL TO STAKEHOLDERS AHEAD OF PRESS RELEASE</b>	<b>108</b>
<b>ANNEX 4: LETTERS TO PARENTS</b>	<b>109</b>

<b>ANNEX 5: BROOK MEAD ACADEMY WEBSITE</b>	<b>110</b>
<b>ANNEX 6: STAFFING REQUIREMENTS FROM 2022/23 (YEAR 1) TO 2026/27 (YEAR 5)</b>	<b>111</b>
<b>CV TEMPLATE</b>	<b>113</b>

## The application form explained

Before starting work on your application, please ensure that you have read the [how to apply guide](#) carefully as this sets out the criteria by which your application will be judged. Each criterion includes information you must provide for your proposal to be assessed. All criteria are important and you should complete your entire application with care and consideration.

**If you do not provide the relevant information in your application for any of the criteria, or we judge that the information provided in any section of your application is weak when assessed against the criteria, it is likely that we will not assess the rest of the application and your application will be rejected.**

### Submitting Sections A to H

Completed applications to open a free school should be submitted by **midday on 5 November 2018**. This should include the completed Word and Excel application forms and the financial template (where appropriate).

Please use the application checklist in the Word application form to ensure you have completed all the relevant details and are submitting the application correctly. **All documents should be received by the specified deadline in order for them to be considered.**

Submit **your application by email** to: [FS.applications@education.gov.uk](mailto:FS.applications@education.gov.uk). Please title your email as follows: **Free School Application – [insert Free School Name]**. Your email should not exceed 9 megabytes in size; anything larger will not be delivered. **If the application is larger than 9 megabytes**, please split the documents and send two (or more) emails clearly indicating that the emails are connected (e.g. email 1 of 3).

**In addition, send two hard copies by a guaranteed delivery method** (applications may be hand delivered) to:

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

### Electronic files must:

- be identical to the hard copies submitted by mail; and,
- include the name of your proposed school in the file name of both your Word and Excel documents.

### Application forms should:

- be no longer than 100 pages;
- be formatted for printing on A4 paper;
- be completed in Arial 12-point font;

- include page numbers;
- be in Word and Excel files – not PDF;
- not include any comments or tracked changes; and
- not include photographs, images or logos (other than any map(s), if relevant).

The contents of the financial template and Excel application form are excluded from the page limit. Annexes are also excluded from the page limit and should be restricted to CVs of key individuals and marketing leaflets.

## **Submitting Section I**

We require a [Section I Suitability and Declarations](#) form for each member and trustee of the academy trust, as well as the principal designate (when appointed) who has not submitted this form within the past 365 days. Please provide details of any individuals who have already submitted Section I forms within this time period: this should include their names, their role and position of each such individual within the trust. These need to be submitted by email alongside a copy of Section A (from the Excel template) to [due.diligence@education.gov.uk](mailto:due.diligence@education.gov.uk) stating the name of the school in the subject line.

## **Data protection**

Please see Annex H of the [how to apply guide](#) for full information about how we will use your personal data. Personal data is collected on the Word and Excel application forms in order that the Department for Education can consider the application to set up a free school. The Department for Education is the data controller for personal information collected on the Word and Excel application forms and for ensuring that this information is processed in accordance with the requirements of data protection legislation. Any third parties processing personal information on behalf of the Department for Education will be acting as its data processors.

In order for our use of your personal data to be lawful, we need to meet one (or more) conditions in the data protection legislation. For the purpose of this project, the processing is lawful because it is necessary for the department to carry out this work and use the information for the purpose of approving wave 13 school applications.

Please note that the Department for Education is committed to being as transparent as possible. As such, if your application to set up a new school is successful, the Department for Education will publish the successful application on gov.uk. The following information will be redacted from the application and will not be visible to the public: private addresses; private email addresses; private telephone numbers; commercially sensitive information; specific site locations; and CVs.

All other information, including the names of individuals and organisations mentioned in the application, will be published. Please notify any individuals or organisations that you have named in your application that their information will be processed by the Department for Education during the assessment stage, and that if successful, the application will be published on gov.uk as detailed above.

## Application checklist

Task to complete	Yes
1. Have you established a company by limited guarantee?	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?	
<b>Section A – tell us who you are and your chosen school</b> (Excel, do convert this file into a PDF)	<input type="checkbox"/>
<b>Section B – evidence of need for a new school in the area</b>	<input type="checkbox"/>
<b>Section C – vision</b>	<input type="checkbox"/>
<b>Section D – engagement with parents and the local community</b>	<input type="checkbox"/>
<b>Section E – education plan</b>	<input type="checkbox"/>
<b>Section F – capacity and capability</b>	<input type="checkbox"/>
<b>Section G – financial viability</b> (including the <a href="#">financial template</a> where appropriate)	<input type="checkbox"/>
<b>Section H – the proposed site</b> (Excel, do convert this file into a PDF)	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12-point font, and including page numbers?	<input type="checkbox"/>
4. Have you fully completed the appropriate <a href="#">financial template</a> where necessary?	<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 type="checkbox"/>
6. <b>Re-applications only:</b> Have you changed your application in response to the written feedback you received?	<input type="checkbox"/>

Task to complete	Yes
<p>7. Have you sent an email (of no more than 9 MB in size), titled:  <b>Free School Application – School Name: [insert]</b>  with all relevant information relating to Sections A to H of your application to:  <a href="mailto:FS.applications@education.gov.uk">FS.applications@education.gov.uk</a> before the advertised deadline?  Please send sections A, B and H as a separate attachment in Excel format.  Your email should not exceed <b>9 megabytes</b> in size; anything larger will <b>not</b> be delivered. If the application is larger than 9 megabytes, please split the documents and send <b>two</b> (or more) emails clearly indicating that the emails are connected (e.g. email 1 of 3).</p>	<input type="checkbox"/>
<p>8. Have you sent two hard copies of the application by a guaranteed delivery method such as ‘Recorded Signed for’ to the address below?  Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor  Sanctuary Buildings, Great Smith Street, London, SW1P 3BT</p>	<input type="checkbox"/>

Section I of your application	Yes
<p>9. Have you sent an email (of no more than 9 MB in size), titled: <b>Free School Application – [school name]</b> with:</p> <ul style="list-style-type: none"> <li>• a copy of Section A1 (tab 1 of the Excel template);</li> <li>• copies of the Section I: suitability and declarations form and passport sized photo for each member, director, and principal designate that has not submitted one of these forms within the past 365 days; and</li> <li>• a list of those lead applicants, members, directors, and principal designates who have submitted Section I forms within the past 365 days to <a href="mailto:due.diligence@education.gov.uk">due.diligence@education.gov.uk</a> before the advertised deadline?</li> </ul>	<input type="checkbox"/>

## Declaration

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

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that all members of the trust are aware of the [7 principles of public life](#), and that to the best of my knowledge the previous conduct of individuals associated with the trust complies with these principles.

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: Member of company

Print name: Carolyn Robson CBE

Date: 31/10/2018

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



## The application form

The information we ask you to provide in your application is proportionate to the experience of your group. For each criteria, different groups will be asked to provide different information. If you do not provide enough information in any section, your application is unlikely to be successful. Therefore, you will need to read each section of the [how to apply guide](#) carefully to ensure you provide the right evidence.

Section	Where you should provide the information	Information required of different applicants
<b>A1 – Tell us who you are</b>	Excel spreadsheet	All applicant groups must complete this section in full.
<b>A2 – Your chosen school</b>		All applicant groups must complete this section in full.
<b>B1 – Evidence of basic need</b>	Word form	All applicant groups must complete this section. Additional information is required if you are proposing: <ul style="list-style-type: none"> <li>• 16-19 provision (including a secondary school with a sixth form).</li> <li>• a nursery.</li> </ul>
<b>B2 – Need for good school places</b>	Word form	If your proposal is not in a targeted local authority district, you will need to complete this section.
<b>C – Vision</b>	Word form	All applicant groups must complete this section. Additional information is required if: <ul style="list-style-type: none"> <li>• you already have open schools.</li> <li>• you are proposing a primary or all-through school.</li> </ul>
<b>D – Engagement with parents and the local community</b>	Word form	All applicant groups must complete this section. Additional information is required if you are proposing: <ul style="list-style-type: none"> <li>• a nursery.</li> <li>• a designated faith school, a school registered with a religious ethos or a school with a distinctive educational philosophy or world view.</li> </ul>

<b>E1 – Curriculum plan</b>	Word form	All applicant groups must complete this section.  Different information is required depending on whether or not you currently run an open state-funded school of the same phase as the school that you are proposing.
<b>E2 – Measuring pupil performance effectively and setting challenging expectations</b>	Word form	All applicant groups must complete this section.  Different information is required depending on whether or not you currently run an open state-funded school of the same phase as the school that you are proposing.
<b>E3 – Staffing</b>	Word form	All applicant groups must complete this section.  Different information is required depending on whether or not you currently run an open state-funded school of the same phase as the school that you are proposing.  Additional information is required if: <ul style="list-style-type: none"> <li>• your application includes a nursery.</li> <li>• you do not currently run any state-funded schools.</li> </ul>
<b>E4 – Integration and community cohesion</b>	Word form	All applicant groups must complete this section.  Additional information is required if: <ul style="list-style-type: none"> <li>• you are applying to open a school with a religious character.</li> </ul>
<b>F1 – A strong track record</b>	Word form	This section is only relevant to those applicants with at least one open state funded school.
<b>F2 – The necessary experience and credentials to deliver the school to opening</b>	Word form	Different information is required depending on whether you are a MAT or not.  Additional information is required if you are applying to establish a faith designated free school.

<b>F3 – An effective governance structure</b>	Word form	<p>Different information is required depending on whether you are a MAT or not.</p> <p>Additional information is required if you are applying for more than one school.</p>
<b>G – Financial viability</b>	Financial template	<p>If you have previously opened a free school, we will use data that we already hold to assess this section.</p> <p>If you have not previously opened a free school, you must complete this section in full.</p> <p>Additional information is required if your proposal includes a nursery.</p>
<b>H – The proposed site</b>	Excel spreadsheet	All applicant groups must complete this section in full.
<b>I – Suitability of applicants and due diligence checks</b>	<a href="#">Section I Suitability and Declarations form</a>	This section is relevant to all applicant groups.

## **Section A – Applicant details and outline of school (use Excel spreadsheet)**

This section will need to be completed in full by **all** applicants. Please:

- Complete the Section A1 tab in the Excel spreadsheet;
- Complete the Section A2 tab in the Excel spreadsheet; and
- Refer to Section A of the [how to apply guide](#) for what should be included in this section.

## Section B – Evidence of need for a new school in the area

We want to extend the free schools programme to the places that have so far not fully benefited. Wave 13 targets parts of the country where a new free school will have the greatest impact on improving outcomes.

As a result, to be approvable all applications must:

- be in one of the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list) **or, if not** in one of these areas, you must demonstrate that it is in a ‘pocket’ of low standards where there is a very strong case for a free school (more detail below); **AND**
- have demonstrable basic need for a high proportion of the school places that the free school will create.

This section asks you to evidence that there is a need for the school(s) you are proposing. We will use data held by the department, as well as additional information provided by local authorities, to support our assessment of the evidence provided in Section B. **All** applicants will need to complete this section for each school they wish to open. Please:

- Use the spaces provided in boxes B1 and B2;
- Include evidence as annexes; and
- Refer to Section B of the [how to apply guide](#) for what should be included.

### B1 – Evidence of basic need

**B1 – Evidence of basic need.** Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

#### Summary

The DfE has identified Leicester as one of the local authority districts with the lowest standards and lowest capacity to improve, as detailed in Annex G of the DfE ‘How to apply to set up a mainstream free school guidance’. Further information is detailed in [section B2](#).

It is evident in DfE data that there will be an overall shortfall in secondary places in the short to medium term.

The Leicester City Council (LCC) data indicates that there is a shortage of 966 Year 7 places in the proposed year of opening (2022/23) and this increases year on year. This provides demand for the Brook Mead Academy, a 1200 place secondary school.

**B1 – Evidence of basic need.** Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

The Mead Educational Trust (TMET) is well placed to meet the needs of Leicester with the experience, capacity and expertise to open a Free School. Castle Mead Academy, a secondary Free School in pre-opening managed by TMET, is due to open in 2019. Castle Mead Academy has generated considerable interest in the city and admissions applications for the founding year group are growing rapidly.

**Population Growth in Leicester<sup>1</sup>**

There is a rise in the number of Year 7 pupils nationally rising from 592,619 in 2018 to 674,900 in 2023/24<sup>2</sup>. Leicester is one of the areas identified by the DfE where this growth is concentrated. The map accompanying the guidance for applying for Wave 13 Free Schools shows Leicester to be one of the areas with the highest level of need with 900 plus places required by 2023.

**Migration and Cultural Diversity in Leicester**

Leicester attracts high levels of inward migration, with settled, established and thriving communities with roots around the world. Pupil numbers are expanding across the UK and Leicester’s reputation as a harmonious multi-ethnic, multi-lingual city means that it is experiencing a particularly acute increase in inward migration, which is bringing with it pupils of all ages. Given the age profile within these incoming and established communities, birth rates are also higher in Leicester. As a result, a sharp increase in the number of secondary school pupils is forecast over the next six years, by over 5% each year until 2023.

**The Need for More Year 7 School Places in Leicester**

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Pupil forecast	19,531	20,608	21,944	23,121	24,393	25,699	26,710
Annual growth in pupil forecast		5.5%	6.4%	5.4%	5.4%	5.4%	3.9%

<sup>1</sup> The most up to date data available is from 2017 as found at: <https://www.gov.uk/government/statistics/school-capacity-academic-year-2016-to-2017>. On the 29th October 2018, the Director of Learning and Inclusion at the Local Authority confirmed that their latest set of data had not yet been verified with the DfE and they are unable to offer any more up to date data for this application.

<sup>2</sup> Data from SR07, 2018

**B1 – Evidence of basic need.** Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

Leicester secondary places, from PAN	18,603	20,560	20,465	20,345	20,205	19,933	20,002
Secondary school places deficit	928	48	1,479	2,776	4,188	5,766	6,708

Projected pupil numbers for secondary schools show an increase for several years to come. This is a result of existing pupils moving from primary to secondary, as well as inward migration. In addition:

- Reception numbers are not seen to level off until 2023/4 and this is levelling off at a high level
- Leicester has a young population, so the birth rate is not expected to decline
- Even if inward migration declines, there will still be increasing numbers entering through from primary into secondary.

The Local Authority is projecting a 25% increase in secondary rolls by 2021 and 37% over the 7-year planning forecast to 2023/24 (see table above).

The most recently published DfE figures show an overall secondary place forecast deficit of 6,708 places compared to the current number of places available by 2023/24<sup>3</sup>.

In the proposed year of opening of Brook Mead Academy (2022/23), there is a predicted shortfall of 1173 Year 7 places, rising to 1,252 in 2023/24<sup>4</sup>.

Predicted shortfall in pupil places in Leicester City							
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Year 7		428	726	756	966	1173	1252
Year 8			556	878	920	1150	1356
Year 9			68	739	1086	1142	1374
Year 10			76	180	870	1239	1289
Year 11			55	225	348	1064	1439

<sup>3</sup> Data from SR07, 2018

<sup>4</sup> Data from SR07, 2018

**B1 – Evidence of basic need.** Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

**Unfilled Places, Leicester**

Critically, in the face of rising numbers of pupils in the city, Leicester has the lowest number of unfilled places in the region:

**Table A3**  
School capacity in state-funded secondary schools (1)  
By local authority area in England

LA number	LA name	Number of schools	Number of school places (2)	Number of pupils on roll (3)	Number of schools that are full or have one or more pupils in excess of school capacity (3)	Number of pupils in excess of school capacity (3) (4)	Excess as a percentage of total places	Number of schools with one or more unfilled places (3)	Number of unfilled places (3)	Number of unfilled places as a percentage of total places
830	Derbyshire	45	50,461	42,108	7	459	0.9	38	8,812	17.5
856	Leicester	18	19,271	18,956	12	441	2.3	6	746	3.9
855	Leicestershire	49	49,529	42,356	18	1,281	2.6	31	8,454	17.1
925	Lincolnshire	55	53,410	45,961	10	504	0.9	45	7,953	14.9
928	Northamptonshire	43	58,456	46,116	2	150	0.3	41	12,500	21.4
892	Nottingham	16	20,040	15,905	0	0	0.0	16	4,135	20.6
891	Nottinghamshire	45	57,080	46,579	8	335	0.6	37	10,836	19.0
857	Rutland	3	3,144	2,525	1	35	1.1	2	654	20.8

**Pausing of the Permanent Expansion Plans by Leicester City Council**

The Local Authority has paused permanent expansion scheme plans for six of the city secondary school. These schools may now review their expanded planned admission numbers and revert to original PAN. This will further exacerbate the pressure on secondary school places in Leicester.

**Proposed Location**

Brook Mead Academy will be located [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

This states that:

- [REDACTED]
- [REDACTED]
- [REDACTED]

5 [REDACTED]  
[REDACTED]

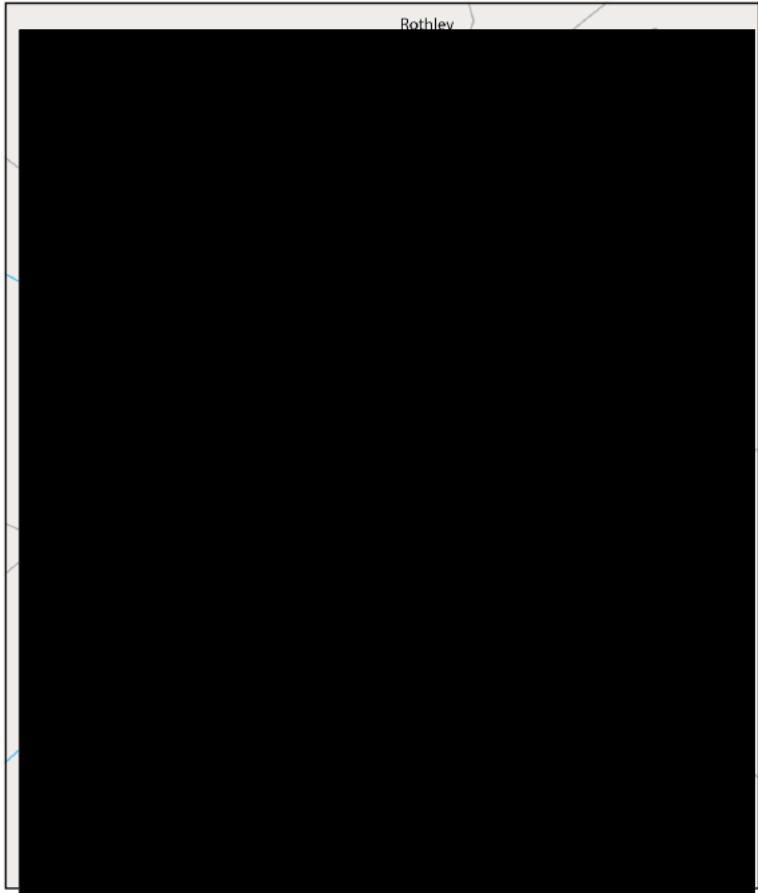


**B1 – Evidence of basic need.** Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

- [Redacted]

The map below is taken from the LCC ‘Applying for a secondary school, 2019/20’ publication. On it we have indicated the proposed location of Brook Mead Academy in the heart of this new development.

This location has been recommended by the Local Authority during our discussions in September 2018 with the Head of Children’s’ Capital Planning, Director of Learning and Inclusion/Strategic Director of City Developments and Neighbourhoods.



- Secondary Schools**
- 1 Avanti Fields Secondary School\*
  - 2 Babington Academy
  - 3 Beauchamp College
  - 4 Beaumont Leys School
  - 5 Brockington College
  - 6 Brookvale High School, Groby
  - 7 Castle Mead Academy
  - 8 Countesthorpe Leysland Community College
  - 9 Crown Hills Community College
  - 10 English Martyrs Catholic School
  - 11 Fullhurst Community College
  - 12 Gartree High School
  - 13 Hamilton Academy
  - 14 Judgemeadow Community College
  - 15 Madani Boys / Madani Girls
  - 16 Manor High School
  - 17 Moat Community College
  - 18 New College Leicester
  - 19 Rushey Mead Academy
  - 20 Saint Paul's Catholic School
  - 21 Sir Jonathan North Community College
  - 22 Soar Valley College
  - 23 South Wigston High School
  - 24 The Cedars Academy
  - 25 The City of Leicester College
  - 26 The Lancaster Academy
  - 27 The Martin High School, Anstey
  - 28 The Roundhill Academy
  - 29 The Winstanley School
  - 30 Tudor Grange Samworth Academy
  - 31 Wigston Academy
  - 32 Wreake Valley Academy


\* Until Avanti Fields move to their permanent site in Hamilton, their temporary site will be at the Bede Island Campus, Narborough Road/Upperton Road, Leicester, LE3 0BT

**B1 – Evidence of basic need.** Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

















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We anticipate that, with such a significant development, alongside the basic need of the city, students will be drawn to this school within a five-mile radius.

The development is in line with the National Planning Policy Framework (NPPF), which sets out the Government’s planning policies for England. One of the main aims of the NPPF is to increase the delivery of new, good quality homes to meet the needs of a growing and ageing population. The Leicester Core Strategy sets out a need for 25,600 new houses in the city between 2006 and 2026. This has direct links with school places in a new community.

The Local Authority have confirmed that there will be a need for extra school places in the area as local current schools are already full (see table below) and the whole city is undergoing a substantial increase in pupil population (see section ‘The need for more Year 7 school places in Leicester’). 

**Local Support**

The need for more school places in Leicester has been articulated by Local Authority officers.

This need, and the endorsement of TMET opening of a free school, is supported by the Leicester Secondary Education Improvement Partnership (see [Annex 1](#) letter from Simon Catchpole, Director, on behalf of the 17 schools in the city).

**Potential Extended Need**

**B1 – Evidence of basic need.** Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

Although this application is for an 11-16 secondary school the Trust would have the capacity to extend this if required to an all through 4-16 school. This was indicated by the LA as a potential need, during a meeting with them in September 2018.

TMET already has five successful primary schools (all Good or Outstanding) within the Trust. Primary pupils from across the Trust make significant progress in their Key Stage 2 results. Overall, 79% of our children met the expected standards in reading, writing and mathematics in 2018, compared to 68% in 2017 and a national average of 64%. This reflects improvements across all five of the primary academies in their overall Key Stage 2 results.

The data places all five primary academies above the national floor standard. These are high performing schools overseen by an exceptional and highly experienced Primary Director of Education, who is also a National Leader of Education (NLE). She has overseen the progress of our sponsored primary academy (Northfield House Primary Academy) from Special Measures to a Good Ofsted rating in July 2018. The primary principal team also includes another NLE and an Ofsted Inspector. Therefore, the Trust would have the experience, expertise and capacity to open an all through 4-16 school if needed.

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

 ✓

## B2 – Need for good school places

**B2 – Need for good school places.** Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a ‘pocket’ of low standards where there is a very strong case for a free school.

### Leicester Outcomes

There is a real need for further high-quality secondary provision in Leicester. The City is mentioned in Annex G of the DfE ‘How to apply to set up a mainstream free school’ guidance as an area with the lowest standards and the lowest capacity to improve.

The average performance at Key Stage 4 across Leicester is lower than the national average for all performance measures (based on 2017 outcomes):

	Leicester LA	National Rank, /324	National Rank, decile
<b>Attainment: A8</b>	44.8	305th	0.94
<b>Progress: P8</b>	-0.1	277th	0.85
<b>Accessibility: % of pupils able to access a Good or Outstanding secondary within 5km of their home postcode</b>	0.82	81st	0.25
<b>System Leaders Coverage: Secondary pupils per secondary phase Teaching School or NLE</b>	1689	217th	0.67
<b>ITT Provider Coverage: Trainees per 10,000 pupils</b>	31	223rd	0.69
<b>Quality of Leadership: % of secondary pupils in a school with Good or Outstanding leadership</b>	90%	127th	0.39
<b>Composite Indicator: Grouping (of six)</b>	5	217th	0.67

6

<sup>6</sup> Data from Achieving Excellence Areas, 2018

**B2 – Need for good school places.** Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a ‘pocket’ of low standards where there is a very strong case for a free school.

This shows attainment in Leicester to be in the bottom 6% nationally, with progress in the bottom 15%.

This is borne out by current 2018 provisional attainment data at 5+ in English and maths which shows considerable variation and under performance in many city schools. The attainment at Rushey Mead Academy, TMET’s founding converter secondary school, is significantly stronger. With Brook Mead Academy, TMET would be able to transfer the strength and expertise seen in Rushey Mead Academy’s outcomes to the north of the city.

2017 outcomes	Ofsted rating	Number pupils at end of KS4	P8	A8	Basics 5+	Entering EBacc
Rushey Mead Academy	Outstanding	267	0.75	52.1	59%	66%
Madani Girls' School	Good	58	0.67	52.6	53%	19%
Fullhurst Community College	Good	170	0.64	45.4	26%	14%
Soar Valley College	Outstanding	249	0.51	48.7	46%	43%
Madani Boys School	Good	60	0.33	52.6	70%	10%
Beaumont Leys School	Good	192	0.23	44.5	34%	11%
Sir Jonathan North Community College	Outstanding	231	0.13	49.8	43%	24%
Judgemeadow Community College	<i>Sponsored</i>	237	0.07	49.3	45%	56%
Babington Community College	Outstanding	159	0.01	34.6	20%	23%
Crown Hills Community College	Good	255	-0.04	41	32%	15%
Moat Community College	Good	207	-0.05	43.9	34%	56%
St Paul's Catholic School	Good	178	-0.1	45	41%	30%
English Martyrs Catholic School	Good	177	-0.21	45.5	35%	45%
The City of Leicester College	Requires Improvement	204	-0.25	41.2	33%	18%
Hamilton College	<i>Sponsored</i>	218	-0.78	31.3	17%	20%

**B2 – Need for good school places.** Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a ‘pocket’ of low standards where there is a very strong case for a free school.

The Lancaster Academy	<i>Sponsored</i>	165	-0.79	38.4	35%	10%
Tudor Grange Samworth Academy	<i>Sponsored</i>	72	-0.84	33.4	19%	21%
England, state-funded schools			-0.03	46.3	43%	38%

Progress 8 data in 2017 reiterates the need for stronger performing schools in the city: two of the strongest providers above are Muslim based faith schools so are not accessible to all members of the community; eight out of the seventeen main providers have Progress 8 scores below the national average; three of the remainder have Progress 8 scores just above the national average and are therefore precarious. This underlines the need for stronger provision in the secondary phase in the city.

In terms of the EBacc measure, the performance of Rushey Mead Academy places the school in the top 2% of schools nationally thereby underlining our ability to support a Free School with a strong EBacc academic focus. This is simply not available to parents in other parts of the city.

Brook Mead Academy will have a special focus on the EBacc, in order to address the lower than average take up of EBacc subjects in the city and low EBacc outcomes. Twelve of the seventeen current schools have lower than national average entry to the EBacc. This is especially the case for disadvantaged students. Brook Mead Academy will build on TMET’s strength in enabling students of all abilities and characteristics to achieve the EBacc:

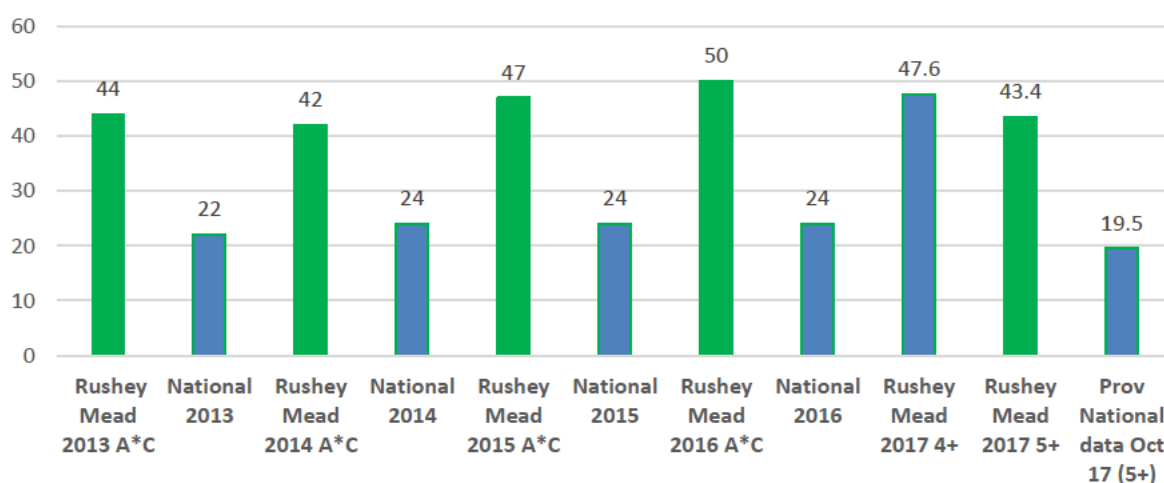
- The proportion of students at Rushey Mead Academy who follow the full suite of GCSE courses in the EBacc subjects continues to be well above national average. 66% of the 2017 cohort studied the EBacc subjects, a proportion far in excess of the average for maintained schools nationally (38%).
- The percentage of students achieving EBacc (4+) in 2017 was outstanding as well as being significantly higher than the national average: 47% vs. 22%. This is an exceptional and consistent achievement, as it was also the case in 2016.
- The proportion of students achieving EBacc (5+ E/M) was also outstanding in 2017 and well above the national average: 42% compared to the national average of 20%.

Key Stage 4:

**B2 – Need for good school places.** Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a ‘pocket’ of low standards where there is a very strong case for a free school.

- Attainment in English, mathematics (both separately and together) and the EBacc is lower in Leicester than the national average.

% of Rushey Mead Academy students achieving the EBacc compared to students nationally



A Local Authority Summary of Education Performance 2016/17 reports that:

- The overall percentage of Good and Outstanding schools in Leicester stands at 85% but remained below regional and national averages.
- The overall percentage of pupils in Good and Outstanding schools in Leicester has decreased slightly and remains below regional and national figures.
- The percentage of Good and Outstanding secondary schools fell from 72% to 69% in 2017 which is below both regional and national averages.
- The percentage of secondary pupils in Good and Outstanding schools also dropped from 72% to 65% which is below both regional and national averages.

Ofsted ratings of the 17 secondary schools in Leicester show a mixed pattern:

Outstanding	4
Good	8
Requires Improvement	1
Inadequate/sponsored	4

**B2 – Need for good school places.** Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a ‘pocket’ of low standards where there is a very strong case for a free school.

There is considerable underperformance at the five schools judged to be either Inadequate or Requiring Improvement by Ofsted. Between them these schools serve over 5,000 students and are spread across the city rather than being concentrated in one area. Brook Mead Academy will therefore be a valuable addition to parental choice within north Leicester and will provide a centre of academic excellence for ambitious parents and students.

The Ofsted inspection reports for the five underperforming schools suggest there are common themes: all highlight weak leadership, low achievement and a lack of consistency in the quality of teaching. Conversely, TMET has a strong track record in leadership, teaching and delivering outstanding outcomes for pupils, based on the philosophy of and practice of the Trust’s flagship secondary school Rushey Mead Academy. This underpins ‘The Mead educational experience’, which Brook Mead Academy will benefit from.

In addition, TMET’s shared staffing modelling ensures that many staff have had experience of working with schools in other parts of the city to support significant improvements. As part of TMET, Brook Mead Academy will benefit from the Trust’s wider education network and school-to-school support and will bring outstanding practice to parts of Leicester which have lacked this.

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

**If your proposal clearly does not meet the above criteria, it is unlikely to be assessed any further – regardless of the demand you are able to demonstrate for the school. Therefore, ensure that all evidence of need for your school is included in this section of your application.**



## Section C – Vision

Section C provides an opportunity for you to tell us about your vision for how you will achieve this in your school. You need to demonstrate that you really understand the needs of the children in the local area, including disadvantaged children, and how your proposed school will assist them to fulfil their potential and close the attainment gap. You should also set out what your free school would add to the wider schools system, including where it has an innovative way of doing things.

Note that you need to demonstrate in later sections that your vision is both deliverable and affordable within the funding allocated to free schools.

This section will need to be completed in full by **all** applicants. Applicants with open schools and those proposing primary or all-through schools must provide additional information.

Please:

- Use the space provided in box C1;
- Provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school; and
- Refer to Section C of the [how to apply guide](#) for what should be included in this section.

### C1 – Vision

Brook Mead Academy will be the latest secondary addition to TMET in Leicester and will replicate and build upon the longstanding success of Rushey Mead Academy. Like Rushey Mead Academy, Brook Mead Academy will promote high academic achievement while maintaining a strong inclusive ethos rooted in the belief that all young people are capable of extraordinary achievements, given the right opportunities in school. We are totally committed to promoting community cohesion and all schools in our Trust are diverse in intake and nurture harmonious communities. Pupils actively learn across community groups and excel no matter what their starting point, background, home language or prior attainment.

#### **Rationale and Local Context**

Leicester has a rising secondary population and insufficient school places to meet the demand. It is also in the third of areas with the lowest standards and a significant number of underperforming schools (see [Section B](#) for more details).

#### **Championing Disadvantaged Students**

The aim is for Brook Mead Academy to have a similar overall percentage of Pupil Premium students as the LA average for secondary schools (38%, compared to 30% for Rushey Mead), and similar percentages to Rushey Mead Academy of EAL and SEND students. Brook Mead Academy will build on Rushey Mead Academy's strong

## C1 – Vision

track record of ensuring that disadvantaged students fulfil their academic potential and perform well compared to their more advantaged peers. For example, in 2017, 29% of disadvantaged students at Rushey Mead Academy achieved the EBacc, higher than the national average for all pupils of 21%. Further details of this are provided in section [F1](#).

Brook Mead Academy will replicate and refine the successful Rushey Mead approach to working with disadvantaged students. The strong focus on the EBacc specialism is intended to further develop the impact on students seen at Rushey Mead Academy, and the provision of a formalised extended day, with a compulsory enrichment curriculum, is intended to be of particular benefit to disadvantaged students.

### **Key features of Brook Mead Academy**

1. 11-16 secondary (replicating Rushey Mead)
2. Mixed gender and mixed faith
3. 8 form entry – 240 students per year group
4. Opening in 2022 with 240 Year 7 students, growing to 1200 total by 2026/7
5. 38% FSM6/PP (replicating LA average) with 60% EAL and 1% SEND (replicating Rushey Mead)

### **EBacc Knowledge Rich Curriculum**

The hallmark of Brook Mead Academy will be its knowledge rich EBacc curriculum. This curriculum offer will build on and improve the offer already in place at Rushey Mead Academy where each pupil learns a foreign language to GCSE and the majority of students study the EBacc suite of subjects. The curriculum vision at Rushey Mead will underpin the vision at Brook Mead Academy: *“We want to give our students access to the best which has been thought, said, written and created in every field of human endeavour so that they are knowledgeable, critical, enriched and well poised to lead fulfilling lives.”*

We echo the belief articulated by School Standards Minister Nick Gibb in July 2017 that, “Pupils, whatever their background, have the right to study a core academic curriculum that provides them with the knowledge and skills for a variety of careers beyond the age of 16.”

He also went on to say that, “Alongside the EBacc, the arts are a crucial part of a broad and balanced curriculum and it is great to see that the best schools ensure young people have the option to study both academic and creative subjects.”

This is precisely the practice at Rushey Mead Academy where circa 75% of students study the EBacc subjects but art, drama, design and music are also popular and fully supported, alongside PE and extracurricular provision. So, for example, alongside the EBacc, Rushey Mead has grown a 58 strong orchestra comprising largely of disadvantaged students being awarded music scholarships through the Pupil

## C1 – Vision

Premium funding. This broad, balanced and enriching curriculum will be on offer at Brook Mead Academy.

Brook Mead Academy will also embrace the thinking emerging from HMCI Amanda Spielman's review of the curriculum. The new thinking set out in phase one and two of the reports will be woven into the curriculum from the outset. We have visited schools in the Inspiration Trust in Norfolk to further understand this thinking around a knowledge rich curriculum. This will form a unique feature of Brook Mead Academy as this avowedly knowledge rich curriculum is not commonly found in Leicester schools. We will also make use of the learning from cognitive science so that spaced learning and retrieval practice is embedded into schemes with students revisiting learning until it is mastered and sticks. This will be seen in the clear sequence of topics, in the deliberate revisiting of topics, in the explicit teaching of retrieval strategies and how the memory works. It will also be seen in regular low stakes testing and quizzing to help accumulation of knowledge and in the annual testing calendar. There will also be clear modelling of how to apply knowledge and elaborate on learning in ways required in each subject.

The curriculum at KS4 will therefore go beyond GCSE specifications to build substantive and disciplinary knowledge and not be narrowly focussed on examinations, even while it builds towards achievement of the EBacc for the majority of students.

### **Strong Academic Track Record in Trust Flagship Secondary School, Rushey Mead Academy**

Within The Local Authority, Rushey Mead Academy is an exception with its history of strong outcomes which placed it in the top 2% of schools nationally in 2017. Its key features include:

- Ofsted Outstanding since 2007, the first secondary in the city to be awarded this.
- Better than average attendance (96%, as compared to 94.8% nationally).
- The school became one of the first 100 National Teaching Schools in 2011 and was in the first wave of schools to be awarded Teaching School status.
- The school is the lead convertor secondary within TMET, a MAT with five primary schools, another secondary school and a Free School in pre-opening phase, Castle Mead Academy.
- A centre for Initial Teacher Training with over 150 teachers trained since 2015.
- A heavily oversubscribed school and is the first choice school for many families in the city, with 736 applications for 378 places for 2018/19.

Within that, there are very strong subject departments (2017 outcomes):

## C1 – Vision

- Maths: Progress 8 score of +1.1: subject in the top 2% nationally.
- Science: Progress 8 score of +1.0: subject in the top 4% nationally.
- English: Progress 8 score of +0.7: the subject in the top 10% nationally.
- Humanities: Progress 8 score of +0.5 for Humanities.
- Languages: Progress 8 score of +0.8 with universal cohort entry which is very rare nationally.

2018 invalidated outcomes are equally strong with a predicted Progress 8 of +0.7 and predicted Progress 8 disadvantaged students: +0.6

### **The Mead Educational Trust (TMET) Vision**

TMET's mission statement, "Together we make a positive difference", reflects its vision that more can be achieved together than separately.

'Together we make a positive difference' signifies the Trust's determination to leverage the strength and depth that it has across the Trust to ensure that all academies are providing an excellent education for all its learners or are making strong progress towards being Outstanding. The Trust is fiercely ambitious for all the children and young people in its academies and therefore expect the best from all who work in them. The Trust defines its high-level aspirations as a trust through its KPIs grouped under the headings of:

- Together we make a positive difference for our learners
- Together we make a positive difference through our governance
- Together we make a positive difference through our leadership
- Together we make a positive difference through our staff
- Together we make a positive difference to the educational landscape
- Together we make a positive difference through effective operations

The Trust recognises the uniqueness of each academy, and provides access to excellent school-to-school support and a world-class education network through its academies, Cohort 1 Teaching School and Secondary SCITT.

The Trust is passionate about education and determined to provide exciting, engaging and high quality learning environments which will enable its pupils to become aspirational, capable, confident young adults, and active members of the community.

Brook Mead Academy will be an important addition to the Trust, and to Leicester and Leicestershire, providing much needed secondary places, and meeting the need for high quality academic provision to address underachievement in the area. As it is in geographical alignment with the other schools in the Trust, it will be well supported.

## Section D – Engagement with parents and the local community

In this section, you need to demonstrate that your proposed school will be full to capacity. To do this you will need to show that your proposed school has support from the local community. You will need to provide evidence that you have effectively marketed the school to a diverse cross-section of the local community, including parents. We will be particularly interested in seeing how you have targeted and plan to attract applications from disadvantaged groups. This should enable parents (or students in the case of 16-19 free schools) and other key groups in the local area to make an informed choice about the curriculum (and, where applicable, the faith ethos or designation of the school) and decide whether they want to support the new free school.

This section will need to be completed by **all** applicants. Please:

- Use the space provided in box D1;
- Include evidence as annexes; and
- Refer to Section D of the [how to apply guide](#) for what should be included in this section.

### D1 – Successful engagement with parents and the local community

#### Identified Region

Brook Mead Academy will be located at

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

We anticipate that a combination of such a significant development alongside the basic need for pupil places that the Local Authority has identified, that students will be drawn from a catchment of a five-mile radius as illustrated in image 1 below.

[REDACTED]  
[REDACTED]  
[REDACTED]

[Redacted]

[Redacted]



[Redacted]

**Stakeholder engagement**

We have been engaging with major stakeholders to seek their views on opening another free school. Our marketing and communications activities have included:

Meetings

TMET have met with the Local Authority on a number of occasions to discuss the need for secondary pupil places and consider solutions. [Redacted]

[Redacted] as a preferred site and are supportive for the Trust to submit an application to open a free school. This is due to a number of factors including: Rushey Mead Academy's track record for outstanding education; TMET's track record in supporting school improvement in its academies; continued over subscription for places; and the considerable interest in Castle Mead Academy (opening 2019).

The Chair of the Trust and Chief Executive Office met with the Regional Schools Commissioner's (RSC) office on 28<sup>th</sup> September 2018. The RSC indicated informally that they are supportive for the Trust to proceed with application to open a free school.

## D1 – Successful engagement with parents and the local community

The Chief Executive Officer and Director of Secondary Education attended the Leicester Education Improvement Partnership meeting on 7 September 2018 to discuss the pupil place planning. Although the group of headteachers/principals were anxious about another Leicester free school, they were eager to ensure any new school is inclusive to the community and sits harmoniously within a multi-ethnic, multi-faith, multi-lingual city. Their desire was for a trust within the city to run such a school.

### Press release

We plan to issue a press release in November 2018 (see [Annex 2](#)). We have also prepared a letter for circulation that will be distributed just prior to the press release to major stakeholders such as Local Authority, higher education intuitions, headteachers/principals of city and county schools (see [Annex 3](#)).

### Letters of support

TMET has received a number of letters of support from the following organisations (see [Annex 1](#)):

- Leicester Education Improvement Partnership
- University of Leicester
- Leicestershire Education Business Company

### Community events

A number of community events have been held to promote Castle Mead Academy, which is set to open in September 2019 (see table below). The events were well attended, with audience members including prospective parents, staff members from local schools, councillors and local business owners. Whilst promoting Castle Mead Academy, we sought views on opening another free school. In addition, over 1000 people attended Rushey Mead Academy's Open Evening on 18 September 2018, where Castle Mead was also being promoted. Initial feedback has been positive and indicates support for another free school in the north of Leicester, particularly as Rushey Mead is always oversubscribed by over 200. Attendees were eager to see The Mead Educational Trust carry 'The Mead Educational Experience' beyond Rushey Mead Academy and Castle Mead Academy.

Event	Date	Location
Section 10 Consultation Event	Tuesday 22 <sup>nd</sup> May 2018	Rushey Mead Academy
Section 10 Consultation Event	Saturday 16 <sup>th</sup> June 2018	Holiday Inn Leicester
Open Evening	Tuesday 11 <sup>th</sup> September 2018	Rushey Mead Academy
Information Event	Wednesday 18 <sup>th</sup> September 2018	Knighton Fields Primary Academy

## D1 – Successful engagement with parents and the local community

Information Event	Wednesday 25 <sup>th</sup> September 2018	Dovelands Primary School
Information Event	Tuesday 9 <sup>th</sup> October 2018	Pork Pie Library

Our intention is to now engage stakeholders in the specific area of the development and we have identified a number of local venues for community events and ‘drop in’ sessions dedicated to Brook Mead Academy (see table below). These events will be promoted to local residents, prospective parents and interested parties using a range of marketing tools e.g. social media, letters to primary schools.

Date	Location
Tuesday 13 November 2018	Rushey Mead Academy
Wednesday 21 November 2018	Glebelands Primary School
Thursday 29 November 2018	*Leicester Leys Leisure Centre OR NSPCC National Training Centre OR New Parks Community Centre

\*The locations for the community events have been carefully chosen to target areas that can be accessed by lower income families and those who require additional support and to build links with the community in and around the [REDACTED]

### Letters to Parents

We have drafted a letter to parents of pupils at local primary schools (see [Annex 4](#)) to communicate TMET’s proposal to open a free school, provide further information about the educational offer including references to the school’s curriculum and promote future engagement events.

### Social media

We intend to create dedicated social media accounts for Brook Mead Academy and will use these to promote the educational offer, engagement events and will be sure to include references to the school’s curriculum (EBacc). We have found social media marketing to be effective when publicising Castle Mead Academy and have achieved regular engagement of 1,000+ social media users that have been specifically targeted using a number of criteria per campaign.

### Website

We have created a website for Brook Mead Academy (see [Annex 5](#)). The website provides further information on the proposed educational offer, including curriculum, information about The Mead Educational Trust, including its track record, future engagement events, progress updates and more.





## Section E – Education plan: part 1

In Section C you set out the overall vision for your school. Section E is about how you intend to deliver this educational vision in practice and make it a reality – using an evidence-based approach to implement your vision. We want to know how your school will deliver a high quality, inclusive education through a broad and balanced curriculum that will give all pupils the knowledge and skills they need to succeed and close the attainment and progress gaps.

You need to demonstrate a strong understanding of teacher recruitment and retention issues and show what mitigations you will put in place to ensure that you have the appropriate staff to deliver your curriculum effectively. Your education plan must be affordable within the funding allocated to free schools and consistent with your financial plans. You need to assure us that your proposed school will be inclusive and contribute to community cohesion.

This section will need to be completed by **all** applicants. Please:

- Use Table E(a) below; and
- Refer to Section E of the [how to apply guide](#) for what should be included in this section.

In the Table E (a), please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time to full capacity. Please add additional rows/columns if appropriate.

If you are proposing more than one school, you will need to complete a separate table for each.

<b>Table E(a)</b>							
	<b>Year of opening</b>	<b>+1</b>	<b>+2</b>	<b>+3</b>	<b>+4</b>	<b>+5</b>	<b>+6</b>
Nursery							
Reception							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							
Year 7	240	240	240	240	240	240	240
Year 8		240	240	240	240	240	240
Year 9			240	240	240	240	240
Year 10				240	240	240	240
Year 11					240	240	240
Year 12							
Year 13							
Totals	240	480	720	960	1200	1200	1200

## Section E – Education plan: part 2

### E1 – Curriculum plan

If you are applying for more than one school and they will be the same phase, please provide one version of Table E1. However, you should set out how your curriculum plan will be adapted for each school in response to differences between cohorts.

If any of the schools you are proposing will not have the same curriculum plan (e.g. different phase, curriculum, specialism, and/or approach to teaching and learning), you may find it simpler to provide more than one version of this section.

**All** applicants will need to complete this section, but you will need to give us different information depending on your group’s experience and the type of provision you are proposing. Please:

- Complete Table E1 with subjects and hours, including any enrichment time;
- Use the space provided in box E1; and
- Refer to Section E1 of the [how to apply guide](#) for what should be included in this section.

Please note that you may find it useful to split this table and provide information relevant to each key stage that you are proposing.

Table E1			
Subject/activity	Hours per week	Compulsory/voluntary	Comments
<b>Key Stage 3: 33 x 50 minute lessons per week</b> plus tutor time of 5 x 25 mins two of which used to deliver PHSE & Citizenship			
Mathematics	5	Mandatory	
English	5	Mandatory	To include English Literature and Drama
Science	5	Mandatory	
Humanities	5	Mandatory	To include R.E., History and Geography.
Languages	3	Mandatory	French for all and the possibility of a second language, e.g. Spanish.
Art and Design	3	Mandatory	
PE (double block)	2	Mandatory	
Music	1	Mandatory	
Computing	1	Mandatory	

Extension 'Plus Time'	3	Mandatory	Pupil Premium Plus time, for all students, devoted to cultural, community and creative enrichment activities such as: Duke of Edinburgh, Orchestra, Drama Production, a Brilliant Club project, Young Enterprise, UK Maths Challenge, Sporting Excellence Club, music tuition, band rehearsals, Art (photography, ceramics, textiles, fine art).
<b>Key Stage 4: 33 x 50 minute lessons per week plus tutor time of 5 x 25 mins two of which used to deliver PHSE &amp; Citizenship</b>			
Mathematics	5	Mandatory	
English (+Lit)	5	Mandatory	
Science	6	Mandatory	
Humanities	3.5	Mandatory	One of History or Geography
Languages	3.5	Mandatory	
RE	2	Mandatory	
PE (double block)	2	Mandatory	
Option 1	4	Mandatory	To include: History, Geography, Art, Computing, R.E. Photography, Electronics, Design and Technology, additional language.
Extension 'Plus Time'	2	Mandatory	Pupil Premium Plus time, for all students, devoted to cultural, community and creative enrichment activities such as:Dof E, Orchestra, Drama Production, a Brilliant Club project, Young Enterprise, UK Maths Challenge, Sporting Excellence club, music tuition, band rehearsals, Art (photography, ceramics, textiles, fine art).
PSHE, Sex Education & Citizenship	2 x 0.5	Mandatory	Completed through assemblies, tutor time, Stop the Clock etc

[Add more lines as appropriate]

<b>Length of school day, including any enrichment time.</b>	The school day will be extended relative to the norm, to run from 8.30am to 3.40pm.
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## **E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan**

The Brook Mead Academy curriculum model assumes that every student deserves a broad and enriching curriculum with EBacc subjects at the centre. For Brook Mead Academy, we have streamlined the number of subjects taught at Key Stages 3 and 4 to enable generous time allocations for core subjects, whilst creating a mandatory enrichment curriculum for all students.

### **Key Characteristics of the Curriculum:**

- Ensures students are able to achieve the EBacc qualification;
- Takes into consideration Progress 8 measure;
- Extends the mandatory school day (8.30am to 3.40pm) to create compulsory time when all students participate in curriculum enrichment and enhancement, thereby building social and cultural capital, particularly for disadvantaged students;
- Shortens Friday timetable to off-set the longer days and to facilitate the staff Professional Learning programme;
- Focuses, as part of the extended day, on applying learning to the real world and real life problems through, for example, CREST Awards and STEM Leaders Award, which will incorporate cross curricular learning and promote high levels of literacy;
- Develops key skills, e.g. entrepreneurship, innovation, research and experimentation, and builds confidence and resilience through championing a 'Growth Mindset' and encouraging healthy striving;
- Emphasises the importance of knowledge and retention through bi-annual KS4 exams, annual KS3 exams and regular assessment in all subjects;
- Uses prior attainment based grouping for most subjects particularly English, maths, science, MFL and humanities;
- Deeply embeds Spiritual, Moral, Social and Cultural development with an appropriate focus on British Values;
- Covers PSHE, Sex Education and Citizenship in 2 x 25 minute tutor time a week and Stop the Clock activities;
- Incorporates daily assemblies to inculcate a sense of belonging and identity.

### **Key Differences Between Brook Mead Academy and Rushey Mead Academy:**

**E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan**

- 33 x 50 minute periods per week plus 5 x 25 minute tutor time sessions instead of Rushey Mead’s 25 x 1 hour sessions plus 5 x 20 minute tutor time sessions (more teaching periods gives increased curriculum and timetable flexibility);
- EBacc specialism, which makes more explicit what Rushey Mead already does, with a greater EBacc participation rate than Rushey Mead has presently;
- A formalised extended day with compulsory enrichment curriculum for all students (to address the needs of the higher proportion of disadvantaged students).

**Pupil cohort at existing school and Brook Mead Academy**

Brook Mead Academy will aim to replicate the demographics of the city for FSM6 and SEND. The proposed characteristics of the Brook Mead Academy, along with those of Rushey Mead Academy are as follows:

<b>Pupil cohort characteristics at Rushey Mead Academy</b>	<b>Expected pupil population at Brook Mead Academy</b>
1749 students on roll	1200 students when full in 2026
27.2% of the students are disadvantaged.	Nearer to LA average of 38% disadvantaged students.
98% of students come from an ethnic minority background. Almost, the majority (74%) from an Indian Asian heritage.	School is expected to be diverse but exact makeup of the population difficult to predict: the housing will be mostly privately owned on the new estate and likely to reflect the diversity found in Leicester as a whole. TMET will be able to respond to whatever the range of groups represented as within the Trust there are differing populations within each school whose needs are met.
For 70% of our students English is not their first language (NA 16%) and more than 38 different languages are spoken.	We anticipate fewer EAL students.
12.8% of the academy's population is classified as needing SEND support (NA 10.7%), including 1.3% with EHC plans.	Likely to be similar.
Attainment of students on arrival is in line with national averages. However, there is a higher proportion of	Likely to be similar.

**E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan**

students in low attainment bands and a lower proportion of high attainment students when compared to the national averages.	
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The intake is likely to be similar to that at Rushey Mead Academy although the exact nature of this is difficult to predict on a newly built estate. The curriculum offer will remain the same as there is already a focus on literacy, numeracy and knowledge acquisition at Rushey Mead Academy. EAL expertise is likely to still be needed as it is at Rushey Mead Academy, given the diversity of the population and levels of inward migration of Leicester. The EBacc curriculum will still be appropriate and necessary in this area of Leicester, however it will be adapted depending on the student intake. For example, if the intake is drawn from more affluent white British groups given the nature of housing built and the current population in North Leicester, less emphasis will be placed on English language acquisition and more on literary heritage texts and academic language acquisition. If the intake is more comprised of white British disadvantaged groups, the curriculum offer would stand as these groups have suffered traditionally from having a narrow and diluted curriculum offer. What we would do is quickly:

- identify gaps in knowledge in each subject through screening and baseline assessments,
- use mastery approaches to ensure students have deep and secure understanding of a concept or skill before moving on too swiftly as happens in other schools
- use knowledge building approaches and reinforce the acquisition of knowledge through low stakes testing and interleaving of topics.
- use the research from cognitive science to inform approaches.

This can be readily seen at Rushey Mead Academy, particularly in the way languages and maths are currently taught. Each student studies a language to GCSE and it is amazing to behold how every student is quickly able to demonstrate success in French, maths and other subjects due to the use of the above described approaches.

**Extended School Day and Enrichment Curriculum**

By extending the school day marginally on four days, space has been created within which to offer high quality guided opportunities for students to develop their social and cultural capital. By doing this, schools can help address inequality and the way privilege is embedded in society. Our enrichment programme will therefore focus on providing opportunities which result in a finished product or valuable additional accreditation, e.g. a theatre production, a musical performance/grade, a sporting



**E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan**

achievement, Brilliant Club graduation or the Duke of Edinburgh accreditation at Bronze, Silver or Gold.

Such enrichment will be delivered three times a week in 50 minute sessions at KS3 and two 50 minute sessions at KS4. Flexibility of programming across the year groups will allow for time-limited projects from short term to year long, such as theatre/musical productions, science projects, community projects, additional sporting activities or Duke of Edinburgh. Students' choices will be guided to ensure that disadvantaged groups access enriching and challenging experiences.

Brook Mead Academy's access to curriculum enrichment and a wide range of student experiences will build on the established links TMET has with a wide range of organisations. These include the Ogden Trust, a number of universities, Leicestershire Education Business Company, Leicestershire Cares, Leicester City Museum Service, The Spark Children's Arts Festival and a range of local employers.

Rushey Mead Academy has a strong link with the Philharmonia Orchestra, and are going to be the first of their Associate Schools, a formal designation and recognition of our three yearlong collaboration. Rushey Mead Academy has grown an orchestra of 58 by awarding Music Scholarships from its Pupil Premium funds. Therefore, unlike other schools where orchestras are comprised of children from affluent families, Rushey Mead's orchestras are predominantly drawn from the most disadvantaged children. For these students and families, this is often their first experience of a musical instrument and tuition, leading to graded examinations and orchestral performances. The Philharmonia is going to support Brook Mead Academy to grow an orchestra and offer residencies and performances for the children and families who undertake the scholarship programme. This is an intervention designed to boost the social and cultural capital of our most disadvantaged groups.

Rushey Mead Academy has a strong tradition of team sport with regional winners in cricket and basketball. Girls' teams are strong in number and range too. Dance is enormously popular with many styles and groups being represented, often taught by peers or students who have left. There is a major drama production each year. All of these will feature at Brook Mead Academy to ensure the students have the widest range of extracurricular experiences.

Rushey Mead Academy also has links with a public school, Ratcliffe College, whereby students take part in speaking and debating competitions. The intention is to extend this partnership to Brook Mead Academy.

Accreditation in these fields is pursued through:

- Graded music examinations
- In house dance and drama awards

## **E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan**

- Team trophies and progression to county and club representation.
- Sports Leader awards.
- Arts Award scheme.
- In house reading awards scheme.
- Enterprise awards.

The Trust is confident that such a broad and rich curriculum would meet with an Outstanding judgement from the new Ofsted framework and the criteria being developed for judging the Quality of Education in the 2019 framework.

### **Approach to teaching and learning**

TMET is deeply committed to ensuring that all young people in its schools, particularly the least advantaged, receive excellent quality first teaching so that they can make outstanding progress.

The approach to teaching will be similar in that successful curriculum models and assessments will be carried across from Rushey Mead Academy. However, Brook Mead Academy will embed the knowledge rich element right from the start whereas at Rushey Mead Academy, there is a curriculum development underway to ensure that substantive and disciplinary elements of each subject are in place or strengthened. Lessons from cognitive science about memorisation, spaced learning and explicit retrieval practice will also feature strongly from Year 7 onwards.

TMET is deeply committed to ensuring that all young people in its schools, particularly the least advantaged, receive excellent quality first teaching so that they can make outstanding progress.

EBacc subjects will foster knowledge accumulation and skill development at an accelerated rate throughout KS3. Rushey Mead Academy has a strong track record in sharing best practice and many Rushey Mead Academy staff work with other schools, both locally and nationally, to improve their quality of teaching. Eight of the Rushey Mead Academy middle leaders are Specialist Leaders of Education (SLEs) and many other staff are experienced in external school improvement work. This sharing of staff and expertise will be a key feature of the Brook Mead Academy-Rushey Mead Academy relationship.

Rushey Mead Academy's successful strategies, processes and frameworks will be adopted, and adapted, by Brook Mead Academy to ensure consistency: key examples are detailed in the sections below. Subject expertise will be shared between the two schools and Brook Mead Academy will adopt Rushey Mead Academy curriculum plans and schemes of work. Staff from both schools will collaborate on a range of areas including development of leadership, curriculum and schemes of learning. Brook Mead Academy will also benefit from strong, established

## **E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan**

practice at Rushey Mead Academy in MFL, Lesson Study, Student Councils and Health Education. The learning from international research undertaken by Rushey Mead Academy staff and other Trust employees (e.g. study trips to Shanghai, Singapore, Australia, Massachusetts and New Zealand) will be brought to Brook Mead Academy. Rushey Mead Academy is a research informed school in its approaches to music education feedback and the use of cognitive science. This research informed practice will inform all developments at Brook Mead Academy.

The sharing of teaching and learning resources and the collaboration of staff across the schools will be supported by the Trust-wide IT infrastructure.

### **Development and training programme for teachers**

Rushey Mead Academy has a track record of delivering excellent professional development programmes for all staff, specifically designed to meet their needs. This will be extended to Brook Mead Academy staff with many professional development opportunities shared amongst the TMET schools. Currently at least one professional learning day per year is run for staff from all the Trust academies, with some sessions for all, and others for specific phases.

Rushey Mead Academy's experience as a successful first cohort National Teaching School places it well to support the creation of a powerful learning community of teachers, leaders and support staff in Brook Mead Academy. The organisation of the extended day, with students leaving early one afternoon a week, will facilitate high quality professional development and collaborative planning. Integrated professional learning is already a feature at Rushey Mead Academy with its Professional Learning Monday afternoons where teachers engage in collaborative planning and curriculum development. This is informed by research undertaken by Lucy Crehan, who started Rushey Mead Academy on its journey, on successful jurisdictions across the globe. The curriculum development work is informed by speeches and blogs from HMCI Amanda Spielman and Christine Counsel of Inspiration Trust. These approaches will be shared across teachers at all Trust schools.

### **Assessing and Meeting the Needs of all Pupils**

Rushey Mead Academy has a long history of success with SEND and EAL students and children who are looked after or in care:

- It uses the Question level Analysis provided by the DfE to augment KS2 SATs data and inform curriculum planning.
- It uses MIDYIS tests developed by the University of Durham to test underlying student ability in four domains of learning to augment data from KS2.
- It uses the Bell framework to assess stages of English acquisition of newly arrived pupils and then devise a programme to suit their needs. It uses the research informed practice of immersing learners into mainstream classrooms

## **E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan**

with advice card for teachers and same language peer support to help student acquire English quickly while immersed in the normal curriculum.

- The SEND department use a variety of tests and observational data as well as experts from other agencies to diagnose SEND and these then inform responsive teaching in the classroom.
- It has developed a holistic approach to assessing children's unmet needs to help us assess approaches to behaviour management of complex pupils.
- It finds that pupil premium students are very diverse in their needs and it assesses their needs alongside those of others.
- High prior attaining students are identified through KS2 data and MIDYIs testing.

Teachers are then given a user friendly format of pupil data to engage in responsive teaching with high expectations of all.

### **Support for Pupils**

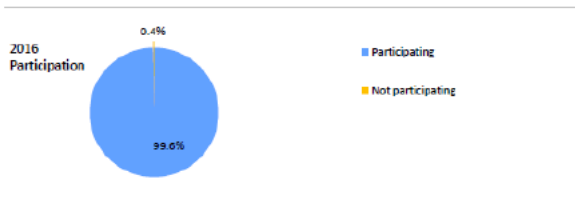
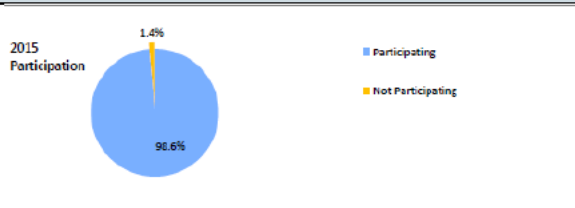
Pupils will be supported when they enter the school with a wide range of information gathering from schools at the Year 6-7 transition. This information will be used to group pupils into form groups with a mix of abilities and other characteristics.

Families will also be asked for information on their children. This will then be collated and shared with staff appropriately to inform curriculum, seating arrangements in lessons and responsive teaching. Pastoral support will be provided by a head of year and a non-teaching pastoral coordinator who will oversee family liaison and pupil welfare. There will be a variety of induction events for the upcoming Year 6 to help engender a sense of belonging and the forming of early bonds. There will also be the opportunity to state clearly the expectations for parents and children for Brook Mead Academy to ensure that all make a successful and informed transition to the school. Reasons for decisions will be clearly communicated to win the support of parents for school policies on behaviour and learning.

A well planned programme of careers education will be undertaken from Year 7- 11 with students guided to further and higher education and high quality apprenticeships.

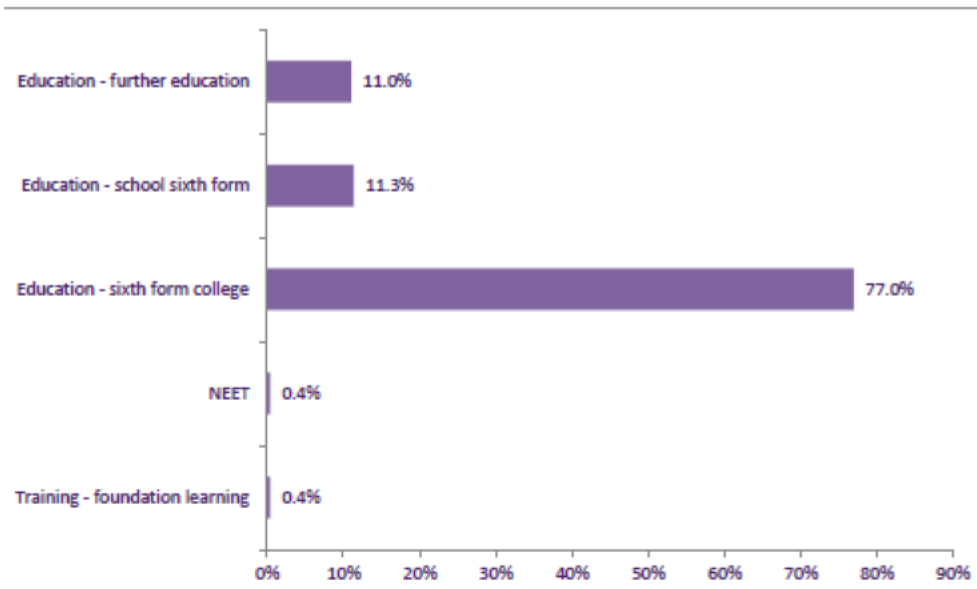
With such an academic and ambitious curriculum, we foresee that most students will transition to A levels at a sixth form college. This is currently the pattern at Rushey Mead Academy with most students going on to A levels in STEM subjects and other facilitating subjects. Almost all students at Rushey Mead Academy go on to further study at local colleges at age 16 as shown below:

## E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan



From your total 2016 cohort of 282, 1 student was not participating by November 1st. Connexions continue to work with this young person and with those from previous years who are NEET, offering support to help them move forward positively.

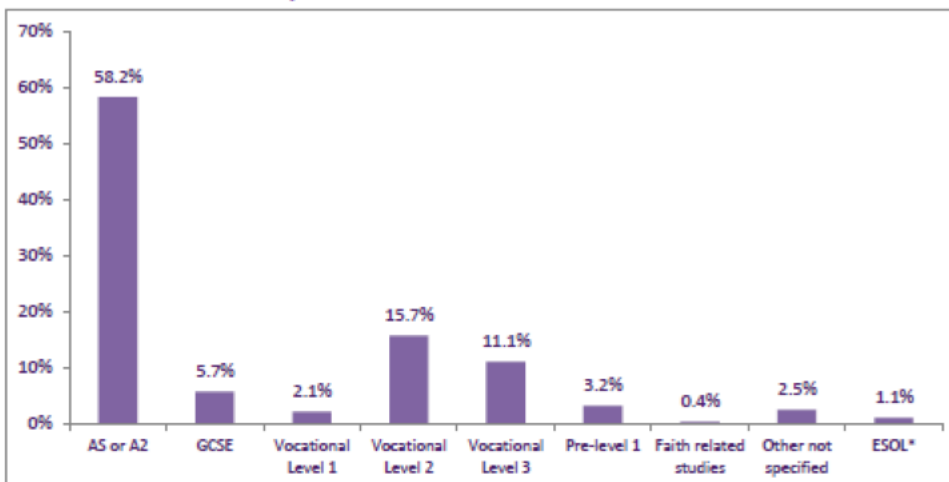
This is what Rushey Mead Academy leavers transition to typically:



Nearly 60% of students go on to study A levels in STEM subjects and other facilitating subjects, with most of those progressing to university.

## E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

Education destinations by level:



We will ensure that all students from Brook Mead Academy go on to further study but with the greater availability of high quality apprenticeships, this pathway will then be further prompted as a valid route for Brook Mead Academy students. This will be facilitated by dedicated information evenings on the different routes allowing parents and students to meet apprenticeship providers first hand as well as college admissions personnel. Therefore, Brook Mead Academy students will have a highly developed idea of all the possible high quality options they have at age 16 to make informed choices.

Highcross Leicester are Rushey Mead Academy's Careers and Enterprise partners and through them students are able to access a wealth of opportunities in the retail sector. We will work through our local Careers Education Company to secure equally high quality employer partners at Brook Mead Academy.

## E2 – Measuring pupil performance effectively and setting challenging expectations

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

**All** applicants will need to complete this section, but you will need to give us different information depending on the experience of your group. Please:

- Use the space provided in box E2; and
- Refer to Section E2 of the [how to apply guide](#) for what should be included in this section.

## **E2 – Measuring pupil performance effectively and setting challenging expectations**

Brook Mead Academy will replicate the academic and pastoral support provided by Rushey Mead Academy to ensure that students are successful.

Rushey Mead Academy achieves outstanding attainment and progress outcomes for students as compared to national averages. The headline value added score has consistently been Outstanding for many years. In 2015 the school achieved a VA Score of 1,025.7, putting it in the top 13% of schools nationally and in 2016 the school achieved a Progress 8 Score of +0.48 placing it in the top 7% and in 2017 an outstanding score of +0.75 was achieved, which was the highest in the City and placed the school in the top 5% nationally. This success has continued in 2018 with an unvalidated score of +0.75.

In 2015, 2016, 2017 and 2018 for the vast majority of subjects, the 9+, %7+, %5+, 4+, %A\*-As %A\*-Cs, and levels of progress were all higher than the national averages and in many cases quite significantly, showing outstanding attainment and progress. In many subjects outcomes are exceeded year after year.

In 2016, 2017 and 2018, Rushey Mead Academy exceeded national attainment levels for English and maths (BASICS) %9-7 and %9-4 and has consistently achieved around 50% EBacc %9-4. In 2017 and 2018 Rushey Mead Academy has exceeded national attainment levels for both BASICS and EBACC at %9-5.

In addition to this, the Rushey Mead Academy NEET and exclusion figures are significantly lower than national averages, whilst attendance is higher.

Nearly 60% go on to study A levels in STEM subjects and other facilitating subjects with most of those progressing to university.

Overall, Brook Mead Academy will follow the same high expectations and data and tracking systems established at Rushey Mead Academy/TMET so that similar high performance is made available to parents in the north of Leicester.

Additionally, with Rushey Mead Academy having been Ofsted Outstanding since 2007, the approaches described will ensure that Brook Mead Academy meets its target of being judged as Outstanding in all areas at its first Ofsted.

### **Consistency of Approach**

The Trust will ensure there is consistency with the Brook Mead Academy and with Rushey Mead Academy by ensuring that:

- The same Data Analysis System is used across both schools and is overseen by an Executive Principal with regular reports to Academy Councillors and the Trust Board;

## **E2 – Measuring pupil performance effectively and setting challenging expectations**

- Lesson observations are conducted at least once a year by senior leaders across Rushey Mead Academy and the Brook Mead Academy to ensure consistency of practice and curriculum. This will be in addition to termly subject work scrutiny by middle leaders, and termly whole school learning walks with a focus on specific groups such as disadvantaged students, boys, high ability and SEND conducted by specialists and experts;
- Termly performance data is monitored by subject leaders, the Vice-Principal responsible for Standards and Achievement, the Academy Council and the Trust Board Learning Outcomes subcommittee to ensure Good and Outstanding progress is maintained with 70% of students meeting / exceeding challenging targets set in year 7.
- The performance of key groups of students is monitored regularly and rigorously.
- Moderation of assessment, lesson observations and work scrutiny will be pegged to the high standards seen at Rushey Mead Academy.
- Staff in both schools will have access to high quality and appropriate Professional Learning with joint collaborative planning afternoons so curriculum and pedagogical approaches are aligned.
- Targets are suitably challenging for individual students, subjects and the whole school.
- Consistency in behaviour is achieved by sharing and replicating the pastoral provision from Rushey Mead Academy, and ensuring that identical systems and processes are followed at both schools with the mantra of 'Together Stronger,' using explicit guidance and scripts for behaviour management.
- Rushey Mead Academy's approaches to attendance monitoring will be used at Brook Mead Academy. Rushey Mead Academy attendance stands at 96%, above national averages. Attendance will be monitored for sub groups to ensure all are benefiting fully. The same rigorous procedures for following up absences will be used at Brook Mead Academy as at Rushey Mead Academy with immediate contact with families, stringent discouragement of term time holidays and work with families using the Education Welfare Service.

### **Identifying Learning Needs of Disadvantaged Students**

At Rushey Mead Academy, a multifaceted and nuanced plan is in place to support disadvantaged students, based on the premise that low income does not always mean low prior attainment or poverty of aspiration. Therefore, the needs of disadvantaged students are assessed individually as well as looking at typical cohort features and then responsive provision and teaching is planned accordingly. Brook Mead Academy will adopt a similar assessment of needs of disadvantaged students and use a multi layered approach to build the social and cultural capital of this key



## E2 – Measuring pupil performance effectively and setting challenging expectations

group. Expertise in working with disadvantaged families will be carried across from Rushey Mead Academy to Brook Mead Academy. See extract of their Pupil Premium Action Plan below:

<b>7. Disproportionate number of DA students miss homework deadlines and are issued with C3s.</b>	Disadvantaged students complete homework, improve learning and receive fewer consequences.	Enhanced hours for 6 TAs to run homework clubs; added capacity in maths team to facilitate homework and online learning. Homework advice sessions held for targeted parents.	Progress against targets, consequences data, work sampling.
<b>8. Research evidence shows that effective + timely feedback yields most gains in learning: continue to prioritise DA</b>	Disadvantaged students prioritised for feedback, receive high quality + timely feedback, which they act upon and make good progress.	Trail whole class feedback and more verbal live feedback to add immediacy and curtail workload. <i>MLs</i> monitor and ensure feedback for disadvantaged students effective.	Work sampling, student testimony, progress against targets.

### Monitoring and Evaluating Approaches for Achievement of Disadvantaged Students

The attainment and progress of this critical sub group will be monitored in a range of ways using quantitative and qualitative data:

- Monitoring and tracking the progress of disadvantaged students by actively engaging with the 'Dips and Gaps' analysis.
- Subject Leaders will discuss the outcomes and gaps with their team and the possible reasons.
- Teachers within each subject will identify barriers to the progress for disadvantaged students and plans in-class intervention strategies to close gap.
- Implementation of appropriate intervention strategies to close gaps and ensure that disadvantaged students make at least Good or exceptional progress in all year groups against aspirational targets.
- Subject Leaders will monitor the termly outcomes of disadvantaged students to ensure that their needs are being met.
- Subject Leaders to evaluate the quality of teaching and its impact on learning for disadvantaged students and suggest strategies to help improve/suggest CPD/Peer to peer planning.
- Informing parents of actions and support available when necessary so that there is a 3-way partnership between the school, student and parent.
- Progress in reading with reading age data
- Sampling of work against similar more advantaged peers
- Library borrowing data
- Participation in extracurricular activities, with progress towards graded music exams, selection for teams, etc.

## E2 – Measuring pupil performance effectively and setting challenging expectations

- Attendance data.
- Behaviour profile data.
- Rewards data.
- Attendance at Parents Evenings.

### **Use of data to inform teaching and drive progress and attainment for all pupils**

The target setting process will be the same as at Rushey Mead Academy although Brook Mead Academy targets will be higher than those of Rushey Mead Academy to take account of the benefits of starting afresh with a new cohort in a new school. The process of target setting will include using:

- KS2 standardised scores;
- MidYIS standardised tests;
- DfE estimates;
- reading ages;
- information from primary schools

Assessment systems will be based on the Trust's Assessment Framework. Targets for the individual EBacc subjects will be the same as at Rushey Mead Academy.

Brook Mead Academy's target for extension activities will be that every student achieves *at least one* nationally recognised qualification or accreditation during their time at Brook Mead Academy, e.g. Duke of Edinburgh Award, CREST Award, National Maths Challenge, National Enterprise Project or a grade in a musical instrument. A passport will be developed to record student achievements, to encourage them to participate in a wide range of activities and to set personal goals. In Year 11 this will provide valuable evidence for students' post-16 applications and for subsequent higher education and employment applications.

### **Targets**

The Trust will set targets based on a combination of RMA 2018 results and national averages (NA) – see tables below.

Brook Mead Academy targets will be suitably aspirational, and based on Rushey Mead Academy's strong track record and the anticipated impact of key aspects of Brook Mead Academy which will boost achievement, namely:

- the capacity to establish a strong ethos and work ethic from the start by admitting students one year group at a time;
- the focus on EBacc subjects from Year 7;
- extra time for maths and English;

## E2 – Measuring pupil performance effectively and setting challenging expectations

- additional curriculum time at Key Stage 3 and 4 for extension activities which will support the development of positive learning behaviours, engagement with school, confidence and a range of valuable transferable skills.

Measure	Brook Mead target	Rushey Mead Academy results (2018)	NA (2017) from ASP. 2018 not yet available.
Basics Score (English & Maths) Grades 5-9	<b>60% (%9-5)</b>	55% (%9-5)	40% (%9-5)
Entry to EBacc	<b>90%</b>	64%	35%
Achieving EBacc	<b>65% (%9-4)</b> <b>40% (%9-5)</b>	49% (%9-4) 35% (%9-5)	24% (%9-4) 21% (%9-5 EM and grade C+ for E/M/S)
Progress 8 Score	<b>+0.6 to +1.00</b>	+0.75	0
Attainment 8 Score	<b>60 (Grade 6)</b>	53.00	46.29
% Basics gap between Disadvantaged and Others nationally	<b>+5</b>	2018 NAV other not yet known When compared against 2017 national others (49%), Basics gap %9-5 in 2018 is minus 6.	Approximately -30 TBC later on in the year.
Attendance	<b>96%</b>	96.3%	94.8%
NEET	<b>0%</b>	1-3%TBC	6%

	SENE	SENK	EAL	PP
<b>Basics % 5-9</b>	10%	25%	60%	60%
<b>EBACC entered</b>	2%	30%	90%	90%

## E2 – Measuring pupil performance effectively and setting challenging expectations

<b>EBACC achieved %9-5</b>	2%	15%	40%	40%
<b>Attainment 8</b>	50	50	60	60
<b>Progress 8</b>	+0.6-1	+0.6-1	+0.6-1	+0.6-1

### Targets for disadvantaged student outcomes:

Measure	RMA 2018 outcomes	Brook Mead targets
Progress 8	+0.6	+0.6 – 1.0
Progress 8 score for <b>EBACC element</b>	+1.0	+1.0
Average attainment 8 score <b>per disadvantaged student entering EBACC is similar to 2017</b>	48.40	50
APS for EBACC	4.45	5
Achieving EBACC 5+	22.3%	40%
Achieved 5+ in BASICS	43%	50%

Brook Mead Academy will guide students so that they go on to study facilitating subjects at A Level in order to strengthen their applications to higher education, especially to the Russell Group of universities.

### Measuring and Improving the Quality of Teaching in the Classroom

Brook Mead Academy will use similar approaches to ensure high quality teaching as at Rushey Mead Academy:

- First and foremost, ensure that a deep, broad, balanced and enriching curriculum is in place, in line with our curriculum vision explained in [section C](#).
- Ensure that substantive and disciplinary knowledge is built in and accumulated by students in an intelligently sequenced way with topic interwoven to build in retrieval.
- That students make gains in vocabulary development and reading throughout.
- That high quality schemes of work are in place to save workload and peg teaching to the highest level.
- That there are frequent low stakes coaching observations throughout so teachers are receiving feedback in an open and candid way and acting upon it.
- That work sampling across classes ensures students are making the same high levels of progress in each classroom.
- That there is collaborative planning time once a fortnight so that teachers are planning lessons together, crafting common high quality explanations, agreeing examples and analogies.

## **E2 – Measuring pupil performance effectively and setting challenging expectations**

- That there is use of high quality textbooks or approved Rushey Mead Academy resources.
- That there are formal observations of practice by senior leaders with judgements moderated across TMET schools.

### **Building a Partnership with Parents**

Brook Mead Academy will strive to build a positive partnership with parents as we have at Rushey Mead Academy where parental trust is high and staff respected and trusted to do the best for local children. There will be opportunities throughout the year for parents to meet staff, learn about the academy and how they can support their child's learning:

- A home visit before transition to Year 7.
- Induction evening for Year 6 parents and children.
- A settling in evening early in Year 7.
- Parent evenings once a term in years one and two after opening, and then one a year once the school is full.
- Year 9 options evening.
- *How to support your child's learning* events each year, based on sharing latest research and good practice in promoting learning at home and understanding approaches used in school.
- Events on promoting reading proficiency and enjoyment and ensuring daily reading at home.
- Events on safe use of the internet at home.
- Events for targeted parents on ensuring homework is completed and how best to secure home learning.
- Exam information and revision evenings.

All of these events will be made accessible in home languages through interpreters and translated booklets.

These events will enable parents to have clear information about the UK education system, the latest research in learning, how teachers teach and assess. This will enable parents to confidently be able to play their part in supporting their children.

Where parents have a language other than English, staff who share the language will be deployed (often from across the Trust where we have all major language groups represented within the staff body, including Roma, Somali, Gujarati, Punjabi, Tamil). Therefore, sessions can be provided in other languages and printed material translated. The website, with its translation software, will also enable parents from different language groups to access information.

## **E2 – Measuring pupil performance effectively and setting challenging expectations**

Where parents speak English but are hard to reach, sessions will be held offsite in community centres or *Fish and Chip suppers* held in school to enable more informal confidence building for those nervous of more traditional parent evenings.

Brook Mead Academy will report to parents three times a year, providing reports that are cumulative in order to build up a progress story over the year. Reports will track termly assessments against aspirational targets for all subjects, and will provide a qualitative, practical learning target for each subject once a year to help parents understand what their child needs to do to improve progress. Annual parent evenings will be held to provide an opportunity for parents to meet subject teachers and discuss academic progress.

## E3 – Staffing

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

You will need to make sure that the information provided in this section is consistent with that provided in the financial plan section (section G).

**All** applicants will need to complete this section, but you will need to give us different information depending on the experience of your group and whether your application includes a nursery. Please:

- Use space provided in box E3; and
- Refer to Section E3 of the [how to apply guide](#) for what should be included in this section.

### E3 – Staffing

#### Recruitment of teachers

Staff are attracted to work for TMET for a number of reasons and TMET recruits well to its schools which have a positive profile within the teaching community. The Trust is well regarded for high quality professional learning and being mindful and proportionate in terms of teacher workload, promoting whole class feedback and collaborative planning to help ease workload. Currently at least one professional learning day per year is run for staff from all the Trust academies. TMET is known for offering staff opportunities to work in other settings in the Trust to develop their skills and experience.

TMET has a secondary SCITT and this helps with recruitment of young, newly qualified and ambitious staff choosing to work in our academies. The Trust also supports School Direct entrants and grows teachers from well qualified support staff. Leaders are attracted to the many opportunities for career development and clear succession planning within the Trust. The Teaching School suite of leadership programmes are well regarded and attract leaders to the Trust.

TMET has a strong understanding of local teacher recruitment and retention climate and has a history of attracting high quality teachers to Rushey Mead Academy.

#### SCITT

TMET has a long established secondary SCITT which has over the last 5 years, trained in excess of 150 teachers across 13 subjects. Of these, 88% are now employed within local Leicester and Leicestershire schools. For 2018-2019, the SCITT has increased its numbers and recruited 58 trainees. The SCITT offers a PGCE as well as supporting School Direct trainees and trainees from the Researchers in Schools programme. The SCITT is unusual in being able to recruit

## E3 – Staffing

thriving cohorts in all subjects, including maths and science, as shown in the table below for 2018-19 recruitment:

### 2018-2019 Programme Update

The SCITT recruited 59 trainees in 2018-19, its biggest cohort yet.

Subject	Core	Salaried School Direct	Total
English	10	7	17
Mathematics	7	3	10
MFL	3		3
History	3	1	4
Geography	5		5
Physics	1	1	2
Chemistry	3	1	4
Biology	3		3
DT	1	1	2
Art & Design	2		2
PE	1	1	2
Computer Science	3		3
Researchers in School Mathematics		2	2
<b>Total</b>	<b>42</b>	<b>17</b>	<b>59</b>

The SCITT benefits from attracting career changers, entrants from ethnic minority groups and salary direct trainees. It has a very successful marketing strategy, smartly using social media to reach out to prospective trainees. As experienced staff and leaders are attracted to posts at the new Free School, the gaps at existing and stable TMET schools can be filled by our home grown trainees.

### Castle Mead Academy

There is already strong interest in recruitment for Castle Mead Academy, our Free School in the pre-opening phase, showing that TMET has a strong profile as a positive employer. This is borne out by years of high quality recruitment at Rushey Mead Academy where it has honed practices to enable teachers to thrive and not be bogged down in excessive workload. Rushey Mead Academy say to prospective teachers: “We aim to recruit teachers who are enthusiastic about their subject and want to pass on a love and understanding of the beauties and intricacies of their subject to young people. The school is one where:

- students are keen to learn and families value education;
- results in subjects have been significantly above national averages for many years;
- departments are led by experienced and supportive subject experts;
- subject teams are friendly, welcoming and work collaboratively;
- staff wellbeing is a priority and timesaving feedback methods are in place;
- the progress 8 score is significantly above average at 0.8, placing the school in the top 5% nationally;
- Professional learning is research based and integrated with our school day eight times a year;
- there is a strong academic ethos and high expectations of students;
- behaviour management is centralised and teachers are enabled to flourish;
- we are a happy school and above all, we want teachers to be happy at and to really enjoy their work.”



## **E3 – Staffing**

### Teaching School

Leicester Teaching School, which is part of TMET, is highly regarded for its training and development programmes in teaching and learning, leadership and governance. TMET uses these programmes as an integral part of staff development and succession planning. This is a factor in attracting high quality staff to TMET.

### Staffing and sharing staff across schools

Brook Mead Academy's first cohort will start in Year 7 in 2022/23 and it will then increase by one year group each year until it reaches its full capacity. It will therefore need to grow its staff judiciously to ensure high standards are established immediately, but within an economically viable staffing model.

Initially Brook Mead Academy will be staffed by a combination of dedicated Brook Mead Academy staff and staff from Rushey Mead Academy, and possibly other schools in the Trust. In order that it establishes a very strong foundation for a successful first Key Stage 4, priority will be given to employing full time specialist teachers in the EBacc subjects.

Rushey Mead Academy has a very strong track record of supporting other schools, through the Trust, the Teaching School and, previously, through an educational trust with a very challenging secondary school in Leicester. Whilst the Trust will be mindful of the importance of maintaining high standards at Rushey Mead Academy, it is likely that its well trained and expert staff will be used in a number of different ways in the initial phase of Brook Mead Academy:

- The principal of Brook Mead Academy will be supported by an executive principal in a range of key areas, e.g. Standards and Progress, Teaching and Learning, Behaviour, Child Protection and SEND, Exams and Data. As senior staff at Brook Mead Academy are appointed they will assume responsibility for these areas.
- Rushey Mead Academy has a number of SLEs across a range of specialisms who already provide support to other schools as required. In the early years of Brook Mead Academy these will also be available to support that school.
- Full or part time permanent transfer of staff.
- Full time or part time teaching secondment for a fixed term.
- Shared teaching across the two schools enabling two part time posts to be filled by a full time teacher.
- Some subject leadership across the two schools in the early years. This will be simplified by the common features of the curriculum between the two schools.
- Coaching and mentoring of Brook Mead Academy staff.

### **E3 – Staffing**

In addition, the Trust-wide IT infrastructure will enable the efficient and effective sharing of resources and collaboration between Rushey Mead Academy and Brook Mead Academy staff.

TMET is very much alive to recruitment issues nationwide; however, the Trust is able to draw on its strong track record on teacher recruitment and retention:

- Strong and above average recruitment of trainees to its SCITT;
- Clear career progression routes so talent is identified and supported to take on leadership roles, e.g. two of our cohort 1 maths trainees now lead the maths department at Rushey Mead Academy;
- Clear succession planning and shadowing approaches so staff due to retire are shadowed for at least a year by up to three interested internal staff and then the post is competitively advertised.
- Large cohorts undertaking leadership preparation courses in our Teaching School so cohorts of middle and senior leaders are being prepared.
- Above all, retention: we are known to be an employer which takes teacher workload seriously. Therefore, we avoid initiative overload, promote smart whole class feedback and limit meetings to a minimum. Calendars are planned a year in advance and bottle necks avoided. Collaborative planning is encouraged and time integrated into the working week for this. Therefore, we feel confident that we will be able to retain current staff in the Trust and attract new staff too.

The compelling opportunity of working in a TMET Free School will be attractive to the workforce in the region. The opportunity to design and implement new fresh curricula and systems will be very appealing to those in the early stages of their career, seeking leadership opportunities. New staff and those in the early stages of their career (often from our SCITT) can be recruited at Rushey Mead Academy and Castle Mead Academy while more experienced staff can be deployed at Brook Mead Academy.

### **Staffing Organogram**

## E3 – Staffing



### Staffing Requirements from 2022/23 (Year 1) to 2026/27 (Year 5)

The table in [Annex 6](#) calculates the required specialist teacher time required for each subject in each year as the school grows. The calculations are based on:

1. A period = 50 mins.
2. A 34 period week consisting of 33 periods subject curriculum + 'Plus' periods and 2 x 0.5 periods of PHSE/Citizenship through Form Time.
3. A mainscale teacher will teach 26 subject specialist periods + 3 'Plus' periods + 1 (2 x 0.5) periods of Citizenship/PHSE = 30 out of 34 periods. This provides for four periods of PPA (11.75%).
4. The average number of taught contact hours within the Free School would be approximately 24 subject specialist periods + 3 'Plus' periods + 1 PHSE/Citizenship period = 28 out of 34 periods. The average assumes that the approximate ratio of middle leaders to mainscale teachers is 1:3. The average number of specialist subject periods taught (i.e. 24) is used in the above table to calculate the notional number of subject specialists needed.
5. Actual numbers of teachers required are calculated by rounding up the notional teacher figure to the nearest 0.5 teachers although in some situations it would prudent to appoint a whole teacher if an additional half a teacher would be needed in the following year.

### Staffing Appointments from 2022/23 (Year 1) to 2026/27 (Year5)

Please see the table below for the staffing appointments from Year 1 to Year 5.

### E3 – Staffing

T= No. of Teachers P = No of subject periods taught pw	Year 1 2019-20		Year 2 2020-21		Year 3 2021-22		Year 4 2022-23		Year 5 2023-24	
<b>Students on Roll</b>	240		480		720		960		1200	
<b>Senior Leaders</b>	T	P	T	P	T	P	T	P	T	P
Principal	1		1		1		1		1	
A Principal Standards					1	6	1	6	1	6
V Principal T&L / Curric			1	6	1	6	1	6	1	6
A Principal Inclusion					1	6	1	6	1	6
A Principal SENCO							1		1	
Executive Principal	0.4		0.4		0.4		0.4		0.4	
<b>Total number SLT</b>	<b>1.4</b>		<b>2.4</b>		<b>4.4</b>		<b>5.4</b>		<b>5.4</b>	
<b>Middle Leaders</b>										
Head of Year 7	1	20	1	20	1	20	1	20	1	20
Head of Year 8			1	20	1	20	1	20	1	20
Head of Year 9					1	20	1	20	1	20
Head of Year 10							1	20	1	20
Head of Year 11									1	20
Head of Maths	1	20	1	20	1	20	1	20	1	20
Head of English	1	20	1	20	1	20	1	20	1	20
Head of Science	1	20	1	20	1	20	1	20	1	20
Head of Humanities	1	20	1	20	1	20	1	20	1	20
Head of Languages	1	20	1	20	1	20	1	20	1	20
A.Head of Maths					1	22	1	22	1	22
A.Head of English					1	22	1	22	1	22
A.Head of Science					1	22	1	22	1	22
A.Head of Hums					1	22	1	22	1	22
A.Head of Languages					1	22	1	22	1	22
Lead Computing			1	22	1	22	1	22	1	22
Lead Art and DT	1	22	1	22	1	22	1	22	1	22
Lead Music			1	22	1	22	1	22	1	22
Lead PE							1	22	1	22
SENCO	1	20	1	20	1	20	1	20	1	20
<b>Main Scale Teachers</b>										
Maths	1	26	3	78	4	104	6	156	7.5	195
English+Drama	1	26	3	78	4	104	6	156	7.5	195
Science	1	26	3	78	4	104	6	156	8.5	221
Humanities+RE	1	26	3	78	4	104	6	156	8	208
Languages	0.5	13	1.5	39	1.5	39	3	78	4	104
Design/Art	1	26	2	52	4	104	5	130	6	156

### E3 – Staffing

Computing	0.5	13	0	0	0	0	1	26	1	26
Music	0.5	13	0	0	0.5	13	0.5	13	0.5	13
PE	1	26	2	52	2	52	2	52	3	78
<b>Totals (number of staff and periods taught)</b>	<b>17</b>	<b>317</b>	<b>30</b>	<b>627</b>	<b>44</b>	<b>918</b>	<b>60</b>	<b>1239</b>	<b>68</b>	<b>1512</b>

These are allowances not people. SENCO fulltime on SLT from Y4

T= No. of Staff	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27
<b>Students on Roll</b>	240	480	720	960	1200
<b>PASCOs</b>					
Year 7 PASCO	1	1	1	1	1
Year 8 PASCO		1	1	1	1
Year 9 PASCO			1	1	1
Year 10 PASCO				1	1
Year 11 PASCO					1
<b>Teaching Assistants</b>					
<i>*all on 0.8</i>	3	5	8	13	16
<b>Administrative</b>					
Library & Resources Manager	0.6	0.6	0.8	0.8	0.8
Data & Exams Manager		0.5	0.5	1	1
IT Support	1	1	1	1	1
Principal's PA	1	1	1	1	1
PA to SENCO			1	1	1
Receptionist	0.8	0.8	0.8	0.8	0.8
Administrator (incl. Cover)		0.8	0.8	0.8	0.8
Reprographics	0.2	0.2	1	1	1
Cover Supervisor		0.8	0.8	0.8	0.8
Cover Supervisor				0.8	0.8
Cover Supervisor					0.8
Finance Assistant	0.2	0.2	1	1	1
Attendance Officer	0	0.8	0.8	0.8	0.8
Careers Officer	0	0	0	0.8	0.8
Data Assistant	0	0	0	0.8	0.8
Receptionist (2)	0	0	0	0.8	0.8
Faculty Assistant	0	0	0	0.8	2.4
Administrator	0.8	0.8	1	1	1

## E3 – Staffing

IT Support			1	1	1
Business Manager	1	1	1	1	1
<b>Premises</b>					
Site Manager	1	1	1	1	1
Assistant Site Manager			1	1	1
Caretaker		1	1	1	1
Caretaker				1	1
Caretaker					1
<b>Catering: Mid-Day Supervision</b>					
<i>*all on 0.25</i>	2	4	6	8	10
<b>Technicians</b>					
Senior Science Technician	0.5	0.5	0.8	0.8	0.8
Science Technician			0.8	0.8	0.8
Senior Art & DT Technician	0.5	0.5	0.8	0.8	0.8
<b>Total number of staff</b>	<b>14</b>	<b>22</b>	<b>28</b>	<b>44</b>	<b>52</b>

*\*Italics denotes a bought service*

### Leadership and teaching staff

#### Year 1

- School leadership will be provided by Principal and Head of Year 7 (who will be appointed so that Year 6 transfer can be completed).
- 5 EBacc Heads of Faculty will be in place to lead teaching in, and development of, these subjects and to assist Principal and Head of Year 7 in establishing ethos.
- Lead teachers of DT and Computing will also be appointed. Other subjects will be overseen by subject lead teachers at Rushey Mead Academy.
- In Year 1 subjects will be taught in quarter bands of two groups to enable staffing and to allow some setting if required. PE will be taught in single mixed gender groups.
- SENCO or Special Needs teacher in place.
- Subject teachers appointed as indicated.
- Timetabling and Standards support provided to the Free School Principal by Rushey Mead Academy's Vice Principal Curriculum and Vice Principal Attainment and Standards as required.

#### Year 2

- Head of Year 8 in place, further subject teachers appointed.

## **E3 – Staffing**

- Leadership and curriculum structures as in Year 1 except Vice Principal T&L in place.
- PE taught in single sex groups.

### **Year 3**

- Head of Year 9 in place and further subject teachers appointed.
- Structures as in Years 1 and 2. Head of Year 9 in place.
- Appointment of Subject Lead teacher in Art and DT.

### **Year 4**

- Appointment of Assistant Head of Years for EBacc subjects and Subject Lead for PE.
- Head of Year 10 in place and further subject teachers appointed.

### **Year 5**

- Head of Year 11 in place and teachers appointed to bring staffing up to full complement.

### **Non-teaching and support staff**

- Pastoral Coordinators (Pascos), Teaching Assistants and Cover Supervisors appointed as required with growth of school.
- Administrative/Finance support appointed as required with growth of school. Overseen/led by Rushey Mead Academy and Trust in early years.
- Librarian/Reprographics duties in early years may be covered by other admin/support staff.

### **Financial Health and Efficiency**

The Trust engages in integrated curriculum financial planning and the Board regularly reviews key financial health and efficiency metrics (including teacher contact ratio, average class sizes and average teacher costs). Regular benchmarking is undertaken.

### **Contingency plan**

Initially many Brook Mead Academy staff and leaders will come from Rushey Mead Academy in either a permanent or temporary capacity. Rushey Mead Academy is a very desirable school to work in and therefore attracts healthy numbers of high quality teachers when it recruits. The Trust will make it clear that there will be an expectation that staff recruited to Rushey Mead Academy may be required to contribute to the Free School, particularly in the early days. The Trust will also explore over-recruiting to Rushey Mead Academy in order to create capacity to support the Free School.

### E3 – Staffing

The sensitivity analysis indicates that over the five years there will be income of £15,154,004 and the total expenditure, including the cuts detailed below are £15,153,276.

#### Staffing – SLT

<b>Original Position</b>	<b>Revised Structure</b>
Principal Yr1 and 1.0fte	No change
Vice Principal Yr2 and 1.0fte	No Change
Assistant Principal Y3 and 1.0 fte	No change
Assistant Principal Y3 and 1.0 fte	Delay to Y5
Assistant Principal Y3 and 1.0 fte	Remove from structure 840 NOR
Business Manager Yr1 and 1.0fte	Change to 0.5 buy back from central

In addition to the actual changes above, additional savings could be:

- Potential to use teaching specialism of the leadership team to support classroom teaching and learning
- Potential for the Vice Principal/Assistant Principals to act as Head of Faculty and reduce teaching costs
- Potential that some of these SLT roles, especially the Vice Principal and Assistant Principals could be less than 1.0fte in the early year(s) of the post - possibly a shared role with Rushey Mead Academy

#### Staffing – Teaching

<b>Original Position</b>	<b>Revised Structure</b>
All Standard posts estimated at M6 average	All Standard posts estimated at M4 average
Maths/English/Humanities/Science Yr1 2.0fte	Maths/English/Humanities/Science Yr1 and Y2 reduced by 0.5 fte
MFL Yr1 1.5fte	MFL Yr1 and Y2 reduced by 0.5fte
PE Yr1 1.0fte	PE Yr1 and Y2 by 0.5fte
Music Yr2 1.0fte	Music Yr1 and Y2 0.5fte
Computing Yr2 1.0fte	Computing Yr2 0.5fte
Maths/English Yr3 5.0fte	Maths/English Yr3 4.0fte
Science/Humanities Yr3 5.0fte	Science/Humanities Yr3 4.0fte
MFL Yr3 3fte	MFL Yr3 2.5fte



### E3 – Staffing

Art/DT Yr3 5fte	Art/DT Yr3 4fte
Maths/English Yr4 7.0fte	Maths/English Yr4 5.0fte
Science/Humanities Yr4 7fte	Science/Humanities Yr4 5.0fte
MFL Yr4 5fte	MFL Yr3.5fte
Art/DT Yr4 6fte	Art/DT Yr4 4.0fte
Music Yr4 1.5fte	No Change
Computing Yr4 2fte	Computing Yr4 1.5fte
PE Yr4 3.0fte	PE Yr4 2.5fte
Maths/English/Humanities Yr5 8.0fte	Maths/English/Humanities Yr5 6.0fte
Science Yr5 8.0fte	Science Yr5 6.0 fte
MFL Yr5 5.5fte	MFL Yr5 4.5fte
Art/DT Yr5 6.0fte	Art/DT Yr5 5.0fte
Music Yr5 2.0fte	No change
Computing Yr5 2.0fte	No Change
PE Yr5 4.0fte	PE Yr5 3.5fte

In addition to the actual changes above, additional savings could be:

- Continue the delay in appointment of the SENCO with the function supported by Rushey Mead Academy
- As mentioned above, members of the Leadership Team could be used to teach their specialist subjects reducing the teacher requirements
- There is some capacity within the 70% structure that would allow additional savings if appointments were possible with the correct set of specialist subjects available, i.e. Maths and Science specialism

#### Staffing – Pupil Support

Original Position	Revised Structure
Year 8 Pasco 1.0fte and Year 9 Pasco 1.0fte	Role combine as Yr8&9 Pasco
Year 10 Pasco 1.0fte and Year 11 Pasco 1.0fte	Role combine as Yr10&11 Pasco
TA's Yr2 5.0	TA's Yr2 4.0
TA's Yr3 8.0	TA's Yr3 5.0

**E3 – Staffing**

TA's Yr4 11.0	TA's Yr4 7.0
TA's Yr5 14.0	TA's Yr5 9.0

Other Staffing

<b>Original Position</b>	<b>Revised Structure</b>
Library and Resources Yr1 0.6fte	Library and Resources Yr1 0.4fte
Data and Exams Manager Yr2 0.5te	Data and Exams Manager Yr2 remove
IT Support Yr1/Y2 1.0fte	IT Support Yr1/Yr2 0.5fte
Administrator Yr2/3 and onwards 0.8fte	Administrator Yr2/3 removed

In addition to the actual changes above, additional savings could be:

- Potential to appoint a Data and Exams administrator rather than Manager with the post reporting to the Business Manager
- Potential that by combining the Library and Resources/Reprographics posts that it may need less than 2.0fte from year 2 onwards
- Potential that Cover Supervisors could be supported by any spare capacity in the Teaching Assistants in year 4 onwards

Staffing – Premises

<b>Original Position</b>	<b>Revised Structure</b>
Y2 Caretaker	Remove from Y2 and Asst Site Manager from Y3 and delay fourth caretaker post in Y4 Total 4 posts in Y5

In addition to the actual changes above, additional savings could be:

- Potential to manage the site team from another location such as Rushey Mead Academy with only an Assistant Premises Manager and operational site team based at the Free School

Staffing – Catering

<b>Original Position</b>	<b>Revised Structure</b>
	No changes

Staffing – Other

<b>Original Position</b>	<b>Revised Structure</b>

**E3 – Staffing**

Science/Art&DT Technicians Yr1 1.0	Science/Art&DT Technicians Yr1 0.5
Science Technician Yr2 1.0fte	Science Technicians Yr2 0.5fte
Science Technician Yr3 and onwards 3.0	Science Technician Yr3 and onwards 2.0
Art&DT Technician Yr3 and onwards 1.0	Art&DT Technician Yr3 and onwards 1.0

In total these changes have had the following impacts on the budget projections

Original Position	Revised Structure
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

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

Other Staff Costs Savings

[REDACTED] reduction on Supply staff, staff development, employee expenses, training and recruitment to reflect fewer teaching staff. Pay rise allocation reduced to reflect lower salary costs. TLR costs remain for Heads of Year.

Original Position	Revised Structure
Y [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

### E3 – Staffing

Total Saving: ██████████

#### Premises Costs

Area of Cost	Change implements in '70%' Accounts
Buildings maintenance and improvement	Benchmark cost now applied to 168 students per year group, minus 30%
Grounds maintenance	No changes
Cleaning and caretaking	Benchmark cost now applied to 168 students per year group, minus 30%
Water and sewerage	Benchmark cost now applied to 168 students per year group, minus 30%
Energy	Benchmark cost now applied to 168 students per year group, minus 30%
Rates	No change
Hygiene Services	No change
Refuse	No change
Pest Control	No change
Health and Safety	No change
Original Financial Position	Revised Financial Position
Y ██████████	██████████
██████████	██████████
██████████	██████████
██████████	██████████
██████████	██████████

Total Saving £ ██████████

- Potential that development of central contracts across the Trust could lead to a lower than average spend on premises
- Potential that as a new build, the costs in the early years could be lower than average as warranties would be in place for much of the equipment
- Potential that energy efficiencies of a new build could result in lower than average spend on energy

**E3 – Staffing**Educational Resources

<b>Area of Cost</b>	<b>Change implements in '70%' Accounts</b>
Learning Resources – not ICT	Benchmark cost now applied to 168 students per year group, minus 30%
ICT Learning Resources	Benchmark cost now applied to 168 students per year group, minus 30%
Exam Fees	30% off
Administrative Supplies	████████████████████ ████████████████████ ████████████████████
Postage	No change
Educational Visits	No change
Careers Package	No change
Ring Fenced Pupil Premium Monies	Minus 30%
<b>Original Financial Position</b>	<b>Revised Financial Position</b>
████ ██████	████ ██████
████ ██████	████ ██████
████ ██████	████ ██████
████ ██████	████ ██████
████ ██████	████ ██████

Total Saving: ██████

Professional Services

<b>Area of Cost</b>	<b>Change implements in '70%' Accounts</b>
Auditing	No change
Marketing	No change
Central Trust Services	Reduced to reflect lower GAG income

Total Saving: ██████

## E3 – Staffing

### Other Costs

Area of Cost	Change implements in '70%' Accounts
Insurances	No change
Contingency	Minus 30%
Catering	Estimate contract cost plus reduced number of FSM students, minus 30%
HR	No change
Cleaning	No change
Maternity and Absence Insurance	30% reduction

Total Saving: ██████████

- Potential that the cleaning contract could be lower if there are areas of the school not in daily operation

### Total Expenditure

Original Financial Position	Revised Financial Position	Percentage Saving
██████████	██████████	██████████
██████████	██████████	██████████
██████████	██████████	██████████
██████████	██████████	██████████
██████████	██████████	██████████

Total Saving: ██████████

### Summary and Overview

It should be noted that when compared to the 30% reduction in recruitment of student places the total income against which these expenses will be incurred will not drop by the full total of 30%.

This is because some of the income/funding elements are not directly linked to student numbers, they are fixed value grants and would be paid at exactly the same level regardless of the student numbers. These include:

- EFA rates grant that will always match the 20% cost included in expenditure
- Educational visits income that should be the same budget as included in expenditure
- Lump sum secondary grant

### E3 – Staffing

- Leadership grant

### E4 – Integration and community cohesion

All applicants will need to complete this section in full for each school they wish to open. Additional information is required if you are applying to open a school with a religious character. Please:

- Use the space provided in box E4; and
- Refer to Section E4 of the [how to apply guide](#) for what should be included in this section.

### E4 – Integration and community cohesion

#### Context

Leicester is generally acknowledged to be one of the most culturally and ethnically harmonious cities in the UK, having avoided some of the unrest that has arisen in other cities in the past. It is the first UK city where White British citizens make up less than half the population (45%). Over a long period of time Leicester has successfully accommodated waves of immigration, and schools have played a significant role in establishing the levels of community cohesion enjoyed by the city.

#### Welcoming Pupils of All Faiths and None

At the very heart of TMET is a deep and avowed commitment to welcoming and nurturing respect for students of all faiths, cultures and traditions. Underpinning Brook Mead Academy's ethos will be TMET's commitment to its '7 Cs':

**Challenge** Providing an excellent education by having high aspirations for all young people and giving them confidence in themselves, so they can become the best they can be and contribute actively to society.

**Collaboration** Working effectively and harmoniously together across phases and accepting our shared accountability for meeting our aims.

**Culture** Respecting and celebrating diversity and enabling children and young people to participate in, and respond to, artistic and cultural experiences.

## E4 – Integration and community cohesion

**Community** Building a safe and stimulating environment where caring relationships and kindness are consistently developed and communication is excellent.

**Courage** Making sure all decisions are based on clear high moral values and commitment to doing the right thing with compassion and integrity.

**Creativity** Providing pioneering, innovative, vibrant and enjoyable learning experiences that are open to all and based on research, so that the curriculum sits at the forefront of education.

**Character** Nurturing positive character attributes such as perseverance, resilience, confidence, optimism, tolerance, respect, community spirit, honesty, integrity and dignity

Brook Mead Academy's ethos and values will be informed by Rushey Mead Academy's motto of "Make a Positive Difference" which underpins everything the Academy does to achieve the best outcomes for students, and is delineated through three value statements:

- *"To ourselves: We support students to achieve the highest standards, not just in lessons and examinations, but also in extra-curricular activities. We encourage them to consider their behaviour and to understand how this behaviour makes a positive difference to them and to their future prospects.*
- *To others: Students at Rushey Mead consider their place in society and understand what it means to be a good citizen. The Academy is extensively involved in charitable activity and students fully participate not only in fund-raising for good causes but also in actively helping others. The development of leadership skills for students is an important focus for the Academy through our 'Compass' student leadership schemes.*
- *To our world: Every day we encourage all members of our learning community to respect their surroundings and make sustainable choices for the future. We take collective responsibility to make Rushey Mead, Leicester, and the wider world a better place. "*

### **TMET Serves a Range of Communities**

TMET already serves a range of communities through its seven academies and this is likely to become even more diverse as it grows. Brook Mead Academy will benefit from the Trust's strong track record of successfully including and integrating students with heritages in all parts of the world.

At Rushey Mead Academy, for example, almost 97% of students come from an ethnic minority background with the majority (75%) from an Indian Asian heritage.



#### **E4 – Integration and community cohesion**

The school benefits from this ethnic and cultural diversity, with a wide range of other African, Asian and European heritages being represented within the student population. For 64% of students English is not their first language (NA 13.6%) and more than 21 different languages are spoken, with Gujarati the most prevalent. The majority faith is Hindu but there are significant numbers of Sikhs and Muslims.

Northfield House Primary Academy has a high proportion of Roma/Slovakian pupils and has developed effective strategies for engaging them and their families and consequently improving their achievement.

Willowbrook Primary Academy, Thurnby Lodge Primary Academy and Hamilton Academy have a high proportion of White British students and engage with the community through a range of activities.

#### **Cohesion**

The Trust has a strong track record of successfully including and integrating students with heritages in all parts of the world as well as students from Britain. The Trust's stated intention is to seek *"to play a role in the regeneration of communities that the academies serve by increasing the belief of parents and carers in the purpose and value of education, and valuing the partnership with families and children."*

The Trust academies have a strong track record in enabling students from different faith groups to observe and practice their faith, while at the same time promoting a strong cohesive community firmly aligned to British Values. For example, the academies support Sikh students to wear the turban and kirpan, Muslim students to fast and celebrate Eid and Hindu students to celebrate Diwali. Each academy canteen offers a wide variety of food to meet different dietary requirements. Other major faiths and their traditions are taught and referenced throughout the year and in the RE syllabus. Tolerance is a key value, actively and vigilantly promoted, including tolerance of different sexual identities.

Brook Mead Academy will replicate this welcoming ethos and inclusivity. It will replicate the patterns of positive and respectful interactions between all members of the school community found across the Trust. Brook Mead Academy will embrace and emulate the overarching narrative of being part of one striving community, which has led the Trust to be recognised as a harmonious, orderly and welcoming community in which all can succeed.

Over the years, Trust staff have developed an expertise in teaching these core values within each subject, and in organising classrooms to promote working across social, ethnic, cultural and religious boundaries which will be replicated in Brook Mead Academy. Rushey Mead Academy, for example, has identified a set of simple

## **E4 – Integration and community cohesion**

but highly effective tools to promote community cohesion. These include the use of seating plans and positive, respectful language in daily interactions.

Brook Mead Academy will be explicitly welcoming to students of all faiths, and none, and will be particularly attractive to the diverse and often disadvantaged communities in north Leicester. The school will play a vital role in bringing cohesion and a sense of identity and belonging to a new housing estate.

### **Curriculum**

The Brook Mead Academy curriculum will aim to give students access “*to the best that has been thought, said, written and created in every field of human endeavour, so that they are knowledgeable, critical and enriched.*” Within this broad, balanced and deep curriculum, the primacy of knowledge and critical thinking will be emphasised. Reasoning skills, deduction, inference and critical thinking about received wisdom or content on websites and social media are key skills for 21<sup>st</sup> century learners as they, more than any other generation in history, have access to huge amounts of unmediated information. However, they need to be prepared to be evaluative, critical and open minded, qualities which Brook Mead Academy will nurture and encourage.

### **Prevent**

Such a broad education will prepare students for life in modern Britain where all need to be at ease with diversity and feel a sense of adherence to common British Values. Such an education promotes social mobility and inclusion and inoculates students against extremist and radicalising ideologies. Therefore, although Brook Mead Academy will be highly vigilant in relation to its Prevent duty, it will also offer a binding, inviting and open hearted interpretation of British Values in the daily fabric of interactions, and in curriculum content. Therefore, we will show explicitly and implicitly how British values have universal application and good governance enables all communities to thrive; this will be made evident by having a diverse staff body and drawing on examples of adults from newly arrived communities thriving in Leicester and the UK. Where literary heritage texts are studied, commonalities of experience will be discussed. Where history is taught, the contribution of all will be recognised or “Meanwhile, Elsewhere” topics studied to show parallel developments in other major civilisations. Where dance forms are taught, examples will be drawn from across a wide range of cultures and traditions. Where food is taught, it will show how ingredients and recipes from across the world now permeate British cuisine. Therefore, a very wide and embracing narrative around British Values will be fostered.

### **Safeguarding**

Brook Mead Academy will model itself on the strong, outstanding safeguarding procedures and policies of Rushey Mead Academy. The Academy has a recognised

## **E4 – Integration and community cohesion**

track record, and expertise, in safeguarding young people in the widest sense, but doing so within an ethos of care and positive regard for young people and their families, particularly those facing multiple challenges. Parents have welcomed the support that Rushey Mead Academy has provided in various complex matters, including those related to potential radicalisation, and this measured and sensitive approach will be carried over into Brook Mead Academy.

### **SMSC**

At Rushey Mead Academy, Spiritual, Moral, Social and Cultural Education (SMSC) is powerfully woven into organisational routines, the outlook and diversity of staff employed, the engaging and thought provoking assemblies and the strong arts provision. Teachers and leaders are clear about the unobtrusive but powerful ways in which SMSC can be embedded within the teaching of core content and skills in each subject. Similarly the content in each subject is exploited to mirror the experiences of students from diverse backgrounds, to help with unifying narratives about the commonality of human experiences, and to reflect a unique British perspective on issues. For example, literary texts from other cultures are studied in English, alongside those from the English literary heritage. When studying Shakespeare, the universality of his themes and interpretations of different groups is discussed. In history and geography the patterns and trends of migration are studied. British history and geography are emphasised so students have a strong sense of the country in which they reside and how it has evolved its values and democratic traditions. Teachers also touch on “Meanwhile Elsewhere” so that students have a sense of what was happening in other parts of the world when a particular period is being studied in history.

At Brook Mead Academy, we want pupils to have a very strong understanding of chronology and developments in each subject and how different periods, historical and literary figures, scientific and mathematical concepts, musical traditions have evolved over time. Teachers will interleave plan topics so that references are made and connections made between different periods, subjects and figures. Connections will be drawn out in an authentic rather than a tokenistic way so that the integrity of each subject is retained. This will be woven into the fabric of the building with timelines featuring in corridors and classroom displays.

Brook Mead Academy will build on Rushey Mead Academy’s outstanding practice in relation to SMSC and the promotion of British Values in a number of ways, for example:

- It will welcome a range of visitors and speakers to the school but will have a clear policy on how speakers are chosen and how a balance of perspectives and opinions is achieved over time.

## **E4 – Integration and community cohesion**

- Speakers will be invited based on their relevance to key aspects of the curriculum and the content of their presentations will be interrogated and explored in follow up lessons, where students will be encouraged to articulate their feelings and opinions, and to justify them in both formal and informal settings.
- Care will be taken that any promotional materials brought into the school will represent a range of views.
- Adherence to British Civil and Criminal Law will be actively promoted but students will have opportunities to safely compare, for example, the law of the land with religious law.
- Students will be actively encouraged to contribute to the world beyond the school, or any particular faith community, and will be taught co-operation through group activities, given responsibility wherever possible, and encouraged to take opportunities to serve their wider community.
- Students will be helped to gain knowledge and respect for their own culture and encouraged to regard all faiths, races and cultures with respect, through links with other schools, within and beyond the Trust, and links with other organisations in the city and globally.

### **PSHE**

The teaching of PSHE is well established at Rushey Mead Academy within the discrete teaching of Citizenship at KS3 and a “Stop the Clock” model at KS4. Citizenship lessons are extremely well structured and take students through all aspects of the British parliamentary system, the monarchy and the legal system. Aspects of financial literacy also feature. Most importantly, PHSE topics and themes are taught in an engaging and sensitive way, helping students to be prepared for the joys and challenges of adulthood in modern Britain. At KS4, PSHE is taught discretely but its strands also permeate the curriculum, culminating in a Health Fair and an Experience Day. Outside agencies feature in the programme, e.g. careers experts, employers, nurses who specialise in sex education, agencies who work in the field of sexual health and domestic violence, and the police.

Brook Mead Academy’s PSHE programme will build on that of Rushey Mead Academy and will ensure that students develop a strong understanding of key British Values, e.g.:

- The rights of citizens to influence decision-making through democratic processes, whilst also respecting free speech;

#### **E4 – Integration and community cohesion**

- The importance of living within the law as being essential to their well-being and safety;
- The importance of respecting the authority of, for example, teachers, the police and the army whilst, at the same time, knowing that those organisations have to meet certain standards, and are also held to account by government;
- The freedom to have a range of faiths and beliefs protected under law;
- The need to combat discrimination in all its forms.

Brook Mead Academy will provide opportunities for students to enact and participate in activities which reflect our British democratic society, e.g. Student Voice activities, Student Council, mock elections, visits to the City Council and Westminster.

#### **The Arts**

The arts, in their widest sense, are central to the promotion of British Values. Encouragement of expression and creativity promotes inclusivity and binding ties. Arts events and experiences make for the most memorable events for students and parents of their school life, helping to break down stereotypes and liberating students who may be constrained in other subjects or other areas of their life. Drama, dance, music and art help students work through and express powerful, sensitive, provocative ideas and emotions in a safe expressive place, challenged and supported by skilled staff. Therefore, music education, school productions, art and design education will contribute to a broad and balanced curriculum in Brook Mead Academy. Links that Rushey Mead Academy has with external organisations such as Philharmonia orchestra will be brought to Brook Mead Academy. Rushey Mead Academy is the first of a small number of Associate partners with the Philharmonia.

## Section F – Capacity and capability

This is your opportunity to show us that your trust includes people with the right skills to open your school and deliver your vision. You need to demonstrate that your group has the capacity and capability to set up and run the school(s) you are proposing, and that you have access to appropriate educational, financial and other expertise, either within your group or externally. We want to feel confident that your new school will be successful, particularly if you are proposing that it opens in a different area from your existing schools.

### F1 – A strong track record

This section will need to be completed by **all applicant groups with at least one open state-funded school**.

**New providers to the state sector do not need to complete this section.** However, when explaining the track record of the individuals in their group for section F2, **all applicant groups** should keep the definition of a strong track record, as set out in the [how to apply guide](#), in mind.

We will use information held by the department and publically available data about the schools to make a judgement on your educational track record. However, if you wish to provide additional information that you believe will help us to better understand the track record of your trust, you should do this in box F1 below. For example, if there is a specific reason why a school that you run does not meet this definition (for example the school has not been open long enough for exam results, or you have recently taken on an underperforming school).

You could also demonstrate your track record on improving outcomes for disadvantaged pupils, and can use the box below to do this.

Please:

- Use the space provided in box F1; and
- Refer to Section F of the [how to apply guide](#) for what should be included in this section.

#### F1 – A strong track record

##### **Rushey Mead Academy**

TMET has an extremely long standing and strong track record within its founding converter secondary academy.

Rushey Mead Academy has been Ofsted Outstanding since 2007 and is a cohort 1 Teaching School. Rushey Mead Academy had the highest Progress 8 scores in Leicester City and Leicestershire in 2017 and has maintained that high level into

## **F1 – A strong track record**

2018 (0.75). Rushey Mead Academy results for disadvantaged students and those with EAL are particularly good. In 2017 disadvantaged students achieved a Progress 8 of 0.31 (NA 0.11). In English disadvantaged students achieved 0.46 (NA 0/11) and in maths disadvantaged students achieved 0.51 (NA 0.12). The Academy also has a very high percentage of EBacc entries at 63%. 2017 results placed it in the top 5% of schools nationally. Rushey Mead Academy results for disadvantaged students are significantly above national averages, with Progress 8 scores doubling from 0.3 to 0.5 in 2018.

### **Leicestershire Secondary SCITT**

TMET runs the Leicestershire Secondary SCITT graded Ofsted Good and with 58 trainees this academic year.

### **School to School Support**

Prior to setting up TMET, Rushey Mead Academy had experience of taking on a school in Special Measures. In November 2007, Rushey Mead Academy, as a National Support School, took on Fullhurst Community College. The Trust CEO (who was Rushey Mead School's headteacher at the time) was deployed part time as Executive Principal/NLE for 2 years and a number of key staff from Rushey Mead Academy supported school improvement and rapid improvements in teaching and learning and standards. As a result, Fullhurst Community College moved first to Ofsted Satisfactory (July 2010) and then to Ofsted Good (Oct 2012). Rushey Mead Academy also set up a Cooperative Learning Trust, which the CEO chaired for 3 years, to support sustainable progress. Fullhurst Community College has continued to thrive and is now a popular admissions choice for parents with much improved outcomes (in 2017 Fullhurst had a Progress 8 score of 0.64).

### **TMET School Improvement – Hamilton Academy**

In 2017, TMET acquired a sponsored academy, Hamilton Academy, which had been placed in Special Measures in October 2016. The school had both very low pupil outcomes and long-term leadership fragility with significant financial issues. TMET moved one of its own Associate Principals to take on the leadership of the school, provided Executive Principal support, restructured leadership and support staff and seconded operations and business support to recover the school's budget. SLEs and other staff from Rushey Mead Academy have provided support to develop practice at Hamilton.

2017 results, prior to the school joining the Trust, were well below average at -0.78. In 2018 there has been a small improvement to -0.64. The Trust's improvement plan for the school is gathering momentum with a smaller, more strategic SLT and support from the Trust's new Director of Secondary Education. Specific interventions are in place for all subjects, but specifically for English and maths with an immediate emphasis on Year 11. 2019 is expected to demonstrate significant improvement in

## **F1 – A strong track record**

outcome data (with a target of achieving a Progress 8 score of between -0.3 and 0). There is a much calmer, more purposeful atmosphere in the school and the Challenge Partners external review in 2018 remarked on the considerable progress noted since the Ofsted inspection in 2016.

### **TMET School Improvement – Primary Academies**

- The 5 primary academies in the Trust, all with high levels of disadvantaged students, are thriving and are all now Ofsted Good or Outstanding. The first primary (Northfield House Primary Academy) to join the Trust as a sponsored academy in November 2015, having been placed in Special Measures in September 2013, was re-inspected in July 2018 and is now Ofsted Good in all areas. Its pupil outcomes are also considerably improved. Its KS2 expected combined score has been over 80% for the last two years.
- The other 4 primary academies have all shown significant improvements with Knighton Fields 2018 KS2 expected combined improving from 48% to 71%, Rowlatts Hill from 67% to 80%, Willowbrook 74% to 76% and Thurnby Lodge 77% to 86%. All of these are reflecting 2017-18 improvements.

### **Wave 12 Free School**

Having been successful in its application to open a Wave 12 Free School (Castle Mead Academy), the Trust has experience of managing a pre-opening phase. The project plan for Castle Mead Academy is on track and progressing well.



## **F2 – The necessary experience and credentials to deliver the school to opening**

### **F2(a) – Skills and experience of your team**

**All** applicants will need to complete this section, but you will need to provide different information depending on whether your group is currently a MAT or not. Please:

- Complete Table F2(a);
- Include CVs of individuals as appendices at the end of this application form (please note they do not count towards the page limit);
- Provide a short commentary on your plans in box F2(a); and
- Refer to Section F of the [how to apply guide](#) for what should be included in this section.







## **F2(a) – Skills and experience of your team**

### **Skills and experience in and through The Mead Educational Trust (TMET)**

There is a great deal of capacity and expertise within the Trust. This includes: 2 Primary and 2 secondary National Leaders of Education (NLE); lead Practitioners and Specialist Leaders of Education (SLEs); serving primary and secondary Ofsted inspectors; National Leader of Governance (NLG) as Head of Governance for TMET; and significant experience of staff supporting local school improvement as part of Rushey Mead Academy's Willowbrook Primary Academy's roles as National Support Schools.

### **Creation of Additional TMET Capacity**

Over the past twelve months, TMET has created considerable additional capacity in school improvement and operations. The Trust now has: a part time HR consultant and has appointed a full time HR manager; a specific team member who has taken over responsibility for marketing and PR; internally appointed a full time Director of Secondary Education and backfilled her post with a new principal for Rushey Mead Academy. For Castle Mead Academy, our first free school, we recognised the need for specific project management skills and capacity. We have therefore, bought in project management capacity to oversee our existing free school project team and lead on future growth.

### **Capacity Through TMET Network**

There is capacity through the networks of which TMET is a part of. The Leicester Teaching School has a stable of NLEs and SLEs in and outside the Trust to call for school-to-school support. TMET has developed positive relationships with a number of trusts and is currently exploring a more formalised supportive relationship with one.

### **Leicester Teaching School (LeTS)**

Rushey Mead Academy was one of the first 100 National Teaching Schools and, as such, has delivered training to thousands of school staff and governors. LeTS delivers high quality Professional Learning, Leadership Development and school-to-school support. Rushey Mead Academy staff have built up very considerable expertise through their work with the Teaching School which will be of enormous value to Brook Mead Academy.

### **School-Centred Initial Teacher Training (SCITT)**

The Trust is the accredited provider for the Leicestershire Secondary SCITT, at the centre of a hub of schools with a long-standing tradition of engagement in Initial Teacher Training, and exceptionally well placed to orchestrate the training of the next generation of teachers, many of whom may be employed by Brook Mead Academy.

### **Pre-Opening Phase**

The Executive Team and the Board of Trustees of TMET will have overall control of the developments but will commission additional short-term project management capacity from one of the Trust's regular consultants.

### **F2(a) – Skills and experience of your team**

The project team for the free school will meet weekly together, but will supplement the Trust's Executive Team weekly meetings, which strategically and operationally manages all Trust matters. In addition, there is a fortnightly academy improvement forum, both phase specific and collective, which leads on school improvement and consists of our Secondary and Primary phase directors, the Trust principals and the Director of the Teaching School. Other expertise will be provided through the Trust Board, its committees and through consultancy support for specific areas.

Based upon the recruitment model for Castle Mead Academy, a Principal Designate will be appointed for the year leading up to the Free School opening, working initially part time for the first term and full time for the second and third terms. Rushey Mead Academy senior leaders and subject leaders will be seconded part-time to work with the Principal Designate to plan and recruit staff for opening.

The Principal Designate will be supported by a part time executive principal from within the Trust who will ensure a smooth and effective pre-opening phase and ensure that the educational offer is complementary of the Trust.

### **F2(b) – Skills gap analysis**

This section needs to be completed by **all** applicants but you will need to provide different information depending on whether your group is currently a MAT or not. Please set out any skills gaps that you think exist within your group and how you intend to fill them.

Please:

- Complete Table F2(b) below; and
- Refer to Section F of the [how to apply guide](#) for what should be included in this section.

<b>Table F2(b) – Skills gap analysis</b>		
<b>Skills/experience missing</b>	<b>Where is the gap? i.e. pre-opening team, trustees, local governing body</b>	<b>How and when do you plan to fill the gap?</b>
Legal expertise	Trust Board	Recruiting through Academy Ambassadors or local referrals
Project management	Project Team	Outsourcing to our regular consultant, Jane Ripley
Local governance	Chairing new local Academy Council	Using TMET Head of Governance to source new chair, using existing expertise within the Trust's wider governance pool


[Add more lines as appropriate]

**F2(b) – Plans for recruiting a principal designate and executive head**

TMET has a strong succession planning structure, with potential internal candidates. However, as it has not yet named an individual as Principal Designate, it will conduct an open recruitment process for this post, using the same recruitment consultancy (Propelo) who successfully managed our recent Principal Designate appointment for Castle Mead Academy. This resulted in an excellent field of 17 candidates, of which a very exciting and suitably skilled Principal Designate was appointed. Depending on the experience of the successful candidate, the Trust would also put in place an experienced Executive Principal from within the Trust, to support the new post holder, as it has done for our pre-opening Free School (Castle Mead Academy)

**Timeline of recruitment process**

The intention is to appoint the Principal Designate a year before the Free School opens.

- March 2021 – develop job description, person specification, advert and principal recruitment brochure
- 5 April 2021 – advertise position
- 26 April 2021 – deadline for applications
- W/c 10 May 2021 – interviews
- 1 September 2022 - preferred candidate starts in post

**Recruitment process**

The job description will be based on the standards of excellence for headteachers.

The recruitment campaign will be managed by Propelo with its own dedicated site and it will be also advertised through eTeach, TES, the TMET website, Challenge Partners, the local press, Twitter and local education networks.

The recruitment package will include a principal recruitment brochure to describe the vision for the free school and how it will fit into TMET. It will emphasise the positive aspects of being part of a thriving and collaborative MAT and of being able to build on the strong academic results and supportive ethos of Rushey Mead Academy. It will

## **F2(b) – Plans for recruiting a principal designate and executive head**

also describe the benefits that the Teaching School and SCITT (which are part of TMET) will bring to the Free School.

A competitive salary will be offered related to the size of the Free School and the experience of the successful candidate. This is expected to be in the range of [REDACTED]

The recruitment process will be in a number of stages and will be held at TMET Headquarters and at Rushey Mead Academy. The process will involve the TMET CEO and other members of the TMET Executive Team, TMET trustees, Rushey Mead Academy senior leaders and other staff (as appropriate), Rushey Mead Academy students and Teaching School senior leaders.

The process will be:

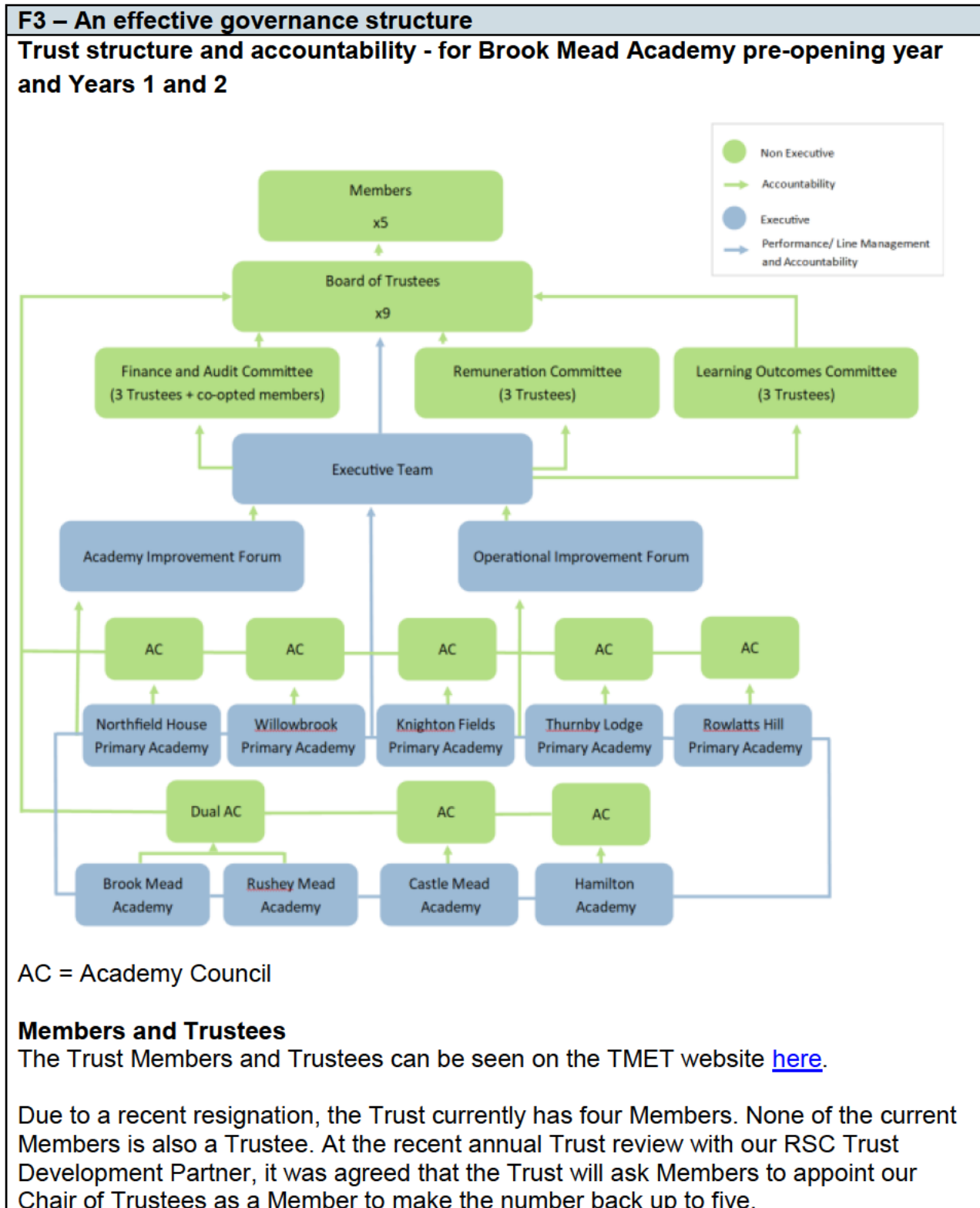
- Shortlisting – based on the application form against the person specification
- Technical interviews conducted by the recruitment consultants
- First round interviews to narrow the field down to 2 or 3 candidates, including:
  - focused panel interviews on, for example: leadership and ethos; teaching and learning; curriculum; and, management and finance
  - student panel interview
  - lesson observation with observed feedback
  - data task based on Analyse School Performance and other data
  - group task
  - staff question time
  - lunch with the Rushey Mead Academy senior leadership team and other staff, TMET Executive Team and TMET trustees.
- Final interviews, including a presentation from the candidates



### F3 – An effective governance structure

All applicants will need to complete this section in full, but you will need to provide different information depending on whether your group is currently a MAT or not. Please:

- Use the space provided in box F3; and
- Refer to Section F of the [how to apply guide](#) for what should be included in this section.



### **F3 – An effective governance structure**

Due to a recent resignation, the Trust currently has eight Trustees. Recruitment of a replacement Trustee is underway and will replace the HR expertise of that recent ex-Trustee. The current Board has a good range of skills and effectively holds the Trust Executive Team to account. However, on recent advice from the RSC's office, the Trust intends to recruit further to bring the total Trustees to 11. This recruitment will be based on identified areas to further strengthen the Board, for example legal expertise.

#### **Board of Trustees**

The TMET Board of Trustees has overall responsibility for governance of the Trust, all its academies, the Teaching School and the SCITT (School-Centred Initial Teacher Training) programme.

The Board of Trustees appoints the Trust CEO to whom it delegates responsibility for delivery of its vision and strategy, and holds the CEO to account for the conduct and performance of the Trust, including the performance of the Trust academies and for the Trust financial management.

The Board of Trustees delegates many of its governance functions to the Trust Executive Team, Academy Councils and academy Principals. The Trust Scheme of Delegation sets out these responsibilities and accountabilities.

The Board of Trustees has the following three committees, all of which have agreed terms of reference: Finance and Audit, Learning Outcomes, Remuneration.

#### **Executive Team, Academy Improvement Forum and Operational Improvement Forum**

(See [section F2](#) for further information). The Executive Team includes the CEO, CFO, Director of Primary Education, Secondary Strategic Lead, Head of Governance and Strategic Director of the Teaching School. This team is supported by the wider Trust Central team.

The fortnightly Academy Improvement Forum is chaired by the Director of Secondary Education and the Director of Primary Education and is attended by all academy principals. The fortnightly Operational Improvement Forum is chaired by the Chief Financial Officer and is attended by all academy business managers and by the Trust Strategic Business and ICT Lead.

#### **Academy Councils (ACs)**

Each TMET academy has an AC that has delegated powers and responsibilities for governance of that academy. The exceptions to this are Rushey Mead Academy and Castle Mead Academy, the free school due to open in September 2019, which are governed by a dual AC. See later section for further detail about the dual AC model.

#### **Academy Council structure**

Each AC typically has nine Academy Councillors: the academy principal, a minimum of two parent academy councillors, up to two staff academy councillors and four Trust-appointed academy councillors including the appointed chair. In addition, the academy councillors may appoint up to three co-opted academy councillors.

### **F3 – An effective governance structure**

The AC for an academy in special measures or causing serious concerns may have fewer than nine members and no representation from parents or staff. The expectation is that such an AC will operate for between 12 and 18 months whilst academy improvements are secured. During the second year of operation the AC membership will be increased and widened, recruiting parent and staff academy councillors.

#### **Academy Council remit**

The role of ACs is to provide scrutiny of academy performance linked to the TMET key performance indicators (KPIs). This includes scrutiny of:

- education performance
- the use of academy finances
- effectiveness of leadership and management
- quality of teaching, learning and assessment
- academy improvement plan
- SEND provision
- the use and impact of additional funding (Pupil Premium, Sports Premium and Year 7 Literacy and Numeracy Catch-up Premium)
- safeguarding
- pupil personal development, behaviour and welfare
- complaints
- health and safety
- whether the academy is working within agreed policies.

A sponsored academy, or an academy where there are concerns about leadership, governance or other areas, will have an AC with fewer delegated functions, which will be determined on a case-by-case basis.

Each AC reports to the Trust Board to provide assurance that its academy is on track in terms of its contribution to the overall Trust performance, highlighting any variance or areas of concern along with mitigating actions and any support needed.

#### **Dual Academy Council for Brook Mead Academy**

Governance will be carried out by a dual AC for Brook Mead Academy and Rushey Mead Academy for the Brook Mead Academy pre-opening year and its first two years of opening. This ensures an established and experienced AC governs the new school in its early years, giving assurance of effective governance until its first Ofsted inspection. This model also ensures joined up governance through Brook Mead Academy's early years when there will be significant sharing of staff, systems and procedures between Brook Mead Academy and the other TMET secondary academies, and with Rushey Mead Academy in particular.

This model is currently in practice for Castle Mead Academy which is governed by a dual Rushey Mead Academy/Castle Mead Academy AC, operating for the Castle Mead Academy pre-opening year (2018/19) and for its first two years of opening (2019/20 and 2020/21). After that, Castle Mead Academy will have a separate AC. Therefore, the Rushey Mead Academy AC can bring experience of governing a free school during pre-opening and early years to the governance of Brook Mead Academy.

In the pre-opening year, Brook Mead Academy parents and staff will not be represented on the dual AC although it does include parents and staff from Rushey Mead Academy.

### **F3 – An effective governance structure**

A Brook Mead Academy Committee of the dual AC will be created to run for Years 1 and 2 and will become the Brook Mead Academy AC in Year 3. This Committee will include Brook Mead parents and staff and will build up to the full AC membership model of 2 parents, 2 staff, principal and 4 Trust-appointed academy councillors by the end of Year 2.

#### **Scheme of Delegation**

Through its Scheme of Delegation, the Board delegates to each AC its responsibility and powers for governance of that academy. The Trust Scheme of Delegation has been developed in line with the Trust's Articles of Association and Funding Agreement and with the Academies Financial Handbook.

The Trust Board reserves the right to review or remove any power or responsibility conferred on an AC or, as a last resort, to disband the AC completely, particularly in circumstances where serious concerns in the running of the academy are identified.

The existing scheme of delegation will continue both before and after the Wave 13 Free School opens.

#### **Articles of Association**

The TMET Articles of Association were updated in August 2018 to bring them in line with minor changes to the DfE model articles. This was at the request of the DfE Free School Team during the pre-opening work for Castle Mead Academy. The amended Articles were agreed by the Board of Trustees on 25<sup>th</sup> September 2018 and are expected to be approved by the Members by early November 2018.

It is not expected that any changes will be required for the Wave 13 Free School application unless the DfE model articles are updated.

#### **Development of Trust governance**

The central Trust team regularly reviews governance as the Trust grows and develops and as guidance changes. We work with other MATs to learn and share practice.

One example is the new requirement in the Academies Financial Handbook 2018 that the Board and its committees must meet regularly enough to discharge their responsibilities and ensure robust governance and effective financial management arrangements. We are reviewing how and when Trustees see financial reports to ensure effective financial oversight and we present the Chair of Trustees with financial reports every month.

The Trust is considering whether, in the longer term, to change the structure of having an AC for each academy and whether to reduce the breadth of responsibilities given to the ACs. Such reviews will continue, especially as we expect to grow significantly as a Trust over the next few years.

#### **Conflicts of interest**

There are no expected conflicts of interest. To ensure that any conflicts of interest that may arise in the future are identified, all Trustees and Academy Councillors are required to complete an annual register of business interests in accordance with the Academies Financial Handbook. In addition, 'Declaration of Interests' is a standing item

### **F3 – An effective governance structure**

at the start of each meeting of the Trust Board and Academy Councils. Business interests are published on the TMET and academy websites in line with DfE guidance.

TMET follows the requirements of the Academies Financial Handbook to ensure that the principles for managing **connected party transactions** are applied across the Trust. TMET pays no more than 'cost' for goods or services provided to it by individuals or organisations connected to the Trust. TMET maintains sufficient records, and makes sufficient disclosures in Trust annual accounts, to evidence that transactions with these parties, and all other connected parties, have been conducted in accordance with the high standards of accountability and transparency required within the public sector.

#### **Trust oversight and intervention**

The Trust Central Team monitors and evaluates academy performance throughout the academic year, including educational outcomes, attendance, behaviour, safeguarding, finances, quality of teaching, staff absence and vacancies. This enables rapid intervention if necessary. A range of external reviews and audits are carried out and academies are held to account for addressing any recommendations.

The Trust Board **Learning Outcomes Committee** reviews the educational standards and performance of the academies and the Trust against KPIs, identifies areas for development and monitors progress to address these. This committee flags any risk areas to the whole Board.

The Trust Board **Finance and Audit Committee** provides assurance over the suitability of, and compliance with, the Trust financial systems and operational controls. The Committee maintains oversight of the Trust's financial governance, risk management, internal control and value for money framework. Again, this committee flags any risk areas to the whole Board.

The Trust **Academy Improvement Framework** sets out how scrutiny of the educational performance of the academies is carried out by the TMET Executive Team, Academy Improvement Forum and Learning Outcomes Committee. Trust academies are classified according to the level of support they need and there are mechanisms to take appropriate action which can range from low level of support (from inside and/or outside the Trust) to a high level of support with interventions and frequent progress meetings.

## Section G – Financial viability

Schools must be financially sustainable and ensure that every pound is used efficiently to have maximum impact for the pupils and the school. Although we appreciate that you will not know the exact amount of funding that your school will receive when open, we expect your financial plan to demonstrate that you are able to manage your school's budget efficiently. You need to set out your robust financial plan for how you will make the best use of resources. We will assess whether your financial plans support the delivery of your education vision within the funding provided. **All applications, including those with an innovative or new approach, must demonstrate that the school will be financially viable.**

If you have previously opened a free school, you do not need to complete the financial template at this stage unless you wish to. However, you may use box G1 below to tell us anything that will help us understand your financial health.

If you have not previously opened a free school, please:

- Complete the setting up a free school financial template Excel spreadsheet; and
- Refer to Section G of the [how to apply guide](#) for what should be included in this section.

### G1 – Additional commentary on financial viability

#### General Notes

Budget comparisons and benchmarks have been made with Rushey Mead Academy Rushey Mead Academy (1600 secondary school similar area), Fullhurst College (1500 secondary school similar area) and Thurnby Lodge Primary (220 similar area)

The enrichment curriculum is accounted for in the learning resources section and is based on the Rushey Mead budget that also has this provision.

#### Income

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

#### Expenditure

[Redacted]

[Redacted]

[Redacted]

**G1 – Additional commentary on financial viability**

[Redacted text block containing multiple lines of obscured content]

R [Redacted text block containing multiple lines of obscured content]





**G1 – Additional commentary on financial viability**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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

[REDACTED]

[REDACTED]

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

[REDACTED]

[REDACTED]

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





## Section H – The proposed site (use Excel spreadsheet)

Finding a suitable site is an essential part of opening a free school. As part of preparing your application you should investigate potential sites for your school and tell us about them in your application. If you are successful, we will work with you and the local authority to secure a site for your school.

We will consider the value for money, timescale and delivery risks in securing a site for the proposed school in the proposed area. **We will give preference to those projects where we are likely to secure a value for money site in a timely manner with an acceptable level of risk**, in particular, those applications that come forward with a local authority or government owned site on a peppercorn rent.

This section will need to be completed by **all** applicants. If you are applying for more than one school, you must complete this section for each free school for which you are applying. Please:

- Complete the Section H tab in the Excel spreadsheet; and
- Refer to Section H of the [how to apply guide](#) for what should be included in this section.

## Annexes

This section will need to be completed by **all** applicants. Please:

- Provide CVs of key individuals named in Table F2(a) and any letters of support and maps; and
- Note that any annexes are excluded from the page limit, but should be submitted as part of your application, i.e. as one Word document.

# Annex 1: Letters of support

## Leicester Education Improvement Partnership

Soar Valley Training Centre  
Gleneagles Avenue  
Leicester  
LE4 7DY

Tel: +44 (0)116 2211880  
✉ [scatchpole@eip-leicester.org.uk](mailto:scatchpole@eip-leicester.org.uk)



Dear Sir / Madam,

As Director of the Secondary Education Partnership, I write personally to endorse the approach taken by the Mead Educational Trust for the proposal to open an 11-16 Free school in the city specialising in the EBacc suite of subjects within a broad based curriculum.

I can confirm that:

- the vision for the Free school has been shared with the Head teachers of schools in the EIP
- the proposed Free School would make a valuable contribution to meet the need to increase the secondary place capacity across the city
- The Head teacher of Rushey Mead made a clear commitment to continued partnership working within the EIP for the benefit of all the young people of the city and beyond

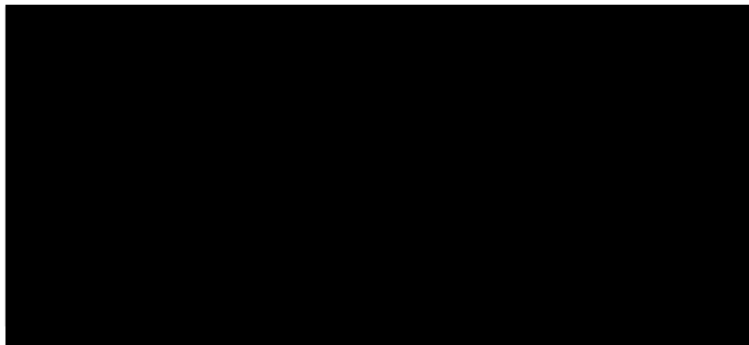
The following rationale and vision was shared by TMET:

*Secondary heads in the EIP are constantly working towards a more just society, seeking to promote greater social mobility for our most disadvantaged students. We ensure in all our schools that students, regardless of background and starting point, have access to the best education. This is particularly so for disadvantaged students who often do not have access to subjects which ensure progression towards higher education. With the right teaching and ethos, we have shown in our schools that students in our city can succeed in languages, humanities, sciences, as well as the core subjects of English and maths.*

*Whilst the over-riding rationale for the Free School is to address a shortage of secondary school places within the city caused by significant numbers of new arrivals, a secondary, but vitally important, rationale for the new Free School is to increase the uptake of EBacc subjects within the city, particularly by disadvantaged students. Other options will be available to supplement the EBacc offer with Art, Design, Music, Drama, Business Studies and PE represented, geared towards enriching provision for all.*

*Heads in the city have for some time noted with concern the research evidence which shows that disproportionately fewer disadvantaged students take up subjects such as languages and humanities or go to our top universities; that teenagers from the richest 20% of families are six times more likely to go to the most selective universities than youngsters from the most disadvantaged 40% of families. Heads therefore, are keen to support more provision within the city which aims to reverse this trend by giving access to the suite of enabling subjects to greater numbers of city youngsters.*

*The proposal by TMET for a Free School with an EBacc specialism will add to the richness and diversity of provision within the city and be of benefit particularly to disadvantaged students enabling more to find routes out of poverty.*





17 October 2018

Carolyn Robson  
Chief Executive  
The Mead Educational Trust  
The Mead Centre  
343 Gypsy Lane  
Leicester  
LE4 9DD

**Vice-Chancellor's Office**

University of Leicester  
Fielding Johnson Building  
University Road  
Leicester LE1 7RH  
UK

President and Vice-Chancellor  
Professor Paul Boyle CBE

t +44 (0)116 252 2322  
e [vc@le.ac.uk](mailto:vc@le.ac.uk)

Dear Carolyn,

I am writing to confirm our support for the Leicester City free school bid by The Mead Educational Trust (TMET) for an 11-16 secondary school. We are fully aware of the need for additional school places in the city and believe that replicating existing outstanding practice through the Trust will make a significant contribution to meeting this need. TMET is very well placed to replicate its existing curriculum model and ethos and has the capacity and expertise to successfully carry the vision into reality.

As you know, the University of Leicester vigorously pursues an agenda of social responsibility and social mobility, and we have an unyielding commitment to wider participation in higher education. We take great pride in the strength of our learning culture and in the passion for excellence that informs our teaching and our support for students. We will do everything we can to enable the access and success of any student whose potential would best be developed by our approach. Through our Schools and Colleges Partnerships we are building the most effective possible links between schools, colleges and our University and we are therefore pleased to be working with TMET and to be supporting your bid for a new free school in the city.

Yours sincerely,



Professor Paul Boyle  
President and Vice-Chancellor



29<sup>th</sup> October 2018

Carolyn Robson  
Chief Executive  
The Mead Educational Trust  
Rushey Mead Academy  
Melton Road  
Leicester  
LE4 7AN.

Dear Carolyn

I am very happy to support your application to set up a free school north of Leicester. We have enjoyed a strong link with Rushey Mead Academy over the past 27 years and it has been a pleasure to work with staff who are very committed and focused on what they wish to achieve for students. On many occasions employers have commented on the professionalism which they observe at Rushey Mead Academy as they truly feel respected and hosted in a professional manner when they give up their time to speak to students.

We are living in times when resources are much leaner and it is the smart organisations which understand the meaning of partnerships to create the added value for their customers. Through our partnership we are able to set up opportunities for students so that they are inspired by people who they meet from the business community. This helps them to raise their ambitions and aspirations which is so important to the City's and County's economy who want to recruit young people with good attitudes and sound basic skills. Our economy is growing, it is built on small businesses which are doing well.


If your bid is successful, the type of opportunities which I envisage we could set up are as follows:

- Structured work experience placements for students who will benefit from this independent experience, to build skills and confidence to aid their personal development, to explore a job or sector which they may be interested in, or to impress a future employer with having some work experience on their CV.
- Providing Information on apprenticeship opportunities and support to students who wish to secure an apprenticeship post year 11 or 13 study. There will be a growth in degree apprenticeships and these opportunities, often misunderstood, are a truly viable alternative to FT degree study. It is a young people's market at the moment, as employers seek to recruit young talent to develop them into 'brand fit' members of the workforce, who will show loyalty and commitment in return for structured training and progression, a chance to gain qualifications, learn new skills and receive a wage. We will be happy to attend careers evenings to advise students and their parents about these opportunities.



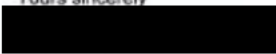
Company No. 02775469  
Registered Charity No. 1016744

30 Frog Island  
Off North Bridge Place  
Leicester LE3 5AG  
T 0116 240 7000  
F 0116 240 7001  
E [contactus@leics-ebc.org.uk](mailto:contactus@leics-ebc.org.uk)  
W [www.leics-ebc.org.uk](http://www.leics-ebc.org.uk)  
Twitter: @LeicesterEBC

- 
- Access to speakers from Science, Technology, Engineering and Maths professionals who can promote the career pathways which they took and highlight why they like working in these fields. There will also be the chance to take part in events and competitions which are offered by the professional associations.
  - Access to assembly and lunchtime talks for year 11's to sign up for NCS. Relative to other city schools, Rushey Mead Academy has the highest take up amongst year 11 students from a mainstream school for the past 2 years. This shows the commitment which students have to personal development, to learn from others, to think about their role as citizens in our society, their willingness to try something new and to make new friends and grow their networks. This is all down to the vision and culture which you have created, supported by parents and guardians.

You are a model Trust for others, we wish you all the very best with your application.

Yours sincerely



Barbara Chantrill  
Chief Executive

## Annex 2: Press release

### **Brook Mead Academy. A Secondary School for Leicester**

The Mead Educational Trust will be applying to open a Secondary School under the Government's Free Schools programme.

The proposed school, Brook Mead Academy, will be located at [REDACTED], [REDACTED]  
[REDACTED]

Brook Mead Academy, which is proposing to open in September 2022, will be a fantastic new addition to Leicester's educational landscape. The school will provide a broad, balanced and inclusive curriculum with a special focus on EBacc subjects. The school will draw upon the first class leadership and outstanding teaching and learning practices at Rushey Mead Academy to support each learner, making sure that they have every opportunity to achieve.

For further information and to show your support for Brook Mead Academy, please visit [www.brook-tmet.uk](http://www.brook-tmet.uk).

## Annex 3: Email to stakeholders ahead of press release

Dear Colleagues

You will know from the EIP breakfast meeting earlier in the term of our submission to the DfE of an interest to bid in the Wave 13 round of Free Schools in the city.

On behalf of The Mead Educational Trust Board, I should now like to confirm our intention to go forward with a bid to apply to open an 11-16 Free School in Leicester as part of wave 13 of the Free School programme. You will know that Leicester has been designated a DfE Priority Area both in terms of standards and basic need. As the expansion programme at the six city secondaries has been paused, the need for Free School provision increases. As a local city trust, TMET is keen to support further provision in the city and draw on its knowledge of the needs of city children and families.

The school we are proposing is based on the already successful model employed at Rushey Mead Academy and the TMET schools more widely, including those in the primary phase whose outcomes are very strong. Our bid will be very similar to the successful one submitted in Wave 12 which is leading to the opening of Castle Mead Academy in September 2019. We will be again promoting our knowledge rich EBacc curriculum as well as replicating the care, creativity and inclusivity seen in all TMET academies which has over time, led to strong outcomes for all, including the disadvantaged.

We very much see the new school as joining the wider family of schools in Leicester and contributing to the common endeavour of providing excellence in education for all city children.

If you would like to discuss this bid, please do not hesitate to contact me.

Carolyn Robson.

Best regards

Carolyn Robson CBE

Chief Executive Officer

## Annex 4: Letters to parents



Dear Parent/Carer,

### Brook Mead Academy Opening September 2022

I am pleased to inform you that The Mead Educational Trust has submitted an application to open a new secondary free school. The proposed school, Brook Mead Academy, will be located at Ashton Green, in the north of Leicester, where a significant housing development is taking place.

Brook Mead Academy, which is proposing to open in September 2022, will be a fantastic new addition to Leicester's educational landscape. The school will provide a broad, balanced and inclusive curriculum with a special focus on EBacc subjects. The school will draw upon the first class leadership and outstanding teaching and learning practices at Rushey Mead Academy to support each learner, making sure that they have every opportunity to achieve.

We believe that this is a truly once in a life time opportunity and would be delighted to invite you to one of our information events. The events will enable you to learn more about Brook Mead Academy, including its educational offer and curriculum.

Date	Time	Location
Tuesday 13 November 2018	6.00-7.00pm	Rushey Mead Academy
Wednesday 21 November 2018	4.00-5.00pm	Glebelands Primary School
Thursday 29 November 2018	4.00-5.00pm	Leicester Leys Leisure Centre OR NSPCC National Training Centre OR New Parks Community Centre

To reserve your free place at one of our events, please visit [www.bookwhen.com/tmet](http://www.bookwhen.com/tmet)

We look forward to welcoming you to one of our events. |

Yours sincerely,

**Carolyn Robson CBE**

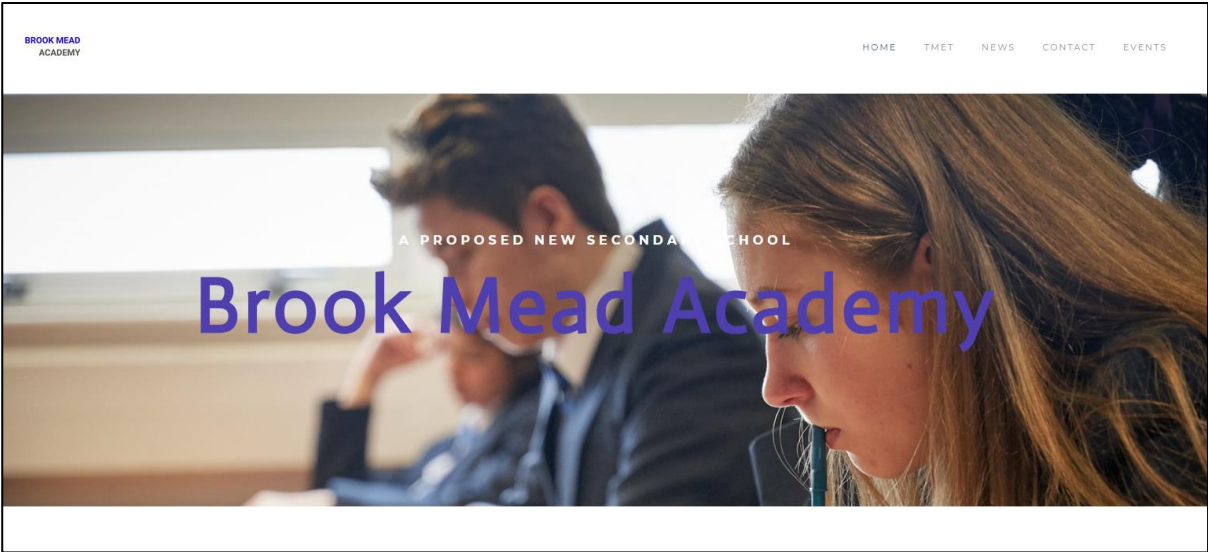
**Chief Executive Officer**

The Mead Educational Trust, Rushey Mead Academy, Melton Road, Leicester, LE4 7AN  
t. 0116 268 9739 e. [rmtrust@rushey-rmet.org.uk](mailto:rmtrust@rushey-rmet.org.uk) w. [www.rmtrust.org.uk](http://www.rmtrust.org.uk)

The Mead Educational Trust, a charitable company limited by guarantee. Company No. 9079258 - registered in England and Wales  
Registered Office: The Mead Educational Trust, Rushey Mead Academy, Melton Road, Leicester, LE4 7AN

# Annex 5: Brook Mead Academy Website

[www.brook-tmet.uk](http://www.brook-tmet.uk)



## Annex 6: Staffing requirements from 2022/23 (Year 1) to 2026/27 (Year 5)

### Notes

1. VP Inclusion has overall accountability for HoYs, Pascos and Teachers when acting as Form Teachers
2. VPs Curriculum & Standards jointly accountable for all HoFs and Subject Leaders
3. HoFs accountable for Assistant HoFs and Subject Teachers within their Faculty
4. As the Free School grows and develops the need for Assistant Principals may emerge to support the successful leadership of the school
5. Pastoral Coordinators (Pascos) are non-teaching staff who support the Head of Year provide pastoral support for students.
6. TAs' main role will be to provide additional learning support for students identified as having a special need.
7. The Form Teacher role will be carried out predominantly by subject teachers but also by some Subject and Faculty leaders

Faculty/Dept.	KS3	Year 1- (7) 2018-19				Year 2 (7-8) 2019-20				Year 3 (7-9) 2020-21				Year 4 (7-10) 2021-22				Year 5 (7-11) 2022-23				KS4
	Periods pw	Groups	Teacher Pers	Notional Teachers	Teachers	Groups added this Year	Cumulative Teacher Pers	Cumulative Notional Teachers	Cumulative Teachers	Groups added this Year	Cumulative Teacher Pers	Cumulative Notional Teachers	Cumulative Teachers	Groups added this Year	Cumulative Teacher Pers	Cumulative Notional Teachers	Cumulative Teachers	Groups added this Year	Cumulative Teacher Pers	Cumulative Notional Teachers	Cumulative Teachers	Periods pw
Maths	5	8	40	1.7	2	8	80	3.3	4	8	120	5.0	6	10	170	7.1	8	10	220	9.2	9.5	5
English	5	8	40	1.7	2	8	80	3.3	4	8	120	5.0	6	10	170	7.1	8	10	220	9.2	9.5	5
Hums (inc RE)	5	8	40	1.7	2	8	80	3.3	4	8	120	5.0	6	10	175	7.3	8	10	230	9.6	10	5.5
Science	5	8	40	1.7	2	8	80	3.3	4	8	120	5.0	6	10	180	7.5	8	10	240	10.0	10.5	6
Languages	3	8	24	1.0	1.5	8	48	2.0	2.5	8	72	3.0	3.5	10	107	4.5	5	10	142	5.9	6	3.5
Art/DT	3	12	36	1.5	2	12	72	3.0	3	12	108	4.5	5	6	132	5.5	6	6	156	6.5	7	4

Music	1	8	8	0.3	0.5	8	16	0.7	1	8	24	1.0	1.5	1	28	1.2	1.5	1	32	1.3	1.5	4
Computing	1	8	8	0.3	0.5	8	16	0.7	1	8	24	1.0	1	3	36	1.5	2	3	48	2.0	2	4
PE	2	8	16	0.7	1	8	32	1.3	2	8	48	2.0	2	10	68	2.8	3	10	88	3.7	4	2
<b>Cumulative Totals</b>			<b>252</b>	<b>10.5</b>	<b>13.5</b>		<b>504</b>	<b>21.0</b>	<b>25.5</b>		<b>756</b>	<b>31.5</b>	<b>37</b>		<b>1066</b>	<b>44.4</b>	<b>49.5</b>		<b>1376</b>	<b>57.3</b>	<b>60</b>	
'Plus Time'	3	10	30	See Notes 3 and 4		10	60	See Notes 3 and 4		10	90	See Notes 3 and 4		10	110	See Notes 3 and 4		10	130	See Notes 3 and 4		2
Form Time PHSE	1	10	10			8	20			10	30			10	40			10	50			1
<b>Total</b>	<b>34</b>		<b>292</b>				<b>584</b>				<b>876</b>				<b>1216</b>				<b>1556</b>			























































Department  
for Education

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write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

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