

Greenwich Free School application to open in September 2012

Section 1: Applicant details

Details of Company Limited by Guarantee
Name: The Greenwich Free School Group
Company address: [REDACTED] [REDACTED] London, [REDACTED]
Company registration number: 7638748
Main contact
Name: [REDACTED]
Address: [REDACTED] London, [REDACTED]
Email address: [REDACTED]
Telephone number: [REDACTED]
Members and Directors
Total number of Company Directors: 5 Total number of Company Members: 6
Any other members of the Governing Body appointed to date: None
Proposed Chair of the Governing Body: [REDACTED]
Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: [REDACTED]
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? Yes

If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:

The Greenwich Free School Group has links with the following charities and commercial organisations:

- Future Leaders (Registered charity no.1116801): pro-bono assistance with leadership recruitment and general advice on the project
- Teach First (Registered charity no. 1098294): pro-bono advice on the development of the school and use of their office space
- [REDACTED] pro-bono legal advice on the incorporating of the group and other related matters
- Collingwood Learning (company no. 6928252): pro-bono educational consultancy support on application form and on leadership recruitment
- [REDACTED]: pro-bono support on identification and appraisal of potential sites and initial architectural drawings and costings
- International English Schools / Internationella Engelska Skolan (registered in Sweden through the shareholder company Aktiebolag): pro bono advice on the educational vision and hospitality to discuss potential partnership, including paid flights and accommodation for two GFS group members to visit Sweden in February 2011. We do not intend to pursue a partnership with International English Schools, but there is a possibility that International English Schools may tender to provide services to the Greenwich Free School

[REDACTED] have both indicated a willingness to tender for any future commercial opportunities that GFS Group may offer on a commercial basis if successful

As indicated elsewhere in our application, we are proposing to appoint [REDACTED] as a Consultant Headteacher for the first two years of operation on a consultancy basis. We understand that this may require a commercial tender in which Collingwood and other educational consultancies would be invited to participate on an open basis, with full disclosure of past discussions with Collingwood

In addition, Directors have personal links with various charitable and commercial organisations, which are outlined in more details in the due diligence form

If your organisation is an existing independent school, please provide your six digit unique reference number: n/a

Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful the Company will operate a Free School in accordance with the requirements outlined above and the requirements of the Independent Schools Standards* and the Funding Agreement with the Secretary of State.

Signed:

Print Name:

Date: May 2011

Section 2: Outline of the school

Proposed school name:	The Greenwich Free School								
Age range:	11 to 18 (Years 7 to 13)								
Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.		2012	2013	2014	2015	2016	2017	2018	
	Year 7	75	75	75	75	75	75	75	
	Year 8		75	75	75	75	75	75	
	Year 9			75	75	75	75	75	
	Year 10				75	75	75	75	
	Year 11					75	75	75	
	Year 12			75	75	75	75	75	
	Year 13				75	75	75	75	
	<p>GFS will cater for a three class intake, with class sizes of 25 for KS3 and KS4; falling to 15 for KS5</p> <p>In each of the first two years of operation (2012 and 2013) we will admit three Y7 classes.</p> <p>In Year Three (2014), we will also begin to build a sixth-form by admitting five Year 12 classes (of 15 students each) in addition to three Year 7 classes. This is both to offer an enhanced teaching proposition for our staff and to move swiftly to a model where we have sixth formers to act as role-models and provide mentoring support for younger students. By Year Six (2017), when the existing GFS students flow through to begin Year 12, our assumption is that we will scale back recruitment of external students in order to maintain a year size of 75 (with external students filling gaps left by existing GFS students leaving to pursue work or study elsewhere) and we have modelled our steady state finances and timetabling on this basis.</p> <p>A core principle of the GFS is to invest funding in the front-line where it will have the greatest impact for students, hence our focus on offering class sizes of 25. Given the same teacher, investing in smaller class sizes enables:</p> <ul style="list-style-type: none"> • More individual in-class attention for each student • Better classroom management • A lighter marking workload for staff – enabling better quality feedback and AfL • A more collegiate, personal atmosphere in class where teachers know all students as individuals 								

<p>If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.</p>	<p>n/a</p>
<p>Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).</p>	<p>No. It will be a mixed, non-selective, non-denominational school with no specific religious character.</p>
<p>Is this an application for a single-sex school?</p>	<p>No</p>
<p>Local authority area in which the school would be situated</p>	<p>Greenwich</p>

Section 3: Educational vision

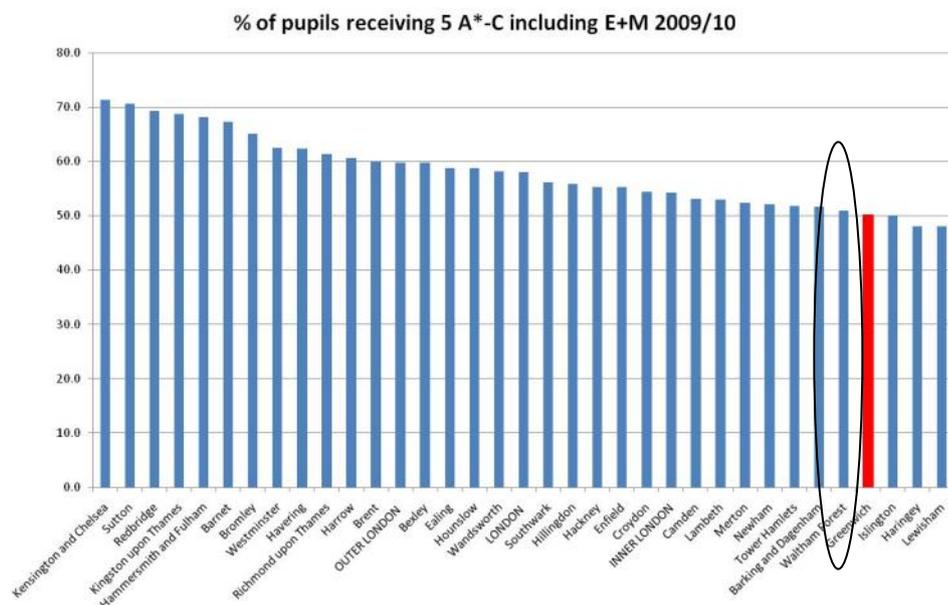
We believe: that education can and should be a means of addressing social and economic disadvantage; that inequality in education is a fundamental problem; and that all students can achieve success if given outstanding teaching and pastoral care. In this section, we set out:

- i. why we have chosen to site our school in Greenwich
- ii. our clearly focussed vision statement, our objectives and intended Student Experience for the Greenwich Free School
- iii. the rationale behind the vision and educational plan we have developed
- iv. how our vision fits with the aims of the Free Schools' programme

3i. Greenwich needs a new school

We chose to site our school in Greenwich for two reasons. First, several members of our group teach, live or work in Greenwich, so have experienced first-hand the current need for urgent improvement. Second, our research, used by the New Schools' Network as an example of best-practice in their guidance to Free School Groups, indicates that Greenwich is one of the London boroughs most in need of an improvement in its secondary school provision, for four reasons:

- **Performance:** As the data below demonstrate, 2009-10 GCSE results positioned Greenwich as one of the worst-performing boroughs in London



- **Satisfaction:** It experiences high absence rates at secondary level and a high percentage of young people not in education, employment and training, indicating a low level of satisfaction and engagement by young people themselves. Our own surveys of Greenwich residents indicate that parents are unhappy with the current provision. When asked “Are you happy with the current provision of secondary schools in the borough?” 73% of our respondents said they were not.

group in the northern area (Woolwich) of the borough is particularly targeted at the demographic need outlined in the LAs strategic plan. Our preferred site is in the middle of a new housing development providing 1,700 homes with a further 3,700 planned, but currently without any new secondary schooling provision.

And as outlined in more detail in section 4.6 and point 9 of our vision, we will add value not just through the Outstanding education we hope to offer to the students of GFS but also through pupils not directly attending the school. Specifically, we plan to collaborate with other schools over staff training and development. In the long-term, we hope to develop a specialism relevant to Greenwich, by liaising closely with the Local Authority, and then spreading good practice across Greenwich in that field. We would also be keen in becoming a National Teaching School or forming part of a National Teaching School alliance in order to help develop teachers for Greenwich.

3ii. We think our model is distinctive and will make a step-change in Greenwich's secondary education provision: our vision and objectives

Our vision is perhaps best summarised by our 'elevator pitch' to prospective parents:

Greenwich Free School summary

We believe that all students can achieve success if given outstanding teaching and pastoral care.

The Greenwich Free School will be a small, more personal school, where teachers will get to know every student as an individual, and be able to challenge and nurture them. There will be just three forms of 25 students in each year group.

We will demand a lot, setting high standards for students and staff, with a "no excuses" approach to attitude, work and discipline. We also recognise the importance of students' wellbeing, building their characters and skills, and developing young people who will truly flourish. We will have an extended school day, a wide range of daily extra-curricular activities, a more personalised and flexible curriculum and teachers who are given the time, training and management support to be truly outstanding.

The curriculum will focus on depth before breadth – mastering the most important stuff – with a concentration on English, Maths, Science, Languages and the Humanities. Our objective is to develop students who are happy at school, committed to doing the best they can, and who are all able to get to, and succeed at, University.

Life in the Greenwich Free School will be hard work, but truly engaging, exciting and fun.

This is supported by our focussed vision statement:

Vision statement: "all students can succeed, regardless of background or previous attainment, if given outstanding teaching and pastoral care."

To that end, our objective is to create a three-form entry, 525 student, 11-18 school that will succeed and be distinctive because we will:

1. Demand high standards – of students and staff – insisting on a “**no excuses**” approach to attitude, work and discipline
2. Invest in recruiting, developing and managing **outstanding staff**
3. Prioritise pastoral support and the development of strong **staff-student relationships**
4. Excite our students about school and learning through a **flexible and challenging curriculum** supported by a **wide range of extra-curricular opportunities** and trips
5. Implement an **extended school day** because we acknowledge there are no short-cuts to success
6. Help students develop: a core foundation of **knowledge; skills** relevant to the future; and an **understanding of how they learn** to set them up for further study and university
7. Involve parents fully in the education of their children by actively building **home-school links**
8. Engage and include the most challenging students by finding a **solution for every student**
9. **Engage with the community** by aspiring, in the long-term, to improve educational outcomes for students across the education system

We aim for our vision to achieve the following six **outcomes** for our students. They will be:

- **Excited** by – and happy at – school
- **Committed** to doing the best they can
- **Skilled** enough to make a valuable contribution to society and the economy
- **Knowledgeable** about key subjects
- **Reflective** about their learning by understanding how they learn
- **Aware** of their community and willing to play a constructive role in it

Specifically, we will measure our success by the following metrics:

Outcome	Metric
Excited by – and happy at – school	- No persistently absent students - An unauthorised absence rate of less than 1%
Committed to doing the best they can	- Low levels of academic indiscipline and minimal escalation of sanctions - High levels of participation in voluntary extra-curricular activities and enrichment activities
Skilled enough to make a valuable	- 80% of students achieving the

contribution to society and the economy	English baccalaureate - Every student holding a University place or in Full Time employment or training by the end of the calendar year they leave school
Knowledgeable about key subjects	
Reflective about their learning by understanding how they learn	All KS3 students passing the Greenwich Free School MiniBacc (as outlined in Section 4.2.5) and completing annual learning journals
Aware of their community and willing to play a constructive role in it	Every student participating in at least one community activity each academic year

We want all our stakeholders – parents, teachers and students – to subscribe to the following promises we hope to make to our students about their **experience** in our school:

- **Aspiration:** “we believe you can all succeed, so we’ll help you aim high and focus on how to fulfil your ambitions”
- **Excitement:** “we will engage you with school”
- **Expertise:** “we will find you excellent teachers – and provide ongoing training to develop them further”
- **Discipline:** “we will give you a calm, safe environment of which you will be proud”
- **Challenge:** “the curriculum will stretch and challenge you, so you will succeed”
- **Flexibility:** “we will help you learn what *you* need”
- **Enrichment:** “we will help you develop as a rounded, skilled individual and give you opportunities to develop passions”
- **Community:** “we will create a community of which you feel a part – that you care about, and that cares about you”

3iii. Our model will make a difference because it draws upon a wide-range of UK and international best-practice: our rationale

We believe our vision, curriculum offer and pedagogy (as outlined in section 4) are robust because they are rooted firmly in an evidence-based approach, drawing on UK and international best-practice, including:

- **KIPP:** we have drawn heavily on the highly successful KIPP model in the United States and have been in close contact with teachers from the KIPP Strive Academy in Atlanta to test and refine our vision. We have also drawn closely on the King Solomon Academy model – the closest replication of KIPP in the UK – with several discussions with [REDACTED].
- **Swedish Free Schools:** we have held discussions with the IES group, including visiting several of their schools and head office in Sweden to refine our vision and Educational Plan, which is consistent with their highly successful approach. Our prospective Deputy Principal has taken part in the **Teach First International Task Force** to Sweden, visiting a wide variety of different Free Schools. This has heavily influenced our approach.

- **McKinsey’s international benchmarking:** working closely with the authors of McKinsey’s comprehensive studies of global education systems (‘How the world’s best-performing schools come out on top’ (September 2007) and ‘How the world’s most improved school systems keep getting better’ (November 2010)), we have incorporated much of the international best-practice into our vision and Educational Plan.
- **The University of Pennsylvania, Wellington College and Cambridge Institute of Wellbeing’s research on resilience and wellbeing.** The social and emotional wellbeing of our students is a core plank of our vision and Educational plan, on the basis that students learn best when they enjoy school and are engaged. We have based our approach to boosting our students’ happiness and wellbeing on the significant work done by Wellington College, the University of Pennsylvania and the Cambridge Institute of Wellbeing.

We believe our vision and educational plan are rigorous, rooted firmly in UK and international best-practice and wholly consistent with the Free Schools programme aims. Our group have already fed aspects of our work into Policy First discussions and been used by the New Schools’ Network as an example of best-practice for other groups.

3iv. Our model is wholly consistent with the Free Schools programme aims – and we aspire to be a beacon of excellence within that programme

Free Schools programme aim	Greenwich Free School fit
Drive up quality of provision and standards – not only by the introduction of new Free Schools which are of high quality themselves, but also in other local schools	<p>Our school will offer higher standards for six main reasons:</p> <ul style="list-style-type: none"> • We are offering an extended day, from 0800 to 1730 – so children spend 46% more time being educated • We will engage our students with school through stronger pastoral relationships with their form-tutor, a wellbeing programme and extra-curricular activities – helping students learn through things they enjoy • We will invest heavily in finding, developing and performance-managing outstanding teachers, optimising our staffing model towards having more (high-quality) teachers, but fewer non-teaching adults, than most maintained secondary schools. Our reduced timetable offers greater opportunities for high quality CPD and building teacher learning communities • We will invest in finding, coaching and training outstanding senior and middle leaders to better enable our staff • We will focus our curriculum on depth before breadth – helping students focus on really mastering the critical skills and learning habits required to access the rest of the curriculum • Our small size and strong pastoral care will allow us to tailor and personalise our students’ learning to their

	<p>abilities</p> <p>We are convinced that our model, developed by ‘Outstanding’ teachers, school leaders and educationalists, and drawing on a wide range of UK and international best-practice, has the potential not just to change the lives of students in Greenwich, but to provide a model for other UK secondary schools operating in similar challenging urban environments.</p> <p>As outlined in Section 4.6 we aspire to develop system-wide improvement by:</p> <ul style="list-style-type: none"> • Collaborating with other schools over staff training and development • In the long-term, developing a specialism relevant to Greenwich, by liaising closely with the Local Authority, and then spreading good practice across Greenwich in that field • Providing examples of great practice from our innovative teaching model that we can help disseminate to other Free Schools, Academies and maintained schools to help develop the Free School movement and enable others to develop successfully • In the long-term, once we are established, becoming a National Teaching School or forming part of a National Teaching School alliance in order to help develop teachers for Greenwich and elsewhere
<p>Provide parents with greater choice about the school their child attends – with the power to propose to set up their own school if they are unhappy with existing options</p>	<p>Our primary research with Greenwich parents and an analysis of educational outcomes (both outlined above in section 3.i) indicate that parents in Greenwich have a more limited choice of high-quality secondary education options for their children than almost any other borough in London.</p> <p>Our model provides parents with a new model of school, and the additional capacity that Greenwich requires; and parents have clearly indicated to us that they support the model of school we are proposing, as indicated in section 5 below.</p>
<p>Encourage greater innovation in the education system by opening it up to a much wider range of providers and approaches</p>	<p>Providers</p> <p>We are a group of teachers, parents and professionals who would not otherwise be <i>combining</i> our diverse skills to develop school strategy. As outlined in Section 6, our group combines a wide range of skills and experiences – educational, financial, strategic and legal – that position us effectively to manage a Free School.</p> <p>Approaches</p>

	<p>As outlined in section 3.iii above, our model draws upon a range of highly successful educational approaches from the UK and around the world, based on our team’s experience of educational policy and classroom teaching.</p> <p>It is our intention that the Greenwich Free School should demonstrate the feasibility and success of these approaches in a UK context, acting as a beacon school for others to emulate.</p>
<p>Provide a value for money solution to creating new school places and driving system-wide change</p>	<p>Our detailed financial model demonstrates how our school’s resources would be marshalled in a way that insists upon uncommonly robust financial profiling and a relentless focus on value for money at all levels of the organisation.</p> <p>By adopting a robust ‘value-for-money’ approach and the principle that we should channel as much investment directly to the front-line as possible, we aim to provide a model for how schools could be managed in a more cost-effective manner.</p> <p>At the heart of this approach is the appointment of a school Resources Director – a CFO – to work as the Principal’s deputy with a remit to ensure that the school operates on a ‘value-for-money’ basis.</p>
<p>Create an increasingly self-sustaining and self-improving system, relying far less on central government intervention and more on school leaders, teachers and parents themselves to ensure a good quality of education for all</p>	<p>Our approach of engaging a range of charitable and commercial partners on a pro-bono basis is indicative of the way in which we intend to combine the best of the public and private sectors to deliver the Greenwich Free School educational plan.</p> <p>Our own group’s experience – as teachers, school leaders, educational policy advisors, solicitors, barristers, academics, civil servants, strategy consultants and Greenwich parents – is indicative of our intent to form a Free School that draws on the most appropriate expertise to deliver each component of the vision.</p>

Section 4: Educational plan

In this section, we set out

- i. Admissions
- ii. Curriculum and Organisation of Learning
- iii. Organisation of Pupils
- iv. Pupil Development and Achievement
- v. Behaviour and Attendance
- vi. Community Engagement

4i. Admissions

- a. *Diversity*
- b. *Banded Entry*
- c. *Over- and Under-Subscription Criteria*

We intend to accept and provide for the full spectrum of abilities and backgrounds in Greenwich. A core aspect of our vision is that we intend to challenge educational disadvantage and **reach out to and support the most deprived students in Greenwich**. The following admissions procedure has been designed to be in accordance with the School Admissions Code, the Appeals Code and admissions law as it applies to maintained schools.

a. Diversity

Our school will serve a diverse community. We want to harness that diversity to improve outcomes for all. We believe that by bringing people of diverse backgrounds together we can: encourage mutual **respect** and trust for each other; learn more about – and benefit more from – each other's **strengths**; whilst building upon and strengthening those **common values** that bind us together as citizens. GFS will be non-selective and non-denominational.

b. Banded Entry

To ensure we are a genuinely comprehensive school, we will – like Mossbourne Academy and other high performing English schools – apply a **Fair Banding application system**. This will mean:

- Save in special circumstances, students applying to GFS will sit verbal and non-verbal reasoning tests to place them into three ability bands. Each band will contain 1/3 of the children applying to the school. **The school will aim to take equal numbers of students from each band** to ensure our intake is genuinely comprehensive. This is explicitly not a policy of selecting by ability, as we are admitting children of all abilities.
- If we are oversubscribed in any of the three bands, our over- and under-subscription criteria will be applied within each band
- *E.g. If we have 150 applicants for our 75 places, their scores on the test would divide them into three bands of 50 students. Our intake of 75 provides 25 places for each of the three bands. We would apply our oversubscription criteria (below) to determine which 25 of the 50 students in each band receive places.*

We have decided to use three bands (rather than the normal four or five) because we are a small school. With just 75 places, three bands provides for 25 students in each band, which will ensure a comprehensive intake without being artificially precise.

We are conscious of the need to explain clearly to the community how the banding system works and to stress that it is not an academic selection system, in order to avoid deterring potential students. However, we are confident that with our marketing focus on

direct contact between prospective parents and the school, we will have plenty of opportunity to explain the system clearly.

- Children with statements of special educational need and children in public care (see below) who do not take the test will be allocated to the appropriate band on the basis of an appropriate alternative assessment.
- We currently intend to use the **GL Assessments Verbal and Non-Verbal reasoning test** for the purpose of banding students. We will administer the tests in school on a Saturday morning, and they will be marked externally by GL Assessments.
 - GL Assessment tests are used by over 85% of all UK primary and secondary schools every year. This makes GL the UK's largest independent provider of educational assessments.
 - The verbal reasoning test results give an indication of how pupils assimilate new information, and highlight their skills in verbal thinking beyond their formal literacy abilities. The purpose of this assessment is to gain information about pupils' abilities to acquire new concepts and information that may not be evident from their usual class work, and therefore may be missing from levels given by SATS or primary teachers.
 - The non-verbal reasoning assesses pupils' ability to use non-verbal thinking and helps to assess their future potential. The tests give a reliable indication of how easily a pupil may acquire new concepts in a wide variety of subjects including maths, science and design and technology. They involve no reading and so provide insight into ability of pupils with special educational needs, English as an additional language, limited reading skills or those who think more easily in pictures.
 - More information about GL testing can be found here: http://www.gl-assessment.co.uk/about_us/about_GL_Assessment.asp?css=1

As outlined in section 2 of this application, we will admit intakes of 75 students at Y7 and Y12. Once at scale, our presumption will be that the vast majority of the Y12 intake will come from within the GFS and we will tail off the external Y12 intake.

We intend to coordinate our admissions arrangements through the Local Authority from Year 2, with Year 1 admissions coordinated independently from our own marketing efforts, as the timelines for application will prevent us from meeting the LA deadlines for publication of admissions criteria.

Our anticipated admissions process is as follows (although this is dependent on the timing of any approval from DfE, and subsequent discussions with the LA, so this should only be taken as indicative at this stage) :

September As soon as we have been approved, we will publish our prospectus, information about the arrangements for admission the following September (e.g. in September 2011 for admission in September 2011), including criteria for dealing with over-subscription. This will include details of open evenings (from 2012) and other opportunities for prospective pupils and their parents to engage with GFS staff (from 2011).

From 2012, we will hold open evenings/opportunities for parents to visit the school. In 2011 we intend to hold Open Evenings at local community centres where we will have staff members and members of the Governing Body, with presentations and displays

End October Closing date for application forms to be returned

November Assessment morning when prospective students will sit the **Fair Banding** test (at GFS from 2012, and at a local school / community centre in 2011)

Dec - Jan Applications considered by GFS and a list of applications ranked in accordance with oversubscription criteria

March Offers of places notified in writing to parents by Greenwich LA.

c. Over- and Under-Subscription Criteria

All students with statements of special education needs for whom the school is named on the statement will be offered a place.

If the school (or any ability band) is over-subscribed, places will be offered within each oversubscribed band according to the following priority:

1. Looked-after children in local authority or public care;
2. Students whose acute medical or social need justifies a place at the school (the school will take this decision, and parents will be responsible for providing supporting evidence of why the need means the child should be given a place at this school rather than at any other);
3. Students who have a sibling (full, half or step brother or sister resident at the same address) already attending the school;
4. Students who live closest to the school, using a straight line 'as the crow flies' distance from the main school entrance to the entrance of the home.

Criterion 5 will be used as the tie-break criterion. In the unlikely event that two or more students live exactly the same distance from the school (rounded to the nearest metre), a random lottery system will be employed, with names randomly drawn by an independent person from the Local Authority.

If any band is undersubscribed all students falling into that band will be admitted and places will be filled from unallocated applicants from the next nearest bands, taking a child first from the lower band and then from the higher band in turn in accordance with their ranking against the over-subscription criteria.

The school will actively build links with primary schools and community organisations to help us reach and attract the most deprived students and communities as outlined in Section 5 of this document.

4ii. Curriculum and Organisation of Learning

a. The length of the school day

- b. *The school terms and year*
- c. *The curriculum overview*
- d. *The Key Stage Three Curriculum*
- e. *The GFS “MiniBacc”*
- f. *The KS4 curriculum*
- g. *The KS5 offer*
- h. *The Pastoral Curriculum*
- i. *Catering for students of all abilities*

a. The Length of the School Day

Structurally, the Greenwich Free School has two distinguishing features: an extended day and a two-week timetable with the tenth day set aside as a cross-curricular ‘Enrichment Day’.

The GFS Extended Day

Students will attend the Greenwich Free School for nine and a half hours each day – from 0800 to 1730, with six hours of core lessons, tutor time, supervised homework time and an hour of mandatory extra-curricular activity.

The idea behind the extended school day comes from KIPP. The Greenwich Free School, along with KIPP, believes that there are no shortcuts when it comes to success in academics and life. KIPP schools therefore have an extended school day, adding (on average) three and a half hours of instruction or compulsory after-school activities. The Greenwich Free School timetable will give students approximately 17% more time in curriculum lessons than the average state school, and 46% more time in school as a whole.

The benefits of an extended school day are:

- more time in the classroom to acquire the knowledge and skills that will prepare students for university and their future career
- more opportunities to engage in diverse extra-curricular experiences, which help develop well rounded individuals
- more time in the school day for staff to work collaboratively together, a feature identified as central to successful schools by many institutions (TeachFirst, National College for Leadership of Schools and Children’s Services).

An example of our proposed school day is as follows:

Time	Duration	Activity	Description
08.00 - 08.30	30 min	Registration and Breakfast club	Breakfast provided with form tutor, delivering well-being and skills provision
08.30 - 09.30	60 min	Lesson 1	Core timetable
09.30 - 10.30	60 min	Lesson 2	Core timetable

10.30 - 10.50	20 min	Break	
10.50 - 11.50	60 min	Lesson 3	Core timetable
11.50 - 12.50	60 min	Lesson 4	Core timetable
12.50 - 13.40	50 min	Lunch	
13.40 - 14.40	60 min	Lesson 5	Core timetable
14.40 - 15.40	60 min	Lesson 6	Core timetable
15:40 - 16:00	20 min	Break	
16.00 - 16.30	30 min	Tutor time	Supervised independent study / homework time under the guidance of the form tutor
16.30 - 17.30 Tue, Wed and Thu	60 min	Extra-curricular clubs	Mandatory enrichment, in which students select from a range of activities

Two week timetable: Enrichment Days

The timetable will span ten days (see section 2.4.1) with the tenth day in each block set aside as a full-day **enrichment day** in which students will participate in projects, e.g. trips and visits, visiting speakers / expert presentations, full day projects – e.g. ‘The Apprentice’ challenge, and cross-curricular projects

A key feature of educational disadvantage is that students from areas of high social and economic disadvantage often do not have the opportunity to learn about the city and country that they live in, and experience the full range of Britain’s cultural and historical heritage. Furthermore, students from state schools are disadvantaged when competing for University places against students from independent schools, where participation in a wide range of extra-curricular activities is the norm. We believe that these experiences, both in after school clubs and on trips, are vital to developing well-rounded students who feel part of society, but also to ensuring our students have access to the best universities after their time at GFS.

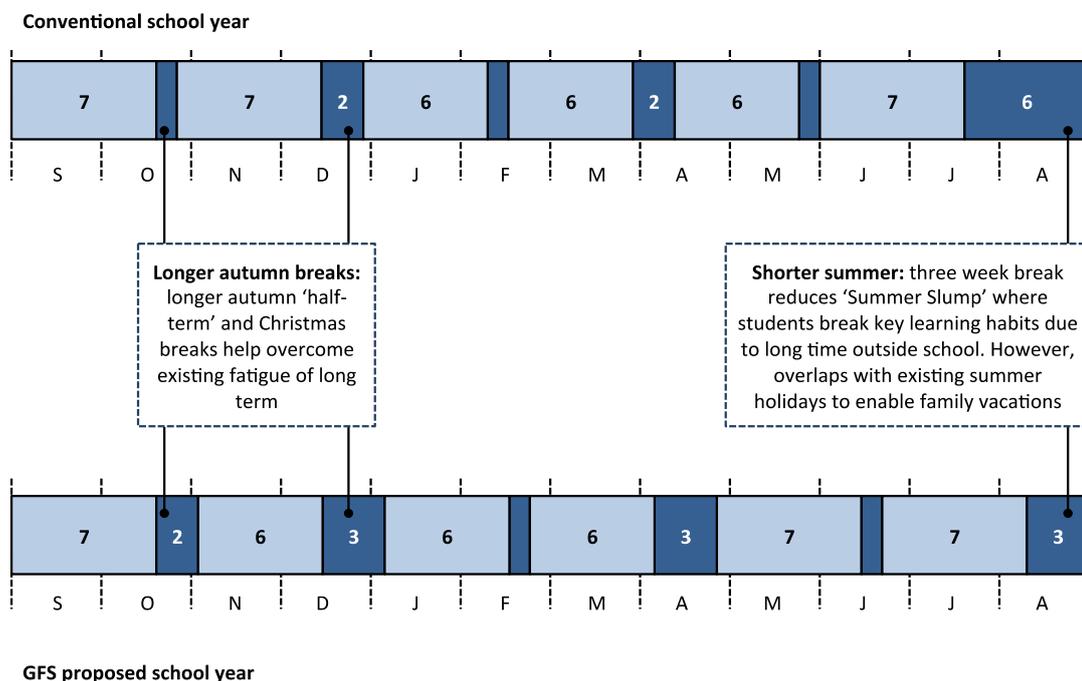
They also provide an exciting and enjoyable route to engage students with school and deliver many of the skills that we aspire to inculcate through the regular timetable.

b. The school terms and year

The Greenwich Free School will offer a new structure to the school year that avoids the ‘holiday dip’ in attainment common at schools with similar intakes.

TeachFirst, for example, have identified this ‘dip’ in the majority of challenging urban schools with which they work. One explanation for this is that students from deprived backgrounds experience fewer stimulating and challenging experiences in their holidays than their wealthier peers (e.g. summer schools and activities) so do not continue to learn outside school. This is the rationale behind, for example, KIPP’s summer school programme.

To avoid this problem, and ensure our students make good progress over the entirety of their time at GFS, not just during the school year, our year will be organised as follows:



Extended schooling

During the summer and Easter breaks, GFS will provide Extended Schooling and activities to:

- help students avoid 'holiday lag' in their learning
- provide constructive, engaging and enriching activities for our – and other local – students to avoid them getting bored and into trouble during the long holidays
- help link primary and secondary school students to ease the transition
- provide a training opportunity for aspiring teachers and Teach First participants by offering work experience on summer schemes

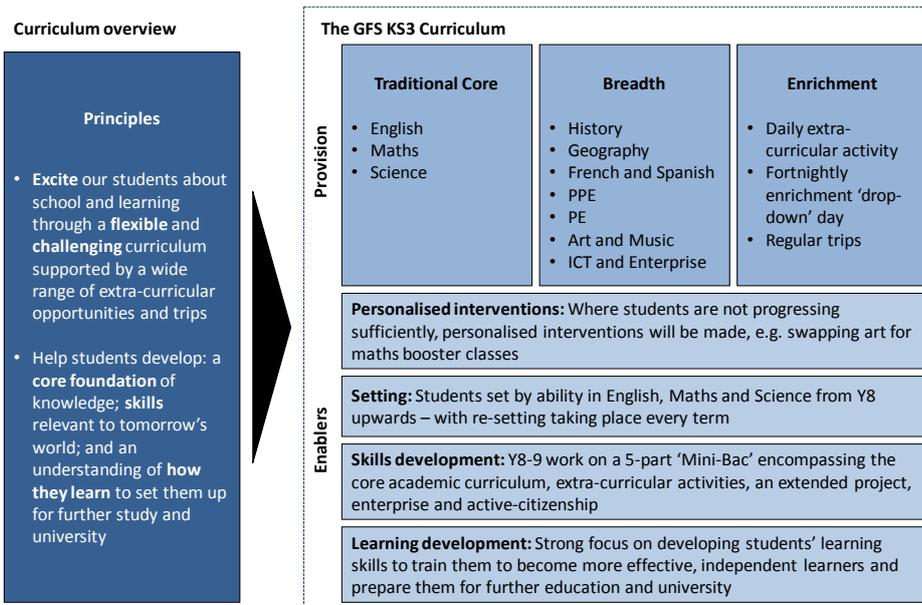
c. The curriculum overview

The GFS curriculum aims to balance traditional rigour with innovation and flexibility to engage and excite students. It will be a broad and balanced curriculum, with an appropriate focus on the core areas of learning, but with a **“depth before breadth”** approach. The curriculum focuses on (but is not limited to) the core subjects of English, Mathematics and Science, and helps our students achieve the English Baccalaureate. It will be distinctive because:

1. It will focus on depth before breadth, enabling our students to master the fundamentals
2. It will engage and excite our students through non-classroom learning by means of our innovative enrichment programme of daily and fortnightly extra-curricular activities designed to enable and support the core curriculum

3. It will be much more closely personalised to the needs of individual students and include a broad set of 'enablers' that help our students access and make the most of the curriculum more effectively

The GFS curriculum aims to balance traditional rigour with innovation and flexibility to engage and excite students



Student outcomes

Our overall goal for students leaving the GFS is that they are:

- **Excited** by – and happy at – school
- **Committed** to doing the best they can
- **Skilled** enough to make a valuable contribution to society and the economy
- **Knowledgeable** about key subjects
- **Reflective** about their learning and themselves
- **Aware** of their community and willing to play a constructive role in it

By the end of KS3, the expectation is that all students will be:

- **Excited** by – and happy at – school: secure in their own identity, and socially and emotionally literate in forming relationships with others
- **Committed** to doing the best they can
- **Skilled** enough in literacy and numeracy, to allow future study in any subject area they choose and with all students achieving Level 6 or above in English and Maths
- **Knowledgeable** about the fundamentals of key subjects, particularly English, Maths and Science
- **Reflective** about their learning and themselves (see below for more specific information on skill development at KS3)
- **Aware** of their community and willing to play a constructive role in it

In the Student Achievement and Engagement section below, we outline how we will measure and assess these desired outcomes. The outcomes will be delivered through an innovative curriculum model, as outlined below:

d. The Key Stage Three Curriculum

The focus of the year 7 curriculum will be that students **master the fundamentals** in a **depth before breadth** approach. Year 7 will therefore have a strong focus on literacy, numeracy and skill development (see below for details) and all subjects' schemes of work and lesson plans will reflect this.

Subjects

Week 1

Wk 1	Mon	Tues	Weds	Thurs	Fri
1	English	English	English	English	English
2	Maths	Maths	Maths	Maths	Maths
3	Science	Science	Science	Science	Spanish
4	IT / Ent.	French	IT / Ent.	French	Music
5	History	Music	PE	History	Art
6	PPE	Geography	PE	Geography	Art
Enrich.		Extra-Curr.	Extra-Curr.	Extra-Curr.	Extra-Curr.

Wk 2	Mon	Tues	Weds	Thurs	Fri
1	English	English	English	English	Enrich. Day
2	Maths	Maths	English	Maths	Enrich. Day
3	Science	Science	Science	Science	Enrich. Day
4	IT / Ent.	French	IT / Ent.	Spanish	Enrich. Day
5	Spanish	History	PE	History	Enrich. Day
6	PPE	Geography	PE	PPE	Enrich. Day
Enrich.		Extra-Curr.	Extra-Curr.	Extra-Curr.	

Example two-week timetable

At KS3, students will study the following subjects, with the number of *hours per fortnightly timetable block* given in the table.

	Subject	Hours per fortnight	Equivalent hours per week
<i>Traditional core</i>	English	10 hrs	5 hrs
	Maths	8 hrs	4 hrs
	Science	8 hrs	4 hrs
<i>Breadth curriculum</i>	History	4 hrs	2 hrs
	Geography	3 hrs	1.5 hrs
	PPE (Politics, Philosophy and Economics)*	3 hrs	1.5 hrs
	ICT and Enterprise	4 hrs	2 hrs
	French	3 hrs	1.5 hrs
	Spanish	3 hrs	1.5 hrs
	Art	2 hrs	1 hrs
	Music	2 hrs	1 hrs
	PE	4 hrs	2 hrs
	<i>Enrichment</i>	Daily extra-curricular clubs	7 hrs
Fortnightly Enrichment Day		6 hrs	3 hrs

* Including RS and Citizenship

We have divided our curriculum into three parts: 'Traditional Core,' 'Breadth' and 'Enrichment,' the detailed organisation of which is outlined below:

Traditional Core

The curriculum will prioritise the mastery of the traditional core subjects of English, Maths and Science in a 'depth before breadth' approach.

Rationale

- Too many students leave school without mastering fundamental literacy (including handwriting) and numeracy
- Literacy is the foundation of academic success and underpins learning in all other subjects
- Similarly, further education and employment are dependent on the skills developed in these subjects.

Details

- **English (and drama):** 10 hours a fortnight at KS3 will provide significantly more extension and consolidation time, as well as opportunities to extend and enrich the curriculum. We will also dedicate time to core literacy skills, *e.g. the mechanics of spelling and grammar*. We will run school-wide literacy programmes, *e.g. reading reward schemes, paired reading*. Every teacher will be trained as a teacher of literacy.
- **Maths:** 8 hours a fortnight at KS3 will provide the consolidation and extension needed to build a strong numerical skillset – and extend into more advanced statistics and mechanics
- **Science:** 8 hours a fortnight, initially taught (in Y7) as combined Science, but broken into separate Biology, Chemistry and Physics in Y8 and Y9. We will focus on practical experiments where possible and prioritising science fundamentals over 'social science' and 'impact of science'

Breadth

In addition to mastering core fundamental subjects, we want our students to enjoy a balanced curriculum that provides them with a rounded set of skills.

Rationale

- Giving students a range of skills opens up more education and employment options
- However, these options depend on a mastery of the basics, so we will tailor our 'breadth' curriculum to the individual student
- Where appropriate, we will withdraw students from parts of the 'breadth' curriculum to focus on the core, *e.g. A recent arrival to the UK may replace art with our Additional English classes, as outlined below*

Details

- **History:** 4 hours a fortnight, providing a core body of British and World history, as well as opportunities for analytic, advocacy and communication skill development
- **Geography:** 3 hours a fortnight to understand the world in which we live
- **Languages:** 3 hours each of French and Spanish each fortnight at KS3 – selected to give students an accessible and useful grounding in foreign language skills which will help their core literacy and provide a foundation on which to build further language skills at GCSE
- **Politics, Philosophy and Economics:** 4 hours a fortnight. National curriculum RE and Citizenship courses underestimate students' abilities as well as the importance of theory of knowledge, reasoning and argumentation, and the political and economical structures upon which our society is based. We will focus on a non-denominational, current affairs and philosophical/moral content to provide a core body of knowledge, understanding and opportunity for discussion, debate and active involvement in society
- **PE and Games:** 4 hours each fortnight to develop student fitness, healthy living, teamwork, strategy skills and a competitive spirit
- **Art and music:** 2 hours each fortnight apiece, supported by the extra-curricular programme
- **ICT and Enterprise:** 4 hours each fortnight, encompassing programming, high-end graphical design and other in-demand workplace skills. We will teach business, enterprise and economics – enabling innovation and entrepreneurship

Enrichment

An unusual and particularly distinctive aspect of the GFS curriculum is that it will place great emphasis on creativity, enterprise and innovation – and will use a wide range of extra-curricular activities to **engage** our students with school and provide them with both **specific skills** (e.g. ability to debate or play a musical instrument) and skills to **access the core and breadth curricula** (e.g. perseverance, focus, ability to construct arguments).

Rationale

- GFS students will be competing in a rapidly changing world for jobs that do not yet exist.
- Creativity is an important part of the GFS proposition – both for its own sake and to enable progress in other subjects. Creativity is also highly prized in the modern job market.
- Many of the skills and attitudes that enable success can be developed outside the classroom. Extra-curricular activities develop more rounded students who will be better prepared for the challenges of post-18 life. Students also develop the skills required to access the rest of the curriculum in an enjoyable way.

- E.g. completing a Duke of Edinburgh expedition, learning to use a map and compass is a fun and real-world ‘hook’ into the ‘bearings and angles’ component of the Core Maths curriculum
- Extra-curricular enrichment activities provide opportunities to: develop creative, sporting and non-academic talents that boost students’ wellbeing and confidence; increase their enjoyment of school; and demonstrate important skills that add to their CVs.

Detail

- **Enrichment:** Our enrichment programme – consisting of an hour of extra-curricular activity each day and one full day each fortnight – will enable a much richer education for our students
- **Daily extra-curricular activities:** students select activities from a menu of options covering sports, debating, music, enterprise, performing arts, leadership and practical design-technology. Extra-curricular activities will be mandatory for the final hour of school every day except Mondays, when students will leave school at 16:30 instead of 17:30 to enable an hour of staff development and training. Enrichment Days (once a fortnight) will also end at 16:30
- **Enrichment days:** students will participate in projects that enable deeper learning than normal one hour lessons provide. Some enrichment days will have a specific subject focus (e.g. *a maths code-breaking day*), others will have a broader focus (e.g. *trips and visits; visiting speakers / expert presentations; full day projects e.g. ‘The Apprentice’ challenge; cross-curricular tasks; active citizenship projects in which students make an active contribution to their local and global communities, and develop the skills necessary for contributing to modern British society*)

Enabler 1: Personalised Interventions

We consider our ‘enablers’ to be elements of the offer that *enable* our students to better access the core curriculum. For example, *engaging* students with school or helping them overcome a specific academic barrier will *enable* them to better access their core subjects.

Our first enabler is that we will invest in personalising the standard curriculum to accommodate the individual needs of students. As well as the usual differentiation of in-class activities, we propose to differentiate the entire curriculum to the needs of our students, whether Gifted and Talented, SEN, EAL, children in care, with BESD issues, or from deprived backgrounds.

Rationale

- Too many students suffer from a ‘one-size-fits-all’ curriculum that wastes their time and talent on subjects and teaching methods that don’t help them develop
- We want our standard curriculum to be a starting point from which we design personalised propositions for students.

Details

- Students who are not reaching baseline literacy or numeracy standards will follow a **tailored timetable** that will prioritise additional English and/or Maths support. When they reach the required standards, they will follow a re-integration programme. We have invested in timetabling an additional 3 hours a fortnight of 'Booster English' and 'Booster Maths,' which we will staff with our best teachers, for students who require more differentiated support. This could be at both ends of the spectrum – exceptionally high ability, or in need of more support.
 - *E.g. A student arrives from overseas with little English. We would replace his art and music lessons with intensive English support – to help him catch up*
 - *E.g. A student falls behind in her core Maths class. We would replace a non-core subject – for example, one of her two foreign languages – with a maths booster class*
- We will intervene to provide genuine differentiation for students. We will alter their entire timetables – tailoring them to their needs – rather than leaving them suffering in a class that does not help them develop
- Interventions will also be made for **non-academic reasons**, for example personal bereavements or BESD issues. We would discuss with students the possibility of providing fewer subjects and more study-skills sessions / supported study time – or more personalised coaching where appropriate.
- Our Student Development Office will have the capacity to diagnose and deliver these interventions, as outlined below.
- We propose removing students from breadth subjects rather than enrichment because in our experience, the enrichment provision is *even more* important for students that find accessing the remainder of the timetable more challenging. Extra-curricular activities often provide both the motivation to persevere with school, acting as a key hook to keep them engaged, and provide a way for them to build key skills and develop self-esteem to access the core curriculum. Breadth subjects, on the other hand, are often less accessible anyway if the core subjects are not being mastered (*e.g. if the student cannot yet write, History becomes a frustrating challenge from which the student derives less value*).

Enabler 2: Setting (not Streaming) in core subjects

From Y8 onwards, GFS will set students by ability in core subjects to enable teachers to target their lessons appropriately.

- Teachers will be able to stretch and challenge the most able without leaving half the class behind; and provide more consolidation time for weaker students without boring the rest. The broader the spread of ability in a class, the more the teacher is forced to either teach to an 'average' standard, or to split their time attempting to differentiate their lesson for multiple ability levels.
- Recognising the potential self-esteem, labelling and segregation hazards of ability-setting, we intend to alter the setting model followed by most schools by:

- Setting aspirations high: “every set is a top set” in terms of the desired outcomes for the students – we just want to take different routes to achieve those outcomes
- Placing significant emphasis on the development of a ‘growth’ mindset – inducting students from Day 1 into seeing learning as an opportunity to improve and therefore setting being an opportunity to make the most improvement
- Making setting decisions in a staff-conference of all teaching staff of that subject where academic performance is considered as a major data point, but where other contextual factors (such as a student’s learning style, social relationships with peers and mindset) can also be considered to ensure the different trajectories of the sets most appropriately cater for the students within them
- Setting will enable the school to focus teaching expertise and resources on attempting to ensure that the bottom sets ‘catch up’ with the top sets by providing them with extra support and development opportunities
- Students will be re-set annually to ensure that they are being taught at an appropriate level and will move sets if they develop at a faster or slower rate than their peers.

In breadth subjects, students will be taught in mixed ability groups to ensure that the timetable does not create *de-facto* streams of different abilities being socially isolated from one another.

In Y7 there will be no setting at all so we can build up a sound dataset of having worked with and observed students for a year before taking setting decisions. This will also ensure that by the time students are ability set, they have already settled in and socially integrated with peers.

Enabler 3: Skills Development

GFS will place a heavy focus, across all subjects, on developing skills and ‘Learning Habits,’ teaching our students not just knowledge, but how to become independent learners so that they are well equipped with the range of skills necessary to flourish in their school subjects, at university, in employment and in their personal lives.

Rationale

- School should do more than simply impart knowledge. Rather than merely ‘filling an empty vessel’ with knowledge, school should help expand and develop the vessel, help students understand how to apply what they learn to new contexts, and develop them as happy and well-rounded individuals.
- Research (e.g. Carole Dweck, Guy Claxton) shows that students learn better, and have more academic success, when they have higher levels of social and emotional development. These are skills that can be taught.
- School cannot possibly provide students with a lifetime of knowledge, so it is essential that students learn how to learn independently. By making students aware of how they are learning and where their strengths and weaknesses lie, they can develop into reflective learners capable of developing more independently

Details

Skill development encompasses specific learning skills, such as those highlighted by **Guy Claxton** in his “**Building Learning Power**” model, which trains students to become more effective, independent learners and prepares them for further education and study. Specifically, we will:

- Develop a GFS common ‘Language for Learning’ with the students to find a shared language to describe the main learning skills (e.g. Questioning, Making Links, Being resourceful, Collaboration, Perseverance, Planning, Self-control, etc.)
- Embed the Learning Skills into the curriculum across all subjects by requiring Heads of Department to identify:
 - i) when and how they are developing different Learning Skills
 - ii) when and how they are helping students to understand when and how they are developing these skills
- Charge the Deputy Headteacher with maintaining a school-wide map of which Learning Skills are being developed in which subjects
- Induct students into the use of the Learning Skills to enable them to be self-aware and reflective on their use, strengths and weaknesses. We aspire that our students should be able to identify which skills are strengths of theirs, where they need to develop and in which subjects they are developing their areas of development
- Provide opportunities for reflection each week, and in more detail, each half-term, for our students to audit their progress and development plan, to enable them to progress as learners
- Coach teachers to embed and model the Learning Skills in their lessons, e.g. if a teacher is reinforcing negative Learning Skills (like passivity, complacency, reliance on the teacher), they will be trained and supported in how to adapt their lessons to encourage more positive Skills (like being resourceful, interdependence, etc.)
- Review and monitor our progress through student outcomes and through peer-assessment of teachers, leadership observations of lessons (in which a focus on developing students’ Learning Skills will be embedded) and on student reviews of their own learning
 - We aim to implement an online system of students appraising their own learning, which will enable teachers to monitor and adapt their own performance. For example, if few students in the school consider that they are very strong at “Planning,” individual teachers can embed this further in their teaching and the school can use opportunities like enrichment days to strengthen this skill

By focussing on developing Learning Skills, alongside knowledge and understanding of content, we better prepare students for the moment when they will have to learn without the support of the school – whether in a job, or at university. John Hattie notes “the biggest effect on student achievements occurs when teachers become learners about their own teaching and when students become their own teachers”² and indeed, Richard Livingstone, Vice Chancellor of Oxford University observed back in 1941 that “the test of

² John Hattie, *Visible Learning* (Routledge, 2008)

a successful education is not the amount of knowledge that pupils take away from school, but their appetite to know and their capacity to learn.” This effectively captures our approach to developing Learning Skills in our curriculum.

Our programme will also include personal, social and emotional skills, such as resiliency, focus and the ability to build positive relationships. The Greenwich Free School knows that these “soft-skills” are vital to students’ future success and happiness, and we have developed a programme based on research from **Martin Seligman**, the **University of Cambridge’s Institute of Wellbeing** and the **University of Pennsylvania’s Resiliency Training**.

Wellbeing lessons, alongside the formal curriculum provision, the extra-curricular activities and pastoral care, aim to create the conditions for a flourishing life at GFS and beyond. It is hoped that members of the school community experience wellbeing as a result of doing things well (such as learning and playing sport or music) and being excellent, but also have the opportunity to find out about ways to wellbeing and have time to reflect on how we might bring about our own wellbeing and the wellbeing of those around us.

Cambridge University and the University of Pennsylvania are at the forefront of research into how you can teach skills for happiness, and have developed a programme of Wellbeing education for schools. Several schools have taken up this programme, and all speak incredibly positively about it. Side effects include better behaviour, increased results, and improved ethos.

What is Wellbeing?

The Foresight Report, published by the Government Office for Science in 2008 defines Wellbeing as follows: 'Wellbeing is a dynamic state, in which the individual is able to develop their potential, work productively and creatively, build strong and positive relationships with others, and contribute to their community.' Other words that are often associated with Wellbeing, are 'flourishing', 'thriving' and the Greek word *eudaimonia*, which Aristotle used to denote happiness, or 'the worthwhile life'.

Well-being is not PSHE. PSHE is too often “catastrophe teaching” – a worst case scenario is presented to students and they are given suggestions for avoiding it (death from ecstasy, teenage pregnancy, etc). The ultimate danger should not be the sole focus of education, as it will not reflect the past and future experiences of most young people. Beyond this, it is philosophically unsound, as it simply teaches young people that the world is a dangerous place which will harm them, and this is not the world that most of them will come to experience. In focusing on the worst case scenario, we neglect to prepare them for the best, that is, how to create and sustain meaningful relationships, how to find what they are good at, how to care for the body and mind. Well-being teaches children how to flourish.

The GFS Course

The innovative Wellbeing course at GFS will cover five strands:

Physical Health	Positive Relationships	Perspective and Resilience	Strengths	Meaning and Purpose
This covers information on the foundations of well-being: keeping ourselves physically healthy.	This aspect of the course explores what is arguably the most important aspect of well-being, namely our relationships with other people.	This part of the course is concerned with building a 'psychological immune system', or grit and resilience. It aims to help develop the thinking skills that enable us to overcome adversity and experience more positive emotions.	This element of the course is concerned with finding out our character strengths and abilities and looking at ways of employing our character strengths in everyday life.	This final aspect of the course is concerned with exploring meaning, which is a central aspect of working out our responses to the questions life asks of us.

Teaching in wellbeing lessons will make use of two main strategies:

Well-being and Resilience	Philosophy for Children
<p>Formal taught curriculum based on the Resilience Programme designed by the University of Pennsylvania.</p> <p>Lessons and activities will be planned to teach the skills and characteristics of:</p> <ul style="list-style-type: none"> • Emotional intelligence • Impulse control • Optimistic thinking • Flexible and accurate thinking • Self efficacy and self esteem • Connection and reaching out – relationships <p>Lessons will involve a large amount of students participating in their own experiments, testing the hypotheses of the scientific research, and finding out how it applies to them as individuals.</p>	<p>P4C sessions aim to develop students thinking and questioning skills.</p> <p>Sessions initially led by tutors, but in time students will be able to lead and facilitate themselves. 6th formers will also be used as peer educators.</p> <p>P4C can be used to explore further the topics being examined in well-being lessons, or to explore issues in the tutor group, or controversial contemporary issues.</p>

The research

We are conscious that we are proposing something quite innovative here. We have based this curriculum firmly on the research and programmes designed by Cambridge University and the University of Pennsylvania, and successfully implemented at Wellington College.

23 academic studies – by different universities and labs – all confirm that the Penn Resiliency Programme works at reducing depression and psychological illness in young people. The continued improvement beyond the taught period is thought to be due to students practising and getting better at the skills of resilience. The impact of the course does vary according to the training of the leader and the fidelity to the material.

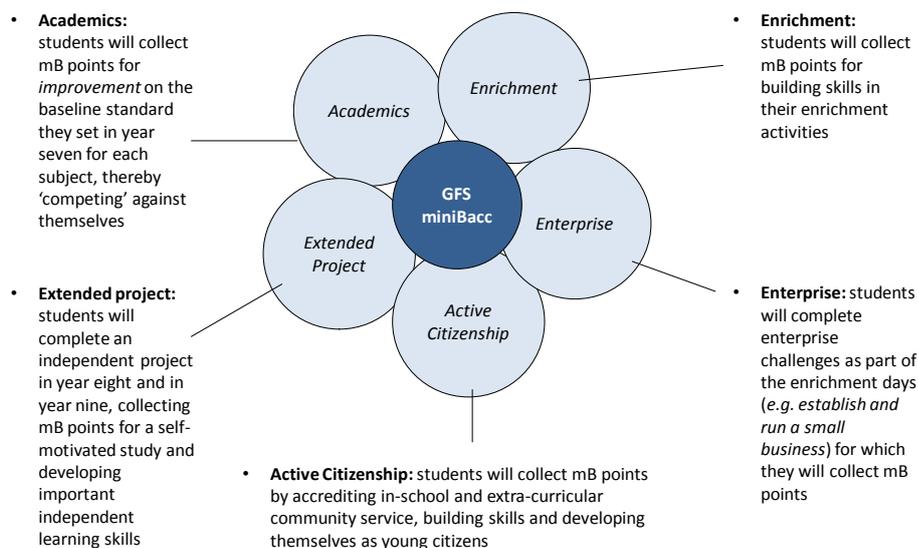
The Penn Positive Psychology Programme is one of only a few “character education” programmes to show positive effects on students’ attitudes, behaviours and achievement in a scientific study. Most pastoral and PSHE programmes have no impact at all. The GFS programme has been modelled on the University of Pennsylvania course as closely as possible.

e. The GFS “MiniBacc”

One of the other distinctive facets of our curriculum offer is a five-part “MiniBacc” that students will complete in Years 8 and 9, modelled on the IB Middle Years programme. This will enable them to earn credit for building core skills across their subjects – and outside the classroom.

There is often a “lack of focus” experienced towards the end of KS3, which affects learning and development. Many schools have tried to solve this problem by starting GCSE work in year 9, but we recognise that many students are not at the right level of intellectual development for this. Instead, therefore, we have designed the GFS MiniBacc – a programme which will stretch and challenge students at all levels, develop the skills necessary for success at key stage four and beyond, and help nurture well-rounded citizens.

The five-part GFS miniBacc is an innovative programme to combat the disengagement students often experience through years 8 and 9



The MB will encompass:

- Academics:** students will collect mB points for improvement on the baseline standard they set in year seven for each subject, thereby ‘competing’ against themselves. They can also collect points for completing reading objectives

- **Enrichment:** students will collect mB points for building skills in their enrichment activities
- **Extended project:** students will complete an independent project in year eight and in year nine, collecting mB points for a self-motivated study and developing important independent learning skills
- **Enterprise:** students will complete enterprise challenges as part of the enrichment days (*e.g. establish and run a small business*) for which they will collect mB points
- **Active Citizenship:** students will collect MB points by accredited in-school and extra-curricular community service, building skills and developing themselves as young citizens, capable of – and excited about – contributing to modern British society

At the heart of the proposition is the principle that all students, of whatever ability, are able to participate and succeed. For example, a student who is not particularly academic will be able to achieve points through Active Citizenship or participating in Enrichment activities. Students' mB points ranks will be public, and will contribute to House Competitions, injecting a sense of competition into the programme, but in a manner in which anyone with sufficient motivation can access and engage.

The aim is that if less engaged students find themselves performing highly through areas like Enrichment Sport that they can access, it will give them the spur to pick up some additional points in the other areas, such as *improvement* (not absolute attainment) in their core academic subjects.

mB points will be weighted towards areas the school wishes to prioritise and by the level of challenge involved. They will also be flexible, so if a student can make a case that something they are doing outside school (*e.g. learning the Koran on Saturdays*) is worthy of credits, they can collect points for it.

f. The Key Stage 4 Curriculum

Our plans for the Key Stage Four curriculum are less developed than those for Key Stage Three. This is because the offer will respond to students' needs and interests, so we do not want to be over-prescriptive at this time.

Expected Key Stage 4 overview

The Key Stage Four curriculum offers traditional breadth and depth but in a more personalised and flexible model than is usual

<p>Key Stage 4 overview</p> <ul style="list-style-type: none"> • GFS students will follow a combination of traditional GCSEs and iGCSEs dependent on subject • All students will be expected to follow an E-Bac compatible curriculum • The number of GCSEs taken will be personalised to the individual student, but will normally range from seven to ten • All students will continue to follow a core enrichment programme of compulsory PE, daily after-school extra-curricular clubs and fortnightly enrichment days • GFS will seek to partner with local FE providers to offer hybrid vocational-academic and apprenticeship-academic paths 	<p>Subject options</p> <p>Core – normally for all students)</p> <ul style="list-style-type: none"> • English Literature • English Language • Maths • Double Science <p>Core – students select one of:</p> <ul style="list-style-type: none"> • History or Geography • French or Spanish <p>Breadth – students choose 1-3 of:</p> <ul style="list-style-type: none"> • Triple (individual) Science • Optional History • Optional Geography • Optional Language* • ICT • Drama • Music • Art • PE • Additional English or Maths <p><i>* French or Spanish timetabled according to Core language uptake</i></p>	<p>Hybrid-route</p> <ul style="list-style-type: none"> • In future years, aspiration is to offer hybrid vocational-academic path offered in partnership with local FE provider • Students would take vocational options – such as engineering – at a local college in lieu of Breadth options • Participation dependent on maintaining a baseline standard in the Core
		<p>Support</p> <ul style="list-style-type: none"> • Optional subjects include Additional English / Maths • All students at KS4+ given a mentor from Russell Group universities and professions • Students maintain a relationship with in-school mentor until after university to provide support

- GFS students will follow a combination of traditional GCSEs and iGCSEs dependent on subject
- The number of GCSEs taken will be personalised to the individual student, but will normally range from six to ten

The Key Stage Four curriculum offers traditional breadth and depth but in a more personalised and flexible model than is usual

Proposed timetable allocation

<ul style="list-style-type: none"> • Total of 70 available periods in the two week timetable (10 days x 7 periods) • 20 periods are devoted to extra-curricular activities, leaving 50 periods for allocation <ul style="list-style-type: none"> • 7 periods for fortnightly Enrichment Day • 9 periods for Daily Enrichment • 4 periods for mandatory PE • Each student therefore has 25 periods of subject-time each week for allocation, allocated as follows 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">English</td> <td style="width: 50%; text-align: center;">Maths</td> </tr> <tr> <td style="text-align: center;">6 periods; 2 GCSEs (English Language and English Literature)</td> <td style="text-align: center;">4 periods; 1 GCSE</td> </tr> </table>	English	Maths	6 periods; 2 GCSEs (English Language and English Literature)	4 periods; 1 GCSE											
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1 GCSE	1 GCSE	1 GCSE	1 GCSE	1 GCSE												

- All students will continue to follow a core enrichment programme of compulsory PE (two hours each week), daily after-school extra-curricular clubs (three hours each week) and fortnightly enrichment days

- Once at scale, GFS will seek to partner with local FE providers to offer hybrid vocational-academic and apprenticeship-academic paths:
 - Students would take a vocational option – such as engineering – at a local college in lieu of all three of their breadth options, giving them six hours a week (a full day) studying at college
 - Participation on the vocational route would be dependent on meeting and maintaining a baseline standard in the Core subjects.

Expected Subject options

- All students will be expected to take GCSEs in English Language and Literature, Mathematics and Double Science, as well as either History or Geography and either French or Spanish. This will enable the overwhelming majority of our students to be able to achieve the English Baccalaureate.
- The timetable will provide students with:
 - Six hours each week studying English (covering both Language and Literature)
 - Four hours each week studying Maths
 - Five hours each week studying Science (working towards the Double Science GCSE)
 - Two hours each week studying each optional subject, including whichever Humanity (History or Geography) and Language (French or Spanish) they select
- In addition to the core programme, our students will take between one and three Optional subjects from the following selection:
 - Triple (individual) Science*
 - Optional History
 - Optional Geography
 - Optional second language**
 - ICT
 - Drama
 - Music
 - Art
 - PE
 - Additional English or Maths***

* Opting to take Triple Science will give students a total of seven hours a week of science, which will enable them to take separate GCSEs in Biology, Chemistry and Physics.

** Depending on uptake of each language

*** Additional English or Maths options will not result in additional qualifications, but will provide additional time for students to focus on their core literacy and numeracy where needed

Support

- Optional subjects include Additional English / Maths for students not making required progress in core Literacy and Numeracy. Our most able teachers will be timetabled to teach these focussed support groups to help our weakest students secure excellent GCSE results.
- Our Student Development Office will oversee a process of assigning all KS4+ students a mentor from Russell Group universities or professions, secured through our Steering Group's and supporters' extensive professional networks.

g. The expected offer for KS5

The Key Stage Five curriculum aims to provide students with a solid preparation for post-school life, as well as secure great A-Levels. As with Key Stage Four, this proposal goes into less depth in this area than it does in Key Stage Three, as it is expected to develop in line with staff expertise and student demand.

Key Stage 5 overview

- We will offer Year 12 places from the third year of operation
- We envisage the majority of our students staying with us for the sixth form, meaning that external places will be fewer from year 6 of operation (2017)
- Students will normally study for four AS Levels in addition to the compulsory PE and Enrichment programme, before continuing to an appropriate number of A2s
- A core focus of the KS5 programme will be on preparing students for university and / or the workplace beyond the limited constraints of the core curriculum
- As per the recommendations of the Wolf Review, which the Government has just accepted, we will ensure that all students who do not achieve a C grade in English and maths continue to study that subject in Key Stage 5 to achieve these qualifications

Expected Subject options

- Within timetabling constraints (and minimum set sizes) we will endeavour to offer A Level students a free choice of A Levels
- Anticipated A-Level options include all subjects offered at GCSE dependent on staff specialities
- Students will be able to participate in the Extended Project Qualification, with a supporting member of staff and a university mentor with expertise in their chosen topic area

The Key Stage Five curriculum aims to provide students with a solid preparation for post-school life, as well as secure great A-Levels

Proposed timetable allocation	Subject assumptions
<ul style="list-style-type: none"> • Total of 70 available periods in the two week timetable (10 days x 7 periods) • 20 periods are devoted to extra-curricular activities, leaving 50 periods for allocation <ul style="list-style-type: none"> • 7 periods for fortnightly Enrichment Day • 9 periods for Daily Enrichment • 4 periods for mandatory PE • Each student therefore has 25 periods of subject-time each week for allocation, allocated as follows: <ul style="list-style-type: none"> • 5 periods per subject studied (4 subjects) • 5 Independent Study periods 	<ul style="list-style-type: none"> • Students at KS5 are taught in sets of 15, requiring 5 classes per year group of 75 to be taught simultaneously • With each student taking four subjects, GFS needs to provide 5x4 sets each week, enabling up to 20 sets, which have been modelled as follows: <ul style="list-style-type: none"> • Maths: 3 sets • English: 2 sets • History: 2 sets • Geography: 2 sets • Biology: 1 set • Chemistry: 1 set • Physics: 1 set • Citizenship: 1 set • IT: 1 set • French: 1 set • Spanish: 1 set • Art: 1 set • Critical Thinking: 1 set • Philosophy: 1 set • Politics: 1 set • Total: 20 sets

Post-school options

- We will focus heavily on careers education and guidance, including providing preparation for university applications, aptitude tests and interviews. Our KS5 Form Tutors will be selected for their ability to mentor and guide our students through the UCAS process and offer 'in-house' careers guidance and mentoring.
- Students will maintain a relationship with their in-school mentor (Form Tutor) until after they have left university to provide ongoing advice, guidance and support – and for the school to maintain a network of former students who themselves can offer advice and guidance to younger students.

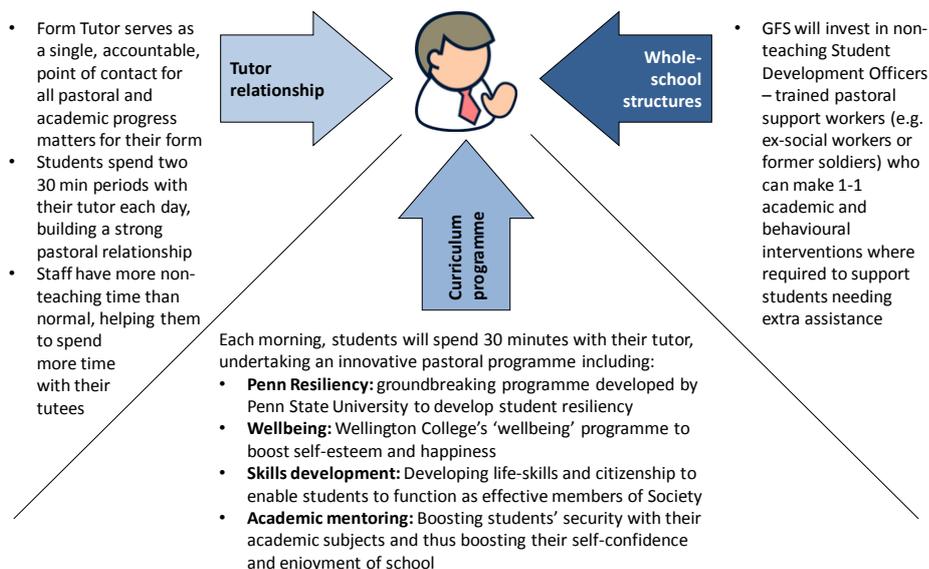
Support

- Sixth Form 'Form Tutors' will serve as an in-school mentor to each sixth-former, and will keep track of their academic and pastoral progress, holding the 'single view' of each student.
- The Enrichment programme will support academic study as well as the specific curriculum, e.g. using Enrichment Days for progress-reviews with subject teachers, as well as study skills and guidance

h. The Pastoral Curriculum

GFS will develop a strong system of pastoral support to support students' learning, and social and emotional development, and to enable them to enjoy school.

GFS will develop a strong system of pastoral support to support students' learning and enable them to enjoy school



The Form Tutor

- Form Tutor serves as a single, accountable, point of contact for all pastoral and academic progress matters for their form
- Students spend two 30 minute periods with their tutor each day, building a strong pastoral relationship
- Staff have more non-teaching time than normal, helping them to spend more time with their tutees

Specific Tutor Programme

Each morning, students will spend 30 minutes with their tutor, undertaking an innovative pastoral programme based on:

- **Penn Resiliency:** groundbreaking programme developed by Martin Seligman and Pennsylvania State University to develop student resiliency
- **Wellbeing:** The University of Cambridge's wellbeing programme to boost self-esteem and happiness
- **Skills development:** Developing life-skills and citizenship to enable students to function as effective members of Society
- **Academic mentoring:** Boosting students' security with their academic subjects and thus boosting their self-confidence and enjoyment of school

Student Development Office

GFS will invest in staffing a Student Development Office (SDO) that will be at the heart of our pastoral student support and community engagement. It will consist of three non-teaching Student Development Officers and the Heads of Key Stage, overseen by the Assistant Headteachers in charge of KS4 and KS5

- **Student Development Officers:** will be trained pastoral support workers (e.g. trained social workers, former servicemen or women, policemen, child psychologists, etc.) who will be able to make 1-1 academic and behavioural interventions where required to support students needing extra assistance. They will monitor and maintain the centralised disciplinary system, running detentions and reward systems on behalf of teachers, and will monitor data to diagnose academic issues and patterns emerging across subjects. One SDO will focus on behavioural issues in KS3 and KS4; one will focus on academic issues in KS3 and KS4 and one will focus on supporting KS5. It is, of course, anticipated that there will be significant overlap between these areas.
- **Heads of Key Stage:** We have invested in providing our Heads of Key Stage with three additional free periods each week (from Y3: 1 in Y1, 2 in Y2) to enable them to make interventions, visit classes, and oversee the pastoral and academic welfare of their Key Stages. Our small size means that our Head of KS3 will have 225 students to oversee and our Head of KS4 will have just 150, further enabling them to invest more time in each student.
- **Assistant Headteachers:** will be given a 50% teaching timetable to provide them with plenty of time to take a strategic overview of their areas of responsibility and provide visible and effective leadership to students and staff.

i. Catering for students of all abilities

The principles underpinning our SEN policy are:

- Every student has the right to a broad, balanced and relevant education
- We welcome diversity and will seek to help each student reach his or her full potential
- We will aim to teach as many SEN students in a mainstream classroom setting as possible, enabling staff to cater for them in situ
- We will be proactive in making interventions where necessary, differentiating composition and delivery of the curriculum as necessary to support the individual student's needs in a *strategic* fashion
- Targeted interventions are preferable to blanket ones

In accordance with the DfES Code of Practice 2002, we take the term 'Special Educational Needs' as referring to the needs of students who do not make the expected progress relative to their potential, in the usual, differentiated curriculum. Students with physical, emotional, behavioural, communication or learning disabilities are all included within this definition.

Students with Special Educational Needs

Anticipating that we will receive a significant proportion of students with Special Educational Needs, we have invested in the infrastructure to support them effectively. This includes:

- **SENCo.** At steady state, our SENCo will be one of our three Assistant Headteachers, to reflect the importance we place on supporting our SEN students. The SENCo will therefore have a 50% timetable, with very significant capacity to be taking both tactical (inspecting classroom provision, dealing with SEN students directly) and strategic (planning SEN provision, liaising with external support and agencies) actions to support our SEN students. This Assistant Headteacher will also oversee the delivery of our support to other non-mainstream students, such as students with physical, emotional, behavioural, communication or learning disabilities – or those who are gifted or talented. The SENCo will:
 - co-ordinate provision for students with special educational needs
 - liaise with staff, students and parents over special educational needs issues, working closely with Heads of Key Stage and Heads of Department
 - advise staff on appropriate strategies to be used with individual pupils
 - oversee the Student Development Office in maintaining records of a student's needs and the special educational needs provision made, and in conjunction with the Heads of Key Stage, monitor progress
 - work with staff, students and parents to formulate, review and implement a student's support, recommended teaching strategies, Individual Educational Plan or Provision Map
 - liaise with external agencies
 - monitor the provision made for students with special educational needs
 - liaise with the examinations officer regarding students who require exam access arrangements
 - act as line manager to the Specialist Teacher, oversee and direct the support offered
 - ensure statutory duties are met such as Connexions interviews and reviews of statements
 - report to the senior leadership team on matters relating to special educational needs and make recommendations about training needs
 - overview staff co-ordination of the implementation of the special educational needs policy
 - report to the appropriate governors' committee on special educational needs issues
 - work with the Student Development Office to use the school's data management system to proactively diagnose problem-areas and track progress of the students on the SEN register

The SENCo will be accountable to the Headteacher for the delivery of effective support.

- **Specialist Teacher.** We have invested in employing (from Y5, when our scale enables it from a budgetary perspective) a Specialist Teacher to deliver specific targeted support for our SEN students. This teacher will provide some of the focussed nurture groups (with other subject teachers providing other groups – e.g. Booster Maths or Booster English – where appropriate). The Specialist Teacher will also lead on the diagnosis of SEN issues and developing strategies to help

mainstream teaching staff deliver appropriately targeted lessons. This could include observing teaching and learning to offer feedback and guidance. The Specialist Teacher will be accountable to the SENCo for:

- delivering targeted and appropriate provision for students with special educational needs
 - advising departments on curriculum design and delivery issues to ensure they are accessible to SEN students, and on appropriate modifications that could be made
 - advising teaching staff on appropriate strategies to be used with individual pupils
 - helping develop and review individual students' support, recommended teaching strategies, Individual Educational Plan or Provision Map
 - maintaining an overview of best-practice strategies for engaging and accommodating SEN students and training staff in these practices
- **Subject teachers.** At the heart of our provision for our SEN students is equipping our subject teachers to effectively cater for the SEN students in their classes. Our investment in a 60% timetable is designed to give staff more time for planning and assessment, enabling them to differentiate their lessons more effectively. Similarly, this additional time can be used to provide extra support and assistance at lunchtimes, during supervised homework time, or – if necessary – during Enrichment time, to enable our SEN students to access the core curriculum as fully as possible. Our approach will be to try to integrate our SEN students with mainstream classes and cater for them in situ wherever possible.
 - **Student Development Officers** will assist subject teachers and the SENCo in providing monitoring and support to SEN students alongside all other students
 - **Teaching Fellows.** We are investing in three Learning Support Assistants (LSAs) whom we are calling 'Teaching Fellows'. We anticipate these will be graduates who are prospective student teachers wanting to obtain experience before teaching, or experienced classroom support workers. Where possible, we plan to use our Teaching Fellows to support students in focussed support groups outside the classroom, rather than accompanying students into the classroom and sitting alongside them, which research suggests often hampers progress by creating a culture of dependency in the student being supported. However, where a particular SEN dictates, LSAs will be able to support students in class. It should further be noted that additional LSAs will be employed through specific Statemented funding where students have a specific Statemented need to be accompanied in the classroom.

We have deliberately chosen to invest our Pupil Premium and SEN funding in additional teaching capacity rather than employing large numbers of LSAs, as we believe (and research indicates – c.f. the KIPP model) that investment in enabling high quality teaching returns more value to students than employing large numbers of LSAs.

GFS will be designed to effectively cater for students with additional needs

Special Educational Needs

We will support pupils with SEN in a staged approach

Level 1: in class support

- Majority of SEN students will be supported in class with differentiated provision and class teacher support

Referral by teachers to SDO or SENCo

Level 2: School Action

- Development of an IEP with specific targets; student supported by SDO and Form Tutor with closer monitoring and periodic SDO reviews of progress against expectations

Assessment by Specialist Teacher

Level 3: School Action Plus

- Further, more targeted support provided, e.g. LSA and SDO support, timetable alterations or booster-classes

External assessment and support

Level 4: Statement Referral

- More targeted support with more in-depth monitoring and specific funding allocated, e.g. for a dedicated LSA

How GFS is well-positioned to deliver this support

- Investment in 60% timetable provides more time for support, differentiated planning and monitoring
- Investment in small classes enables targeted support
- Flexible timetable enables more support, e.g. through booster classes
- Additional supervised time enables more support, e.g. with homework completed in school
- Small tutor groups and time investment in pastoral system provides more scope for Tutor support
- SDO structured to monitor and intervene with specific issues, and diagnose patterns across subjects
- SENCo provided with three additional free periods and able to use school's data management system to proactively diagnose problem-areas and track progress of the students on the SEN register
- 'Teaching Fellows' used to support students in class and run small nurture groups
 - Deliberate investment in teaching capacity over support staff capacity
- Readiness to work with external partners

The school will follow the special educational needs Code of Practice 2002 in using a graduated approach to meet the special educational needs of students.

Admissions

Students with special educational needs will be admitted to the school in a similar manner to other students, on the basis of meeting admissions criteria. Liaison visits to feeder schools will help identify individual needs and a graduated approach. The school admission form will also encourage parents to pass relevant information to the SENCo prior to their child's entry to the school, and the SENCo will record their names on the special educational needs list at 'Information', 'School Action', 'Action Plus' or 'Statement' level.

The differentiated curriculum

We recognise that a differentiated curriculum is necessary in order to accommodate the diverse learning needs and styles of students, and that this is the responsibility of all staff. Subject teachers can raise concerns about a student's lack of progress with the SENCO directly or via their Head of Department / Head of Key Stage.

Additional supervised time at the beginning and end of the day, including supervised homework time gives SEN (and other) students more supported time to attempt homework and independent learning tasks than in a mainstream school (where they have no additional support with their homework)

Flexible timetabling provides – for every year group – support classes where any student finding the standard timetable challenging to access can be supported in a smaller, more focussed group, staffed by some of our most capable teachers

Differentiated KS4 provision tailors the number of GCSEs to the needs of the individual student, so that a student less able to access the curriculum would follow fewer exam-based courses, and have more support lessons timetabled in order to help them succeed in the exam classes.

Regular assessments will be used to monitor every student's progress (as detailed in Section 4 of this application) and thereby identify his or her needs. The school will develop both subject and whole school assessment policies and expect teachers to make regular assessments including: baseline assessments in Maths and English (spelling and reading ages) in Year 7; class assessments; termly profile grades; and school exams. These will be recorded by the teacher and school data systems year on year, thereby enabling progress to be monitored and further action to be taken.

Our merit and reward systems, and the strong pastoral support we give, will help motivate pupils and build self-esteem.

School Action

If concerns about a student's lack of progress in the differentiated curriculum are raised, additional support may be provided, co-ordinated by the SENCo, and the student's name will be added to the school's special educational needs list. Following consultation with the student, his or her parents and staff, support will be agreed, identifying strengths, weaknesses and key strategies to support learning. This will be circulated to relevant staff, who will be guided in the use of appropriate teaching strategies for each pupil. Opportunities for annual review are built into the support. The SENCO and Specialist Teacher will work with individuals during school time, when students can be withdrawn from lessons on a rota basis or seen during non-teaching time. Provision will be made for exam access arrangements.

School Action Plus

When evidence suggests a student is still not making progress despite School Action support, he or she will be placed at School Action Plus, after consultation with the student, parents and staff. The school will use the Educational Welfare Service, Educational Psychologist, Specialist Teacher and specialist medical personnel as necessary to offer expertise and advice on alternative arrangements.

An Individual Educational Plan or teaching strategies with revised targets and strategies will be developed. Some students will be placed directly at School Action Plus when the school is aware of the involvement of external agencies.

Statemented students

When evidence suggests a student is still not making progress despite being at School Action Plus and the student meets the criteria for a Statement of Special Education Needs, the school will apply for a statement after consultation with the student, parents and staff. The school will use external agencies and in school support, and an updated Individual Education Plan, with revised targets and strategies, will be drawn up.

The student will receive support as directed by the Statement and the Individual Education Plan and this support will be reviewed each term, with an annual review as directed by the Statement. Appropriate training and communication will be offered to teaching staff. The school will also admit students to the school who already have statements and will make appropriate arrangements for their support.

Partnerships

The school will make use of external partners to support SEN students effectively, including:

- Visiting feeder schools to seek information about the special needs of a student, prior to his or her arrival at the school, to help facilitate a smooth transition
- Involving support agencies as necessary: in particular the Educational Welfare Service, Educational Psychologist and Specialist Teaching Service
- In the case of students with behavioural difficulties, working with the local Pupil Referral Unit to develop strategies and seek advice
- Referring pupils with a Statement to the Connexions service for careers advice from Year 9 onwards
- Seeking staff training from specialist agencies when possible.

Students with English as an Additional Language (EAL), with social, emotional, behavioural difficulties (BESD) or from deprived backgrounds

Provision for Students with other specific needs will follow a similar pattern to our support for SEN students, as detailed above. Key points include:

- Early diagnosis and development of programmes of support and action plans, coordinated by the AHT (SENCo), Heads of Key Stage and SDO.
- In-class support provided by the subject teacher (with smaller class sizes to facilitate this) and, where necessary, from our LSAs – although we will work on a presumption against this support unless strictly necessary
- Provision of a differentiated curriculum, including withdrawing students from aspects of the Breadth curriculum where appropriate to help focus on Core subjects, e.g. a recent EAL arrival to the UK may replace art with our nurture Additional English classes, led by our Specialist Teacher as outlined above
- Provision of additional ‘nurture’ groups built into the timetable – e.g. Additional English and Additional Maths – as well as timetable flexibility to enable further support classes to be scheduled as our cohort necessitates
- Scope to utilise the full range of Differentiation, Student Action, Student Action Plus and Statement mechanisms detailed above
- Support from the Student Development Officers to track and oversee progress made by our EAL, BESD and other students
- For EAL students, working with the local community to support heritage languages alongside English in order to enable students to progress their higher-order thinking skills (in their own first language) whilst they learn English. We intend to invite volunteer bi-lingual parents to help lead multi-lingual aspects of our enrichment programme.

Stretch and Challenge: catering for Gifted and Talented students

The Greenwich Free School is committed to excellence, and to ensuring that students achieve their absolute best. We will set ourselves high targets in terms of A*-C pass rates and the English Baccalaureate, recognising these as vital to future education and employment. However, the experience of many of our Committee at high performing universities including Oxford and Cambridge (many after attending state comprehensives) means we are uniquely placed to recognise the crucial difference between an A and an A* grade, and what students need to do to get into the top universities, and secure careers in prestigious and respected professions.

We will hire teachers with a proven track record of helping students attain excellent results, and a clear ability to stretch and challenge the brightest and most able in the classroom. Like the top private schools, we will not fast track bright students for early entry: while many of these students are capable of passing exams early, the evidence shows that this increases the likelihood of them achieving a grade B or A instead of an A*.

We will provide the following support in order to stretch and challenge our pupils, so that they exceed even their own expectations:

- Trips to top universities from year 7 onwards, so that students are aiming high from day one
- Enrichment activities that encourage deeper exploration of academic subjects to support GCSEs and A-levels, including, for example:
 - Debating society with entry into London-wide and national competitions
 - Enterprise society, encouraging initiative and entrepreneurship
 - A literary society, encouraging deeper and broader understanding of literature to support English
- Opportunities for KS5 students to complete an individual extended project, developing their independent learning skills and giving depth and breadth to a particular area of study linked to their chosen university or career
- Opportunities for our KS3 students to participate in the GFS miniBacc, which will give all students an opportunity to engage at an appropriate level – giving our Gifted or Talented students a framework and platform to stretch their abilities
- A focus on helping students understand *how* they learn and on *independent learning* activities as part of the core curriculum, enabling Gifted or Talented students to stretch beyond the confines of the core curriculum
- Small class sizes and tutor groups, enabling teachers to devote more time to mentoring and encouraging students who are keen to take on extra study or stretch themselves beyond the core curriculum
- Highly qualified people to lead extra-curricular activities, as well as teach in classrooms, so that students can compete and win at a national level (for example, we will employ world class University debaters to coach our debating society, leading academics to develop our Model UN team, and Masters and PhD students to support students' individual extended projects)
- Interview preparation and support from Oxbridge Admissions tutors

The Greenwich Free School will ensure our high achievers get into an excellent university of their choice, but our support will not stop there. In our Supporters Group we

have an exceptionally wide range of experience in different companies and employment sectors, and we want to use this social capital to benefit our students:

- Our enrichment days and smaller class and year group size will enable us to organise trips to inspire students about possible future careers in the arts, sciences, media, law, business and academia
- Our students will complete Work Experience in year 10, but we will make use of our extensive links to ensure these placements are valuable and in prestigious firms and employment sectors
- Our sixth form students will be encouraged to do work placements during the holidays in the profession of their choice. We will train our students in how to make sure their skills are developed in these placements, and in how to network and take advantage of the contacts that they will make. We will seek financial support from trusts and social entrepreneurs to ensure that financial circumstances and the need to find paid work during the holidays do not prevent students from taking full advantage of these opportunities
- We will ensure that each student who leaves us has a link with a Student Development Officer in the school, who will keep in touch and continue to support them through University with advice and links to the profession of their choice

4iii Organisation of Pupils

At KS3 and KS4, we have invested in organising pupils into forms (which we will call 'teams') of 25. They will also be part of a year group, and a house system, so that they are encouraged to mix with students outside of their class and age group.

In Y7, students will be taught all their lessons in their form group. In Y8 and Y9, students will be taught in their form group for all lessons apart from the 'Traditional Core' lessons, where they will be placed into ability sets, as outlined in our curriculum design above.

Our rationale is that ability setting allows the school to focus teaching expertise and resources on attempting to ensure that the bottom sets 'catch up' with the top sets by providing them with extra support and development opportunities. However, recognising the potential self-esteem, labelling and segregation hazards of ability-setting, we intend to alter the setting model followed by most schools by: setting aspirations high for all children ("every set is a top set" in terms of the desired outcomes for the students – we just want to take different routes to achieve those outcomes), placing significant emphasis on the development of a 'growth' mindset, and making setting decisions in a staff-conference of all teaching staff of that subject. In breadth subjects, students will be taught in mixed ability groups to ensure that the timetable does not create *de-facto* streams of different abilities being socially isolated from one another.

In Y10 and Y11, students will be taught in subject option sets, determined by the Options Subjects they choose, as outlined in the KS4 curriculum above. The numbers in these sets will vary by subject, but will never normally be more than 25.

At KS5, students will be organised into forms of 15 and taught in subject option sets that will normally be of around 15 students.

Our rationale in investing in smaller class sizes derives from our core principle of investing funding in the front-line – where it will have the greatest impact for students. We believe that *given the same teacher*, investing in smaller class sizes enables:

- More individual in-class attention for each student
- Better classroom management
- A lighter marking workload for staff – enabling better quality feedback and AfL
- A more collegiate, personal atmosphere in class where teachers know all students as individuals

Students will be allocated to forms by the Head of Key Stage Three, who also serves as the primary Transition link. He or she will allocate students based on their social needs and taking into consideration the personalities of the Y7 tutor team. This will be facilitated with a Primary School or Home visit by a member of the Y7 tutor team or Head of Key Stage Three to every one of our Y7 students before they join us. This visit will be used to make an assessment of which form group would best help a student thrive.

All form groups will be mixed ability. Y8 and Y9 ability sets for ‘Traditional Core’ subjects will be determined by Heads of Faculty based on student performance in Y7. These setting decisions will follow a staff-conference of all teaching staff of that subject where each student is appraised in the round, considering academic performance alongside other contextual factors (such as a student’s learning style, mindset and social relationships with peers) to ensure the different trajectories of the sets most appropriately cater for the students within them.

In breadth subjects, students will continue to be taught in their mixed ability form groups to ensure that the timetable does not create *de-facto* streams.

We will also institute a house system, with three houses after which each of the form groups in each year group will be named. Thus there will be a 7 [House 1], 8 [House 1] and so on.

The names of the Houses will be chosen by the students once we are open to encourage engagement with the system, and the Houses will be promoted through Form Tutors as a way to encourage vertical integration of students.

Houses will also provide important leadership opportunities for Sixth Form students to manage the House System from Year Three.

4iv. Pupil development and achievement

Our procedures for developing students’ knowledge, skills and abilities fall into the above section on curriculum organisation. This section will therefore cover our tracking and performance management systems, explaining how we will define, measure and hold people accountable for the success of the whole school and individual pupils. The section is divided as follows:

- a. *Defining and measuring success*
- b. *Data, metrics and measurements*
- c. *Accountabilities for using assessment to better enable student development and achievement*
- d. *Student support*
- e. *Student engagement*
- f. *Staff Development and Performance Management*

a. *Defining and measuring success*

At a strategic level, we will define our success by our performance against the objectives outlined in the Vision section of this application. These objectives, and the metric we will use to measure each one, are listed below:

Student outcome	Metric
Excited by – and happy at – school	<ul style="list-style-type: none"> - No persistently absent students - An unauthorised absence rate of less than [1]%*
Committed to doing the best they can	<ul style="list-style-type: none"> - Low levels of academic indiscipline and minimal escalation of sanctions* - High levels of participation in voluntary extra-curricular activities and enrichment activities*
Skilled enough to make a valuable contribution to society and the economy	<ul style="list-style-type: none"> - [80%] of students achieving the English baccalaureate* - Every student holding a University place or in Full Time employment or training by the end of the calendar year they leave school
Knowledgeable about key subjects	
Reflective about their learning by understanding how they learn	All KS3 students passing the Greenwich Free School MiniBacc and completing annual learning journals
Aware of their community and willing to play a constructive role in it	Every student participating in at least one community activity each academic year

* *Precise metrics to be agreed by the Governing Body in consultation with the Headteacher*

The true measure of our success, however, will be whether each student is achieving his or her potential. This will likely be measured through some combination of all the metrics and objectives outlined above.

We will further validate the success of the school through *external* evaluations. Here, our goals are:

- To achieve an Ofsted ‘Outstanding’ rating for ‘Overall Effectiveness’ within five years of opening, with the ‘Quality of Teaching,’ ‘Leadership and management of teaching and learning’, and ‘Pupils’ achievement and the extent to which they enjoy their learning’ all also graded ‘Outstanding’
- To be oversubscribed by prospective pupils within 2 years of opening
- To attain the highest overall progress or value added rating in Greenwich within five years of opening (the time it will take for a cohort to take GCSE exams) – measured through an indicator which could include DfE individual pupil progress data, Fischer Family Trust data, or other

We will monitor whether we are on track for success as defined here through a range of activities. We will collect robust data in our Student Management System, and analyse that frequently (half termly) and build that data into staff performance management alongside a range of other indicators, as set out later in the form. We will supplement this ‘hard’ information on overall progress with ‘soft’ assessments from the headteacher and the senior leadership team to analyse specific strengths and areas for developments in particular departments or year groups. We will also expect the headteacher to report to governors on a termly basis with a dashboard of key performance indicators noting the progress or otherwise towards our aims for success.

If this intelligence suggests that the school as a whole or particular departments or year groups are not on track, then the primary point of responsibility will be the heads of department, supported by the pastoral system within the school and overseen by the Deputy Head. The Head will take ultimate responsibility for resolving this within the school in the first instance, and will be held accountable to Governors as part of the termly assessment of overall progress.

If the issues are not resolved within a term, then the head will be asked to submit a formal strategy to the governors outlining how he intends to address the situation. As part of this, it is possible that the frequency of monitoring key data and intelligence to governors will be increased. If persistent weaknesses are still apparent after a period of time to implement the strategy, and the governors judge that there is no clear trajectory for improvement, then the governors and the head may consider additional measures which may include some form of external evaluation of the school, support from an external organisation such as Future Leaders or some form of partnership working with a National or Local Leader of Education. Ultimately, if performance against a range of indicators continues to be below target with no clear trajectory for improvement, then the governors would expect to consider the position of the headteacher.

b. Data, metrics and measurement

We have placed at the centre of our proposition a rigorously evidence-led approach that intends to:

- Collate a data-rich picture of student performance, progress and behaviour
- Analyse these data rigorously to draw trends, patterns and diagnose issues

- Utilise these data to underpin our quality assurance mechanisms described above
- Enable teachers to make use of these data to inform their teaching
- Enable parents and students to access relevant parts of these data to understand their performance and how to improve it

All our assessment practices (with the exception of external exams and school leaver reports) will constitute assessment *for* learning. This refers to activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. This will underpin in-class assessment, homework, summative assessments, profile reports, written reports and parents evenings and reflection activities – in school and at home.

Specifically, our assessment and data tracking systems will include:

- School-wide termly profile grades for every student, recording both attainment and commitment, entered into the Student Management System by teaching staff using a commonly understood and standardised set of criteria. These profile grades will be used by the Student Development Office and Heads of Key Stage to diagnose academic issues, and will be shared with students and parents
- Departmental subject-specific internal assessment, and central school-assessment data, uploaded by staff following a regular pattern of standardised assessments
 - *e.g. History may decide to set a half-termly assessment point, which may consist of a timed sources paper one half-term and a long-form essay to be completed independently the following half-term. These would be graded by subject teachers and uploaded centrally. These data would not enable comparison between subjects because of the differing nature of the assessments, but would provide useful information as to the position of a student relative to his or her cohort*
- Pupil lesson-by-lesson attendance and incident data
- Reward and sanction data
- External results such as CAT testing, initial GL Assessment data, external module results (at KS4-5)
- Internally developed indicators to monitor the development of student Learning Skills and their Wellbeing, which may include:
 - Student appraisals of their own learning and Wellbeing (completed electronically) and progress against Learning Skills
 - Senior staff qualitative assessments and lesson observation grades, including specific descriptors targeting Learning Skills and Student Wellbeing

Our Student Development Office will work in conjunction with our IT and Network Manager, who will also act as a Specialist Data Analyst to train and support the Heads of Key Stage and Student Development Officers. They will run analysis on this data picture to diagnose trends and issues, alert teaching staff to potential or existing issues, develop intervention strategies and – where necessary – implement those strategies.

Additional monitoring and assessment mechanisms will include:

- One full written report for students each year, issued at different times to spread the staff workload and provide reports at the most helpful time (e.g. providing Y9 reports in the spring term ahead of GCSE subject choices, and Y12 reports at Christmas to report on the transition to the new way of working at KS5 whilst there is still plenty of time to make changes)
- One parents' consultation evening each year, which will be attended by both parents and students, providing an opportunity to discuss pupil development and achievement
- Weekly checks by parents and Form Tutors of students' homework planners, in which they will record all independent learning tasks

Data will be collected in our Student Management System, a SIMS-type school database system that every staff member will be able to access. We will train staff thoroughly in how to use the Management System effectively to derive insights into their pupils' performance and progress. This single-view of pupil progress will provide a comprehensive:

- Registration and attendance tracking system
- Timetable and pupil information system
- Reward and sanction logging system
- Academic results system
- Reporting and assessment system, including an output interface to enable students and parents to access reports, profiles and a summary of rewards and sanctions

We anticipate that the Student Management System will enable automated KPI (Key Performance Indicator) dashboards, summarising and automatically updating the main performance indicators that need monitoring, as well as performance metrics tailored to staff to help them identify possible interventions and areas for improvement.

- *E.g. Heads of Department being given a summary 'dashboard' (summary of the main indicators that need to be monitored in one 'at a glance' location) to show them which classes are under- and over-performing. This will inform staff development and best-practice discussions*
- *E.g. Subject teachers being given a per-class 'dashboard' to show patterns of student attainment, including comparators with similar subjects to identify inconsistencies and problems*

The reliability of the data collected will be assured in a number of ways:

- We will adopt a rigorous staff training regimen and centrally agreed criteria for awarding each grade on the profiles reporting system to ensure staff are operating to consistent guidelines
- At KS4-5, internal examination grades will be based on exam board marking specifications. At KS3, there will be clear mark schemes developed for departmental examinations that feed into the commonly agreed reporting system grade framework.

- Form Tutors will review all academic performance data for their form and be responsible for flagging any inconsistencies to Heads of Key Stage or the Head of Assessment (e.g. they notice that their entire class has been awarded exactly the same termly profile grade in Spanish, so query the validity of the grades)
- Heads of Department will monitor and review all assessment data generated by teachers in their department to ensure consistency. At regular departmental meetings, they will standardise marking approaches and moderate samples of work – including for internal examinations – to ensure grades are based on a common understanding of expected standards. Heads of Department will be expected to challenge and query anomalous data entries, e.g. one class significantly outperforming all others, to ensure that there is a coherent fact-base to underpin the assessments.
- The Head of Assessment will be accountable to the Deputy Headteacher (Learning and Teaching) for developing, evaluating and administrating all central assessment methodologies, including working as a ‘Subject Matter Expert’ with departments to ensure that individual departmental assessment processes – and the results obtained – are consistent with the overall GFS approach.

Overall, we believe that this is a compelling, albeit time-consuming, methodology to provide robust quality assurance of the reliability of our data. An enhanced focus on high-quality assessment is one of the additional expectations we are placing on our staff in return for their reduced teaching load (60% timetable).

c. Accountabilities for using assessment to better enable student development and achievement

The crux of our approach to pupil achievement is utilising our assessment data to inform teaching and learning in a clear feedback loop. We anticipate this working in line with the following accountabilities:

Role	Accountability
Subject Teacher	<p>Uses assessment data to inform future practice and to improve learning by tailoring lesson content to the specific needs of students, by taking into account current achievement and understanding</p> <p>Uses assessment data to help students understand their own strengths and development needs as learners. This will involve taking a balanced approach of giving students grades (so they have a clear framework by which they can measure their performance) as well as comment-only marking (to ensure that students do not become fixated on outcome rather than how to improve)</p> <p>Uses assessment data to evaluate own performance and reflect on pedagogy and delivery of material to constantly refine and develop practice</p>
Head of Department	Uses assessment data to review and evaluate schemes of work and departmental pedagogical approaches to better tailor these

	<p>to the needs of students</p> <p>Uses assessment data to review performance of staff and identify opportunities for further support and CPD, in line with our staff monitoring and management approach detailed below</p>
Form Tutor	<p>Uses data to review student progress across subjects and identify trends and patterns that may require further support</p> <p>Uses data to develop specific strategies for individual students (e.g. a requirement to be seated in a particular place in the classroom) and disseminates these to subject teachers</p> <p>Uses data to identify and flag concerns to specialist colleagues, including Heads of Key Stage, Student Development Office and SENCo</p>
Student Development Office	<p>Uses data to review student progress comparatively across subjects and identify trends and patterns that may require further support</p> <p>Uses data to monitor specifically flagged students intensively</p> <p>Uses data to monitor progress, attainment and achievement of cohorts and generate statistical analyses for senior staff (e.g. comparative numbers of sanctions issued across classes)</p>
Head of Key Stage	<p>Uses assessment data to review student progress comparatively across subjects and identify trends and patterns that may require further support</p>
Deputy Headteacher (Learning and Teaching)	<p>Uses assessment data to quality assure support system in place across the school and identify strategic areas of strength and weakness to help develop the school's systems to develop and enhance pupil performance and achievement</p> <p>Uses assessment data to performance manage and hold Heads of Department to account for the performance of their departments and their staff</p>

d. Student support

As outlined elsewhere in this document, pupil development and achievement will be underpinned by the student support model in which we are investing, including:

- Additional **Form Tutor** time, and smaller class sizes to enable a more personal relationship to develop and provide more time for the Form Tutor to act as academic mentor to their students

- Delivery of the **Penn Resiliency Programme**, in line with Wellington College, to enhance students' Wellbeing and enable them to further develop in their subjects
- Provision of the **Student Development Office**, which will provide students with more intensive monitoring, support and intervention where necessary
- **Teaching Fellows** (Learning Support Assistants) to help students who require more personalised support to develop and achieve

e. Student engagement

At the heart of our vision is a clear programme to enable student development and achievement through engaging our students with school and with their learning. We recognise that committed students, willing to persevere and commit to their studies are the ones most likely to develop and make good progress. Specific strategies we will use to engage students include:

- Investing in recruiting, developing and managing outstanding staff to provide exciting and enjoyable lessons in which students *want* to persevere, develop and achieve
- Investing in and prioritising pastoral support and the development of strong staff-student relationships to ensure students feel confident and comfortable in a supportive environment where they are able to take risks and make progress
- Exciting our students about school and learning through a flexible and challenging curriculum they enjoy, supported by a wide range of extra-curricular opportunities and trips which will engage them with learning through activities they select and about which they are passionate
- Offering an extended school day to provide students with the time to really develop their expertise in a structured and supportive environment and to help them overcome the barriers to their confidence and self-esteem that might otherwise slow their development
- Helping students develop an understanding of why and how they are learning to focus them on the end-goal. We should be able to answer the question "What's the point of school?" in a sufficiently compelling manner to *convince* students to persevere and invest in trying to develop and achieve

We think our enrichment curriculum, outlined above, will be a particularly powerful tool in engaging students with their learning and enabling them to make progress at school.

f. Staff Development and Performance Management

In addition to tracking pupil progress data to validate our performance, the GFS will invest in recruiting, developing and performance-managing outstanding staff – a key enabler of student outcomes. Research by [REDACTED] has shown that it matters much less which school a child attends than which classrooms they are in at that school³. To

3 For example, in "*Teacher quality: why it matters, and how to get more of it*" – paper presented at the Spectator Schools Conference 2010

ensure that we provide as many 'outstanding' lessons as possible, our staff development plan will lead our teachers' continuing professional development as outstanding practitioners, while our strict performance management will measure and hold people accountable for the success of individual pupils, and indeed the whole school. This is set out under the following subheadings:

- *Aim: Success breeds success*
- *Core Principles*
- *Recruitment*
- *Investing in Timetabling*
- *Continuing Professional Development*
- *Performance Management*

Aim: Success breeds success

Every school knows which teachers are outstanding, and all outstanding teachers are constantly seeking to improve. Our students deserve to be taught solely by outstanding teachers.

We will hire exceptional teachers and leaders, and provide them with an on-going and transparent support, development and appraisal system that will help them improve further. This system will increase teaching quality in our school, whilst also valuing the personal and professional commitment made by our staff.

This will also attract more great teachers excited about working in a high-performing environment.

Core Principles

- Outstanding teachers are the key to the success of our pupils. As such, we will be committed to recruiting, training and developing staff that are committed to learning and developing.
- We will demand high standards, but invest in providing staff with the time to deliver them. Our financial model is based on employing fewer non-teaching adults than a typical maintained school, and investing these savings in employing more high quality teachers, and giving them a reduced timetable.
- Performance management is intrinsically linked to professional development, and is an on-going process. Appraisals of staff performance will be linked into CPD plans.
- Performance management will be formal and informal It will encompass the full range of contributions, behaviours and responsibilities that staff have towards each other and students.
- We will reward hard work and success in a meritocratic and transparent pay system.

Continuing Professional Development

We believe that the best teachers are those who want to keep learning and improving, and that the best schools are those that show a genuine commitment to professional development. We want to build a school where classroom practice is based on the most recent developments in educational research and theory.

However we also recognise that teachers are exceptionally busy and that professional development can get squeezed out as teachers prioritise student development.

Our timetable therefore includes time every week for staff development. Students will not have enrichment on a Monday, leaving the time from 4.30-5.30pm for staff development (and ensuring teachers have access to this development at the beginning of the week, when they will be at their most fresh and receptive).

This will include:

- Once a month this time will be given to whole school INSET, ensuring teachers know about new developments in research and educational theory, or addressing whole school developmental goals identified by the Senior Leadership Team.
- Once a month this time will be given to subject development. This time is not for administrative tasks relating to departments, but rather for Heads of Department to develop teachers' subject knowledge. Heads of Department will be encouraged to think broadly and creatively about the use of this time, for example considering visiting relevant exhibitions, reading new materials, or planning exciting and engaging subject projects for drop-down days
- Twice a month staff will work in Teacher-Learner Communities (based on the work of Dylan Williams). Staff will meet to share best practice, and set themselves goals relating to student outcomes with a specific class. They will arrange to conduct peer observations based on this before their next meeting, where they will review and document progress towards that goal.

On-going CPD for all staff

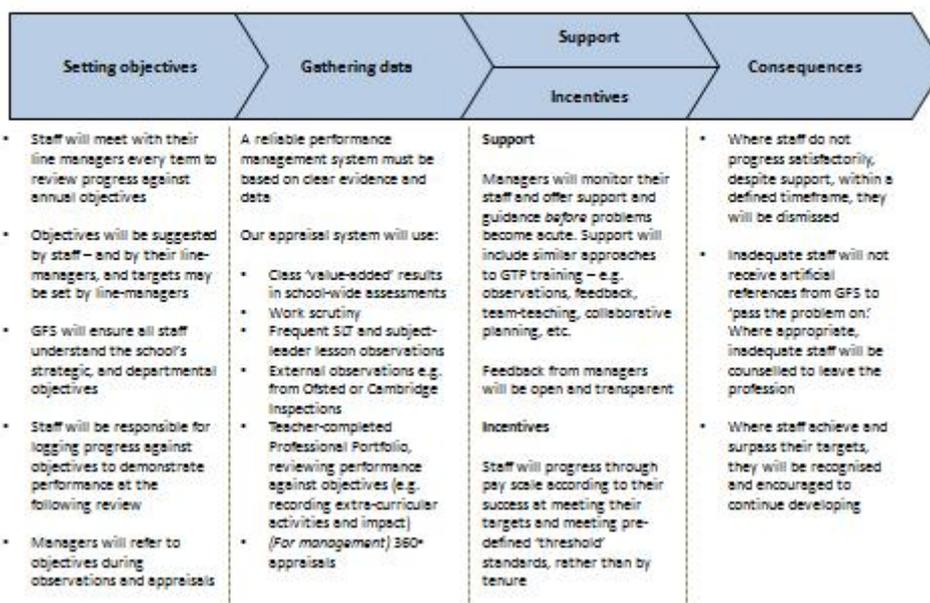
- All staff will maintain a professional portfolio including work towards their development targets
- All staff will be able to undertake visits and secondments to high-performing and challenging schools
- We will have an internal programme of observations and mentorship
- Best-practice discussions and seminars will continue for all staff – not just trainees
- We will use a range of reflective strategies to aid staff development, such as pupil and 360° feedback and peer-review
- Staff will be given opportunities to use some of their CPD time to develop their subject knowledge and academic interests (e.g. visiting art exhibitions, lectures at Universities etc)

Performance Management

- We will set clear goals and objectives for all staff. These should be suggested by staff and agreed with line managers, but it may be necessary for line managers to set targets

- Staff will be held accountable by their immediate line manager (where the Headteacher's 'line manager' is the Governing Body) for fulfilling the terms of the job description, which will be clearly laid down, and for meeting their individually agreed performance targets. Specific focuses will always include:
 - Academic outcomes of students for which the member of staff holds some responsibility (i.e. their class, as a subject teacher, their form as a Form Tutor, and the entire cohort as a Head of Department)
 - Wellbeing of students for which the member of staff holds some responsibility, measured by incident and Student Development Office log data, student feedback and managerial appraisal
 - Development of Learning Skills of students for which the member of staff holds some responsibility, measured by lesson observations and managerial appraisal
- Objectives will be appraised in each termly meeting between staff and line managers, alongside informal progress discussions
- We will use a range of formal review models to appraise teachers, including: internal and external observations (including organisations such as Ofsted or Cambridge Inspections), results obtained and progress made against class targets, work scrutiny and the professional portfolio
 - Observation data used in performance management discussions will be generated by Heads of Department, and quality assured by separate (and joint) observations by the Deputy Headteacher (Learning and Teaching) and the Headteacher, both of whom will observe every member of staff teach at least once every academic year
 - Peer observations by other members of staff will be used developmentally to help staff consider their own performance, and to provide feedback, but will not be used to appraise staff performance
 - Pupil progress data will, as outlined above, feed into the appraisal model
- If a teacher is not developing at the required standard, an intensive programme of support will be offered, following similar approaches to GTP training e.g. observations, feedback, team-teaching, collaborative planning,.
- Ultimately we will remove teachers who are not meeting required targets. To ignore them would be to betray our students.

Performance management of staff – on private-sector principals – is a core part of our strategy to ensure world-class standards



4v. Behaviour and Attendance

- Core principles
- Positive leadership
- Rewards and sanctions
- Exclusion
- Support mechanisms
- Attendance

a. Core principles

At the heart of our vision is the concept that “all students can succeed, regardless of background or previous attainment, if given outstanding teaching and pastoral care.” A core enabler of outstanding teaching is providing a suitably supportive disciplinary system, and to that end, the first strand of our overall vision for GFS is to:

- Demand high standards – of students and staff – insisting on a “no excuses” approach to attitude, work and discipline

Our “no excuses” policy is an expectation that all students (and staff) should take responsibility – and be held accountable – for their own behaviour. We consider that extenuating factors may *explain*, but do not *excuse*, indiscipline. Our behaviour policy is rooted in several guiding principles:

Students will:

- make a positive contribution to the school community by showing mutual respect which acknowledges the rights and responsibilities of each member of the community (see below)
- recognise the importance of emotional and physical well-being which is fostered in an environment that is safe and creates a sense of belonging
- enjoy and achieve their potential in acknowledging the importance of developing the skills and talents of each individual, based on principles of fairness and equality
- benefit from the promotion of each student's spiritual, moral, social and cultural development

The School will:

- model high standards of behaviour through positive leadership
- challenge all incidents of academic and behavioural indiscipline – no matter how small – in a 'broken windows' approach⁴
- set high standards and expectations, with clear and consistent rules, routines, rights and responsibilities
- promote clear sanction and reward systems, which will be cumulative, consistently enforced by all staff, and supported by Senior Leadership – with sanctions involving constructive and restorative tasks
- support our students to develop their abilities to control, manage and take responsibility for their own behaviour

b. Positive leadership

We recognise the importance of positive role models in influencing behaviour. Staff will (at all times) model the positive behaviour that we expect to see from students, both in their interactions with other staff and with students themselves. Furthermore, positive interactions between staff and students will build the strong relationships that we know are central to students' enjoyment of – and success at – school.

Applying clear rules, routines, rights and responsibilities in a consistent way

At the core of our behaviour policy will be a clear set of school rules and routines that will be applied consistently by all staff at all times. Our school rules and routines will be regularly reviewed by staff and students (through the school council) to ensure that they are up to date and that all members of our school community understand and subscribe to them.

We will adopt a 'rights and responsibilities' approach to behaviour management, in line with UNICEF's Rights Respecting Schools. This approach has been shown to have a profound impact on relationships and behaviour (including reductions in bullying, and exclusions and improved attendance) and improved engagement in learning.

⁴ As defined by Wilson and Kelling in their 1982 article *Broken windows: the police and neighbourhood safety*, who find that maintaining environments in a well ordered way – specifically through taking action on small instances of anti social behaviour - has a powerful signalling effect in preventing repeat offences and escalation into more serious action. Used in this context, we refer to taking action on relatively minor behaviour and academic indiscipline to maintain overall order and respect for teachers and the school

Furthermore, this approach deals with the feelings of disempowerment recently identified as a key factor preventing teachers from effectively managing behaviour by the DfE.⁵

Rights our school rules would uphold include:

- Everyone has the right to feel and be safe, secure and happy at school
- Everyone has the right to be treated with respect
- Everyone has the right to a clean environment
- Everyone has the right to learn without hindrance

Positive behaviour will be encouraged and poor behaviour deterred through a range of positive strategies, including:

- The daily Homework Club time, which can be used to help students complete tasks and avoid shirking independent learning tasks
- Three Student Development Officers (SDOs), employed to support students, often working with them individually or in small groups.
- The small class-sizes and enhanced Tutor Time, enabling Form Tutors to focus on pastoral support for a smaller number of students and monitor their progress more effectively
- Referrals for specialist advice can be made:
 - in school to SENCo or SDO
 - to outside agencies who can provide support and advice, including Local Authority providers such as the Educational Welfare Service, Educational Psychologists, the local Pupil Referral Unit, various health agencies such as the NHS Stop Smoking service, young people's drugs agencies, the local Police schools' liaison officer and the Healthy Schools team
- Delivering the Penn Resiliency Programme during morning Tutor Time. This innovative programme, developed by the University of Pennsylvania, is used by Wellington College as part of their innovative Wellbeing programme. It is proven to improve student behaviour, particularly with regard to their treatment of other people, and to raise both attendance and academic outcomes.
 - Students learn the Adversity-Consequences-Beliefs (ABC) model as well as a variety of strategies that can be used for solving problems and coping with difficult situations and emotions. They learn techniques for assertiveness, negotiation, decision-making, social problem-solving, and relaxation which can be applied to many contexts of life.
 - The formal DfE evaluation of the programme (Research Report DCSF-RR094) found "a significant positive impact on pupils' depression and anxiety symptom scores" and "these effects [...] were larger for pupils who had not attained the national target levels in Key Stage 2 exams, and for pupils with worse initial scores for symptoms of depression or anxiety"
- An expectation that staff will maintain class seating plans
- An expectation that staff create a calm, purposeful environment and actively challenge any transgressions, deterring any deliberate poor behaviour
- Setting clear rules and reminding pupils of them regularly
- Building positive relationships between staff and students

⁵ DfE research report DFE –RR064

- Adopting a zero-tolerance approach to bullying and discrimination of all kinds

c. Rewards and sanctions

Teaching staff will have guidelines to help them set suitable rewards and sanctions, and to ensure a consistent approach across the school that emphasises the rights and responsibilities approach. However these will be guidelines, not binding rules deemed appropriate in every single situation. We will trust our staff to use their professional judgement in setting sanctions and rewards, and will not allow our students to become barrack-room-lawyers arguing the toss over every sanction imposed.

Students will be encouraged to recognise that both rewards and sanctions result from their own actions. Praise and reward will encourage positive behaviour, and ensure that students can always get positive attention for doing the right thing.

Sanctions will demonstrate that misbehaviour is unacceptable, express the disapproval of the school community and deter other pupils from similar behaviour. More importantly, they will be designed to help the student who is being sanctioned to understand how and why they came to be in this situation, and how to avoid it in the future.

Rewards will be used to encourage positive behaviour and recognise success

Reward	Description
Verbal praise and notes in student planner	<p>From the subject tutor, form tutor, or where appropriate from a more senior member of staff (e.g. being sent to show a Head of Department a particularly impressive piece of work).</p> <p>Sometimes this praise will be recorded as a note in the student's diary to share the praise with the form tutor and parents.</p> <p>These rewards will not be formally logged or tracked, in recognition of their frequent use and in an attempt to minimise bureaucracy.</p>
Merit point	<p>Awarded by staff as an immediate response to any meritorious effort, achievement or initiative in both work and behaviour, e.g. a commendable effort on a homework, impressive contribution in class, an example of community service, etc.</p> <p>Merit points will be recorded in the back of the student's planner, and are cumulative. Seven merit points results in the awarding of a commendation card</p>
Commendation Card	<p>Commendation cards will also be awarded for more notable achievements. A member of staff would complete a card and gives it to the pupil to be signed by his or her tutor and parents.</p> <p>Students would then hand in completed cards to the Student Development Office, where the SDO secretary would file them on the Student Management System on the student's record</p>

Academic Postcard	Academic 'Achievement Postcards' will sent home to celebrate specific notable achievements. A record of academic postcards will be filed onto the Student Management System by the SDO
Certificates of Achievement	Certificates of Achievement will awarded in assembly for collecting seven commendation cards. These will be awarded at bronze, silver and gold levels. Each academic year will mark the beginning of the cycle

This clearly cumulative system encourages students to strive to build on previous achievements and pegs the 'next' level of achievement at a level appropriate to the student striving for it.

The rewards system will be underpinned by several other reward factors:

- Each term, **tutor awards**, accompanied by a small prize, will be made by the form tutor to any individual in the form who deserves recognition for personal qualities as initiative, integrity, endeavour, outstanding behaviour or other notable personal achievements. A letter will be written home from the Head of Key Stage detailing the reasons for the award.
- Sporting and Enrichment '**Colours**' (sewn as a badge onto school uniform) will be awarded to recognise outstanding contributions to the school community at the end of each year
- Following each reporting round, the Head of Key Stage will write to parents of students who perform well or whose progress grades improve
- The school will hold an **annual prize-giving ceremony** at the end of the academic year to celebrate progress, effort and achievement. Parents/carers and former students will be invited to attend this ceremony

Finally, we intend that the merit system will enable students to collect prizes as teams. For example, at the end of each term, the form group in each year who have collected the most merit points will be awarded a reward excursion such as a trip to the cinema. This will incentivise students to collect merit points and instil an element of peer-pressure to be contributing positively in class. We do not intend to operate a 'cash-in' system where merit points have an individual monetary exchange value (e.g. using them to purchase rewards).

Details of rewards awarded will be displayed on the student's online record for parents and students to see at any time.

The sanctions system will work on similar principles to the reward system. The most effective behavioural sanction is the disappointment of a teacher that the student respects. Close pastoral relationships, which smaller class sizes and more tutor time will enable, will thus serve to underpin the behavioural system.

However, where that is insufficient, the escalating sanction system (as detailed below) will be used. This will re-enforce the high expectations of the school as regards attendance and behaviour both inside and outside the classroom. Detentions will be both

punitive and an opportunity for students to reflect on how to improve their performance; they will not generally be used to give extra work. Wherever possible, the punishment will be appropriate to the offence. Sanctions available include:

- **Verbal admonishment or private detention.** Prompt, simple admonishments are often effective in correcting behaviour. For example, if a student fails to complete homework, or work or behaviour in class is unsatisfactory, the class teacher will give a verbal admonishment or a private detention, keeping the student behind at breaktime or lunchtime.

Such concerns, or the issuing of a private detention, will be reported to the form tutor through the Student Management System, building up an overall picture than can be monitored by the Form Tutor and the Student Development Office. Form Tutors will be expected to follow-up concerns with their students through a discussion or more formal interview. This will enable them to discuss strategies for improvement. For persistent offenders, a Student Development Officer may also become involved to intervene and support progress.

These sanctions will not be rigidly cumulative but should a student receive multiple private detentions, the Form Tutor will normally consider further escalation (as below) at their discretion and dependent on the circumstances of the individual student.

- **Removal of privileges.** Instead of, or in conjunction with detentions, staff will also be able to remove student privileges in a manner appropriate to the offence (for example, replacing independent study periods for older students with supervised silent study where they have not been using their study time responsibly, or barring a student from school trips)
- **Reparative punishments.** Where a Restorative Justice conference identifies an opportunity to repair damage cause, or restore a damaged relationship, sanctions will include such measures (e.g. cleaning up vandalism or writing letters of apology)
- **Lunchtime School Detentions.** More serious or persistent offences (including both academic indiscipline such as repeated non-completion of homework – or behaviour infractions such as persistently infringing school rules) will normally result in a Lunchtime School Detention.

A Detention Card will be issued and deposited at the SDO by the issuer to be logged into the Student Management System by the SDO. It will then be signed by the Head of Key Stage and the Form Tutor, before being sent home with the student for a parent or guardian to sign. The student will have to bring the card to the detention.

Detentions will be administered centrally each week by the Student Development Officers and will vary according to age:

- In Years 7 and 8, it will last 30 minutes at lunch
- In Year 9 it will last 40 minutes at lunch

- In Years 10 and 11, it will last 30 minutes after school

During this detention the student will be asked to reflect on their behaviour and develop a strategy to ensure it is not repeated by completing a Personal Disciplinary Questionnaire (PDQ). They may also be required to complete community service (such as clearing litter, tidying or cleaning the school site) or write action plans and essays.

These sanctions will be cumulative. To recognise the seriousness of persistent low-level behaviour, if a student accumulates a set number of Lunchtime School Detentions in a fixed period of time, an additional such detention will escalate to become a Friday School Detention.

- **Friday School Detentions.** On a Friday, most students will go home at 1630 instead of the normal 1730, having an evening off enrichment. However, students who have accrued a Friday School Detention will remain at school, in the School Hall with a member of SLT, for an hour to recognise that they have not 'earned' their right to go home at that earlier time.

As detailed below, Friday School Detentions will be used to punish more serious breaches of the school rules such as fighting, refusal to follow a member of staff's instructions or cheating.

They will be administered through the SDO in the same way as Lunchtime School Detentions with a card sent home and the SDO logging the details into the Student Management System.

These sanctions are also cumulative. Should a student receive a set number of Friday School Detentions, the next such detention will escalate to become a Headteacher's Detention (seclusion).

Failure to attend a detention without prior agreement will result in an additional sanction being imposed.

- **Headteacher's detention (short-term seclusion).** Awarded for very serious breaches of school rules (e.g. possession of weapons, drink or drugs, theft, bullying, vandalism, assault, threatening behaviour, racist, sexist or homophobic behaviour). This detention may be served in a variety of ways, including: a set period of more extended community service, attending school on a staff Training Day, internal short-term seclusion with the Student Development Office, where students work on their own, in silence, supervised by SDO staff or a member of the SLT, with supervised lunch and break times.

The appropriate Assistant Headteacher will write to the parents/guardians of pupils to notify them of such a detention and the pupil will have an interview with the Headteacher where the specific punishment will be agreed.

Incidents sanctioned at this level all risk exclusion, depending on the severity of the offence and the previous record of the student involved.

Any student consistently displaying low-level misbehaviour will be identified by their form tutor or the Student Development Office and will have to attend a Restorative Justice Conference with their tutor, parents/carers and any other relevant individuals. RJ Conferences will also be triggered for any more serious breaches of the school disciplinary system.

In addition to specific sanctions, the school will apply a variety of corrective strategies, including but not limited to:

- Use of an **'on call' system**, where a member of the SDO team and a senior teacher will be available to remove a student from a classroom temporarily
 - This member of staff will be in contact with the SDO by radio and will immediately respond to any classroom where a student requires removal
 - If a student is removed from a lesson, the SDO will always notify home that this has taken place and the student will have an interview with their Head of Key Stage
- **Confiscation** of banned items, which will be retained until the end of the day, for a fixed time period, or permanently, depending on the seriousness of the offence (e.g. a phone may be confiscated until the end of the day, whereas cigarettes would be permanently removed)
- Physical control, where senior staff and the SDO team will be trained to physically control students if their behaviour necessitates it (for example, if they are risking serious harm to themselves or others)

Banned items

The school will agree with parents and students a list of banned items that will be reviewed regularly. Students bringing banned items to school will face having them confiscated and receiving a sanction proportionate to the severity of the offence.

Seclusion

Our investment in trained social workers as SDOs will enable us to have an onsite inclusion unit to educate challenging students who are temporarily unable to be accommodated in a mainstream classroom. This could be anything from students who need to be removed from their peers for a period of time and work on their behaviour, to longer-term-plans for students who demonstrate exceptionally challenging behaviour and pose a risk of harming or consistently disrupting the education of others.

At scale, some of the surplus teaching hours we have from our Assistant Headteachers will be used to cover the provision of a Qualified Teacher operating small "nurture groups" out of the SDO to withdraw and support students exhibiting challenging behaviour as necessary.

d. Exclusion

Rarely, a student may be excluded by the Headteacher for a fixed term or permanently for serious or persistent offences.

However, GFS will maintain a presumption against exclusion, keeping students in school (albeit not necessarily in mainstream lessons) wherever consistent with our duties to other students and staff, in order to address their issues. GFS will also endeavour not to “pass the buck” to another institution.

Fixed term exclusions will not be used lightly, as every day in school counts. We also know that for many students spending a day at home is a less effective punishment than spending time in seclusion, with Student Development Officers, reflecting on their behaviour and completing literacy/numeracy/ independent learning tasks.

Where appropriate, GFS will consider more innovative inclusion approaches, including potentially partnering with boarding schools, to provide appropriate educational places for students who would otherwise have to be excluded.

Permanent Exclusion will normally only be used in the following cases: where a student is unwilling to comply with any of the intervention efforts attempted; where a student poses a clear and present danger to other students or staff; or where a student cannot be accommodated in any way that does not unduly affect the learning or wellbeing of other students.

e Support mechanisms

Where behaviour impedes learning, or a student is persistently incurring sanctions, we will maintain a broad toolkit of possible interventions to support improvement:

- **Mentoring.** Tutors, Student Development Officers and senior teachers will initially identify students who are at risk of exclusion based on reports from primary school and their behaviour in the first few weeks. This will be a continuing process, and students can be nominated at any time for mentorship if they are believed to be at risk of exclusion. Identified students will be mentored by a senior teacher or Student Development Officers. Mentorship will start with a meeting with the student, the tutor, parents/carers and any other significant adults. The mentor will facilitate a conversation in which the family will come to an agreement about how they will support the student in making the necessary changes and how they want to monitor progress. The mentor will meet with the student at least once a week to discuss how they are progressing, and will be an advocate for them at any meetings or Restorative Justice Conferences which occur. They can put students on report to monitor their behaviour, in which case students must check in at the beginning and end of the day (as outlined below).
- **Target cards**, which focus on a specific area and are used for a short period of time, will help the student focus on a particular area of improvement and enable the Form Tutor to monitor the area of focus in a non-punitive manner
- **Report Books** to formally monitor a student’s behaviour or academic progress and help focus the student on improvement targets and required behaviour
 - Report books will be taken to all lessons by the students, with the teacher awarding a ‘grade’ and comment on their academic or behavioural focus areas.

- Students can be on report to their tutor, a Student Development Officer, their Head of Key Stage, or a member of SLT, and report books will be presented to this member of staff at the beginning and end of the day, before being signed by parents or guardians after school.
 - Students can be placed on report at 'Red,' 'Amber' or 'Green levels. If a student receives excellent comments all day, they will be moved down a level the next day. If they get one poor comment, or forget to check in at the beginning and end of the day, they remain on that level of report.
 - The teacher to whom the report is presented will take action in the event of negative comments or grades, e.g. if the student is exhibiting persistent low-level disruption, the Head of Key Stage may decide to impose a sanction, even though no specific incident taken in isolation warranted a Subject Teacher issuing a sanction
- **Restorative Justice Conferences** have been shown to be highly effective in helping students from challenging backgrounds develop empathy, and learn to manage and control their behaviour. At GFS, the focus of RJ conferences will be to:
 - Teach students to take responsibility for their behaviour
 - Develop students' empathy, encouraging them to recognise and consider the impact of their behaviour on others
 - Allow those who have been harmed by a student's behaviour to have a voice, and know that they are being cared for and considered
 - Allow all those who were involved in any conflict to be part of the solution, and thus develop students' ability to effectively manage conflict themselves

Restorative Justice Conferences may be triggered by consistent low-level behaviour issues, or one more serious incident. Restorative Justice Conferences will not be considered sanctions or replace sanctions given by staff. Rather, they will serve as an additional measure to help everyone involved better understand how their actions have affected others, what they can do to repair the relationship, and how they can move forward.

Potential participants include the student, their form tutor, their mentor if they have one, the classroom teacher involved, any other pupils involved, and the student's parents or carers. They will be facilitated by an SDO, who will be trained in the use of Restorative Justice techniques

- **Individual Behaviour Plans** will be used when difficulties persist. These will be formulated with parents and involve Senior Leadership Team sign-off. They will provide a more formal mechanism for monitoring progress. Rarely they will be used to provide a framework for support during school visits.
- **Individual Education Plans** are used to help support students with Special Educational Needs who are at the level of School Action or Action Plus. Personalised strategies will be circulated to all staff.

Partnership

Recognising the important role that parents play in supporting students and reinforcing the standards and expectations of the school, we will further:

- Sign a Home-School agreement with every parent, setting out clear expectations of mutual support. This will be reinforced by a face-to-face meeting between the Form Tutor or Head of Key Stage and every family ahead of a new student starting at the school where the Home-School agreement is discussed and agreed.
- Run events such as an annual Parenting Course (delivered by our Student Development Officers) or evenings with guest speakers covering topics such as drugs, relationships, knives and other issues relevant to parenting teenagers.
- Invite parents into school to discuss concerns and offer advice and access to specialist help if this is necessary.
- Ensure parents are always contacted when there is a query relating to absence or punctuality.
- Ensure that parents have online access to a 'parent-facing' section of the Student Management System so that they can monitor sanctions and rewards
- Ensure that parents have a direct contact with the Student Development Office and ready access, via the SDO, to Form Tutors so they have a named point of contact to discuss any queries or concerns, and to build a partnership-type relationship with the school to support their child.

Accountabilities for implementation

Primarily, we will hold individuals – students and teachers – accountable for their own behaviour and actions. However, as a school, we will further allocate the following accountabilities:

- **All staff**, including support staff, will be expected to enforce standards proactively, challenging any infractions of the school rules, from untidy uniform through to a lack of consideration for others, and pass concerns to the relevant person. No infraction should pass ignored. They will be expected to model the behaviours expected of the students. They will be held accountable for this by the Headteacher.
- **Subject teachers:** held accountable for the behaviour and learning of students in their lessons. All teachers will be expected to demand high standards, follow the GFS classroom routines, apply the school's rewards and sanctions system and flag instances of indiscipline. Where staff are unable to manage a student's behaviour effectively, they are accountable for seeking appropriate advice and support from their Head of Department, pastoral Head of Key Stage, or the Student Development office. They will be held accountable for this by Heads of Department
- **Form Tutors:** held accountable for maintaining a holistic overview and being the primary point-of-contact for all students in their Tutor Group. They will be expected to follow-up and develop appropriate interventions for any of their Tutees. Through school data systems and conversations with staff and students they will develop an overall picture of the student's progress and identify behavioural or academic patterns. They will also be expected to maintain an awareness of contextual non-school factors that may affect progress or behaviour and maintain a relationship

with the parents of students in their Tutor Group. They will maintain positive relationships with their tutees and act as a trusted mentor to their students. They will be expected to liaise closely with the SDO and Heads of Key Stage to seek further support and contribute to the overall intelligence picture of each student as required. They will be held accountable for this by Heads of Key Stage.

- **Student Development Office:** will undertake two primary roles:
 - Closely monitoring and maintaining school data systems (e.g. the Student Management System) to keep an accurate record of student achievement and concerns – and to identify patterns and trends, flagging these to Form Tutors and Heads of Key Stage.
 - Serve as the primary ‘additional’ intervention system, on both a tactical and a strategic level:
 - Tactically, undertaking roles such as patrolling the playground at breaktime and lunchtime, supervising detentions, being ‘on call’ to remove students from lessons if they are being disruptive, overseeing internal exclusions, investigating incidents that occur
 - Strategically, intervening to support students with more significant academic or behavioural issues that would place an undue burden on a Form Tutor to support. This support would take place in close cooperation with the Form Tutor and Head of Key Stage, but would involve activities ranging from behaviour workshops and Restorative Justice sessions to 1-1 study support and organisational assistance.
 - Manage the non-teaching pastoral support provision, e.g. links with home (with calls and contacts being channelled through the SDO) and managing parenting courses
 - Student Development Officers will be held accountable for their roles by the Heads of Key Stage and the Assistant Headteacher (KS3-4)

- **Heads of Key Stage:** Accountable for ensuring that Form Tutors and the SDO are supporting behaviour and learning effectively, for using the school data systems to diagnose issues, to track and monitor interventions and to personally undertake the more serious interventions (e.g. when a student is placed on report). It is expected that Heads of Key Stage will be a highly visible presence around the school site. Accountable to the Assistant Headteachers.

- **Assistant Headteachers:** Accountable for overseeing implementation of school behaviour policy for their Key Stages and monitoring the discharge of Heads of Key Stage and the SDO’s responsibilities. Will undertake most serious interventions, e.g. in the case of non-compliance or where a particularly serious incident has occurred and will lead investigations in conjunction with the SDO. Expected to be a highly visible presence around the school site, visiting lessons and patrolling at breaktimes and lunchtimes. Responsible for all aspects of progress and behaviour for students in their Key Stages. Held accountable by the Headteacher.

- **Headteacher:** Accountable to the Governing Body for discharging and further developing the school’s disciplinary policy, ensuring all staff understand and are able to discharge their responsibilities, proactively ensuring standards are being maintained and setting expectations of students and staff. Expected to model

expected behaviours to students and staff, and to be a highly visible presence around the school site in lesson times and non-contact time. Personally responsible for handling the most serious disciplinary issues, i.e. offences warranting a Headteacher's Detention or some form of exclusion. Accountable for supporting staff in the discharge of their responsibilities, so that every student understands that challenging any member of staff is akin to challenging the Headteacher.

f. Attendance

Attendance is highest when students are engaged and excited by school, and when they have strong, positive relationships with other students and staff. Much of our educational vision and the detail of our curriculum therefore feeds into our attendance strategy.

We will maintain electronic registers which Form Tutors will complete at the beginning and end of the day, and which Subject Teachers will use to log attendance at individual lessons. This will enable our Student Development Officers to track attendance patterns of individual students and to follow-up absences.

Student Development Officers and Form Tutors will develop personalised strategies for dealing with poor attendance from individual students. Generally poor attendance will be a product of either a low engagement with school or a specific problem, both of which require diagnosis and an individual approach to rectify. The SDO will hold the primary accountability for attendance issues, with the Form Tutors in a supporting role.

Unauthorised absences will generally be treated as disciplinary offences and sanctions will be applied where there are no good reasons for the absence. Where there are more significant underlying issues, a balanced approach will be taken.

Proactive strategies we *will* use to encourage good attendance include:

- Investing in recruiting, developing and managing outstanding staff to provide exciting and enjoyable lessons that students *want* to attend
- Investing in and prioritising pastoral support and the development of strong staff-student relationships to ensure students feel confident and comfortable in a supportive environment and therefore see school as a place of safety they *want* to attend
- Exciting our students about school and learning through a flexible and challenging curriculum they enjoy, supported by a wide range of extra-curricular opportunities and trips which will engage them with learning through activities they select and about which they are passionate
- Offering an extended school day to reduce students' exposure to external distractions (e.g. membership of gangs) that might pull them away from regular attendance at school
- Helping students develop an understanding of why and how they are learning to focus them on the end-goal. We should be able to answer the question "What's the point of school?" in a sufficiently compelling manner to *convince* students they want to attend

- Involving parents fully in the education of their children by actively building home-school links to ensure there is a consistent message of the importance of school.

Reactive strategies we would consider using to deal with poor attendance include:

- Discussions with the student to identify any potential causes of poor attendance
- Adapting a student's timetable so that they are more engaged/supported with their learning
- Building strong links with home, and identifying the adult most likely to support a student in improving their attendance
- Use of Family Conferences, facilitated by the form tutor, in which the family and other significant adults come to agreement about how best to support a student in improving their attendance
- Working with Greenwich Council's Attendance Advisory Service and their **Fast Track to Improved Attendance** programmes to support and intervene where poor attendance has become a persistent problem. This could include:
 - Offering specialist advice to students and families on resolving attendance problems, addressing underlying social and family problems, and accessing other services or contacts
 - Investigating reasons for a child's absence, including liaising with the family and developing a plan to assist getting the child back to school
 - Initiating Penalty Notice or court proceedings against parents who do not adequately support, or prevent, their child from regular school attendance.

4vi. Community Engagement

Point nine of our GFS vision reads:

Engage with the community by aspiring, in the long-term, to improve educational outcomes for students across the education system

We aim to establish the GFS at the heart of the Greenwich community and help enhance both the local community and educational standards across Greenwich. This will take place in several ways:

Contributing to the local Community

Our primary contribution to the local community will be through our students. As part of the Enrichment programme and the GFS miniBacc, students will learn to be active and responsible citizens, contributing to society. These community links will be built in several ways:

- Students will volunteer in the community to complete their miniBacc and for specific enrichment projects, for example, fundraising for local charities, campaigning on local issues and working with groups in need, such as elderly people or children at local primary schools. These activities will benefit our students in helping them develop important teamwork, leadership and initiative

skills, develop their moral fibre, directly help other members of the community and strengthen the link between the GFS and the community

- The school will seek to utilise the local community to help educate our students. Thus, for example, we will invite local volunteers to help deliver enrichment provision where they have a specific skill to offer, and encourage local businesses to offer work placements and career advice or mentoring. Examples of possible partnerships include inviting local community leaders to deliver heritage language courses to our students – such courses often currently take place at weekends, but could make use of our facilities during enrichment time, as well as at weekends.
- Offering use of our building to community groups at weekends.

Enhancing educational standards across Greenwich and beyond

We see an important part of our role as helping to develop educational standards beyond the confines of the Greenwich Free School itself. We plan to do this in several ways:

- **Locally**, we hope to collaborate with other schools over staff training and development, offering training opportunities to colleagues at other schools and partnering with them to help train our staff in other contexts
- **Locally**, in the long-term, once we are established, we aspire to develop a specialism relevant to Greenwich, by liaising closely with the Local Authority to fill their requirements. We would then spread good practice across Greenwich in that field. We anticipate that this would probably be in Maths or Science, the two areas most requiring improvement in Greenwich.
- **Nationally**, we hope that our innovative teaching model will provide examples of great practice that we can help disseminate to other Free Schools, Academies and maintained schools to help develop the Free School model and enable others to develop successfully.
- **Nationally**, in the long-term, once we are established, we aspire to become a National Teaching School or form part of a National Teaching School alliance in order to help develop teachers for Greenwich and elsewhere

Developing links to Higher and Further Education

One of the core metrics on which we will measure our success is that “every student [is] holding a University place or in Full Time employment or training by the end of the calendar year they leave school,” meaning that Higher and Further Education links are particularly important to us, as outlined in Section 2.

We intend to build close links to Higher and Further Education providers, as outlined below, which will have a profound community benefit, enabling students from communities that do not traditionally access HE and FE to do so and consequently act as ‘beacons’ within their community inspiring others to follow similar paths. We will construct links as follows:

- GFS will provide residential trips to universities to inspire students, raise their aspirations, and reward their hard work
- We will link KS4+ students with Russell Group University mentors to support, guide and inspire them – and to help break down cultural barriers to university entry, using the Steering Group’s networks to build these mentor groups. For

example, our Steering Group includes a Tutor and a Fellow at the University of Oxford. Both interview for admissions and are well-placed to advise us on how best to make use of the University's funding support and access mechanisms.

Section 5: Evidence of demand and marketing

5i. Evidence of parental demand and demographic data

We undertook two phases of gathering evidence of parental demand. First, we undertook a broad scoping survey with Greenwich residents over the Summer of 2010. This involved a series of six market stalls and a week of evenings knocking on people's doors, during which we interviewed 229 local residents of Woolwich, Eltham and Blackheath and asked them to complete a survey on education in Greenwich. This was instrumental in helping us to shape our vision and proposition. The results of this survey are detailed below.

Secondly, once we had shaped our vision and honed in on a location for the school, we undertook a focussed engagement effort with local parents, as outlined below. We visited places of worship, local shops, GP surgeries, ran market stalls, distributed approximately 13,000 leaflets to homes in the immediate area, visited parks and local children's play areas to promote our school and seek support.

Overall, the parents of 278 primary age children have indicated they wish to list the Greenwich Free School as either their first choice (39%) or one of their choices (55%) on their school application form, including 53 Year 5 children (71% of our intake) and 47 Year 4 children (63% of our intake). Additionally, the parents of 55 current secondary school children indicated they wished they could have put down the Greenwich Free School as one of their options had they been able to when they were applying for schools. The summary of our parental demand survey is:

	Pre-school	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6+
Number children	59	43	33	43	47	53	55
% our intake	-	57%	44%	57%	63%	71%	-

Number of children whose parents indicate they wish to list the Greenwich Free School as one of their school choices

We provided parents with the following leaflet, detailing the key features of the Greenwich Free School, and asked them whether they "would like this school to be available for them to put down as" either their first or one of their other admissions choices.

In the leaflet, we clearly outline our nine-point vision for the school, and the five main reasons we believe the school will be distinctive. The in-person nature of collecting names for our petition also meant that all our recipients were given the opportunity to ask questions and discuss the proposal with our volunteer team.



What is the Greenwich Free School?

“We believe all students can achieve if given outstanding teaching and pastoral care”

Our 11-18 school will be small – with three classes of 25 students per year – and funded by the government. It will:

1. Demand **high standards** – insisting on a “no excuses” approach
2. Find and develop **outstanding staff**
3. Focus on **pastoral care** and creating strong staff-student relationships
4. **Excite** students about school with a **flexible** curriculum and lots of extra-curricular opportunities
5. Have an **extended school day** from 0800 to 1730. We know there are no short-cuts to success
6. Help students develop: a **core foundation** of knowledge; **skills** relevant to the future; and an understanding of **how they learn** to set them up for university
7. **Involve parents** fully by actively building home-school links

Why would I want to send my child there?

We have visited schools all over the UK and internationally to develop our plan for the GFS. We think it will offer your child an outstanding education for five core reasons:

- 1 We are offering an **extended day** – so children spend 46% more time being educated
- 2 School will be more **fun** – with lots of time for extra-curricular activities, helping students learn through things they enjoy
- 3 Our **small size** and strong **pastoral care** will allow us to **tailor** and **personalise** your child’s learning to their abilities
- 4 We will invest heavily in finding, developing and managing **outstanding teachers**, employing more high-quality teachers (but fewer non-teachers) than most schools
- 5 Our curriculum will focus on **depth before breadth** – helping students focus on really mastering the important stuff

Who is setting it up?

We are a group of teachers, parents and professionals who all want to build a school that excites children, teaches them to aim high and equips them to succeed.

We’ve put together an expert team to create the Greenwich Free School, including:

- Outstanding teachers, from some of the top, and some of the most challenging, schools in the country
- Greenwich parents and residents
- Top lawyers and financial consultants
- University academics from some of the country’s top universities
- Education experts and civil servants who help develop school policy for governments

We’ve also got support from some of the country’s top education organisations, including *Teach First*, *Future Leaders*, *Collingwood Learning*, and the *New Schools’ Network*

Significantly, our prospective students are overwhelmingly from the immediate area around the school, as a result of our focussed marketing that targeted the immediate locale through doorstep canvassing and market stalls in Woolwich. Therefore, although we have fewer 'names' than some other applications, we anticipate a high 'conversion' rate to student enrolment as a result of the focussed engagement effort. This is also in line with our vision of being a school at the heart of the community that builds strong home-school links. The following map provides a snapshot of the geographic concentration of our respondents:



The detailed results are as follows:

Yr group(s)	Postcode
Yr 1 Yr 3 Yr 6+	SE9 [REDACTED]
Yr 2 Yr 4	SE9 [REDACTED]
Yr 1	SE7 [REDACTED]
Yr 1 Yr 6+	SE7 [REDACTED]
Yr 4 Yr 6+	SE7 [REDACTED]
Yr 2	SE7 [REDACTED]
Yr 4	SE7 [REDACTED]
Yr 4	SE7 [REDACTED]
Pre-School Yr 2	SE7 [REDACTED]
Yr 1 Yr 2	SE7 [REDACTED]
Yr 5	SE7 [REDACTED]
Yr 3 Yr 6+	SE7 [REDACTED]
Yr 1 Yr 3	SE7 [REDACTED]
Yr 6+	SE7 [REDACTED]
Pre-School Yr 1	SE7 [REDACTED]
Pre-School Yr 1	SE7 [REDACTED]
Pre-School Yr 1	SE7 [REDACTED]
Yr 1 Yr 2 Yr 6+	SE7 [REDACTED]
Yr 1	SE7 [REDACTED]
Yr 1	SE4 [REDACTED]
Yr 2 Yr 5	SE3 [REDACTED]
Pre-School	SE3 [REDACTED]
Pre-School	SE3 [REDACTED]
Pre-School	SE3 [REDACTED]
Yr 4	SE3 [REDACTED]
Pre-School	SE3 [REDACTED]
Yr 1	SE3 [REDACTED]

Yr group(s)	Postcode
Yr 1 Yr 6+	SE18 [REDACTED]
Pre-School Yr 1 Yr 3	SE18 [REDACTED]
Yr 1	SE18 [REDACTED]
Yr 2 Yr 5 Yr 6+	SE18 [REDACTED]
Yr 3 Yr 6+	SE18 [REDACTED]
Yr 2 Yr 6+	SE18 [REDACTED]
Yr 1	SE18 [REDACTED]
Yr 3 Yr 6+	SE18 [REDACTED]
Yr 1	SE18 [REDACTED]
Pre-School	SE18 [REDACTED]
Pre-School	SE18 [REDACTED]
Pre-School	SE18 [REDACTED]
Yr 2	SE18 [REDACTED]
Yr 3	SE18 [REDACTED]
Yr 2	SE18 [REDACTED]
Yr 5 Yr 6+	SE18 [REDACTED]
Yr 5	SE18 [REDACTED]
Yr 3	SE18 [REDACTED]
Yr 3 Yr 6+	SE18 [REDACTED]
Yr 4	SE18 [REDACTED]
Yr 4 Yr 6+	SE18 [REDACTED]
Yr 4	SE18 [REDACTED]
Pre-School	SE18 [REDACTED]
Yr 1 Yr 6+ x3	SE18 [REDACTED]
Yr 3 Yr 6+	SE18 [REDACTED]
Yr 1 Yr 3	SE18 [REDACTED]
Pre-School Yr 2	SE18 [REDACTED]

Yr group(s)	Postcode
Yr 4	SE18 [REDACTED]
Yr 4	SE18 [REDACTED]
Pre-School Pre-School Pre-School Yr 4 Yr 5	SE18 [REDACTED]
Yr 2	SE18 [REDACTED]
Yr 5	SE18 [REDACTED]
Yr 5 Yr 6+	SE18 [REDACTED]
Yr 4	SE18 [REDACTED]
Pre-School Yr 1	SE17 [REDACTED]
Yr 5	SE16 [REDACTED]
Yr 2 Yr 3	SE14 [REDACTED]
Pre-School Yr 5	SE12 [REDACTED]
Pre School Pre-School	SE10 [REDACTED]
Pre-School	SE10 [REDACTED]
Yr 1	SE10 [REDACTED]
Yr 6+	SE10 [REDACTED]
Yr 3 Yr 5	SE10 [REDACTED]
Yr 6+	SE10 [REDACTED]
Yr 4	SE10 [REDACTED]
Pre-School	SE10 [REDACTED]
Yr 1	SE10 [REDACTED]
Yr 5 Yr 5	SE1 [REDACTED]
Pre-School Yr 3	No postcode
Pre-School Yr 2	No postcode
Yr 2 Yr 3 Yr 6+	No postcode
Not listed	No postcode
Yr 5	DA6 [REDACTED]
Yr 6+	No postcode

Yr 1	SE3
Yr 5	SE3
Yr 4	SE3
Pre-School	SE3
Yr 5 Yr 6+	SE3
Yr 5	SE3
Pre-School	SE3
Yr 3	SE3
Yr 6+	SE28
Yr 3	SE28
Yr 3 Yr 5	SE28
Yr 3	SE28
Yr 3 Yr 5	SE28
Yr 4	SE28
Yr 4	SE28
Yr 6+ x3	SE28
Yr 2	SE28
Yr 5	SE28
Yr 5	SE28
Yr 1 Yr 2	SE28
Pre-School Pre-School	SE28
Yr 4	SE28
Pre-School	SE28
Yr 3	SE28
Yr 2	SE28
Pre-School Yr 1	SE28
Yr 1 Yr 4	SE28
Pre-School Yr 3	SE28
Yr 5	SE28
Yr 5	SE28
	SE2
Yr 4	SE2
Yr 3	SE2
Yr 1 Yr 3	SE2
Pre-School Yr 4 Yr 6+ Yr 6+	SE2
Pre-School	SE2
Yr 1 Yr 4	SE2
Pre-School Yr 5	SE2
Yr 3 Yr 4	SE2
Yr 2 Yr 4	SE2
Yr 1	SE2
Yr 5	SE18

Yr 4	
Yr 3	SE18
Yr 2 Yr 6+	SE18
Pre-School	SE18
Yr 5	SE18
Yr 5 Yr 6+	SE18
Pre-School Yr 1	SE18
Pre-School Yr 5	SE18
Pre-School Yr 5	SE18
Yr 5	SE18
Yr 3	SE18
Yr 3 Yr 5	SE18
Yr 3 Yr 5	SE18
Pre-School Yr 3 Yr 6+ Yr 6+	SE18
Yr 2	SE18
Yr 2	SE18
Yr 6+ Yr 6+	SE18
Yr 3 Yr 5	SE18
Yr 5 Yr 5 Yr 6+	SE18
Yr 2	SE18
Pre-School	SE18
Yr 1 Yr 3	SE18
Pre-School	SE18
Yr 4	SE18
Yr 5	SE18
Yr 1 Yr 2	SE18
Pre-School Yr 4	SE18
Yr 1 Yr 5 Yr 6+	SE18
Yr 5	SE18
Yr 2	SE18
Yr 1 Yr 3	SE18
Pre-School Yr 2	SE18
Yr 1	SE18
Yr 4	SE18
Pre-School Yr 3	SE18
Yr 2	SE18
Pre-School x2	SE18
Yr 4	SE18
Yr 5	SE18
Yr 4 Yr 6+ Yr 6+	SE18
Yr 5	SE18
Pre-School Yr 1 Yr 5	SE18
Yr 5	SE18

Yr 3	No postcode
Yr 4 Yr 6+	SE28
Yr 2 Yr 4	No postcode
Yr 3 Yr 4	SE28
Yr 3 Yr 4	No postcode
Yr 4 Yr 6+ Yr 6+	IG2
Yr 3	E18
Pre-School Yr 4	E18
Yr 4	E18
Yr 5	DA8
Yr 1 Yr 4 Yr 6+	DA8
Yr 5	DA8
Yr 3	DA17
Yr 5	se18
Pre-School Yr 5	se18
Yr 5	BR1
Yr 1 Yr 2	SE10
Yr 1 Yr 2	SE3
Yr 4	SE9
Yr 2 Yr 4	SE7
Yr 4	SE10
Yr 1 Yr 3 Yr 5 Yr 6+	SE7
Yr 5	SE18
Yr 5	SE18
Pre-School Yr 5	SE9
Yr 5	E18
Yr 6+ Yr 6+	SE18
Yr 4	SE18
Pre-School Yr 4	SE18
Yr 4	E18
Yr 4 Yr 6+	SE18
Yr 4	SE2
Yr 1	SE18
Pre-School	SE18
Yr 3	SE18
Yr 1	SE18
Yr 3	E16
Pre-School Yr 6+	SE28
Pre-School Yr 6+	SE8
	SE12
Yr 2	SE9
Yr 2	SE3

	SE18
Yr 4	
Yr 3 Yr 5 Yr 6+	SE18

	SE18
Yr 1	
Yr 4 Yr 6+	SE18

	SE9
Pre-School	

Full names and completed petitions are available on request.

5ii. Supporting demographic data

There is significant demand for school places in the borough of Greenwich, with residents indicating strong support for our vision and model.

a. There is a growing school age population

Greenwich has a relatively young population, with higher proportions of 0-19 year olds than national averages and statistical neighbours.⁶ Population estimates from the Local Authority show that there were around 61,050 children living in Greenwich in 2006, and that this number is expected to rise to 70,150 in 2016 and 72,950 in 2026, an increase of 20%.⁷ There are almost twice as many families with young children (aged 0-4) as there are families with teenagers. The existing capacity of primary schools will be exceeded by 2013, with a total of 2,300 additional places required by 2017 (with a deficit of 1,316), and at secondary schools the total requirement for year 7 capacity will increase from 86 forms of entry to 97 by 2017.⁸ Greenwich LA forecasts a capacity deficit of:

Year	Primary places surplus / deficit ⁹	Secondary places surplus / deficit ¹⁰
2012	-122	-31
2013	-641	-307
2014	-1025	-596
2015	-1316	-895

Moreover, Planning Area 3, where we intend to site our school, is forecast to see a Primary School population increase of 41% between 2003 and 2016, indicating sustainable demand for a new secondary school.

Our first choice of site is located in the centre of a new housing development, with 1,700 new homes and an additional 3,700 planned, providing a clear increase in population that will need to be catered for. 66% of the houses in the development will be social housing. There is currently *no* local secondary school located in this area. Parents value school proximity highly, as demonstrated in our survey (below) and supported by academic research. Hastings, Kane and Staiger find (in the US) that “parents value proximity

⁶ Greenwich Children and Young People Plan 2008-2011

⁷ Greenwich Children and Young People Plan 2008-2011

⁸ Greenwich Children and Young People Plan 2008-2011

⁹ Greenwich Local Authority School Planning Statement 2006-11, Appendix D: ‘Primary Rolls, Capacities and Population Projections by Planning Area’

¹⁰ Greenwich Local Authority School Planning Statement 2006-11, Appendix F: ‘Secondary Rolls, Capacities and Population Projections’

highly,”¹¹ whilst Burgess et al found that higher socio-economic status (SES) parents are more likely to cite academic standards as their key parameter in choosing a (primary) school, whilst less educated and lower SES parents are more likely to cite proximity.¹² In the Greenwich Free School, we aim to provide both: a local school, with high academic standards.

b. Lots of students leave the borough to be educated elsewhere

Greenwich local authority is ranked 12th highest in England for resident children studying out of borough.¹³ 89% of primary school age students in Greenwich attend a local primary school, of which 92% are educated in Local Authority (LA) maintained schools.¹⁴ However by secondary age, only 68% of students are remaining in the LA to be educated, and of those only 78% in LA maintained schools,¹⁵ The think-tank Policy Exchange mentioned Greenwich in a report in 2007 highlighting the lack of meaningful choice in certain local authorities.¹⁶

c. Many of these students leave to be educated in Bexley (where there are Grammar Schools)

It is also worth considering where students choose to go for their education when they leave the borough of Greenwich. The four largest groups of cross border movement are to the neighbouring boroughs of Lewisham (353) Southwark (65) Bexley (2,794) and Bromley (669)¹⁷ The remarkably high numbers of students being lost to Bexley may be in part explained by the grammar school system that exists in that borough. This could well indicate that parents of high ability children are unhappy with the levels of stretch and challenge being provided by existing schools – something that is further supported by the fact that the largest proportion of students opting to be educated outside the borough is from the top ability band.

d. There are very few smaller schools

There are only two schools which have 150 or fewer students in a year group, and admissions data shows that those schools all have much higher application rates (2.79 and 2.91 pupils per place, against an average of 2.3 for the Community Schools). This suggests there is parental demand for small schools in the borough.

e. Overall academic achievement is unacceptably low in Greenwich

Overall academic achievement is unacceptably low in Greenwich, despite all outcomes showing improvement over the last few years. In 2010, only 50% of students achieved five or more GCSEs including English and Maths at grade C or above, ranking

¹¹ Hastings, Kane and Staiger, *Parental Preferences and School Competition: Evidence from a Public School Choice Program* (2005) <http://www.nber.org/papers/w11805>

¹² Burgess et al, *Parental choice of primary school in England: what 'type' of school do parents choose?* (2009) <http://www.bris.ac.uk/cmpo/publications/papers/2009/wp224.pdf>

¹³ Greenwich Children and Young People Plan 2008-2011

¹⁴ Data from New Schools Network

¹⁵ Data from New Schools Network

¹⁶ <http://www.timesonline.co.uk/tol/news/politics/article2896844.ece> article from the Times, November 19th 2007.

¹⁷ Department for Education: *Schools, Pupils and their Characteristics*: January 2010 (SFR 09/2010)

Greenwich 29th of the 32 London Boroughs and significantly below the Outer London average of 60%.¹⁸ Only 48.5% of students attain level 2 skills in English and Maths.¹⁹ Performance is below other local authorities with similar levels of deprivation. For example, there are only two mixed, non-selective, non-faith comprehensive secondary schools in Greenwich that have A*-C rates above 50%. This, when read alongside the data on cross-border movement to Bexley Grammar Schools, is compelling evidence for the view that there is a need for a school in the borough with a culture of high expectations, and which enables all students to achieve good results, including those of high ability.

f. Greenwich has higher than average numbers of NEETs

6.6% of 16-18 Greenwich students are not in education, employment or training (NEET).²⁰ This is worse than the London average of 5.3%, making Greenwich the ninth worst-performing borough on this indicator. This suggests that current educational provision in the borough is failing to meet national standards at inculcating a culture of aspiration and enabling the transition from school level education to employment or tertiary education. To that extent, there is a need in the borough for a school that addresses this problem through innovative educational methods with a proven record of success elsewhere.

g. Greenwich has higher than average persistent absenteeism

5.7% of Greenwich students are persistent absentees, compared to 4.4% in London and 4.7% in Inner London.²¹ This indicates that LEA inclusions policy is not as effective as it could be, and schools' existing support for those that need alternative provision, including persistent absenteeism, school refusal, etc, is inadequate. This is in part because of the over-reliance on external provision to the detriment of student progression in literacy, numeracy and GCSE subjects. A school with a high quality on-site inclusion service would therefore be a resource for the whole borough, both as a centre of excellence, and – more tangibly – as a destination for managed moves. Furthermore, the Penn Resiliency Programme has been shown to improve whole school attendance as well as improve outcomes for students with symptoms of depression.²²

5iii. Our survey

We undertook a survey of 229 Greenwich residents on market stalls and at house doors over the summer of 2010. Our student volunteers were given one hour of training before going out to speak to parents, so as to be well informed and able to properly articulate the message and vision of the Greenwich Free School.

The data collected was processed by [REDACTED], who compiled the following report:

¹⁸ 2009-10 GCSE exam results, DfE

¹⁹ Data from DCSF Attainment and Achievement Tables 2009

²⁰ Department for Education: *Schools, Pupils and their Characteristics*: January 2010 (SFR 09/2010)

²¹ Department for Education: *Schools, Pupils and their Characteristics*: January 2010 (SFR 09/2010)

²² Research from London School of Economics, follow up evaluation published by DfE

Question 1:

The survey asked parents the following question: “Are you happy with the current provision of secondary schools in the borough?” 73% said they were not.

Question 2:

Based on the answers to the second question in the survey (“What is your biggest concern about secondary schools in the borough?”), we found that **an absence of discipline and poor results are the predominant concerns with current provision**. 26% of respondents cited academic results and a further 26% regarded discipline as a key concern with current secondary schools in the borough. Given the unprompted nature of the survey this is a finding with some significance. *This has fed into our vision with a strong focus on demanding high standards and emphasising pastoral support.*

Question 3:

Based on answers to the third question of our survey (“What would your priority be in choosing a secondary school for you children”), we found that Greenwich parents have four priorities in selecting a school:

- **Academic achievement:** easily the largest priority (39.19%) was results in examinations
- **Ethos:** parents in the borough place great importance (29.57%) on the culture and environment of the school (more on this below)
- **The teachers themselves:** parents invariably cited the quality of the teachers (13.91) before anything else about the content of what was being taught
- **Location:** a significant priority (12.17%) amongst respondents was that their child could go to a school that was near, and local. It is unlikely that this would be cited with such frequency if parents did not have to think about this with depressing regularity, indicating that many parents do not have a local school they would wish to send their child to. We regard this as *prima facie* evidence that there is demand for a new school in the borough.
- **What should a school ethos look like?** Just under 30% of parents cited the ethos of the school as a priority. Within that, we asked parents what *kind* of ethos a school should foster. We found that responses overwhelmingly cited three basic types: schools should foster a culture of aspiration (15% of all parents citing ethos as a priority), a culture of discipline and respect (53% of all parents citing ethos), and an ethos in which child happiness and well-being were central (32% of all parents citing ethos)
- **Things parents care about a little:** this is merely a list of things which parents cited enough for us to regard as being things that parents are in general in favour of, but not sufficiently large for it to be credible to regard as a priority for the parents of the borough in general. This is included for the sake of completeness,

and also so as to be clear that if anything is not mentioned on this list, or the two lists above, *not a single respondent* felt it to be a priority:

- Provision for extra-curricular activities
- A broad curriculum giving students extensive choice
- Provision for those with special educational needs
- Preparation for life after school (either careers or university)

Clearly our vision directly engages each of these preferences

Question 4:

Our fourth question asked parents *“If a secondary school was going to be known for excelling in a particular subject area, which would be most important to you?”*

- **What subjects do parents want their schools to specialise in?** 44% of parents expressed a preference for English and 43% a preference for mathematics. Given the overwhelming focus on these subjects it seems clear that parents want their schools to have a significant focus on English and Maths, *as does the Greenwich Free School*. Our respondents also confirmed around 21% support for science as a specialism. They also clearly valued a focus on core curriculum subjects, if there were to be any specialisation.

5iv. Approach to engaging pupils from deprived or disadvantaged families

Our direct engagement campaign with local residents in Greenwich evidences our current approach to engaging pupils from deprived or disadvantaged families, and how we would go about ensuring we recruit actively from these communities. Our campaign has involved:

- Sending teams of volunteers to local homes in our catchment area to distribute leaflets and talk to residents about our plans. We have particularly focussed on some of the more deprived communities around Woolwich – including some of the major Social Housing estates, and have thus far hand-delivered more than 13,000 leaflets.
- We have run six market stalls in Woolwich Market across the Summer of 2010 and three additional stalls during the Spring of 2011 with surveys, petitions and information about our school. This engaged hundreds of local residents and provided an opportunity for our team to engage directly with a true cross-section of the Woolwich community.
- We have actively engaged with a wide-cross section of local community centres and hubs, including:
 - Four days at local adventure playgrounds (two at the Woolwich Play Centre for 8-12 year olds; two at the Meridian Adventure Play Centre for 8-12 year olds)
 - One day in Greenwich Park with a large campaign team at the main entrance to the park
 - Leaflets left at places of worship including the Greenwich Islamic Centre and local churches

- Leaflets left at local libraries, doctors' surgeries, shops and the 'Goals' football centre
- We have recruited a lead Parental Advocate, who is able to talk to other local parents and discuss our plans with them. She has also spoken to local primary schools to engage with a full-cross section of prospective pupils
- We have developed a website to provide an information source for families who may wish to research the school in their own time

Overall, what we have found is that face to face contact (through leafleting estates, meeting parents at community hubs, and particularly market stalls) is particularly effective at engaging Greenwich parents, particularly those from the more deprived Woolwich area (compared to online targeting). We therefore intend for that to form the core of our ongoing parental engagement and recruitment of pupils over the summer and Autumn respectively

5v. Consultation

Our plans for consultation are consistent with section 10 of the Academies Act 2010, and the following should be taken as a **draft** plan for consultation, on which we would wish to consult with the DfE prior to commencement.

AIMS OF THE CONSULTATION

1. The Greenwich Free School shall consult on whether or not it should enter into Academy arrangements with the Secretary of State.
2. It will also use this consultation to gather data and information in order to inform its policies and practices in relation to the elimination of discrimination, harassment, victimisation in the exercise of its functions and to advance equality of opportunity and good relations between persons who share and do not share protected characteristics.
3. The consultation will also seek information to inform decisions as to:
 - a. Whether the Greenwich Free School should enter into Academy arrangements with the Secretary of State;
 - b. Whether entry into those arrangements should be conditional on certain factors;
 - c. Whether changes to the Greenwich Free School's vision, ethos, aims, ambitions, proposals or policies should be made in order to:
 1. Further promote equality of opportunity or good relations between those who share a protected characteristic and those who do not share it; or
 2. Improve the quality of educational provision within the borough of Greenwich; or
 3. Improve the quality of education provision within the Greenwich Free School; or
 4. Align more closely the envisaged provision of educational services to the demand as expressed by those who reside in, use, or provide services within the borough of Greenwich; and

- d. Whether particular additional considerations should be taken into account when deciding upon a site for the Greenwich Free School and whether any site should display any particular features or have any particular attributes.

FORMAT OF THE CONSULTATION

4. The consultation will ask respondents to provide views in relation to the matters outlined in paragraphs 1-3 above and to provide evidence to support those views wherever possible. The Greenwich Free School shall produce a consultation document that will explain the views being sought; set out questions in relation to these matters to which it will seek answers; and provide relevant contextual information in relation to those questions.

5. In order to ensure that respondents have an informed background to the questions asked in the consultation, the consultation document shall include summaries of the vision, ethos, aims, ambitions, policies or procedures that relate to the questions being asked, to the extent that these have already been developed. It will include links to full copies of relevant documentation published on The Greenwich Free School website to the extent that such documentation has been developed at the time of consultation.

6. In all events, the consultation document shall include details of:

- a. The School's vision and ethos;
- b. The School's plans for:
 1. An extended school day;
 2. The proposed Key Stage Three curriculum provision;
 3. The proposed Key Stage Four curriculum provision; and
 4. Proposed extra-curricular activity.
 5. The proposed governance arrangements for the school; and
 6. The proposed admissions policy.

7. In order to help ensure that evidence and representations are secured from those with the greatest interest in the proposed Academy and from the community at large, the Greenwich Free School shall:

- a. Expressly invite a range of interested parties to respond to the consultation (see below);
- b. Post the details of the consultation on the welcome page of the Greenwich Free School website;
- c. Provide a dedicated point of contact for the consultation who can respond to questions about the format of the consultation and provide access to the consultation document for those who may be disabled or otherwise reasonably need help in accessing the documentation; and
- d. Advertise the opening of the consultation in local media outlets.

8. The consultation shall remain open to responses for five weeks and shall commence within 4 months of outline approval for the School being granted by the Secretary of State. Responses received after the close of the consultation deadline may be taken into account at the discretion of the Greenwich Free School.

9. The Greenwich Free School will publish all responses to its consultation on its website, save where information has been expressly received in confidence and the Greenwich Free School does not believe that publication would be fair. It may anonymise information received as part of the consultation in order to render it suitable for publication. It shall inform respondents of this fact at the point of consultation as well as of the obligations which may arise on the Trust under the Freedom of Information and Data Protection Acts.

10. The Greenwich Free School believes that the following people and organisations are interested parties who should be expressly invited to respond to the consultation:

- a. The Council of the London Borough of Greenwich;
- b. The [REDACTED];
- c. Members of Parliament whose constituencies include the London Borough of Greenwich, at the time of writing:
 1. Nick Raynsford MP,
 2. Teresa Pearce MP, and
 3. Clive Efford MP.
- d. The [REDACTED];
- e. All those who have already registered an interest in sending their child to the proposed School;
- f. Leaders of major local community and faith groups in Woolwich

11. All headteachers who are consulted will be encouraged to ask parents of those children attending their schools to respond to the consultation.

RESPONDING TO THE CONSULTATION

12. Having considered the responses to the consultation the Greenwich Free School shall publish a response to the consultation.

13. The response to the consultation will summarise the responses and will set out the School's consideration of those responses, its reaction to them, and the reasoning behind that reaction. It will explain in that context and in accordance with the aims of the consultation whether or not, in the School's view, it should enter into arrangements with the Secretary of State.

14. The response to the consultation will also, in accordance with the aims of the consultation set out at paragraphs 1-3 of this section, set out whether or not it should alter its vision, ethos, aims, ambitions, or policies in light of the responses and evidence received. It will also give consideration as to whether further evidence should be sought before giving a final response to the questions raised in the consultation or whether amendments should be made to the School's policies or proposals.

15. A copy of the consultation response will be sent to those interested parties who were expressly invited to submit their views in the consultation, and will also be placed on the Greenwich Free School website.

16. All those who responded to the consultation and who leave contact details with the School will be informed when the consultation has been responded to and will be directed to where that response can be found.

17. The Greenwich Free School shall aim to issue its response to the consultation within three months of the consultation closing.

5vi. Future Marketing Strategy

The aim of our marketing strategy is to reach out to deprived and disadvantaged families in the borough of Greenwich, particularly in the Woolwich area, and convince them to apply for a place at the Greenwich Free School.

Key messages (closely aligned to our vision, explained in a parent-friendly manner):

1. **No excuses** – high standards of behaviour, discipline, and high expectations on uniform.
2. **Small school** – 525 pupils, 25 per class. Enough for students to feel part of a local community and for teachers and non teaching staff to know them and personalise their approach around them.
3. **High standards** – high expectations for all pupils, regardless of background or prior record. Investing in outstanding teachers and leaders who will nurture and develop every child.
4. **Extra curricular activities** – school that is about more than just lessons. A wide range of extra curricular activities and enrichment that gives all children access to the opportunities and chances to develop their skills that sometimes is only available to the wealthy.
5. **An extended day** – longer school day and year to give more time for learning (as well as extra curricular activities).
6. **A non faith, mixed, comprehensive school** – open to local pupils from a range of backgrounds and academic ability.

Elevator Pitch

We believe that all students can achieve success if given outstanding teaching and pastoral care.

The Greenwich Free School will be a small, more personal school, where teachers will get to know every student as an individual, and be able to challenge and nurture them.

We will demand a lot, setting high standards for students and staff, with a “no excuses” approach to attitude, work and discipline. But we also recognise the importance of students’ wellbeing, building their characters and skills, and developing young people who will truly flourish. We will have an extended school day, a wide range of daily extra-curricular activities, a more personalised and flexible curriculum and teachers who are given the time, training and management support to be truly outstanding.

The curriculum will focus on depth before breadth – mastering the most important stuff – with a concentration on English, Maths, Science, Languages and the Humanities. Our objective is to develop students who are happy at school, committed to doing the best they can, and who are all able to get to, and succeed at, University.

Life in the Greenwich Free School will be very hard work, and also truly engaging, exciting and fun.

Key target market segments and most important messages

Parents of prospective students

Our primary audience will be local parents who may send their children to the GFS. We will differentiate the focus of our messaging to these parents based on the feedback from our volunteers on market stalls and information gleaned by our survey. Our core groups to access, and the key messages (from list above) we believe will be most effective are:

Market segment	Priority messages
Black African	1,2,3,5
White 'working class' families	2,3,4
White 'middle class' families	1,2,3,6
'Geographical neighbours' – central Woolwich residents	1,2,3,5
'Needing a school' – Charlton and Woolwich residents	2,4,6

Local residents and other stakeholders

For awareness (to access prospective parents); to build political support and goodwill; to access potential direct or financial support

- Local residents in immediate vicinity (<500m) of the site ("Neighbours")
- Local residents of Woolwich
- Local Authority officials
- Local elected officials – Councillors
- Local journalists
- Local businesses

Political stakeholders

- Nick Raynsford MP, Teresa Pearce MP and Clive Efford MP
- National media
- Teaching Unions
- National educational organisations

Primary channels:

Direct Marketing:

- We have already made good use of direct marketing in order to evidence parental demand. As noted above, we feel that meeting parents directly, out in the community, not only reflects the ethos of the school and the vision upon which we have built our educational plan, but is also the most productive way to make contact with parents from socially and economically deprived communities (in which people may not have access to the internet, or be literate enough to be confident in making use of written materials).
- We have leafleted over 8,000 homes in the most deprived areas of the borough (housing estates and social housing areas in Woolwich and East Greenwich). The language used on these leaflets was deliberately kept simple, with 0% passive sentences (a key indicator to enable ease of reading, particularly for those with English as an Additional Language) and a reading age of 11. We are currently translating our leaflets into French, Somali and Yoruba, three of the most common languages in the Woolwich area. We further intend to develop a prospectus for the school and to increase our doorstep activity by sending out teams of the teacher members of our group to talk to parents on their doorstep and begin to build a relationship and answer their questions. This time-intensive approach will be deployed only for our highest-priority areas – i.e. the catchment estate immediately adjacent to the proposed school site.
- We have also held regular market stalls in order to engage directly with members of the public; parents, local community leaders and other potential stakeholders. These have been manned by members of our steering group and volunteers, all of whom underwent training before these events. Market stalls have formed the beginning of our consultation process thus far, as our volunteers have been trained not only to inform members of the public and engage them in our plans, but also to listen to and record their views (for example, through participation in our survey). Our use of direct marketing will continue throughout the summer, increasing significantly in August in order to sustain and build interest before applications open in September.
- **Opportunity:** Building on our experience developed this year, we are well-placed to position our on-the-ground campaign team to access the communities we most wish to engage. Our full-time intern will lead an on-the-ground effort over the summer, making use of our large team of student volunteers to build momentum behind the school and further expand our database of prospective parents.

Website and Emails:

- The Greenwich Free School website has been up and running since 5/8/10 and received 1,499 hits in 2010, including 951 unique visitors, and 1,120 hits so far in 2011 including 871 unique visitors. In total we have 551 returning visitors. The website contains information on all our key policies and developments, and is

regularly updated with news from our campaigning, or comments on relevant educational news stories. We make use of google analytics to ensure that our website can be easily found by potential stakeholders, and we are currently the top site found by both Google and Bing search engines when the words “Greenwich”, “Free” and “School” are typed into a search engine.

- We send an html email-blast to our supporters regularly, updating them on key achievements in the progress of the application and developments in school policies. We use these emails to maintain interest and support, as well as for continuing consultation, and have adapted our ideas based on feedback from parents and other experts who have contacted us via the website. We have used the email blast to ask for particular types of advice or support, such as experts in building regulations or contributions to a policy for stretching the most able and talented. We also email parents of year 4 and 5 students personally, asking them to give more detailed feedback and to forward our website to five of their friends, and inviting them to a meeting with our Head of Community Engagement.
- **Opportunity:** To convert our current database to school places, we intend to:
 - Re-develop our website from a *prospective* school site, to a more user-friendly school site in order to provide a one-stop portal prospective parents can use to find out about the school and seek further engagement with the team
 - Make use of our existing mailing list and continue to build it through the other channels, maintaining regular contact with prospective parents, focussing on seeking and responding to their feedback to a) give them the school they want and b) make them feel involved in the process

Social Media:

- We have yet to fully exploit social media. We recognise the potential impact that social media can have in regard to engaging with a wider group of parents, but we consider it less likely to target deprived communities than other, more direct forms of marketing. However we have recruited a summer intern for four weeks of work over the summer who will work under our head of parental engagement and who has experience working with information technology and social media. This will form a key plank of our strategy to raise the profile of the school over the summer months, before applications open.

Events:

- We intend to increase our use of events in the coming months in order to consult more fully with parents and other community stakeholders. Our lead parental advocate is planning for several after school discussion groups with tea and/or wine, at which parents can be consulted on key policies for the school, and can

begin to play the active role that we see them taking in the life of the school as it develops.

- We will be hosting larger Town Hall meetings with our Principal Designate, where parents and other interested members of the community can see a presentation on the vision for the school and ask questions about its development. We also intend to attend events at primary schools such as parents evenings and information sessions.
- We recognise the limited ability of these strategies to engage the most deprived and disengaged families. We are therefore considering how we can work with children's services and other providers to make contact with, for example, children in care. We are currently also exploring the possibility of running activities over the summer period for primary school aged children, so that they can experience some of the range of activities and learning opportunities that will be on offer at the Greenwich Free School. This would have the added benefit of appealing to parents who work, or who are less able to offer those opportunities to their children independently, and thus fit into our key demographic.
- **Opportunity:** To showcase and enable parents to access our team directly, helping to overcome a key risk – that parents are not able to see or experience what we are offering them and thus may be legitimately risk-averse and unwilling to opt for the unknown.

Press Releases:

- We will have a member of the team dedicated to building and maintaining relationships with local press, and attempting to engage with national press through our principal designate to provide a "face" for the school. We will make use of our parents and prospective pupils in press releases, in order to begin developing the school as a community of students, parents and teachers, and to build confidence in other potential parents and pupils.
- We will also make use of our PR expertise in the group (██████████) to help us place 'feature' pieces in the national media to build broader interest in the GFS with a view to generating funding, support and applications from persons interested in working at the GFS. We would also seek to use the national media to share good practice.
- Once opened, a member of staff will be given responsibility for engaging with the press and ensuring local and national media is made aware of the achievements of our pupils.

Press Adverts:

- After approval in September we will seek to place adverts in local press encouraging parents to list the Greenwich Free School as their first preference.

Possible contact routes and likelihood of impact with key target market segments

We have developed a marketing strategy based around a variety of ‘channels’ in order to access a sufficiently broad demographic. This will focus as follows:

	<i>Direct marketing (stall, face-to-face)</i>	<i>Doorstep discussion with promotional materials</i>	<i>Via primary school</i>	<i>Information passively via intermediary (doctor, library etc)</i>	<i>Information actively via trusted intermediary (places of worship, community group etc)</i>	<i>Social media / online / website</i>	<i>Media</i>
Black African	H	L	H	M	H	?	?
White working class	M	L	?	L	H	L	L
White middle class	M	H	H	L	H	H	M
Woolwich	H	M	H	M	L	L	M/H
Charlton	M	M	H	?	?	L	M
<i>Channel prioritisation</i>	1	2	2	4	3	3	3

Risks and mitigations

Logistics

- Campaign teams: we will require a significant number of on the ground campaigners, requiring us to make use of personal networks, and those residents who have already signed up, to build momentum behind the school

Messaging

- Political opposition to Free Schools’ programme: particularly from local politicians. Danger that opposition to the principle of Free Schools blows up and overshadows our specific messaging. Mitigated by remaining positive and on-message, focussed on the benefits our school will bring. If required, defence can focus on requirement for *additional* places, mitigating the attack that we are ‘stealing’ funds from other Greenwich Schools. Rather, we are bringing additional investment
- Unwillingness to trust in a non-existent school: danger of parents being unwilling to invest too heavily (i.e. sign their child up) in a school that does not exist. Mitigated by providing a clear figurehead of the school (in which the parents can personally place their trust), communicating the planning and progress very clearly, inviting visits to the site as soon as it is approved, to show them something

tangible, and by producing very clear marketing materials with a high degree of transparency

Other

- Financial: limited ability to invest in media adverts or production of marketing materials until post-approval, creating short timescales to develop e.g. prospectus in time for Sept / Oct marketing drive. Mitigated by having designer, printer, etc. identified in advance to optimise timescales.

Timeline

Greenwich Free School Marketing plan								
	April 2011	May 2011	June 2011	July 2011	August 2011	September 2011	October 2011	Costs £
Key Dates		16/05/11 Form application opens	01/06/11 Form application closes	22/07/11 End of term		01/09/11 Ap opens 05/09/11 Term starts	31/10/11 Ap closes	
Milestones			75+ year 4 and 5 parents		Interview with DfE	75 parents put GES as first preference		
Website/Emails	News updates Monthly email to parents/supporters							
Social Media		Create facebook profile, twitter profile, manage profile, linkedin profile and maintain those with updates etc.						
Social Media	4 market stalls, 800 leaflets	4 market stalls, leaflets at the gates of 2 primary schools	2 market stalls	2 market stalls, leaflets at summer activities	4 market stalls, leaflets at summer activities	4 market stalls, leaflets at town hall meeting and 5 primary schools	4 market stalls, leaflets at 10 primary schools	
Events		Teachfirst networking	Teachfirst networking	Teachfirst networking Meeting 2 primary school head teachers	Teachfirst networking 2 summer events for year 6/5	Teachfirst networking Open days/evenings Presentations at 2 primary schools	Teachfirst networking Open days/evenings	
Press Releases		Press release to local papers				Press release on approval	Press release re: end	
Adverts				Adverts in local papers				

5vii. Engagement with the Local Authority

We made initial contact with Greenwich Children and Young People's Services late last year to make our introductions and inform them of our vision. They responded neutrally to our proposals.

They indicated they were willing to engage further and confirmed that they are anticipating an expansion in population in the borough due to housing benefit reforms and continuing immigration.

The Local Authority advised us that there were no potential school sites available in the borough, but we were subsequently able to identify several feasible options independently.

The [REDACTED] emphasised the need to collaborate, and offered a further meeting when we were more advanced – but despite making two separate efforts to contact them over the past month, we have failed to arrange a meeting.

Section 6: Organisational capacity and capability

In this section, we set out our current capacity and capability, and the systems we are putting in place to ensure that GFS will continue to have the capacity and capability to deliver. We believe this is a particularly strong component of the GFS proposition to Greenwich. This is structured as follows:

- i. *Members and Governors:* the experience, expertise and capacity needed to create the Greenwich Free School
- ii. *Additional support:* our Supporters Group of individuals who have been, and will continue to, actively underpin the GFS
- iii. *Further support required post-approval:* an outline of the additional capacity we will need to procure should we be successful
- iv. *Senior Leadership:* our methodology to recruit our Headteacher and details of our proposed Headteacher Designate and wider leadership team
- v. *Leadership and staffing:* the systems we propose to put in place to ensure that we have sufficient leadership and staffing capacity to operate the school on an ongoing basis
- vi. *Staff development and training:* the systems we propose to put in place to develop and enhance our own teaching and support capacity on an ongoing basis
- vii. *Governance:* our proposed governance capacity and procedure
- viii. *Financial expertise:* a summary of our financial expertise
- ix. *Educational expertise:* a summary of our educational expertise

6i. Members and Governors: experience, expertise and capacity

Listed below are the six current Members of our incorporated entity, The Greenwich Free School Group (GFSG). Five of these Members also serve as Company Directors (i.e. Governors) and the sixth is the Company Secretary. They combine a wide variety of experience and expertise that together provide the capacity to deliver the Greenwich Free School, encompassing significant educational, legal, financial and managerial expertise. All Governors are prepared to give significant proportions of their free time to the continued development of the school (ie all or some time during weekends as well as email and telephone discussions during weekday evenings, as has been the case up until now)





6ii. Additional support and resources available

Our Company Directors lead a large supporters group, comprising of a wide range of individuals, including teachers, school leaders, parents, community members, civil servants and other professionals. Work that we have done so far with stakeholders has provided some motivated and enthusiastic parents and community leaders, and we have set up a group led by our Community Stakeholder Team Leader and Lead Parental Advocate so that we can involve parents and community groups fully in the development

of the school. This group will be able to devote intensive support to the school for specific periods of time as and when needed, as well as meeting on a regular basis (proposed roughly bi monthly as a group as well as wider email discussions on specific matters)

Our full team is as follows:

- [REDACTED] : [REDACTED]

[REDACTED] : [REDACTED]

- [REDACTED] : [REDACTED]

• [REDACTED] [REDACTED]

- [REDACTED]: [REDACTED]

- [REDACTED]: [REDACTED]

- [REDACTED]: [REDACTED]

In addition to our advisory group, we have secured assistance from a series of partner organisations which are providing us with pro-bono support. These include:

- **Future Leaders:** [REDACTED] and [REDACTED] have been supporting our talent search for a Principal Designate, as well as providing advice and support on our Educational Plan
- **Teach First:** provided advice, support and networking opportunities to the Greenwich Free School Group
- **Collingwood Learning:** We are receiving pro-bono consultancy from [REDACTED],

- [REDACTED]: [REDACTED]

6iii. Further support required post-approval

Following approval, we will require some additional, commercially-sourced support:

- **Resources Director:** Embedded in our budget is provision for a well-qualified Resources Director to act as the Chief Financial Officer of the school. Following discussions with other Academies, we consider this position to be pivotal, and have 'ranked' our Resources Director as a 'Deputy Head' in the school. He or she will be, at steady state, responsible for all financial, legal, Human Resources,

compliance and premises issues within the school, but will be instrumental during the implementation phase in marshalling the school's resources, securing value for money, and reporting to the Headteacher and Governors on the school's cost-effectiveness.

- **Project Management support:** We recognise the importance of expert project management support to deliver this significant project in a tight timescale, if we are to open in September 2012. Therefore, we will need to invest in professional project management support to oversee the efficient implementation of the plan, following consultation with the DfE on suitable providers.
- **Marketing support:** In addition to our own marketing resource and expertise, we will consider sourcing – pro-bono or commercially – professional marketing support to produce our marketing materials (e.g. our prospectus) to ensure that we engage effectively with the community. We anticipate being able to source the majority of this marketing support pro-bono through our group's professional networks.
- **Educational validation and coaching:** We intend to secure the services of an Educational Consultancy to support, coach and advise the governors and Senior Leadership team. This is to provide the 'external challenge' function that a maintained school would receive from the Local Authority. We consider that hiring an experienced Headteacher to advise on and challenge the implementation of our educational plans will provide significant value-for-money in assuring the robustness of our provision. Our intention is to hire [REDACTED] and Collingwood Learning as we believe that his experience with inner city schools is a good fit for the GFS model. However, we recognise that this may need to be tendered

6iv. Senior Leadership

We have invested significant time in searching for a suitable Principal Designate, working closely with Future Leaders and Teach First, with the former helping us locate and shortlist candidates, and the latter providing use of their offices to run a selection day, as detailed below.

Our Role Description, Person Specification (against which we assessed candidates), and Job Description are as follows:

<u>Role</u>
To establish and lead the new Greenwich Free School from its inception, developing the school through the year before launch, attracting and inducting its first cohort of students and staff and to work closely with the Governors and Resources Director to prepare for opening in September 2012.
Once open, to lead, manage and inspire the students and staff to produce outstanding results and enable every student to reach his or her potential, whilst developing the

Greenwich Free School into a beacon of excellence, held up as a model for other challenging urban UK schools to follow.

Person specification

The Greenwich Free School presents an opportunity to make a step-change in education in the UK. The Trustees are seeking an exceptional candidate in every sense of the word; this is no ordinary headship. Setting up an ambitious school model in one of the UK's most challenging environments in which to teach represents a significant challenge – and a superb opportunity – for an ambitious, distinctive and inspirational candidate to make an impact.

We want candidates to demonstrate that they exhibit the following competencies:

Leadership

- You are an outstanding teacher, with a track-record of inspiring and enabling your students and colleagues alike.
- You have shown yourself to be an effective, confident manager and coach, able to motivate, develop and hold your teams to account to deliver distinctive results, whilst attracting the respect of colleagues, superiors and subordinates alike.
- You relate well to others, demonstrating effective written and verbal communication skills and political astuteness.
- You have a sound understanding of finance and the budgetary aspects of running a school and a proven ability to oversee the management of a school's financial resources efficiently and effectively.
- You are able – and committed – to building and maintaining close and effective partnerships with parents and stakeholders to engage them in contributing to the success of your organisation.

Vision

- You are fully aligned to – and passionate about – the Trustees' vision for the Greenwich Free School.
- You are a visionary thinker about education and are able to organise and analyse information effectively to solve problems. You are comfortable thinking analytically about details and conceptually about the big picture.
- You constantly seek opportunities to learn and improve – making use of successes, failures and data to do so.
- You have demonstrated an ability to turn a vision into reality and inspire others to subscribe to the vision.
- You understand the unusual challenges of setting up a new Free School outside LA control and can clearly analyse how you would overcome them. You can articulate what you think will make the Greenwich Free School succeed or fail.
- You understand the local and national context in which the Greenwich Free School is operating, including having a sound grasp of: relevant educational, Free Schools and Academies legislation; current educational research, innovation and thinking; and the local and national political Free Schools context.

- You are ambitious for the students and staff of the Greenwich Free School, and are personally invested in making it an outstanding school where every child is happy, succeeds academically and flourishes personally. You have experience of working with both socio-economically deprived and low-performing pupils and have a proven track record of addressing their needs, consistently setting high expectations and showing a full commitment to helping them exceed expectations.
- You enjoy working and building relationships with children from challenging urban environments and are passionate about using education as a tool to combat social and economic deprivation. You understand and value diversity and are able to read and adjust to cultural differences sensitively.

Personal impact

- You have a consistent history of setting yourself challenging goals, achieving personal success, achieving excellence and enabling others to achieve excellence.
- You have a track record of successfully leading an organisation to deliver transformational change, ideally through establishing a major programme, school, start-up or social enterprise from scratch.
- You can demonstrate the behaviours required to succeed in a challenging urban school environment: self-awareness, resilience, emotional maturity, integrity, personal drive, hard work, initiative and a willingness to take, communicate and stand by difficult decisions.
- You have strong business acumen and commitment to evidence-led performance management and intervention.

Job description

Job title: Headteacher

Accountable to: The Board of Governors of the Greenwich Free School

1. Establishment

- a. Work with the Resources Director and Board of Governors to develop the school's business case, financial and educational plan ahead of opening, including developing the school's budget, strategic plan, policies, practices, curriculum and timetable.
- b. Develop staffing structures for the first four interim years – and once the school reaches capacity in year five – and recruit distinctive staff to fill all roles.
- c. Attract applications from local students to ensure all vacant places are filled in advance of opening in September 2012, by leading a marketing campaign and school open days.
- d. Act as an ambassador and spokesperson for the Greenwich Free School in the local community and in local and national media.
- e. Build and develop strong relationships with stakeholders, including community leaders, the Local Authority, the DfE, New Schools' Network and local and national educational partners and businesses.

2. Strategic direction and development

- a. Build on the Greenwich Free School vision to develop and sustain an educational vision that expresses the core values of the Governing Body, is responsive to the needs of our stakeholders, and motivates and inspires students and staff
- b. Translate the vision into agreed objectives, operational and business plans, and develop appropriate mechanisms for regular monitoring and review

3. Leading teaching and learning

- a. Promote and model excellent teaching and learning, maintaining a consistent focus on student outcomes and taking personal responsibility for ensuring every student makes academic progress and flourishes personally.
- b. Ensure every lesson and enrichment activity delivers a high-quality experience for every child
- c. Innovate and develop curricula and pedagogies to ensure the Greenwich Free School continuously caters for the changing needs of its students
- d. Develop mechanisms for collaboration between, and development of, staff to ensure all staff are continuously improving.
- e. Oversee the development of appropriately challenging curricula
- f. Develop and implement strategies and a performance-management system for the monitoring and evaluation of classroom practice to celebrate and promote excellence and pro-actively challenge under-performance at all levels and ensure appropriate action.
- g. Develop and implement strategies to maintain an environment conducive to teaching and learning, including proactively supporting staff in their management of behaviour and upholding the school's ethos
- h. Ensure that individual student progress is regularly assessed, recorded, reported and used to inform future teaching.
- i. Provide a range of high-quality extra-curricular activities.
- j. Create a stimulating climate that will encourage all students to flourish and fulfil their potential, in the widest sense, and maintain a lifelong enthusiasm for learning and personal development.

4. Inspiring and motivating staff and students

- a. Provide consistent and motivational leadership for the students and staff, ensuring the successful delivery of the vision, ethos, aims and objectives of the GFS.
- b. Set and model high standards and expectations for personal, student, and staff behaviours and actions.
- c. Develop and maintain the respect of all internal and external stakeholders, inspiring individuals to contribute positively to the objectives of the GFS.
- d. Regularly review own practice, set personal targets and take responsibility for own development.
- e. Ensure that systems are in place to encourage all teaching staff to be similarly proactive in their personal and continuous professional development.

- f. Develop the capacity, through coaching and other appropriate means, of the educational leadership and management, particularly the middle leadership and SLT.
- g. Develop an ethos which ensures regular involvement of students and staff in the development of the GFS and encourages collaboration, innovation and individual and team creativity.
- h. Keep abreast of educational developments and best management practice in order to introduce appropriate innovation.

5. Managing resources

- a. Deliver effective operational management for the delivery of education within the GFS's budget by ensuring that GFS's human and financial resources are used effectively, efficiently and judiciously.
- b. Work to, and report on, GFS development targets – and personal targets – as agreed by the Board of Governors and the DfE.
- c. Actively seek opportunities for cost-improvements and ensure that 'value for money' is at the core of all financial activities, with a view that every wasted pound is a pound that could have been spent on adding value to a child's education.
- d. Recruit, develop and motivate a committed and effective workforce whose members have a clear understanding of the GFS vision and of their personal role in enabling and promoting high quality learning.
- e. Work effectively with the Chair of the Board of Governors to ensure that there are reliable mechanisms for appropriate risk management in all Academy educational activities.
- f. Ensure compliance with all relevant legislation, including that governing health and safety matters and employment rights.
- g. Monitor and evaluate student and organisational progress to ensure that objectives are being achieved.

6. Developing the ethos and vision of the Greenwich Free School

- a. Act as an ambassador for the GFS vision and ethos both internally and externally.
- b. Create effective means of communication to ensure that all sections of the GFS community (including parents) are kept informed about, consulted on, and have an understanding of the aims of the GFS, its policies, procedures and future direction.
- c. Create strong links and collaborative ways of working with all stakeholders.
- d. Seek out partnerships and work with other public and voluntary sector agencies, clubs and societies in the local community to develop extended services to enable the wider community (including family members) to access knowledge, skills and learning opportunities.
- e. Build and develop a strong relationship with the DfE and Local Authority.
- f. Create a culture where all members of the GFS community respect and support others and their physical surroundings.
- g. Provide appropriate systems of pastoral care to support the personal development of all students and create a caring climate in which self-confidence and social responsibility are encouraged.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the School at the reasonable discretion of the Board of Governors.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

In order to find a suitably qualified candidate, we designed a rigorous, multi-stage selection process, as outlined in the 'Selection and Recruitment' section of this form, below. This included inviting expressions of interest through Future Leaders, sifting the CVs submitted and scoring them against our assessment criteria, and then inviting the top four candidates to an all-day assessment centre at Teach First's offices, where we put them through a range of tests, including:

- An educational strategy case study (which we designed), led by two McKinsey consultants (including a Junior Partner), one of whom is a qualified teacher and the other of whom [REDACTED] is a [REDACTED]
- A student-lesson the candidates had to teach to Year 11 students from Greenwich
- A student-panel interview where Greenwich students interviewed each candidate
- A data exercise (which we designed) to appraise their ability to handle the type of performance data we will expect them to make use of in school
- A group exercise, presenting on the vision and ethos of the school at a 'Greenwich Town Hall' meeting to a 'hostile' and benign audience, to test their compatibility with our vision, marketing and sales abilities, and ability to work as part of, and lead, a group
- A full panel interview with core members of our team and an external Assistant Headteacher

The next stage was a follow-up discussion with our preferred candidate's Future Leaders leadership coach and a subsequent two hour interview of our Headteacher and Deputy Headteacher designates together at Future Leaders' offices, with two of our governors ([REDACTED] and [REDACTED]), and our proposed consultant Headteacher [REDACTED] also attended by Future Leaders staff.

Following this extensive process, we propose appointing the following candidates who we believe are both distinctive leaders in their own right, and an effective team:

Headteacher designate: [REDACTED]

██████████ is currently ██████████. ██████████ His full CV is as follows:

Career History

██████████

Professional Development Accreditation

██████████

Education

[REDACTED]

Deputy Headteacher designate: [REDACTED]

[REDACTED] [REDACTED] Her full CV is as follows:

Career History

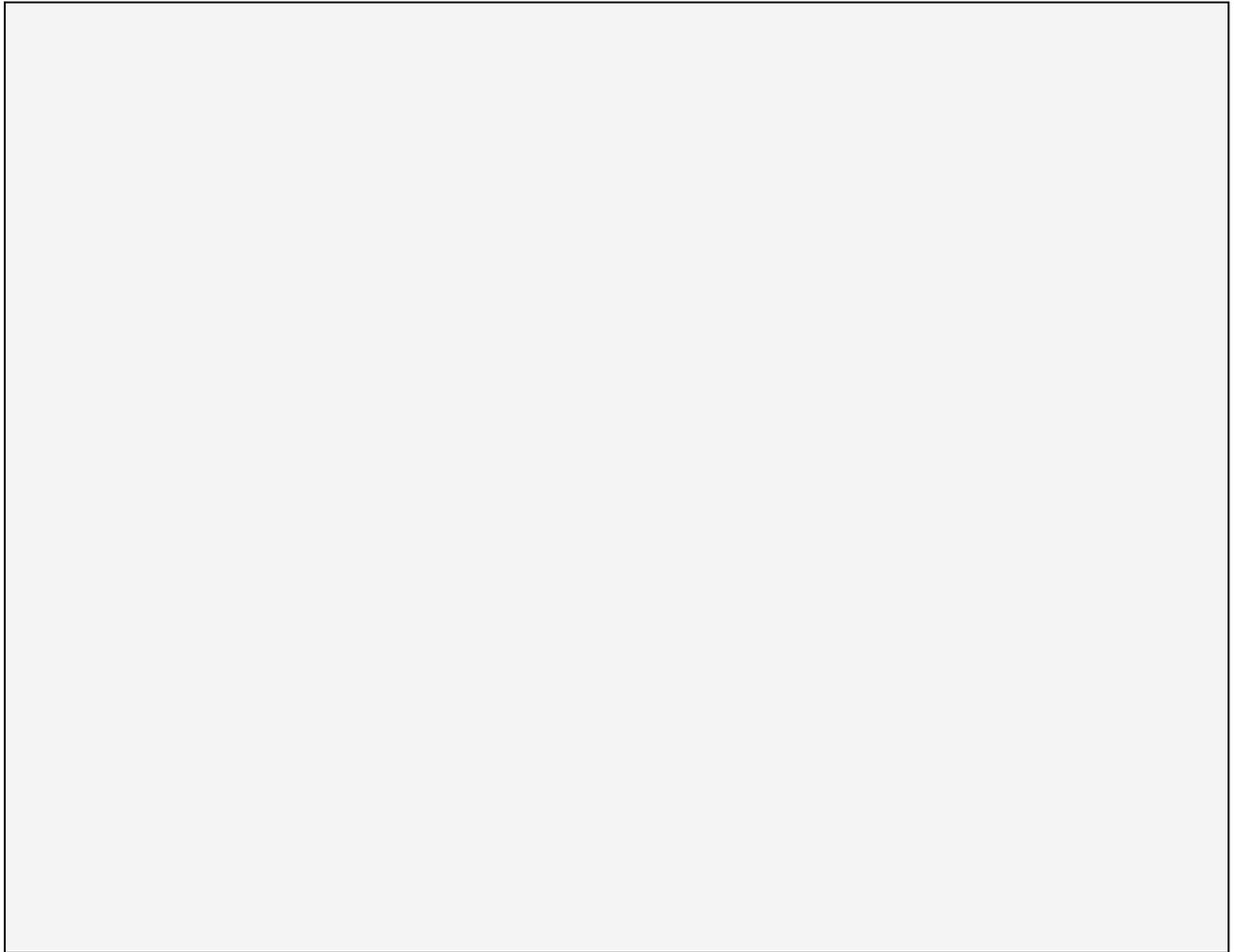
[REDACTED]

Education

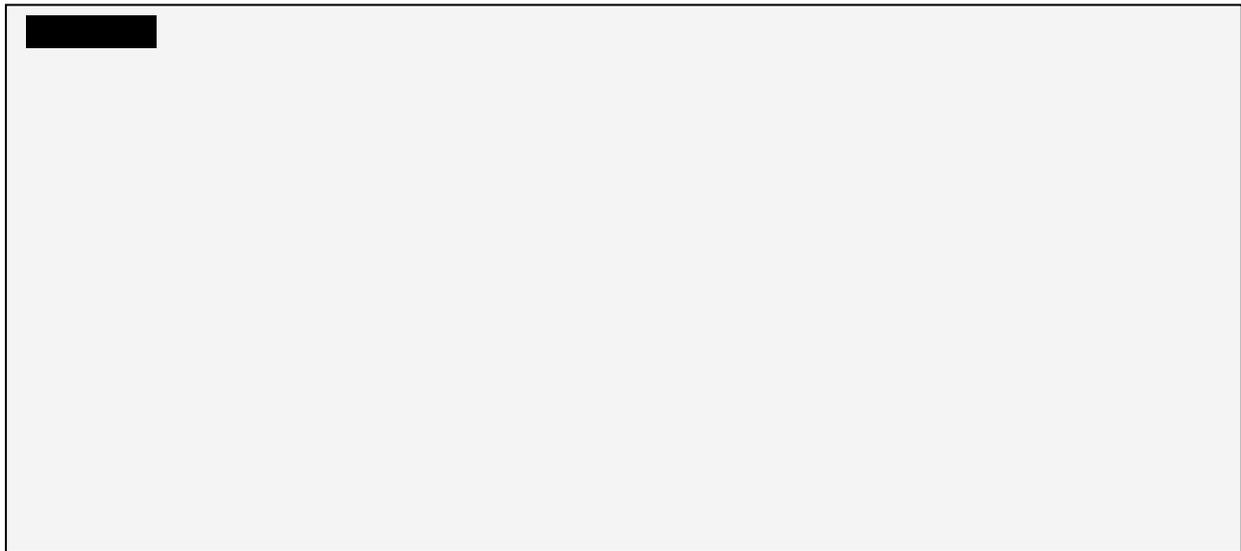
██████████

Interests

██████████



We intend that [REDACTED] and [REDACTED] will be supported by an experienced Consultant Headteacher, [REDACTED] in the first two years of operation to provide mentoring, coaching and practical development of school policies and procedures. We consider this tri-partite model of [REDACTED], [REDACTED] and [REDACTED] to provide an outstanding balance of experience and expertise.



We have budgeted, in our financial model, for 30 days' support from [REDACTED] each year. [REDACTED] has offered us his services at a heavily discounted rate of £140 per day (+VAT). Were we to tender and decide to appoint an alternative Consultant Headteacher, we could use some of our current surplus to increase the rate we are able to offer. We do not anticipate this should prove necessary at this stage, as any alternative provider would have to match or improve upon [REDACTED]'s tender whilst offering the same quality and experience.

6v. Leadership and staffing

In order to ensure we have sufficient capacity and capability to operate the school on an ongoing basis, we have developed a management structure that will enable us to recruit, develop and support outstanding leaders and staff, with clearly delineated accountabilities. We outline this under the following headings:

- *Approach to staffing and link to vision*
- *Diagram of Leadership and Line Management*
- *Overall staffing model and role descriptions*
- *Financial viability of staffing model*
- *Selection and Recruitment*
- *Middle Management and Leadership*

Approach to staffing and link to vision

The second point in our vision is:

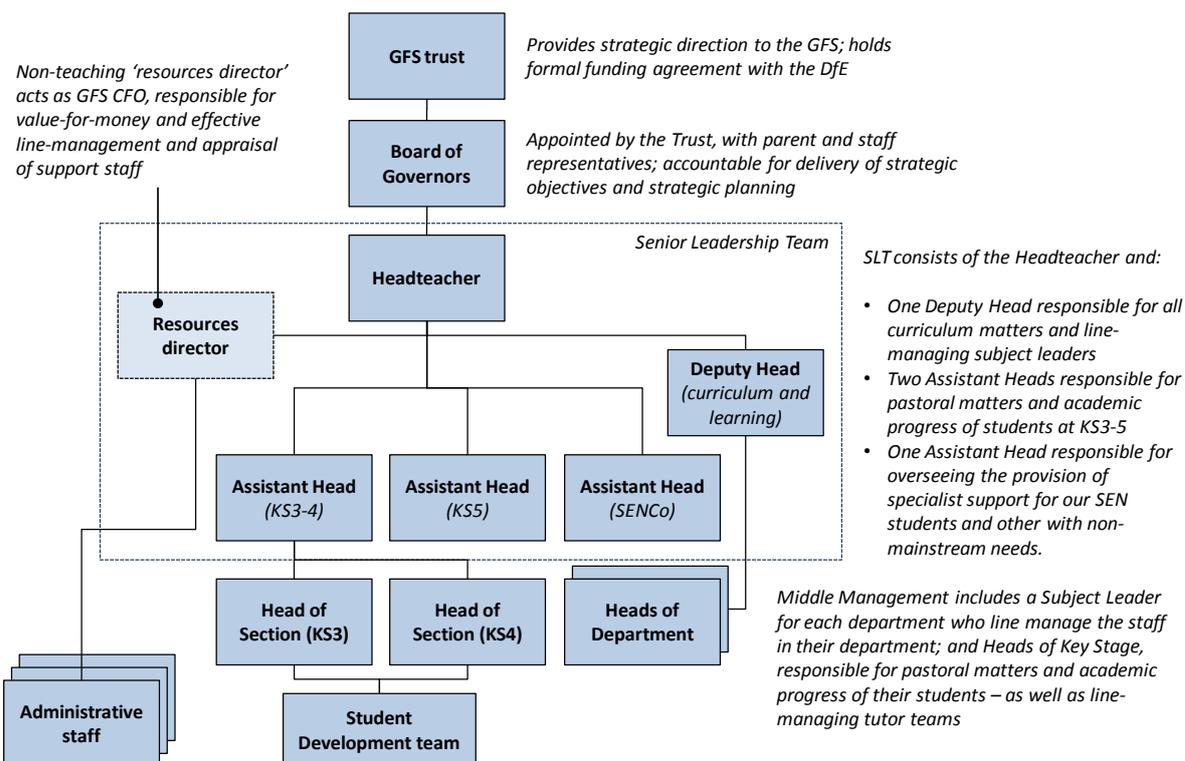
Invest in recruiting, developing and managing outstanding staff

Our overall approach to staffing has been to invest in more qualified teachers and fewer non-teaching and teaching support roles in school. This means we have a significantly lower spend on educational support staff and admin staff than most schools in Greenwich. This saving has been made primarily by removing the *tasks* that support staff normally perform in schools. For example, we will simply not have many Learning Support Assistants sitting in the back of classrooms, preferring to invest in enabling the class teacher to better support the students in their class.

We have carefully balanced the amount of leadership and teaching capacity, providing a reasonably large Senior Leadership and Pastoral Leadership capacity in acknowledgement that these serve as key enablers of teaching staff in the classroom.

In terms of educational support staff, we have invested in fewer, *higher quality* support staff, budgeting, for example, for expensive Student Development Officers on the basis that we want them to be qualified Social Workers or former Police Officers and therefore needing to pay them commensurately. The balance of our staffing model, and the rationale underpinning it, is detailed below.

Diagram of Leadership and Line Management



Overall staffing model and role descriptions

Our overall staffing structure is as follows. Year five figures should be taken as the ongoing 'steady state' staffing structure

Staff headcount	2012-13	2013-14	2014-15	2015-16	2016-17
Main scale teacher	5	10	21	32	38
Upper scale teacher	0	0	0	0	0
Advanced Skills Teacher	0	0	0	0	0
AHT	0	0	1	3	3
DHT	1	1	1	1	1
HT	1	1	1	1	1
Student Development Officer	1	1	2	2	3
Learning Support Assistant	0	1	2	2.5	3
Curriculum Support Technician	0	1	3	3	4
IT Network Manager and data analyst	0	1	1	1	1
Secretary	1	2	3	5.5	7
Senior secretary	1	1	1	1	1
Resources Director	1	1	1	1	1
Catering staff	2	3	4	4	5
Caretaker	1	1	1	1	1
Total	14.0	23.0	42.0	58.0	69.0

Our detailed staffing list and salaries are given as follows:

Staff headcount	Salary	2012-13	2013-14	2014-15	2015-16	2016-17
Headteacher	£80,000	1	1	1	1	1
Deputy Headteacher (Curriculum and Learning)	£60,000	1	1	1	1	1
Assistant Headteacher 1 (KS5)	£50,000			1	1	1
Assistant Headteacher 2 (KS3-4)	£50,000				1	1
Assistant Headteacher 3 (SENCO)	£50,000				1	1
English teacher 1	£31,945	1	1	1	1	1
English teacher 2	£31,945		1	1	1	1
English teacher 3	£31,945			1	1	1
English teacher 4	£31,945				1	1
English teacher 5	£31,945				1	1
English teacher 6	£31,945					1
Maths teacher 1	£31,945	1	1	1	1	1
Maths teacher 2	£31,945		1	1	1	1
Maths teacher 3	£31,945			1	1	1
Maths teacher 4	£31,945				1	1
Maths teacher 5	£31,945				1	1
Science teacher 1	£31,945	1	1	1	1	1
Science teacher 2	£31,945		1	1	1	1
Science teacher 3	£31,945			1	1	1
Science teacher 4	£31,945				1	1
Science teacher 5	£31,945				1	1
History teacher 1	£31,945	1	1	1	1	1
History teacher 2	£31,945			1	1	1
History teacher 3	£31,945				1	1
History teacher 4	£31,945					1
Geography teacher 1	£31,945		1	1	1	1
Geography teacher 2	£31,945			1	1	1
Geography teacher 3	£31,945				1	1
PPE, RS, Citizenship teacher 1	£31,945			1	1	1
PPE, RS, Citizenship teacher 2	£31,945				1	1
IT teacher 1	£31,945			1	1	1
IT teacher 2	£31,945				1	1
IT teacher 3	£31,945					0.5
Languages teacher 1	£31,945	1	1	1	1	1
Languages teacher 2	£31,945			1	1	1
Languages teacher 3	£31,945				1	1
Languages teacher 4	£31,945					1
Music teacher 1	£31,945			1	1	1
Art teacher 1	£31,945			1	1	1
Art teacher 2	£31,945					0.5
PE teacher 1	£31,945		1	1	1	1
PE teacher 2	£31,945			1	1	1
PE teacher 3	£31,945					1
Specialist (SEN) Teacher	£31,945					1
Student Development Officer 1 (Behaviour)	£35,000	1	1	1	1	1
Student Development Officer 2 (Learning and engagement)	£35,000			1	1	1
Student Development Officer 3 (Sixth form)	£35,000					1

Learning Support Assistant 1	£13,846		1	1	1	1
Learning Support Assistant 2	£13,846			1	1	1
Learning Support Assistant 3	£13,846				0.5	1
Curriculum Support Technician 1 (Sci tech)	£13,846		1	1	1	1
Curriculum Support Technician 2 (Enrichment)	£13,846			1	1	1
Curriculum Support Technician 3 (Cover supervisor - funded from Agency Supply Staff budget)	£13,846			1	1	1
Curriculum Support Technician 4 (General support)	£13,846					1
School Secretary 1 (Main secretary and receptionist)	£16,923	1	1	1	1	1
School Secretary 2 (Head's PA)	£16,923				1	1
SDO Secretary	£16,923				1	1
Director of Resources (Finance, Legal, Compliance, HR, Payroll, Premises)	£60,000	1	1	1	1	1
Finance secretary 1	£16,923		1	1	1	1
Finance secretary 2	£16,923					1
IT and Network Manager and data analyst	£35,000		1	1	1	1
IT technician	£21,538	1				
Exams Officer	£16,923				0.5	1
Operations Manager	£21,538			1	1	1
Reprographics	£16,923			1	1	1
Catering staff	£9,231	2	3	4	4	5
Caretaker	£20,000	1	1	1	1	1
Total staff headcount		14.0	23.0	42.0	58.0	69.0

This model carefully builds capacity over time to balance our budget and staffing requirements. This was achieved by conducting a detailed analysis of our curriculum requirements. By timetabling our school's curriculum, incorporating our requirements for increased non-contact time and running scenarios for optional subjects, we were able to develop accurate staffing capacity requirements. We began by running scenarios for the number of periods we would offer each year group each week, as below:

Scenario 1: Traditional breadth

Weekly periods per subject per class	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
-							
English	5	5	5	6	6	5	5
Maths	4	4	4	4	4	5	5
Science	4	4	4	5	5	5	5
History	2	2	2	2	2	5	5
Geography	1.5	1.5	1.5	2	2	5	5
PPE (inc RS and Citizenship)	1.5	1.5	1.5	2	2	5	5
IT	2	2	2	2	2	5	5
Languages	3	3	3	2	2	5	5
Music	1	1	1	2	2	0	0
Art	1	1	1	2	2	5	5
PE	2	2	2	2	2	2	2
Enrichment day	3	3	3	3	3	3	3
Daily enrichment	3.5	3.5	3.5	3.5	3.5	3.5	3.5
Triple science	0	0	0	2	2	0	0

Catch-up English	1.5	1.5	1.5	2	2	0	0
Catch-up Maths	1.5	1.5	1.5	2	2	0	0
GCSE Drama	0	0	0	2	2	0	0
GCSE PE	0	0	0	2	2	0	0
Business, finance and economics	0	0	0	2	2	0	0
College vocational route	0	0	0	6	6	0	0
A-Level Critical Thinking	0	0	0	0	0	5	5
A-Level Politics	0	0	0	0	0	5	5
A-Level Philosophy	0	0	0	0	0	5	5

We combined this with assumptions over how many classes would be taking each subject at capacity:

Classes per subject	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13	Assumptions
English	3	3	3	3	3	2	2	GCSE: core - mandatory for all students
Maths	3	3	3	3	3	3	3	GCSE: core - mandatory for all students
Science	3	3	3	3	3	3	3	GCSE: core - mandatory for all students
History	3	3	3	3	3	2	2	GCSE: Two sets from Hist/Geog block and one from Options block
Geography	3	3	3	2	2	2	2	GCSE: One set from Hist/Geog block and one from Options block
PPE (inc RS and Citizenship)	3	3	3	1	1	1	1	GCSE: One set from Options block
IT	3	3	3	1	1	1	1	GCSE: One set from Options block
Languages	3	3	3	4	4	2	2	GCSE: three sets from mandatory Language block and one from Options block; breakdown of French v Spanish tbd according to demand
Music	3	3	3	1	1	0	0	GCSE: One set from Options block; not offered at KS5 due to insufficient anticipated numbers to form viable sets
Art	3	3	3	1	1	1	1	GCSE: One set from Options block; not offered at KS5 due to insufficient anticipated numbers to form viable sets
PE	3	3	3	2	2	3	3	At KS4, GCSE PE students don't take mandatory PE; at KS5, entire year group combined to take PE afternoon, so sets increase to 25, reducing # from 5 (of 15) to 3 (of 25)
Enrichment day	3	3	3	3	3	3	3	Mandatory for all students
Daily enrichment	3	3	3	3	3	3	3	Mandatory for all students
Triple science	0	0	0	1	1	0	0	GCSE: One set from Options block
Catch-up English	1	1	1	1	1	0	0	GCSE: one (additional) set of students choosing this in options block, but this is an additional requirement - i.e. X students from a class of 25 would be doing this in lieu of their other option
Catch-up Maths	1	1	1	1	1	0	0	GCSE: one (additional) set of students choosing this in options block, but this is an

									additional requirement - i.e. X students from a class of 25 would be doing this in lieu of their other option
GCSE Drama	0	0	0	0	0	0	0	0	Not space to offer initially: 3 options blocks for 3 classes = 9 sets (Optional Hist, Optional Geog, Optional Language (Fr or Sp depending on uptake of core), Trip Sci, PPE, IT, Music, Art, GCSE PE)
GCSE PE	0	0	0	1	1	0	0	0	GCSE: One set from Options block
Business, finance and economics	0	0	0	0	0	0	0	0	Not space to offer initially: 3 options blocks for 3 classes = 9 sets (Optional Hist, Optional Geog, Optional Language (Fr or Sp depending on uptake of core), Trip Sci, PPE, IT, Music, Art, GCSE PE)
Sociology	0	0	0	0	0	0	0	0	
College vocational route	0	0	0	0	0	0	0	0	
A-Level Critical Thinking	0	0	0	0	0	1	1		
A-Level Politics	0	0	0	0	0	1	1		
A-Level Philosophy	0	0	0	0	0	1	1		

This allowed us to build a capacity model:

Capacity	2012-13	2013-14	2014-15	2015-16	2016-17
Periods in a day	7	7	7	7	7
# Y7 classes	3	3	3	3	3
#Y8 classes	0	3	3	3	3
#Y9 classes	0	0	3	3	3
#Y10 classes	0	0	0	3	3
#Y11 classes	0	0	0	0	3
#Y12 classes	0	0	5	5	5
#Y13 classes	0	0	0	5	5
Students per Y7-11 class	25	25	25	25	25
Students per Y12-13 class	15	15	15	15	15
Teacher contact time	60%	60%	60%	60%	60%
HT and DHT contact time	10%	10%	10%	10%	10%
AHT contact time	50%	50%	50%	50%	50%
Additional free periods for KSTL (per wk)	1	2	3	3	3
Additional free pds for core SL (per wk)	1	1	2	2	2
Additional free pds for non-core SL (per wk)	1	1	1	1	1
Total teaching pds reqd /wk	21	42	98	154	175
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Total classes in school	3	6	14	22	25
Total students in school	75	150	300	450	525
Total u16 students in school	75	150	225	300	375
Total 16+ students in school	0	0	75	150	150
Total weekly periods	35	35	35	35	35

Total timetabled pds / wk	103.5	207	436	664	766.5
Total management pds / wk	4	7	21	27	30
Total periods taught / teacher	21	21	21	21	21
Total periods taught / HT and DHT	3.5	3.5	3.5	3.5	3.5
Total periods taught / AHT	17.5	17.5	17.5	17.5	17.5

Subject hours required	2012-13	2013-14	2014-15	2015-16	2016-17
English	15	30	55	83	101
Maths	12	24	51	78	90
Science	12	24	51	81	96
History	6	12	28	44	50
Geography	4.5	9	23.5	37.5	41.5
PPE (inc RS and Citizenship)	4.5	9	18.5	25.5	27.5
IT	6	12	23	30	32
Languages	9	18	37	55	63
Music	3	6	9	11	13
Art	3	6	14	21	23
PE	6	12	24	34	38
Enrichment day	9	18	36	54	63
Daily enrichment	10.5	21	42	63	73.5
Triple science	0	0	0	2	4
Catch-up English	1.5	3	4.5	6.5	8.5
Catch-up Maths	1.5	3	4.5	6.5	8.5
GCSE Drama	0	0	0	0	0
GCSE PE	0	0	0	2	4
Business, finance and economics	0	0	0	0	0
Sociology	0	0	0	0	0
College vocational route	0	0	0	0	0
A-Level Critical Thinking	0	0	5	10	10
A-Level Politics	0	0	5	10	10
A-Level Philosophy	0	0	5	10	10
Total	103.5	207	436	664	766.5

Total hours including management time	107.5	214	457	691	796.5
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Total teachers required	2012-13	2013-14	2014-15	2015-16	2016-17
English	0.71	1.43	2.62	3.95	4.81
Maths	0.57	1.14	2.43	3.71	4.29
Science	0.57	1.14	2.43	3.86	4.57
History	0.29	0.57	1.33	2.10	2.38
Geography	0.21	0.43	1.12	1.79	1.98
PPE (inc RS and Citizenship)	0.21	0.43	0.88	1.21	1.31
IT	0.29	0.57	1.10	1.43	1.52

Languages	0.43	0.86	1.76	2.62	3.00
Music	0.14	0.29	0.43	0.52	0.62
Art	0.14	0.29	0.67	1.00	1.10
PE	0.29	0.57	1.14	1.62	1.81
Enrichment day	0.43	0.86	1.71	2.57	3.00
Daily enrichment	0.50	1.00	2.00	3.00	3.50
Triple science	-	-	-	0.10	0.19
Catch-up English	0.07	0.14	0.21	0.31	0.40
Catch-up Maths	0.07	0.14	0.21	0.31	0.40
GCSE Drama	-	-	-	-	-
GCSE PE	-	-	-	0.10	0.19
Business, finance and economics	-	-	-	-	-
Sociology	-	-	-	-	-
College vocational route	-	-	-	-	-
A-Level Critical Thinking	-	-	0.24	0.48	0.48
A-Level Politics	-	-	0.24	0.48	0.48
A-Level Philosophy	-	-	0.24	0.48	0.48
Total subject teachers	4.9	9.9	20.8	31.6	36.5
Total management time teachers	0.2	0.3	1.0	1.3	1.4
Total required teachers	5.1	10.2	21.8	32.9	37.9

Our modelling enabled us to calculate, with some precision, the number of teachers we would require for each subject.

	Y1	Y2	Y3	Y4	Y5
English	0.79	1.57	2.83	4.26	5.21
Maths	0.64	1.29	2.64	4.02	4.69
Science	0.57	1.14	2.43	3.95	4.76
History	0.29	0.57	1.57	2.57	2.86
Geography	0.21	0.43	1.36	2.26	2.45
PPE (inc RS and Citizenship)	0.21	0.43	1.12	1.69	1.79
IT	0.29	0.57	1.10	1.43	1.52
Languages	0.43	0.86	1.76	2.62	3.00
Music	0.14	0.29	0.43	0.52	0.62
Art	0.14	0.29	0.67	1.00	1.10
PE	0.29	0.57	1.14	1.71	2.00
Other	0.93	1.86	3.71	5.57	6.50
Total	4.93	9.86	20.76	31.62	36.50

Clearly, in the early years, we have had to make some assumptions around staff members teaching multiple subjects, so in Y1, for example, our one History teacher will have to cover all the Humanities, whilst the Maths teacher will cover ICT as well.

However, a careful curriculum design has enabled us to map our staffing requirements closely, helping keep costs to a minimum:

	2012-13	2013-14	2014-15	2015-16	2016-17
Total teaching staff (not including SLT)	5	10	21	32	38
Total required teaching staff (including enrichment)	5.2	10.3	21.9	33.0	37.9

The deficit requirement will be covered by members of SLT, who are not included in these figures. This SLT teaching capacity (amounting to 7 hours, 7 hours, 24.5 hours, 59.5 hours, 59.5 hours) also provides our 'timetable reserve' where we are assuming that timetabling clashes may require surplus capacity.

Key assumptions

We have made a number of policy decisions to derive our staffing model:

- The Headteacher and Deputy will teach a 10% timetable
- Assistant Headteachers will teach a 50% timetable
- All other teachers will teach a 60% timetable
- At steady state, Heads of Key Stage and the Head of Assessment will be given 3 additional non-contact periods to fulfil their role. In years 1-4, before the AHT (SENCo) is appointed, the SENCo will also be given 3 additional non-contact periods.
- Core subject Heads of Department will be given 2 additional free periods, and non-core subject Heads of Department will be given 1 additional non-contact period

We will award the following management allowances:

TLRs	2012-13	2013-14	2014-15	2015-16	2016-17
Head of English	TLR2	TLR2	TLR1	TLR1	TLR1
Head of Maths	TLR2	TLR2	TLR1	TLR1	TLR1
Head of Science	TLR2	TLR2	TLR1	TLR1	TLR1
Head of Humanities		TLR2	TLR2	TLR2	TLR2
Head of Languages		TLR2	TLR2	TLR2	TLR2
Head of IT and Business			TLR2	TLR2	TLR2
Head of Music and Art			TLR2	TLR2	TLR2
Head of PE			TLR2	TLR2	TLR2
Head of Enrichment			TLR2	TLR2	TLR1
Head of Key Stage (KS3)	TLR2	TLR2	TLR1	TLR1	TLR1
Head of Key Stage (KS4)				TLR2	TLR1
Head of Key Stage (KS5)				TLR2	TLR2
SENCO	TLR2	TLR2	TLR1		
Head of Assessment				TLR2	TLR2
TLR1	0	0	5	4	6
TLR2	5	7	6	9	7

Role responsibilities and accountabilities

Role	Responsibilities and accountabilities
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Headteacher	<p>Accountable to the Board of Governors for the delivery of the school's vision and objectives, as outlined in the detailed job description above. Specifically includes:</p> <ul style="list-style-type: none"> - Maintaining the vision statement and School Improvement Plan - Financial Planning - Pay, personnel and staff recruitment - Liaising with external stakeholders and engaging the local community - Admissions, marketing and media relations - Fundraising - Line management and oversight of all SLT responsibilities
Deputy Headteacher (Curriculum and Learning)	<p>Accountable to the Headteacher for:</p> <ul style="list-style-type: none"> - Overseeing all teaching and learning, including curriculum design and quality assurance, and staff performance management - Overseeing subject-level improvement, appraisal, planning and assurance - Coordinating and quality assuring staff development and training, including Initial Teacher Training - Overseeing reporting to parents - Coordination of value-added analysis and measurement of school academic performance against targets - Development and implementation of school Assessment for Learning policy - Deputising for the Headteacher in his / her absence - Daily operational management of the school, including oversight of cover provision - Core SLT responsibilities, including disciplinary support (on call) to staff, line-management of faculties, strategic planning for the school
Assistant Head (KS5)	<p>Accountable to the Headteacher for:</p> <ul style="list-style-type: none"> - Oversight of educational provision for all post-16 students - Operational management of KS5 students, including monitoring and managing academic and pastoral outcomes - Line management of KS5 tutor and pastoral team - Higher / Further education links - Management of school officials' system - Core SLT responsibilities, including disciplinary support (on call) to staff, line-management of faculties, strategic planning for the school
Assistant Head (KS3-4)	<p>Accountable to the Headteacher for:</p> <ul style="list-style-type: none"> - Oversight of educational provision for all 11-16 students - Operational management of KS5 students, including

	<ul style="list-style-type: none"> - monitoring and managing academic and pastoral outcomes - Line management of KS3-4 tutor and pastoral team and the Student Development Office - Safeguarding - Management of school officials' system - Oversight of parental engagement - Core SLT responsibilities, including disciplinary support (on call) to staff, line-management of faculties, strategic planning for the school
Assistant Head (SENCO)	<p>Accountable to the Headteacher for:</p> <ul style="list-style-type: none"> - Oversight of educational provision for all students with physical, emotional, behavioural, communication or learning disabilities, SEN, EAL, BESD or from deprived backgrounds (including monitoring mainstream provision to ensure it adequately caters for these groups, and overseeing progress made by these individuals) - Operational management of all 'intervention' provision (including Booster classes and nurture groups) - Oversight of the monitoring of the SDO in maintaining records of a student's needs and the special educational needs provision made, and in conjunction with the Heads of Key Stage, monitor progress - Liaising with external agencies - Core SLT responsibilities, including disciplinary support (on call) to staff, line-management of faculties, strategic planning for the school
Specialist (SEN) teacher	<p>Accountable to the Assistant Head (SENCO) for:</p> <ul style="list-style-type: none"> - delivering targeted and appropriate provision for students with special educational needs - advising departments on curriculum design and delivery issues to ensure they are accessible to SEN students, and on appropriate modifications that could be made - advising teaching staff on appropriate strategies to be used with individual pupils - helping develop and review individual students' support, recommended teaching strategies, Individual Educational Plan or Provision Map - maintaining an overview of best-practice strategies for engaging and accommodating SEN students and training staff in these practices
Pastoral Heads of Key Stage	<p>Accountable to the Assistant Heads (KS3-4) / (KS5) for:</p> <ul style="list-style-type: none"> - Oversight of wellbeing and pastoral care of all students in

	<p>their section (Key Stages)</p> <ul style="list-style-type: none"> - Monitoring the academic and pastoral progress of all students in their section - Overseeing the design of interventions and personalised curriculum design for students in their section - Operational management of the school disciplinary, sanctions and rewards systems - Line management of the SDO and Form Tutor teams - Overseeing liaison with external agencies over all pastoral and welfare issues for students in their section
Subject Heads of Department	<p>Accountable to the Deputy Headteacher for:</p> <ul style="list-style-type: none"> - Academic outcomes for all students learning their subject - Design of stimulating and challenging curricula - Line management of classroom teachers, including operational management of their professional development, coaching and appraisals -
Form tutors	<p>Accountable to Heads of Key Stage for:</p> <ul style="list-style-type: none"> - Maintaining a holistic overview of the academic and pastoral progress of their tutees, including monitoring their wellbeing - Developing strong trusted relationships with their tutees to act as a mentor - Delivering the wellbeing, skills and Learning curriculum to their tutees in tutor time - Implementing GFS's attendance, behaviour and monitoring policies, including being the primary behavioural point of contact for their tutees and maintaining a weekly check on their planners - Identifying the need for, and supporting the design of, interventions to support students who are not meeting expectations - Monitoring the safeguarding and welfare of their tutees - Engaging their tutees' teaching staff to facilitate the sharing of best-practice and relevant student-specific strategies and information - Making specialist staff (SENCO, SDO) aware of any issues with their tutees - Engaging the parents of their tutees - Modelling the ethos and vision of the school
Classroom teachers	<p>Accountable to Heads of Department for:</p> <ul style="list-style-type: none"> - Planning and delivering high-quality lessons that enable

	<p>effective learning</p> <ul style="list-style-type: none"> - Monitoring and reporting on students' progress - Developing strong relationships with students - Implementing school policies, including the school's behaviour policy - Contributing to the design and delivery of the school's enrichment curriculum - Modelling the ethos and vision of the school
Student Development Officers	<p>Accountable to Heads of Key Stage for:</p> <ul style="list-style-type: none"> - Monitoring and maintaining Student Management data systems - Operational delivery of the school behaviour policy, including administering detentions and sanctions, patrolling the playground at breaktime and lunchtime, being 'on call' to remove students from lessons if they are being disruptive, overseeing internal exclusions, investigating incidents that occur - Identifying need for interventions - Designing and delivering 1-1 and group academic and pastoral interventions to support students with more significant academic or behavioural issues (e.g. activities ranging from behaviour workshops and Restorative Justice sessions to 1-1 study support and organisational assistance) - Delivery of the non-teaching pastoral support provision, e.g. links with home (with calls and contacts being channelled through the SDO) and managing parenting courses - Modelling the ethos and vision of the school -
Teaching Fellows (Learning Support Assistants)	<p>Accountable to the Assistant Head (SENCo) for:</p> <ul style="list-style-type: none"> - Supporting students with specific needs in class or in 1-1 / nurture groups, as directed by the SENCO - Ensuring students to whom they are assigned make significant progress - Modelling the ethos and vision of the school
Curriculum Support Technicians	<p>Accountable to Heads of Department / Deputy Head for:</p> <ul style="list-style-type: none"> - Supporting teaching staff to deliver the curriculum by performing non-teaching administrative and support functions. Specifically: <ul style="list-style-type: none"> o Procuring, maintaining and setting up laboratory and specialist science equipment (Science CST) o Organising and providing administration for school trips and enrichment activities (enrichment CST) o Providing staff absence cover, monitoring classes and administering work set by teaching staff, whilst

	<ul style="list-style-type: none"> o upholding the school's behaviour policy (Cover CST) o Providing administrative support to departments, as required – e.g. data entry, creating displays or resources, conducting research, organising resources, etc. (General CST) - Modelling the ethos and vision of the school
Secretaries	<p>Accountable to the Resources Director for:</p> <ul style="list-style-type: none"> - Providing efficient administrative support to the staff - Providing an engaging point of contact for external stakeholders (including parents) to interact with school - Modelling the ethos and vision of the school
Director of Resources and Finance Team	<p>Accountable to the Headteacher for:</p> <ul style="list-style-type: none"> - Judiciously managing the school's resources - Strategic financial planning - Accounting and maintenance of the school ledger - Production and assurance of financial statements - Premises management, maintenance and development - Human resources management - Legal matters and compliance - Health and Safety - Line-management of designated support and administrative staff - Ensuring the payroll is administered effectively - Securing value-for-money procurement and overseeing delivery of contracts and services - Modelling the ethos and vision of the school
IT and Network Manager and Data Analyst	<p>Accountable to the Deputy Head for:</p> <ul style="list-style-type: none"> - Development and management of school software architecture - Maintenance, trouble-shooting and management of the school IT hardware network - Future development of the school's hardware and software ICT provision, including advising on developments and innovations - Judicious management of the school's ICT budget, including securing value-for-money procurement - Delivering staff training on ICT and data analysis - (in conjunction with the SDO) performing analysis on pupil performance data to derive trends and insights - Modelling the ethos and vision of the school
Exams Officer	<p>Accountable to the Deputy Head for:</p> <ul style="list-style-type: none"> - Coordinating exam entries and access requirements,

	<p>including all liaison with the examinations boards</p> <ul style="list-style-type: none"> - Provision of all necessary regulations, curricula, past papers and updates to teaching staff - Modelling the ethos and vision of the school
Operations Manager	<p>Accountable to the Deputy Head for:</p> <ul style="list-style-type: none"> - Internal staff communications - Management of cover and staff absence - Coordination of the timetable - Coordination of the school's daily schedule - Premises bookings and school diary - Maintenance of the public-facing website and staff section of the intranet - Modelling the ethos and vision of the school
Reprographics	<p>Accountable to the Deputy Head for:</p> <ul style="list-style-type: none"> - Supporting teaching and administrative staff with printing requirements - Managing the school's printing budget in a value-for-money manner - Modelling the ethos and vision of the school
Caretaker	<p>Accountable to the Deputy Head for:</p> <ul style="list-style-type: none"> - Managing the premises, including provision of 'handyman' maintenance services, security, liaison with external contractors - Modelling the ethos and vision of the school

Every member of staff is accountable for ensuring through their actions that students are:

- **Excited** by – and happy at – school
- **Committed** to doing the best they can
- **Skilled** enough to make a valuable contribution to society and the economy
- **Knowledgeable** about key subjects
- **Reflective** about their learning by understanding how they learn
- **Aware** of their community and willing to play a constructive role in it

Financial viability of staffing model

As outlined in the detailed staffing numbers above, we have designed our staffing model to balance the quality of provision – and assurance of delivery – with a careful

expenditure of resources. We have thought in detail about what *value* each role provides to ensure it is an effective expenditure of the school's resources.

The staffing cost figures below, and their comparative benchmarks across Greenwich, illustrate that our model is broadly in line with both the New Schools Network benchmark for staff expenditure (75%-85%) and in comparison with existing schools in our borough - albeit with a deliberate skew from non-teaching staff positions to *fewer* but *higher-calibre* non-teaching positions, and more qualified teaching staff than typical for a school our size

	GFS proposed spend per pupil (steady-state)		St Thomas More Secondary spend 2009-10		Crown Woods spend 2009-10		GFS spend per pupil (steady state)	Average Greenwich spend per pupil (2009-10)	St Thomas More spend per pupil 2009-10	Crown Woods spend per pupil 2009-10
	£	%	£	%	£	%	£	£	£	£
Teaching staff	£2,014,335	76%	£2,101,563	75%	£6,155,058	75%	£3,837	£3,876	£3,474	£4,063
Supply staff	£19,878	1%	£9,114	0%	£69,923	1%	£38	£47	£15	£46
Education support staff	£250,183	9%	£413,322	15%	£802,224	10%	£477	£797	£683	£530
Premises staff	£0	0%	£70,445	3%	£218,427	3%	£0	£139	£116	£144
Administrative & clerical staff	£315,945	12%	£214,697	8%	£944,653	12%	£602	£425	£355	£624
Catering staff	£57,185	2%	£0	0%	£0	0%	£109	£142	£0	£0
Total	£2,657,525		£2,809,142		£8,190,285					

For example, our Teaching spend is higher (per pupil) than St Thomas More – a similarly sized school – to reflect our investment in teaching staff. However, it is lower than Crown Woods spend per pupil as they have significant non-core responsibilities that have to be staffed, which we would not incur.

Likewise, our Educational Support Staff spend per pupil is lower than that of St Thomas More because we have shifted that funding across to cover the cost of Teaching Staff.

Our Administrative Staff spend per pupil is higher than St Thomas More (but lower than Crown Woods) because we will have to invest more in funding administrative overhead (such as a more highly qualified Director of Resources) than Local Authority Schools to provide assurance that we can operate without the support of the Local Authority. We anticipate that standing alone will incur a slightly higher in-school administrative burden. This is reflected in the LACSEG funding allocated to cover the loss of Local Authority services, much of which will go to cover Administrative Support. It is also slightly skewed by definitional anomalies. For example, we include our premises manager as 'Administrative Staff' whereas other schools will code this differently.

Selection and recruitment

We plan to adopt private-sector recruitment practices in order to find and secure outstanding talent for the GFS. We believe our proposition is a compelling one, as evidenced by the large number of Ofsted Outstanding teachers that have volunteered

their time to join us, and the support we have received from leading educational experts internationally. In order to capitalise on this:

- We will prioritise **merit over tenure** in both recruitment and promotion
- We will appoint non-teaching specialists where appropriate – for example a commercially experienced Director of Resources
- We will actively headhunt exceptional candidates, but with an undertaking not to harm schools in less fortunate circumstances than ourselves. We would, therefore, not normally set out to poach an excellent teacher from a deprived school, but would readily headhunt a teacher from a top-performing school that would not be unduly harmed by the loss of that individual
- We will make use of existing selection and recruitment schemes, e.g. Teach First and Future Leaders

Case study

As evidence of our rigorous approach to recruitment, we have already developed and implemented a rigorous process to find and appoint our Headteacher designate, working closely with Future Leaders and Teach First to design the selection and secure high calibre candidates. Our headteacher job description, person specification, selection criteria and selection process are attached at Annexe A. We believe this is a good illustration of the thorough, rigorous approach our group intends to apply to all staffing decisions, applying private sector principles to secure high-calibre talent.

For example, on our selection day, we combined standard Headteacher selection tasks (e.g. pupil interviews, teaching a sample lesson, panel interviews with serving Educational Leaders) with more innovative assessments, including:

- Case Study strategy scenario – a case study, led by two McKinsey consultants, including a Junior Partner (who is also a School Governor and trustee of the New Schools' Network) – on an educational strategy problem to test leadership and strategic problem-solving ability
- Data exercise – asking the candidate to diagnose and suggest remedies from a set of pupil performance data to test micro-analytical ability
- Group exercise – asking the candidates to work together to present to a simulated 'Town Hall' meeting on why parents should send their students to the GFS, to test presentation, marketing ability and collaboration

To help us assess candidates through this day and beyond, including a subsequent two hour interview, we assembled an expert group, including:

- **Educational expertise:** A headteacher, two Assistant Headteachers and a classroom teacher
- **Community insight:** Y11 and Y12 students from Greenwich
- **Strategy expertise:** Two strategy consultants from McKinsey and Company, including a Junior Partner, and the head of Public Service Reform at the Strategy Unit (formerly Prime Minister's Strategy Unit)

We applied a rigorous scoring system, as outlined at Annexe A, and applied an evidence-led approach to our selection decision.

Middle management and leadership

A key capacity issue that challenges many schools is the appointment and development of effective Middle Managers. Recognising this challenge, GFS will implement the following:

- Middle managers will be expected – and appraised on their ability – to challenge and performance-manage their staff. Portions of the TLR awards will be based on both individual and team performance
- Departmental heads will be held accountable for the performance of their staff through regular engagement with the Deputy Headteacher (Curriculum and Learning) who will monitor departmental activity and outcomes
- All managers – including Middle Management – will be given sufficient performance-management tools to tackle under-performance

Recognising that being a great teacher does not automatically make somebody a great manager, we will do more to prepare our middle and senior management for the challenges of those positions. This will include:

- internal shadowing and professional development opportunities (e.g. most staff training for and shadowing the next role up)
- (once at scale) external secondments at both high-performing and challenging schools – and at private sector partner organisations

All our SLT, including the Headteacher, will retain a teaching timetable to ensure they are closely linked into the pulse of the school. For example, we hope to timetable our Headteacher to be teaching last period on a Friday.

- SLT will be provided with ample non-teaching time (90%) to effectively perform their in-school quality-assurance role, in which they will be expected to undertake frequent lesson visits and observations
- Middle managers will teach a regular (60%) timetable with a generous number of additional free periods to discharge their management role:
 - At steady state, Heads of Key Stage and the Head of Assessment will be given 3 additional non-contact periods to fulfil their role. In years 1-4, before the AHT (SENCo) is appointed, the SENCo will also be given 3 additional non-contact periods.
 - Core subject Heads of Department will be given 2 additional free periods, and non-core subject Heads of Department will be given 1 additional non-contact period.
 - Most middle leadership will be provided at faculty level as a more cost-effective approach that concentrates management positions in the hands of a smaller, more elite cadre of teachers.

6vi. Staff Development and Training

To ensure GFS builds and maintains the staff capacity to succeed, it will implement a rigorous regime of staff recruitment, development and training from the outset. Our investment in recruiting, developing and performance-managing outstanding staff is recognition that staff capability is a key enabler of student outcomes. Our staff development plan will help our teachers develop as outstanding practitioners, while our strict performance management will measure and hold people accountable for the success of individual pupils, and indeed the whole school.

Aim: Success breeds success

Recruitment

Investing in Timetabling

Continuing Professional Development

Performance Management

Aim: Success breeds success

Every school knows which teachers are outstanding, and all outstanding teachers are constantly seeking to improve. Our students deserve to be taught solely by outstanding teachers.

We will hire exceptional teachers and leaders, and provide them with an on-going and transparent support, development and appraisal system that will help them improve further. This system will increase teaching quality in our school, whilst also valuing the personal and professional commitment made by our staff.

This will also attract more great teachers excited about working in a high-performing environment.

The core principles underpinning our performance management and development are:

- Outstanding teachers are the key to the success of our pupils. As such, we will be committed to recruiting, training and developing staff that are committed to learning and developing.
- We will demand high standards, but invest in providing staff with the time to deliver them. Our financial model is based on employing fewer non-teaching adults than a typical maintained school, and investing these savings in employing more high quality teachers, and giving them a reduced timetable.
- Performance management is intrinsically linked to professional development, and is an on-going process.
- Performance management will be formal and informal; it will encompass the full range of contributions, behaviours and responsibilities that staff have towards each other and students.
- We will reward hard work and success in a meritocratic and transparent pay system.

Recruitment

We recognise that we will ask a lot from our staff. We believe that we will be able to recruit exceptional candidates *because* of these demands – not in spite of them. This is because:

- The kind of exceptional teachers we hope to attract will be excited by the prospect of working in a dynamic and high-performing school. This has been the experience of King Solomon Academy and Mossbourne Academy where high-performing staff are drawn to the high standards that the high expectations produce
- We will pay a small premium (2.5% above nationally agreed pay scales) in order to recognise the additional demands of the extended school day. However, this is deliberately a modest premium as we do not wish to attract staff for whom a premium salary is the primary motivating factor
- We will offer a compelling package that enables staff to be the excellent teachers to which we hope they aspire to be, including:
 - A 60% timetable, providing more time to invest in each class taught
 - Enhanced CPD and opportunities for development
 - Small classes (and a small school), enabling enhanced relationships with students – a significant motivating factor for many staff
- We intend to recruit heavily from the Teach First scheme, and work with partners to target high-performing graduates directly
- We will continue to use networks such as Future Leaders to recruit new, excellent teachers as required
- We will actively headhunt exceptional candidates, but with an undertaking not to harm schools in less fortunate circumstances than ourselves. We would, therefore, not normally set out to poach an excellent teacher from a deprived school, but would readily headhunt a teacher from a top-performing school that would not be unduly harmed by the loss of that individual

Investing in Timetabling

- **Reduced Teacher Timetables:** Whilst we will demand high standards, we will also provide staff with the time to deliver them by investing in a 60% timetable
 - This will provide staff with 20% more non-contact time, free of scheduled lessons, than in regular maintained schools
 - The additional time will be used for enhanced CPD, more thorough and effective feedback, collaborative and individual planning and more pastoral engagement
- **Putting Staff Development on the Timetable:** We believe that the best teachers are those who want to keep learning and improving, and that the best schools are those that show a genuine commitment to professional development. We want to build a school where classroom practice is based on the most recent developments in educational research and theory. However we also recognise that teachers are exceptionally busy, and that professional development can get squeezed out as teachers prioritise student development. Our timetable therefore includes time every week for staff development. Students will not have enrichment on a Monday, leaving the time from 4.30-5.30pm for staff development (and ensuring teachers have access to this development at the beginning of the week, when they will be at their most fresh and receptive).

- Once a month this time will be given to whole school INSET, ensuring teachers know about new developments in research and educational theory, or addressing whole school developmental goals identified by the Senior Leadership Team.
 - Once a month this time will be given to subject development. This time is not for administrative tasks relating to departments, but rather for Heads of Department to develop teachers' subject knowledge. Heads of Department will be encouraged to think broadly and creatively about the use of this time, for example considering visiting relevant exhibitions, reading new materials, or planning exciting and engaging subject projects for drop-down days
 - Twice a month staff will work in Teacher-Learner Communities (based on the work of Dylan Williams). Staff will meet to share best practice, and set themselves goals relating to student outcomes with a specific class. They will arrange to conduct peer observations based on this before their next meeting, where they will review and document progress towards that goal.
- **On-going CPD for all staff:** All staff will maintain a professional portfolio including work towards their development targets
 - All staff will be able to undertake visits and secondments to high-performing schools
 - We will have an internal programme of observations and mentorship, with staff expected to use some of their additional non-contact periods to observe colleagues and give them feedback to help both members of staff develop
 - Best-practice discussions and seminars will continue for all staff – not just trainees
 - We will use a range of reflective strategies to aid staff development, such as pupil and 360° feedback and peer-review
 - Staff will be given opportunities to use some of their CPD time to develop their subject knowledge and academic interests (e.g. visiting art exhibitions, lectures at Universities etc)

Performance Management

As described in the 'Pupil Development and Achievement' section above, we will implement a rigorous Performance Management system to hold staff to account for their responsibilities. This will include:

- Setting clear goals and objectives for all staff
- Termly performance management meetings with line managers
- Informal progress discussions alongside termly appraisal of performance objectives

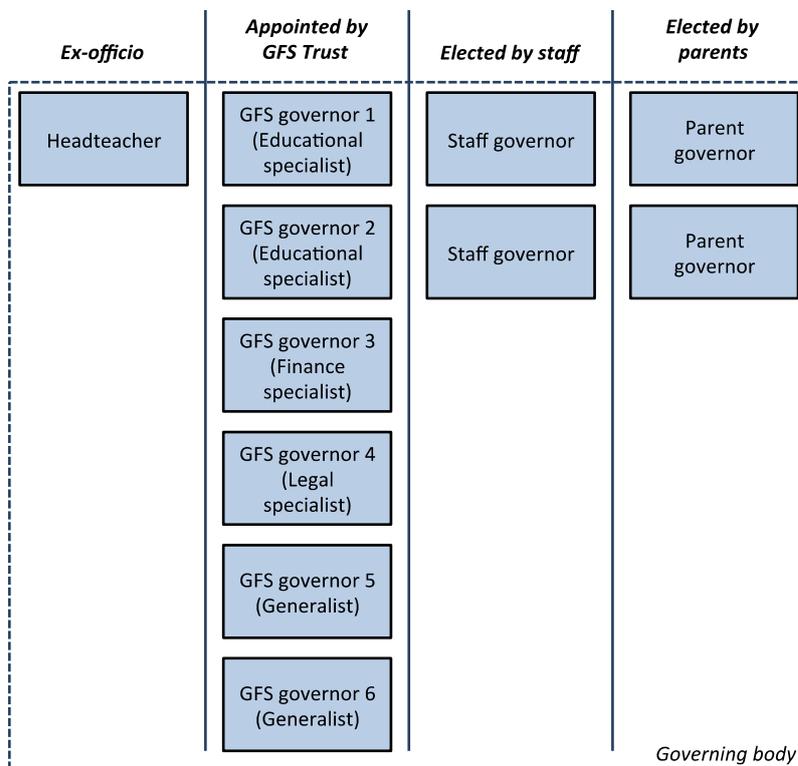
- Using a range of formal review models to appraise teachers, including: internal and external observations (including organisations such as Ofsted or Cambridge Inspections), results obtained and progress made against class targets, work scrutiny and the professional portfolio
- Offering an intensive programme of support, following similar approaches to GTP training (e.g. observations, feedback, team-teaching, collaborative planning, etc.) if a teacher is not developing at the required standard
- Ultimately removing teachers who are not meeting required targets; to ignore them would be to betray our students

6vii. Governance

Governance principles

- The Members of The Greenwich Free School Group will appoint more than 50% of the Governors in order to discharge their oversight responsibilities to the DfE
- Governors appointed by the Members of The GFS Group will be recruited to provide specific expertise in education, finance or law, or as a Generalist selected to uphold the GFS values
- There should be at least one appointed Governor from each of these four categories on the Governing Body at all times
- The Governing Body will elect its own chair – but the Headteacher and staff governors will not be permitted to stand

Our Governing Body will be structured and elected as follows:



Details of the current Governors are given in section 6(i) above. We envisage that four of these Governors will continue to serve in the long term. We intend to work with the School Governors' One Stop Shop, the National Governors Association and our own personal networks to identify and recruit further Governance capacity. Our current prospective long-term governors are:

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

In addition to our current governing board, we are considering appointing an accountant or an experienced school business manager to bolster our capacity for financial monitoring. We intend to start recruitment as soon as any approval is given and have them in place by Easter 2012

We intend to structure our governing body committees as follows:

- Full Governing Body
 - Finance committee
 - Learning and teaching committee
 - Premises and facilities committee

Each committee will be able to co-opt non-Governor specialists to attend their meetings and offer advice, so, for example, the school SLT may be co-opted onto the Learning and Teaching committee.

6viii. Financial expertise summary

One of the strengths of our bid is our group's own financial expertise and our access to extensive further financial expertise. For example, our detailed financial and operating model for the school, developed entirely by Directors of the Greenwich Free School Group, without external assistance, evidences our capabilities. Specifically:

- [REDACTED],

- [REDACTED],

- [REDACTED],

- [REDACTED],

Recognising that the day-to-day financial expertise within the school will be crucial, we have invested a significant amount of our budget in a 'Resources Director' post, who will sit at Deputy Headteacher level, reporting directly in to the Headteacher and serving as the 'Chief Financial Officer' of the GFS (to the Headteacher's 'CEO' role and the Deputy Head's 'Chief Educational Officer' role). His or her remit will be to:

- Manage all financial matters for the GFS, being accountable to the Headteacher and the Governors for the judicious management of the school's resources
- Oversee the discharge of the school's HR, legal and compliance responsibilities

We intend to work with [REDACTED], [REDACTED] – a highly successful Academy – to develop the post and recruit a suitably high-calibre candidate to provide this important day-to-day financial expertise and oversight.

We are also considering appointing an accountant or an experienced school business manager to bolster our capacity for financial monitoring.

6ix. Educational expertise summary

Our wider supporters' group is in large part comprised primarily of teachers and school leaders, giving us access to a very extensive range and depth of educational expertise. This includes a broad spread of school leaders, ranging from a very experienced former Headteacher to rapidly-promoted Teach First ambassadors now serving as Assistant- and Deputy-Headteachers at schools in and around Greenwich. Our specific current, and planned educational expertise includes:

Current school-based educational capacity, providing us with extensive operational educational expertise to launch and run a high-performing school

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

Proposed educational leadership capacity, providing us with an outstanding school leader to launch, market and lead the Greenwich Free School the moment we receive approval

- [REDACTED]:
- [REDACTED]:

- [REDACTED]:

Current educational governance capacity, providing us with a core team of governors to oversee the Greenwich Free School

- [REDACTED] and [REDACTED] both currently serve as **School Governors**, and both will remain on the Governing Body of the Greenwich Free School, bringing important legal and strategic expertise to the panel

Current educational research and academic capacity, providing us with the capacity to develop high-quality and innovative educational strategy, positioning the GFS at the cutting edge of educational thinking – as well as giving us, and our students, access to Higher Education opportunities and familiarisation

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

Current educational expertise from supporters

- **Future Leaders:** have already helped us design our Leadership selection framework and conducted a talent search to find our Headteacher designate and will continue to provide us with leadership development capacity – including the possibility of a bespoke programme to support our principal Designate and other Future leaders taking up positions in Free Schools - and access to high-quality school leaders
- **Teach First:** through our large collection of Teach First Ambassadors and participants, Teach First have provided us with significant educational expertise, and will continue to do so through networks, policy feedback and access to high-quality teachers to staff the Greenwich Free School
- **KIPP:** through our contacts with KIPP Strive Academy in Atlanta, USA, we have been sharing and refining our educational plan, and will continue to work closely with KIPP should we be selected. This connection will be an important additional capacity we can bring to the UK education system
- **IES, Sweden:** through extensive conversations with IES, two visits to their Free Schools in Sweden and meetings with their UK Manager, Head of Academics, CEO and Founder, we have tested and refined our vision and educational plan
- **Collingwood Learning:** through [REDACTED], we are being supported, pro-bono, by Collingwood Learning, an Educational Consultancy

Section 7: Premises

We have identified a number of potential sites in Greenwich. In relation to two preferred sites we have taken advice from [REDACTED], architects with substantial experience of design in an educational context including primary, secondary and tertiary education. In addition to providing general advice on viability, [REDACTED] have produced indicative drawings in respect of each site that demonstrate one possible model for how each site might be converted to realise our vision in compliance with Building Bulletin 98. These drawings are indicative of what *could* be achieved with each potential site rather than the minimum that would be required to achieve our educational vision.

Our approach to locating a viable site has included:

- Meeting with Greenwich Local Authority to discuss feasibility of making use of council owned properties
- Conducting an extensive online and on-the-ground search of Woolwich, building up an awareness of all available or vacant D1 premises and liaising closely with commercial agents to locate viable premises (but without entering into any negotiations or making any implied assurances of later purchase)
- Working with our pro-bono property partners, [REDACTED] architects, who have generously donated their services, and those of their Quantity Surveyors to help us undertake scoping surveys of potential sites and assess their feasibility
- Meeting with, and discussing feasibility, with landlords (including [REDACTED], the current freeholder of our preferred site) to ensure that purchase and conversion to a school would be viable, without entering into any negotiations.
- Arranging site visits by [REDACTED] [REDACTED]. We understand that [REDACTED] is preparing a report for the Department on the viability of the two preferred sites and assessing value for money.



i. Preferred site option

Our preferred site option is unit B25 of the [REDACTED] Development.

Basic Information

Address	[REDACTED] London [REDACTED]
Current Use	Vacant. Most recently used by the British Library for storage purposes.
Current Freeholder	[REDACTED]
Total floorspace (square metres)	GIA: 5893 NIA: 5513 GEA: 6481
Pupil Numbers Envisaged	525 (plus scope to use some of the building for community / other purposes)
Availability of the site	Available immediately
Tenure Available	Freehold

We consider that the site has outstanding potential and the architects advising us agree:

- The current freeholder ([REDACTED]) is positive and eager to explore potential synergies – with a potential new school in their Housing Development being commercially attractive for them. This means we expect Partnerships for Schools to be able to negotiate a good price for the site.
- The internal area and volume are more than sufficient for a school of the size we propose with good levels of natural lighting and ventilation. It is located on the edge of a quiet residential estate with no passing transport to disturb students. Bordered on two sides by light commercial storage units, the building is ideally suited to house a school that will not disturb its neighbours or be disturbed by them
- There are sufficient external spaces to provide space for PE lessons and outdoor play space for breaktimes – with a full sports centre within 5 minutes' walking time to offer more advanced / cost-effective sports facilities. The site is also near to some playing fields that we could potentially access.
- The site is well contained, enabling an effective flow of students between classrooms and around the site.
- The attractive façade of the front on to [REDACTED] and the impressive setting of the building could, we believe, make a positive contribution to the creation of the learning environment and ethos that we wish to encourage. Furthermore, we believe that placing a school on the site would itself make a positive contribution to the surrounding <Redacted> development.
- The site is very well placed to serve the Woolwich area that we consider is in particular need of the opportunities the GFS could provide. It is located in the centre of a new housing development, with 1,700 new homes and an additional 3,700 planned, providing a clear local constituency for a new school. We expect that most of our students would walk to school, but there are drop-off bays at the school for any travelling by car, and it is well served by public transport.

- There are excellent public transport links to the site. It is a 3 minute walk to Woolwich Town centre, with the Woolwich Arsenal national rail and Underground stations and a new DLR station. The Royal Arsenal Pier connects to a 7-day-a-week ferry service to Docklands, the City and central London. A regular bus service connects along Plumstead road and through Woolwich town centre. Crossrail is also planned to connect to The Royal Arsenal in future. These excellent links will enable us to transport our students easily around the local area and more widely across London, and allowing us to recruit staff from a broader geographic area.

We note that planning permission would be required to change the use class of the site and that Listed Building Consent may be needed from English Heritage in respect of aspects of any conversion. We understand that the current freeholder, [REDACTED], has an excellent working relationship with the Borough of Greenwich and with English Heritage, having been responsible for a number of flagship developments within the Borough and we understand they may be able to assist in obtaining the necessary permission and consents.

Due to the need to obtain the necessary permission and consents, it is likely that some temporary accommodation would be needed for the first year of a 2012 opening, which would need to be incorporated into the capital funding schedule for the site.

We recognise that public funding may not be available for the acquisition of the whole of the site. However, in discussions with the developer, we have established that it may be possible to arrange for acquisition of the site jointly with another user; or, alternatively, to arrange for acquisition of the whole of the site by GFS and part fund this by means of leasing part of the site to another entity. For example, we understand that approaches have been made to [REDACTED] by storage companies and a museum seeking storage space: it may be that they are seeking to acquire only a part of the site and we consider that such a use would be readily compatible with the siting of a school. We are also looking into the possibility of private funding.

Our feasibility study has scoped the potential to convert the site as follows:

[REDACTED]



ii. Alternative site options

We have several alternative site options should the RAR site not prove feasible. Our preferred alternative option is the former Woolwich Polytechnic Building.

Basic Information

Address	██████████ London
Current Use	Vacant. It is understood that the Property enjoys D1 use having been used as Woolwich Polytechnic
Current Freeholder	The current freeholder is the ██████████. However, we understand that ██████████ is purchasing approximately 50% of the site held by the ██████████ (including the parts in which we are interested) and it is ██████████ who may be looking to sell the relevant parts on to the GFS
Total floorspace (square metres)	Gross Internal Floor Area Available: 4,406 minimum; up to 5,077
Pupil Numbers Envisaged	525
Availability of the site	Available immediately
Tenure Available	Freehold

The former Woolwich Polytechnic Building has excellent potential for conversion to use as a school.

There are a number of development options. The core block that is currently offered for sale is Block Q, with a gross internal floorspace of 4,046 square metres. Much of the block is currently set up for educational use although significant conversion work would be required.

Additional space is also available, in particular:

- a former sports hall now lecture theatre (335 square metres)
- a lecture hall (146 square metres)
- a second floor extension over a second block, block R (550 square metres)
- block R (which comprises theatre of approximately 510.92 square metres) could be made available in the short term

In addition, certain adjacent sites may be made available in the near future. There are therefore a number of possible configurations for the development of a school on the site. It may be that as the school expands, additional facilities could be acquired although we consider that the space immediately available would be sufficient.

The advantages of the Woolwich Polytechnic Building are:

- much of the building is already set up for educational use
- there is sufficient space available and in a configuration that should enable the necessary facilities to be put in place

- the site is in the centre of the town and appropriate for serving the Woolwich community
- the site is near to playing fields and a leisure centre
- the site enjoys excellent links to public transport, as per the RAR site above



We understand that the site has a D1 use class. However, we understand it is possible that listed building consents would be necessary in respect of aspects of a proposed conversion. Taking account of the potential time required to obtain the necessary consents and effect a conversion, it may be that temporary accommodation would be necessary for a 2012 opening.

In addition to the two preferred options we have developed, there are a variety of other vacant D1 premises in the immediate locale, which could be further investigated if required.

iii. Funding and finance

We understand that [REDACTED] of Partnerships for Schools is conducting a Value for Money assessment of the two favoured alternative sites as part of his report to the Department. If necessary we may attempt to secure private funding for the acquisition of a site but, at this stage, do not have a funder in place.

Section 8: Initial costs and financial viability

In order to develop the business case for the Greenwich Free School, we have developed a detailed financial model.

The detail and complexity of this model goes beyond the requirements of the application at this stage, but we developed it for several reasons:

- It provides us with confidence in our financial assumptions and the resilience of the educational plan we have outlined – and we hope it provides you with similar confidence
- We hope it demonstrates our group’s financial expertise and capacity to manage public money effectively
- It has enabled us to experiment dynamically with various staffing, timetabling and curriculum models in an evidence-based and strategic fashion, modelling through the implications of various strategic options, as outlined below

From this model we have drawn our financial plan template. If you would like, we are happy to walk you through the mechanics of the actual model underpinning these, as we feel that it best provides the detailed evidence of the financial viability of our proposal. Everything contained within our strategic plan, and referenced in this application, is supported in the balanced financial model, which provides an in-year surplus in each of the first five years of operation out to steady state.

In this section, we outline the principles underpinning our financial strategy; demonstrate the viability of our model; and outline our case why we believe the GFS represents exceptional value for money.

i. Financial rationale

Underpinning our approach to our finances are three core principles:

- **Value:** Every pound spent wastefully in education is a pound that is taken from our students. We are therefore determined to demonstrate a compelling business-case for every pound we spend. For this reason, we have made investment decisions that are unusual for the current maintained sector. For example, we will employ far fewer non-teaching support staff than normal, taking the view that our students derive more value from having a single extra high-quality teacher than two or three support staff.
- **Front-line investment:** We are targeting as much of our budget as possible into pupil-facing spending that will directly benefit teaching and learning. This will mean that GFS will probably have fewer interactive Smart Boards than most maintained schools – but our teachers will have more time to teach and develop exciting and interactive lessons instead.
- **Evidence-led:** We have focussed on developing a financial model that is rooted in evidence, both at the strategic level, and at the micro-level of the assumptions. Where possible, we have triangulated and benchmarked our assumptions, and

explained, in detail, our logic throughout the model. We have stress-tested and 'sense-tested' the assumptions through the model and are confident that we can point to real-world comparators to justify both the educational logic guiding our decisions, and the financial benchmarks to justify the specific financial assumptions.

ii. Financial viability: Summary income and expenditure figures

██████████

██████████

Value-for-money expenditure

We have gone to great lengths to create a thorough and cost-effective educational model that strips out lower-value spend and replaces it with expenditure that, in the considerable experience of our educational advisers, obtains higher returns on investment. For example, we have kept expenditure to a minimum by:

- Limiting the number of ASTs we intend to employ, relying instead on using our professional networks – and those of our supporters – to find similarly exciting teachers who do not attract the pay premium of an AST
- Employing our support staff on term-time only contracts, incurring a saving of approximately 23% on a full-time contract
- Minimising the number of non-teaching support adults in school, employing *significantly* fewer Learning Support staff and support technicians to fund more non-contact time for our teaching staff on the basis that most of the best teachers complete much of their own work anyway, and in most schools, the LSAs and CSTs are under-utilised. Having a smaller number at the Greenwich Free School will enable them to be better managed and utilised
- Keeping grounds maintenance costs to a minimum on account of being a small school with little outdoor space to be maintained

We intend to maintain this focus on value-for-money through the employment of the senior Director of Resources whose role will be to ensure that the Headteacher is delivering value-for-money outcomes. He or she will be held to account specifically for this task by the Governing Body.

Capital funding options

- Although it is beyond the scope of this application to provide a capital funding model, we have developed several viable scenarios, ensuring that PFS have maximum flexibility to help secure a value-for-money capital funding model.
- Within Greenwich, there are a wide range of viable and vacant D1 premises that means the school would be viable under a range of capital funding options, with the level of funding determining the *quality* of the provision, rather than its overall viability.