

FULHAM BOYS SCHOOL

Proposal for a new Free Church of England
Secondary School for Boys in Fulham

Submitted by: Parents for Fulham Boys Free School, February 2012
Company Limited by Guarantee: Fulham Boys School Limited No.7650064

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A

Applicant details and declaration

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED] London [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	<p>Please state how you would describe your group:</p> <p> <input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </p>
6.	If Other, please provide more details:
7.	<p>Has your group submitted more than one Free School application in this round?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p>
8.	If Yes, please provide more details:
9.	<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>The Diocese of London. Advice received in final stages of application. Will partner with FBS in post-application and set-up stages.</p>

Details of company limited by guarantee	
11.	Company name: Fulham Boys School Ltd.
12.	Company address: [REDACTED] London [REDACTED]
13.	Company registration number: 7650064
14.	Does the company run any existing schools, including any Free Schools? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details:
Company members	
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>	
16.	Please confirm the total number of company members: 9
17.	Please provide the name of each member below (add more rows if necessary):
	1. [REDACTED]
	2. [REDACTED]
	3. [REDACTED]
	4. [REDACTED]
	5. [REDACTED]
	6. [REDACTED]
	7. [REDACTED]

Company directors
The company directors are appointed by the members and will

eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. [REDACTED]
	2. [REDACTED]
	3. [REDACTED]
	4. [REDACTED]
	5. [REDACTED]
19.	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]

Related organisations

20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
21.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. 	
22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).	

Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

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



Declaration to be signed by a company member on behalf of the company

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed: [REDACTED]

Position: Chair of company

Print name: [REDACTED]

Date: 24th February, 2012

Section B

Outline of the school

Section B: Outline of the school

1.	Proposed school name:	Fulham Boys School
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	September 2019
5.	Will your proposed school be:	<input checked="" type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character?	
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	Church of England
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9.	If Yes, please specify the faith, denomination, etc of the proposed school:	

10.	Postcode of the preferred site of the proposed school:	██████████
11.	Local authority area in which the proposed school would be situated:	London Borough of Hammersmith and Fulham
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	London Borough of Wandsworth Royal Borough of Kensington and Chelsea
13.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p>	

Section C

Education vision

Section C: Education vision

Fulham Boys School

Fulham is a vibrant multi-cultural community in need of an outstanding boys secondary school open to all. The area is well served by both faith and non-faith primary schools and, at secondary level, by an excellent Catholic school for boys and a Church of England school for girls. There is considerable demand for an outstanding boys' school founded on a strong framework of Christian values.

The demand for such a school is evidenced in this submission, and comes from a wide cross section of our community, including parents from other faiths, and of none.

Our plans are based on the key concerns and requirements identified in our community, including the need for strong pastoral care, smaller, well behaved classes, a curriculum tailored for boys, and extensive extracurricular activities.

Our proposals will deliver benefits across our community – stability to pupil numbers at Primary Schools, and increased choice for Fulham families.

We will develop strong links with local business to ensure our pupils benefit from the entrepreneurial flair for which our city is so famous. We are already building partnerships with local sport which will be a crucial part of our school. And we will make social enterprise an integral part of our curricular and extracurricular activities

Our proposals are supported by local parents, our Churches, local business, our MP, the Diocese and the Local Authority. We are determined that our School will reach out and serve Fulham's diverse community for many generations to come.

Educational Vision

'Our school will provide an outstanding, enterprising education for boys, striving for academic excellence. Through the application of our Christian values, mutual respect, supportive pastoral care and inspirational teaching, we will help every boy to find his unique talent, and to realise it, for the benefit of all.'

- A faith based, Christian education for boys aged 11 to 19 in the London Borough of Hammersmith & Fulham, supported by the Church of England.
- Teaching strategies aimed at raising achievement for boys and a wide range of extra-curricular and vocational activities, giving opportunity for boys from the local community to achieve success regardless of background, ethnicity and ability.
- A specialism in both social and business enterprise. A real commitment to developing entrepreneurial flair, skills and habits in our boys, to serve the community as well as their later economic well being.
- An emphasis on competitive sport as key in a boys' education. We will offer football, rugby and rowing, together with a range of additional options, including hockey and tennis.
- A broad and balanced curriculum, with ambitious targets, to be reviewed following the outcome of the National Curriculum Review.
- A powerful partnership between school, parents and community. Parents will be integral to the long term success, through involvement in their sons' progress, active parents' association and extra-curricular activities.
- Seamless progression for boys from primary school in an area where boys are frequently withdrawn before year six, to avoid current local choices.
- Innovative technology to support successful learning, as well as efficient systems to manage data and communication.
- High standards of pastoral care, where every boy is known and feels he can find a person to turn to and support him, taking advantage of being a small school.

A Faith Based Education

We will encourage our students to look beyond material goals, and to learn to distinguish between transient appetites and real fulfilment. We will give the opportunity to flourish and grow in the love of God. The Christian values of compassion, inclusion and generosity will be at the school's heart.

- There is more than 'process' at the heart of education. We will ask what a person truly is, their purpose and what they will become.
- We will build strong links with our local churches, and wish them to play a part in the school's development. They will be represented on our Governing Body.
- The school will appoint its own Chaplain, to provide spiritual, ethical and religious guidance as well as leading prayers at school gatherings. We aim to provide a small chapel as a place for thought and reflection, as a peaceful and meaningful part of the school.
- We will endeavour to have the whole school together at a local Church to mark events of national importance (such as Remembrance).
- We will have close relationships with representatives of other World faiths, and ensure those of other religions, and of none, are welcomed as an integral part of our school.
- We seek to encourage and help each individual in the pursuit of excellence, and to build on and develop all given talents.
- We encourage expression and individuality in an active music department. All pupils will be offered instrumental tuition and our extra-curricular programme will cover a wide range of choirs, jazz ensembles and rock bands. We will be assisted by our partnership with local churches, and the diverse range of styles of music they offer. Our choir will compete with other school choirs.
- We target high levels of parental satisfaction, staff satisfaction and 100% first choice preferences for admissions

Raising Achievement for Boys

We will raise academic achievement for boys.

All the evidence tells us that boys and girls learn differently. Not only do girls mature earlier and take a more systematic approach to work, but boys and girls react quite differently to classroom discipline, long term coursework assignments and examinations. Gender stereotypes are reinforced in co-educational schools whereas, in single sex schools, pupils follow their instincts without the gender created peer pressure.

Boys are often short on self confidence during teenage years and worry about their ability to cope with conflicting pressures. They respond well to direct teaching to work on short-term objectives and explicit guidelines

- Competitive sport will be central to school life. We recognise its importance in ensuring pupils grow as well rounded and healthy individuals, promoting demonstrable leadership qualities and team working skills. We are fortunate to have World class football, tennis and rowing facilities within a short distance of the school. Local sport establishments are keen to build on their links with local schools and we will foster the closest of strategic relationships.
- We will forge strong connections with other local schools, particularly the Lady Margaret Church of England girls' school.
- We will operate an extended school day to provide sufficient time for support and challenge.
- We will enforce clear, consistent policies to encourage self discipline, and effectively deal with inappropriate conduct, where it occurs.
- We will expect boys to wear their uniform properly and with pride.
- We are setting educational attainment targets significantly above local authority averages, including targets of 85% 5A*-C including English and Maths, 50% A* to B grades at "A" Level and 50% entering University each year.

Enterprise

School is about more than high academic achievement. We expect all boys to develop a breadth of interests to build confidence and broaden horizons. We will work for excellence in all endeavours: academic, sporting and cultural.

- Our curriculum plan will ensure enterprising skills are incorporated within all lessons.
- Pupils will be encouraged to participate in a wide range of activities of an enterprising nature, including charity fund raising, technology, website design and a host of team building and problem solving activities. This will include participation in the Duke of Edinburgh Award scheme (target of 50% achievement at bronze level) and outside pursuits.
- Our boys will be encouraged to take a lead in all aspects of school life. They will run and manage their own School Council, run clubs and take an active role in organising social enterprise projects, peer support and a whole host of sporting activities.
- We will introduce the Fulham Boys Social Enterprise Diploma, and target 95% achievement among FBS boys, using it to forge dynamic partnerships with the local community, including feeder primaries in the most deprived areas, and to build a culture of volunteering and civic awareness.
- We will have a radical, carefully costed approach to technology, to make the school run well.
- We will foster a sense of adventure and dynamism through a wide range of 'enrichment' activities and strong links with a range of local business, charities and community groups.
- We will encourage competition and teamwork through a house system. We believe that pupils should have the opportunity to work together outside of their year groups, with a view to establishing a strong bond through the school. All staff and teachers will be active members of houses.
- We will aim to be the greenest school in London, looking at low cost, innovative approaches such as recycling and very efficient energy use. We will promote green travel plans and hope to secure sponsorship for an electric bus. We will help gear pupils to the future demands and individual initiatives required to enable sustainable local economies and environments.

Section D

Education plan

Section D: Education plan – part 1

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120
Year 9				120	120	120	120	120
Year 10					120	120	120	120
Year 11						120	120	120
Year 12							100	100
Year 13								100
Totals		120	240	360	480	600	700	800

Section D: Education plan – part 2

Fulham Boys School will be combining a traditional curriculum with radical expectations, of its pupils, its staff and its parents.

In September 2013, 120 FBS boys will be immersed in a new enriching culture. They will be surrounded by an ethos of achievement, pride and involvement in school life. The norms of behavior expected of them, critical to the successful delivery of the school's vision of opportunity for all, will be clearly set out from day one. Their horizons will be challenged, their expectations raised, their imaginations fired and their enterprise unleashed by the programme of curricular and extra-curricular activities, and supportive pastoral care, outlined in this education plan.

High expectations will be placed on FBS staff. They will be encouraged to take the opportunities of a free school curriculum in Key Stage 3 to introduce new ideas for motivating boys. They will be encouraged to teach around their subject as well as to teach to it, highlighting the social context, demonstrating the 'real world' issues, ideas, functional skills and thinking that stem from the curriculum content. They will be challenged to motivate every boy to consider himself a linguist, a mathematician, a scientist, a historian, an artist, inspiring all boys to discover their strengths. FBS staff will be tasked with embedding a 'can do' culture from day one, and with embodying FBS' ethos of mutual respect.

FBS parents are the third, critical leg of FBS' education plan. They will be expected to be actively engaged in their son's school career, to be supportive of FBS's Christian values, to maintain strong relationships with the school and to work with FBS to ensure their son's expectations are raised to deliver his potential.

Through partnership of parents, pupils, staff and community, FBS boys will become known for their independent thought, their sense of community, their enterprise and their confidence.

This education plan has been designed to deliver a broad based education enabling all pupils to develop their individual talents and prepare for higher education and adult life. It focuses throughout on

- raising boys expectations of achievement
- introducing new notions of social enterprise
- building a secure, inspirational and happy learning & teaching environment
- being more than just a school

The proposed curriculum will raise the achievement of boys through:

- higher expectations
- smaller classes (between 20 and 24) to support individual attention and behaviour management
- structuring the school day so that core subjects are placed in prime morning learning time
- taking advantage of new technologies to motivate and support learning at school and in the home
- additional sport as part of the Wednesday afternoon activities as physical activity enhances cognitive development
- providing additional support, challenge and opportunity for those requiring it during the extended school day

The proposed curriculum will reflect Christian values through:

- presence of a distinct Christian leader within the school, the school will appoint a chaplain to provide spiritual leadership and to contribute to the development of FBS ethos
- emphasis on social enterprise
- daily collective worship to contribute to boys' spiritual and moral well-being and development
- encouraging respect towards others through the school behaviour and rewards policy
- inclusion of pupils from all faiths and none

The proposed curriculum will encourage enterprise through:

- the development of independent learning in lessons and in the home
- the development of skills for successful learning in all lessons
- Fulham Boys Social Enterprise Diploma – developed by the school with an accrediting Body in recognition of the acquisition of a range of social enterprise skills
- opportunities for volunteering, all pupils will be involved in choosing charitable initiatives
- opportunities to develop leadership skills in the House system and through

sport and clubs

- work experience, mentoring, Young Enterprise and career talks
- embedding enterprise throughout the school hierarchy from Enterprise Governor through to Enterprise prefect
- An annual Enterprise week involving local businesses and voluntary organisations
- Offer of the Duke of Edinburgh Award

General Principles

The curriculum will include the traditional subjects whilst the methods of delivery will be innovative, making use of the latest sources of materials in order to appeal to the learning styles of boys and to raise their achievement.

Statistics for parental choices in the London Borough of Hammersmith and Fulham reinforce the founding group's contention that parents want a traditional curriculum. The most oversubscribed schools – The West London Free School, The Oratory and Lady Margaret all offer a traditional curriculum. Fulham Boys School aspires to meet that same need within a Christian context.

The curriculum will be broad and balanced, with ambitious targets for attainment at the English Baccalaureate. It will feature the core subjects of English, Maths and Science as well as a language, the Humanities, Art, Physical Education, RE. Drama will be taught within the English curriculum. This will be reviewed following the outcome of the National Curriculum review.

Raising achievement

Ensuring good performance in the core subjects and a language is reflected in the curriculum time allocated and the structure of the school day by allowing prime time lessons to be in the morning.

FBS has opted for a longer school day which will allow all students from all backgrounds and abilities to access the level of support they need. Each can access support whether to supplement what has been taught and not fully grasped or to extend what has been learned. There will be provision of extra literacy and numeracy skills during the extended day.

Staff terms and conditions will incorporate extra-curricular activities over and above timetabled commitments. Inspirational staff will be key to delivering FBS's ambitions, FBS will ensure staff are empowered, valued and fully engaged in FBS's success. In addition FBS will seek to establish innovative partnerships with universities and colleges, building two way exchanges of teachers and academic staff – for practical INSET activity, for sixth form activities, and to embed the concept of university, and extended project qualification in equipping boys for Russell Group Universities.

KS3 Curriculum assumptions and structure

KS3 (Year 7)	No. of lessons	%
ENGLISH/DRAMA	4	13
MATHS	4	13
SCIENCE	4	13
MODERN LANGUAGE	3	10
HISTORY	2	7
GEOGRAPHY	2	7
RE	2	7
ICT	1	3
MUSIC	2	7
PE	3	10
PSHCE / GENERAL STUDIES	1	3
ART	2	7
TOTAL	30	100.00%

In years 8 and 9 pupils may opt for a second language in place of *either* Art or Music *and* ICT. This seeks to recognise the proportion of French and Spanish speakers in the community and the need for languages in the business world, with further opportunities in after school clubs, including Mandarin for example.

After school activities will allow boys to continue with the arts in voluntary clubs and activities. In the compulsory Wednesday afternoon activities a subject dropped earlier can be picked up as an additional GCSE qualification.

ICT will be present in all lessons as an essential learning tool for research, group work, presentation of what has been learned, in text, spreadsheets, film and video and for communication. Where it is specifically programmed into the curriculum it is intended that it is taught as computer science, possibly building to offering computer science as a GCSE, depending on developments in availability of qualified teaching staff and a relevant syllabus.

Year 8 and 9 Curriculum offer for those opting for a second language:

English	4	13%
Maths	4	13%
Science	4	13%
Language 1	3	10%
Language 2	3	10%
History	2	7%
Geography	2	7%
RE	2	7%
Art or Music	2	7%
PE	3	10%
PSHCE	1	3%

Key Stage 3 Curriculum Content

ENGLISH at KS3 – will be taught around the ATs Reading, writing and speaking and listening. A literature based approach will be adopted.

Reading will include major literary figures such as Shakespeare and Dickens, Tennyson and Ted Hughes as well as contemporary writers. Pupils will learn to deconstruct text learning about characterisation, the power of settings, use of suspense, thematic strands and symbolism. They will learn about writers' use of language, sentence structure and syntax, word choices and rhythms. Non-fictional texts such as newspapers and adverts will be examined to uncover purpose and meaning.

They will learn to extend their writing skills through exploring writing for different purposes -to persuade or to argue or to describe. They will develop the skills of discursive writing so necessary to succeed in exams. Examples of good practice will arise out of the reading texts. Their ability to use complex sentence structures will be developed as well as a sense of when to use grammatical structures for effect.

Speaking and listening skills will be developed as part of group work, making presentations and role play. Drama will be taught within English and will include appreciation of dramatic effect using for example Richard III's wooing of Anne or Pip's encounter with Magwitch in the graveyard. Works by major dramatists will be studied such as Arthur Miller and Samuel Becket.

The aim will not only be to teach the boys to write but also to infer meaning and question purpose whether in the written or spoken form. English plays a key role in developing learning and social skills.

MATHS at KS3 will follow the ATs – Mathematical processes, number and algebra, geometry and measures and handling data.

Maths will play a large role in developing the ability to think logically, to reason and to see patterns and connections, to evaluate and to present information clearly. These are essential skills for life. Maths is therefore a major contributor to developing essential skills for learning which goes far beyond the basic processes of adding, subtracting, multiplying and dividing. It also supports other areas of the curriculum which use and present information such as the results of a science experiment or a geographical survey.

The Maths curriculum will be developed logically in sequence and step by step through rational numbers, linear equations, formulae and data sets.

SCIENCE at KS3 will follow the ATs – how science works, organisms and their behaviour, and the environment; materials, their properties and the earth, energy forces and space.

Science will develop the skills of experimentation, analysis and evaluation. It will develop creative thought and the importance of evidence in contrast, for example, to English which relies often on inference and deduction. Pupils will learn about the world about them and their place in it. They will select appropriate methods to test theories and how to appropriately present conclusions.

The science curriculum will benefit from the many and imaginative applications available to demonstrate scientific phenomena, such as The Elements.

LANGUAGES at KS3

During Year 7 an introductory course in language will be taught giving a taster of a variety of languages and their connections. This will culminate in each pupil choosing to opt for either French or Spanish. Pupils will be taught in the target languages. They will learn to speak, read and write in the target language and follow the ATs as outlined in the Programmes of Study. Immersion classes and partnership skills will be explored as effective ways to further develop new language skills.

A limited choice will allow some to choose a second language in year 8 (2014/2015). As shown in the Staffing Demand chart below, for modelling purposes, this is assumed to be 2 groups.

The learning of languages will encourage the development of the skills of adaptability, of risk-taking and self-reliance and requires perseverance.

HISTORY at KS3 will follow the ATs – Historical enquiry, using evidence, communicating about the past, British history from the Middle Ages to the present day and European and world history.

The History curriculum will focus on specific events such as the development of trade routes in Tudor times to explore the significance of past events for the present.

Such an enquiry would link to world and European history connected to the British history encouraging an exploration of power, an understanding of connections , causes and their consequences. The examination of source materials will encourage critical analysis and questioning of material presented as fact.

This subject contributes to the development of learning skills being developed in English, Maths and Science – enquiry, analysis, evaluation, recognition of patterns and the skills of appropriate presentation of evidence, hypothesis and facts.

GEOGRAPHY at KS3 will follow the key concepts of place, space, interdependence, physical and human processes, environmental interaction and sustainable development, cultural understanding and diversity, geographical enquiry and visual literacy.

The Geography curriculum will develop spatial awareness and the ability to assess visual imagery in contrast to most of the other subjects above. Global awareness and environmental issues will be key areas of study in common with the science curriculum.

Geography however also supports independent enquiry, critical thinking, recognition of patterns and connection and along with History, RE and English explores cultural and ethnic diversity

Fieldwork will be central to this subject with students exploring local issues.

Links with other subjects are made through presentation of results of enquiries in graphs, writing and through talking as well as podcasts. Geography and History could co-operate on a Thames in Tudor times project, in addition involving English looking at Shakespeare and his contemporaries.

Geography, like Science, will also benefit from the availability of many applications and TV programmes to bring other environments imaginatively into the classroom via mobile devices.

RE will contribute to the awareness of cultural and religious diversity within the community. The beliefs of the major world religions will be taught as well as the basic tenets of Christianity.

RE contributes to essential skills of learning – critical thinking, expressing opinion and the essential social skills of empathy, tolerance, team-working and active listening. Philosophy for children develops enquiry and critical thinking.

PE at KS3 will follow the programmes of study for the subject.

Pupils will not only develop competence in the skills of physical activity they will also develop decision-making, and concentration. The ability to learn and to take steps to improve are essential life skills and they are encouraged in PE.

Physical activity is important in educating boys who often have a surplus of energy. In PE they can develop their strength, stamina, suppleness and speed in a positive environment.

Vital social skills such as teamwork, co-operation and leadership are developed. ICT plays an important role in helping individuals to evaluate their own performances and to design strategies for improvement. Through PE boys will be able to make informed lifestyle choices, learning about diet and nutrition and the importance of regular exercise.

They will also learn about the body, different types of muscle, the skeleton and the forces at work during different physical activities. Science and PE complement each other. Football, rugby, basketball, tennis, cricket, athletics, gymnastics, badminton, table tennis and rowing will feature in the PE programme.

ART at KS3 will follow the Programmes of Study. Pupils will explore and create and understand and evaluate. They will demonstrate creativity and competence in a variety of media – 2D, 3D and new technologies. They will make choices about the medium to be used from a range of possibilities and will learn to critically evaluate their own and the work of others. They will use a range of tools and they will work from first-hand experience.

Art teaches the analytical and critical thinking skills found in other subjects but principally from visual stimuli.

It also provides more opportunities to observe and develop understanding of the art of different cultures and historical perspectives.

Proximity to a wealth of world class museums and art galleries in London provides opportunities to explore and understand the work of professional artists.

MUSIC at KS3 – Like Art, geography, history and RE music encourages global understanding and develops the key skills of listening, performing, and collaboration. The curriculum will follow the KS3 Programmes of Study -performing, composing and listening and reviewing and evaluating.

Boys will learn musical notation, a range of past and present musical traditions, a range of types of music from classical to jazz to Hip Hop, use of music technology. Individual music lessons will be available during after school activities.

They will have opportunities to perform in and outside the classroom.

ICT at KS3 will initially follow the KS3 Programmes of Study - finding information, developing ideas, communicating information and evaluating. Pupils will learn to use a variety of software programmes. They will use spreadsheets and word-processing, they will learn how to communicate using web-casts and podcasts. As mentioned above FBS will be aspiring to offer computer science at KS4 and will be aspiring to teach it at KS3.

An important role for ICT lessons will also be the teaching of critical awareness of information provided on the web linking with History in critical awareness of the reliability of source materials. Pupils will also learn about the impact of ICT on society – the advantages and the disadvantages and learn how to use the internet safely.

In addition to ICT lessons pupils will use new technologies in all lessons, for example, Photoshop and Draw in Art, digital recording in Music and use digital cameras to analyse performance in PE.

KS4

The curriculum will cater for individual needs based around a compulsory core of GCSEs in:

English (including English Literature),

Maths,

Science (Double Science)

a Language,

History or Geography,

RE

For those for whom it is appropriate a full complement of GCSE examination courses will be followed ensuring that the requirements of the new English Baccalaureate are fulfilled.

ENGLISH	4	13%
MATHS	4	13%
SCIENCE	6	20%
LANGUAGE	3	10%
HISTORY or GEOGRAPHY	3	10%
RE	3	10%
PE	1	3%
OPTION 1	3	10%
OPTION 2	3	10%
TOTAL	30	100%

PSHCE will be mapped across the curriculum.

In addition pupils may choose 2 option subject from:

A second Language,

a third Science subject,

History or Geography,

Art,

Music,

PE,

Business or Computer Science.

(This would result in an average class size of 17 if all subjects offered managed to recruit.)

They will complete 10 GCSEs.

An alternative curriculum

For some pupils at KS4 an alternative curriculum will be offered. FBS is well placed to arrange options for vocational subjects offsite with providers such as Ealing, Hammersmith and West London College. The timetable will be realigned so that in place of a language, and combined with the option, up to 20% of time can be given to subjects which can genuinely lead to an apprenticeship or employment in the form of BTEC examinations. (An allowance has been made in the financial plan to pay other providers to deliver these vocational qualifications).

ENGLISH	4	13%
MATHS	4	13%
SCIENCE	6	20%
HISTORY or GEOGRAPHY or ART or MUSIC	3	10%
RE	3	10%
PE	3	10%
VOCATIONAL OPTION	6	20%
FUNCTIONAL SKILLS	1	3%
TOTAL	30	100%

The model allows each student to complete a compulsory core :

English, English Literature,

Maths,

Double Science and

RE and Functional Skills

and to choose, for example, Music and BTEC Catering resulting in 7 GCSEs and 1 vocational qualification.

The design of the curriculum aims to allow all students to achieve their potential regardless of their individual needs and ability resulting in a 100% examination pass rate at GCSE or BTEC.

High fliers will be able to choose a curriculum which allows them to follow their academic aspirations to the next level.

Potential NEETS will follow a modified curriculum and be supported through the Careers programme (detailed below) and Learning Mentors to ensure they continue in education, training or into employment with training.

Learning Support Assistants will work with those needing support with their learning. (detailed below in section D 3).

Learning Mentors will work with those who have the potential to underachieve through reasons other than their ability. (See detail in sections D 4 and D 6). The financial plan makes provision for such extra support to ensure the performance targets set are achieved.

PSHCE/General Studies at KS3 and KS4 will be mapped across the curriculum.

Careers Education forms part of the economic well-being strand.

This will be provided from year 7 onwards through PSHCE appropriate to the ages and needs of the individuals to ensure that progression choices are well-informed and well-considered. In addition specific sessions will be organised to cover work-related topics drawing on the wide range of expertise offered by professional groups such as engineers and business representatives.

External input will broaden pupils' horizons and bring impartiality to the process. The school will work with the Careers Service, Young Enterprise and other work related networks. Students at risk of becoming NEET will be supported in particular by both in-house mentors and the Careers Service to maximise their chances of success.

All pupils will follow a work Experience programme in Year 10 or 11 and again in Year 12. This has been accounted for in the financial plan.

Taster days, University Summer schools and provider networks will be tapped into to support those wishing to progress on to University.

Financial Capability

Pupils will learn about managing personal finances, budgeting, understanding how the economy operates, for example what is meant by GDP. They will meet business representatives and take part in role play workshops provided by voluntary organisations.

The skills of critical and independent thinking will be developed.

Personal well-being

The Programmes of Study which address the Every Child Matters agenda will be addressed in order to ensure that pupils are enabled to 'enjoy and achieve'. Pupils will learn about keeping safe, the dangers of alcohol and drugs, physical and emotional change, sexual activity, sexually transmitted diseases, marriage and the family. There will be opportunities to reflect on the importance of relationships, following a healthy lifestyle and the importance of diet and exercise. They will consider the role of parents and carers and consider the impact of gender and sexual orientation stereotyping.

This is another area in which the demands of working in a multi-cultural environment, appreciation of diversity and empathy, teamwork and a sense of justice will be fostered.

PSHCE will also complement other curriculum areas in developing the skills needed of a successful learner – setting goals and monitoring progress towards them, resilience and persistence, organisation and decision-making.

Through the PSHCE time tutors will not only develop personal relationships but also monitor each individual's progress from assessments. They will challenge underachievement and support the setting of targets for next steps. They will be the first point of contact with parents to support learning.

Enterprise

Enterprise skills have been highlighted throughout the curriculum offer. They include decision-making, working independently, co-operation, listening actively, leadership and managing risk.

The role of the PSHCE programme is to bring those skills together, to celebrate the acquisition of essential characteristics of respect for others, open-mindedness, self-reliance and commitment to making a difference. The result will be found in boys who are determined, adaptable, creative, self-confident, autonomous and willing to persevere to make things happen.

Sixth Form

At KS5 pupils will be able to progress taking up their Level 3 courses from their level 2 subjects and in addition to choose to take up Economics, Philosophy or Business Studies. It is estimated that approximately 70% pupils will wish to continue their post-16 studies at the school with a curriculum offer of 17 subjects at GCE "A" Level and BTEC. At this level there may be the opportunity to link with other schools to broaden the offer in a cost effective way.

Vocational courses at Level 2 may offer progression routes in-house for those needing more time to reach their goals or they can be bought in from other providers such as Ealing, Hammersmith and West London FE College. This will help to raise achievement by meeting individual needs.

The financial plan includes an allocation to pay for courses provided by external institutions. The school's priority is to achieve success for all.

Preparation for University entrance, (UCAS applications, mock interviews and University visits and summer schools) will be provided through the 6th Form Academic Team, supported by the Careers network and other providers, such as the universities' own widening participation programmes. RE and PE will continue to be taught in addition to the examination courses as part of the General Education Programme (see below).

The General Education Programme will feature outside speakers, debates, visits to theatres and art galleries drawing on the networks parents and staff have access to as well as other organisations such as Robert Peston's network. The Duke of Edinburgh Award will form part of this programme along with community service and volunteering and mentoring younger students within the school community and the local primary schools.

The Extended Project Qualification will be an option for studying a topic in depth, enhancing a pupil's knowledge and their opportunities to apply for Russell Group universities.

Sixth form students can continue to develop their enterprise skills through critical thinking skills and taking advantage of local university conferences and partnerships with universities.

Sixth Form Curriculum Assumptions

These are based on an assumption of take up of 100 students each year and a curriculum offer of 17 subjects:

- Each student takes 3 or 4 subjects in Year 12
- 100 students taking 3 subjects = ca. 23 per group average
- 100 students taking 4 subjects = ca. 18 per group

The subjects on offer may include:

- English
- Theatre Studies
- Maths
- Further Maths
- Biology
- Chemistry
- Physics
- Language 1
- Language 2
- History
- Geography
- Art
- Music
- Philosophy
- Economics
- Psychology
- Religious Studies (Philosophy and Ethics)
- BTEC Business Studies (Level 3 and 2)
- BTEC Computer Studies (Level 3 and 2)
- BTEC Sports Studies (Level 3 and 2)

Sport

Sport will be an integral part of life at Fulham Boys School, emphasised by its close proximity to the river and the many first class sport facilities within and adjacent to Fulham's borders. Sport at the school will nurture a sense of achievement and self improvement for all pupils, empowering team spirit and pride in the new school.

Every pupil will be encouraged to try out different sports during the extended day. Less traditional sports will be regarded as highly as the main stream sports, and for the first year of intake there will be considerable exploration into a broad range of sports to assess their fit with the school.

Fulham Boys School will provide the following key/mainstream sports:

- Football (Spring Term)
- Rugby Union (Winter Term)
- Rowing

Other sports that the school will aim to offer:

- Tennis
- Swimming
- Athletics
- Cricket
- Fencing
- Basketball
- Squash
- Hockey

Inter house competition will form the basis of competitive sport within the school, and each pupil will compete on this level, with as many pupils as possible being given the chance to compete on a school to school basis as well. This will culminate in an end of year annual sports day, open to family and friends.

The health benefits of regular exercise and the many merits of sports participation such as team work, endeavour, sportsmanship and leadership will encourage confidence and respect in the classroom and beyond.

To achieve its supporting vision strategic alliances are being built with local sporting establishments including a planned Thames Regional Rowing club, Bishops Park Tennis Centre, Fulham Football Club and St Paul's School for Boys.

The school will foster a natural link with the Fulham Football Club, one of three Premier League football clubs based in the borough, which not only offers outstanding football coaching through its Foundation programme, but also enterprise and mentoring opportunities. See letter (Annex G).

The stretch of the river Thames bordering Fulham sees an unparalleled standard and intensity of rowing. The current construction of a £2.4m Junior Rowing centre 500m south of Hammersmith Bridge is testament to the sports' popularity and the centre will be a valuable asset in the provision of first class sport at Fulham Boys School.

St Paul's Boys School in Barnes have expressed a willingness to investigate the possibility of expanding the sporting opportunities available to FBS by offering after school Fencing sessions, and the use of their Rugby Fives Courts.

In addition to traditional PE lessons boys would be able to take GCSE & A'Level PE subject. The courses for these exams will not only promote a healthy lifestyle , but the resulting qualification would place the students advantageously for a career in the field of sport in a borough where there are more private sports clubs than anywhere else in the UK.

Students with particular aptitude who represent their sport at regional or national level will be dealt with sympathetically with regards to time off school for competition and special consideration will be given in planning catch up sessions.

As the school will be catering for local boys who live within or close to the borough this will facilitate further sports participation in 'breakfast clubs', afterschool clubs and weekends fixtures. We will actively encourage pupils to take advantage of the many excellent local clubs that can supplement the training they receive at school both during term time and holidays.

A few of the significant sporting assets within and very close to Fulham that we have already identified as available for use:

Hurlingham Park - two grass five-a-side pitches for football, rugby or hockey, a multi-use games area for basketball, three tennis courts, 100m running track and pavilion/changing rooms.

Fulham Pools - 25metre 8 lane gala pool and 11m x 7m teaching pool

LBHF / Rocks Lane tennis facilities - tennis courts for all year round play

Linford Christie Stadium – athletics

Hammersmith Fitness and Squash centre - 3 squash courts

Elsewhere in Fulham - 6 Basketball courts, 2 cricket squares, 16 football pitches, 4 rugby pitches

Duke of Edinburgh's Award Scheme

The school would like to introduce pupils to the Duke of Edinburgh's Award Scheme from Year 9 onwards. The Scheme offers a constructive individual challenge which encourages personal development, team work, absorbing activities and helps develop initiative. As well as volunteer work in the community boys would get the opportunity to seek adventure in the great outdoors. Participation in the scheme would be entirely voluntary.

TEACHING METHODS

Teaching will follow accepted principles of successful learning and be designed to motivate boys – each lesson will be phased to connect to previous learning, followed by new learning, activity to demonstrate learning and finally a review of learning (see importance of feedback below).

Lessons will be active and challenging to appeal to the learning styles of boys, providing short term targets and competition. The pace of lessons will be brisk and require independent work supported by the use of new technologies - research, problem-solving, discussion, group work and encouraging creative solutions such as podcasts in keeping with its aim to encourage enterprise. The school aims to produce confident and independent-minded individuals. Instead of waiting for the teacher to impart information students will be able to research the topics using a variety of devices before the lesson and focus on activities to reinforce the learning in the classroom. The school environment will take advantage of good technology to enhance understanding and learning.

Regular assessment is essential for raising achievement and is at the core of the strategy to accelerate learning as feedback promotes further learning.

Teachers will provide support materials on-line through the virtual learning environment (VLE) which will allow students to repeat and revise what they have done in class as many times as they like.

New technologies will allow seamless architecture between school and home to enable 'any time anywhere' learning to take place using the expertise and enthusiasm that all young people today have for sophisticated media. Pupils will submit work on-line which will be marked on-line. IT will be an essential medium for work.

CASE STUDY

In a school in an area of high deprivation (top 10%) the achievement of boys improved dramatically when laptops were issued to each student and the teachers embraced new resources. 50% of students at level 3c at KS2 in Maths progressed to grades C and above at GCSE in 2011. 79% of pupils made 3 levels of progress - double the national average.

Students can stream materials provided by the school onto their phones which can be accessed on the bus, in the doctor's waiting room or at home when a sibling is using the one home computer.

60% students in this school have their own device at home and 98% have access to a device in the home. These percentages have increased with the increasing use of new technologies in the classroom across the curriculum.

It is estimated –based on experience from the above school – that costs for this solution will not exceed £100k capital expenditure for cabling, servers and dongles in the first year as long as in-house expertise is employed and not a managed service with expensive product tie-ins as used by PFI and BSF.

Communication with parents

The internet will provide connectivity with the home. The school aims to be exemplary in its communication with parents eg. through text messaging, since this is an area of weakness in many secondary schools. It is important that parents are kept informed about what their sons are doing, where they are and how they can be supported. New technologies mean that teenagers do not control the lines of communication.

Parents will be able to access schemes of work, homework set and completed, assessment records and attendance data on a daily basis. In cases where the internet is not in the homes the school will support those families. (More common than no access, however, is the lack of expertise of many parents and the school will provide training for parents who are unable to make good use of the information available to them).

As the benefits of technology do not equate to face-to-face meetings between staff and parents, which can build a more cultural trust, these will also be encouraged.

Enterprise

The school will encourage social enterprise both within lessons and as part of the extended day. Students can take responsibility for their own learning by preparing and researching topics before lessons, teaching others, exercising leadership in group activities and following up at home. Groups can be flexible, working independently in study areas outside the traditional classroom.

Presentations by students for other students can be professional and research shows that more information is retained by teaching someone else. Some will help and mentor younger boys in the school or in the feeder primaries. Others will demonstrate to and address their peers. This will build self-confidence and self-esteem.

Accreditation will be gained through the Duke of Edinburgh's Award as well as an in-house Social Enterprise Diploma. Each student will be required to take part in activities such as helping out at science clubs in local primary schools to art in the community. Each year the school will run a special timetable as an Enterprise Week involving a wide range of external providers such as Young Enterprise and local businesses. Boys will take part in workshops and outreach activities to develop an understanding of the nature of enterprise. They will develop their ability to manage risk, be self-reliant, be adaptable and open-minded.

Team building will be at the heart of the curriculum not only through the PSHCE programme and the House system but also through PE and the Arts, through the extended day activities and creative solutions to working together in all lessons enabled and enhanced through use of new technologies. Boys will learn to listen actively, show empathy, tolerance and respect through collaborative activities.

A Governor and senior member of staff will oversee the development of Enterprise and the school chaplain will play a significant role in ensuring that links are developed with voluntary and statutory organisations. The role of 'Enterprise prefect' at FBS will become as much a badge of honour as Captain of the first XI.

Work experience will provide an important opportunity for boys to develop their social and enterprise skills as will the important career choices to be made at 13,16 and 18.

Fulham Boys will become known for being enterprising, independent and confident.

The Programme for Pupil Development

The pastoral programme and the House system will reflect the Christian ethos of the school and place emphasis on building the skills of co-operation and social responsibility. This will include encouraging a responsible approach to personal relationships, drugs, alcohol and sex. The school will take a responsible Christian stance on these issues.

It will also encourage civic awareness and duty through opportunities for all boys to volunteer. Local vicars will be involved with the spiritual life and personal development of the boys through their close links with setting up and developing the school and the running of and participation in school services and assemblies. They can also offer work and volunteer placements.

Also key to the school's Christian ethos will be notion of giving back to society through voluntary and charity work which can take place through the weekly Elective Programme.

Targets to measure success:

1) Cohort targets

- 85% 5A*-C including English and Maths (Local Authority 65%, Lady Margaret's 92%)
- 0% NEETS (achieved through the Careers Programme above and support for vulnerable students outlined in section D 3 below)
- 95+% attendance (since the curriculum and its teaching methods are designed to make learning enjoyable and successful)
- 50% A* to C grades at "A" Level
- 50 entering University each year

2) Individual targets

- 95% pupils achieving D levels of progress from baseline data from Fischer Family Trust (these are the most challenging Fischer targets achieved by only a small percentage of schools) (Section D 4 explains how this can be achieved)
- 70% achieving 3 or more levels of progress

The above targets exceed national averages for boys and therefore will demonstrate a higher level of achievement in line with the school's vision for raising the achievement of boys. (Admissions criteria assume an average range of ability).

3) Subject targets

- All subjects exceeding expected rates of progress for their cohorts (based on Fischer Family Trust data).

4) Enterprise targets

- 50% achieving D of E bronze award
- 95% achieving FBS Social Enterprise Diploma
- Low levels of disruptive behaviour (for the same reasons as above and in particular the use of new technologies to motivate). This would be monitored through after school sanctions.

5) Community targets

- High levels of parental satisfaction (measured using on-line questionnaires)
- High levels of staff satisfaction (measured using on-line questionnaires and monitoring of staff absenteeism).
- 100% take-up of first choice places from both faith and secular local primary schools
- 20% of pupils are FSM

The above targets are measurable and can be monitored by the Governing Body annually. The school's twice yearly assessment results will enable Governors to measure progress being made at 2 points in each year to check that the school is on target to achieve the agreed outcome targets.

Section D2: Length of school day, term and year.

- Each day will be divided into 6 lessons of 50 minutes with some of these operating as doubles to reduce movement around the school to support good behaviour (25 hours per week)
- On 2 afternoons an additional lesson will be added to allow for a Wednesday afternoon of activities
- There will be 3 terms with a 2 week break at Christmas and Easter and a 6 week break in the summer. Half-terms will be 5 days in Autumn, 5 in Spring and 5 in summer
- The school year will be 188 days for pupils and 195 for staff, with two days set aside for parent/teacher review
- Club activities will take place after school on each day until 5.00pm. There will be sports clubs and matches played, homework support for individuals and/or groups of pupils. Each member of staff will offer clubs relating to their areas of interest. In addition there may be practices for school productions, choir rehearsals, individual music tuition and catch-up classes, independent self-directed study, and library time. Inter-House competitions will also take place on Wednesdays.
- The school day for lessons will run from 8.30 am to 2.45 with one 15 minute break in the morning and 50 minutes for lunch on 2 days in the week, from 8.30 to 3.50 (including a 15 minute break in the afternoon) on 2 days and from 8.30 to 1.15 pm on the Wednesday with activities after lunch until 4.00pm.
- Registration and assemblies will take place each morning from 8.30 to 8.50am.
- Church services will be written into the calendar to fit with religious feasts and special occasions for the whole school.

Wednesday Afternoon Activities

- Activities may embrace the arts with performances of plays and concerts, choir rehearsals, orchestra and ensemble rehearsals, science clubs, engineering, cookery, debating, poetry and creative writing, animation, film-making, web design, photography, book clubs, chess, bridge and a range of sports. Outside speakers can be invited to join in.
- The aim will be to find activities to appeal to all tastes and to change them on a rolling programme.
- Sports fixtures can be fitted in to this programme with forward planning and foresight.
- Volunteering and mentoring younger students will take place during the programme.

- Inter-House competitions will take place during this programme.
- Building on the opportunities within the French and Spanish communities links will be forged for the improvement of language learning amongst boys.
- Visits to museums and galleries can take place to bring learning outside the classroom.
- In year 1 since all staff are required to take part 10 activities will be available allowing an average group size of 12.
- In addition the chaplain and volunteer parents or members of the local community can add variety to the programme reducing group numbers further.

The School Day

8.30 - 8.50	Registration and Assembly
8.50 - 9.40	Lesson 1
9.40 - 10.30	Lesson 2
10.30 - 10.45	Break
10.45 - 11.35	Lesson 3
11.35 - 12.25	Lesson 4
12.25 - 13.15	Lunch

Monday Afternoon

13.15 - 13.55	Lesson 5
13.55 - 14.45	Lesson 6
14.45 - 15.00	Break
15.00 - 17.00	Clubs

Wednesday Afternoon

13.15 - 16.00	Activities
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Tuesday and Thursday Afternoons

13.15 - 13.55	Lesson 5
13.55 - 14.45	Lesson 6
14.45 - 15.00	Break
15.00 - 15.50	Lesson 7
15.50 - 17.00	Clubs

Friday Afternoon

13.15 - 13.55	Lesson 5
13.55 - 14.45	Lesson 6

N.B. Electronic registration systems allow for on-line registration each lesson.

Pupil Groupings

Pupils will be grouped **according to ability** in lessons in order to narrow the range of ability and to tailor the challenge to the ability of the group. The groupings will be arranged based on a combination of NFER CAT tests and National Curriculum levels at the end of KS2. Evidence shows that the closer in ability learners are the more progress they make. Regular assessments (see Section D 4 for detail) will allow teachers to move pupils around according to assessment results twice a year.

Classes will have 25 per group with the least able in a class of 20. As outlined in the curriculum plan above (see staffing demand) and the timetable below there will be 5 groups per year.

Using new technologies, however, allows flexibility of groupings. Where students are able to learn independently this can happen with larger groups. 50 pupils working independently supported by new technology can work in a larger space with one teacher allowing additional staffing for pupils requiring specific subject support. It is envisaged that such flexibility will be built into the school day when appropriate.

Tutorial groups will be of mixed ability in a House system. These groups will remain stable throughout the boy's school career allowing a good relationship to develop between the boys and their tutors. Parents will benefit from having a consistent point of reference in the school. Morning assemblies and registration will provide a daily point of contact between tutor and tutees and a time for reflection.

The tutor will teach the PSHCE programme and monitor the overall academic progress of his or her tutees provided by the assessment data gathering systems. The Head of each House will ensure that parents are kept informed of the progress made by their boys and that the tutors fulfill their responsibilities in monitoring their own tutees.

The House system will bring boys of all abilities together for joint activities and competitions to foster respect for others and to build community. Team building will be at the heart of the curriculum not only through the pastoral programme but also through all other subjects as outlined above.

The Heads of House will be responsible for devising the PSHCE programme under the leadership of a member of the Senior Leadership Team. Assemblies will also nurture the boys' sense of community. Wednesday afternoon activities will allow boys to take part in activities as part of their House organisation so that social groups are not confined to teaching groups which are based on ability and may in addition cross the age groups

The House system will be there for a sense of fun and achievement and every

House will compete on all aspects of the school. All aspects will form part of the points system and this inter-house competitive system will be an important part of school life.

An Exemplar Timetable for Year 1

Assumptions made:

- PE facilities will be off-site and will require time for travel -lessons are timetabled before breaks
- Maths teachers and Languages will ask for regular single lessons
- Core subjects are placed in the mornings as far as possible to raise achievement.

		Lesson 1	Lesson 2		Lesson 3	Lesson 4		Lesson 5	Lesson 6		Lesson 7			
Monday	Class 1	English	English	Break	Maths	MFL	Lunch	PE	PE	Break	Clubs	Clubs		
	Class 2	ICT	Maths		Science	Science		MFL	History					
	Class 3	Maths	MFL		English	English		ICT	Geog					
	Class 4	History	History		MFL	Maths		RE	Music					
	Class 5	Science	Science		Geog	Geog		Maths	MFL					
Tuesday	Class 1	P	MFL		Music	Music		ICT	History		History		Break	Clubs
	Class 2	S	English		Geog	Geog		PE	PE		PE			
	Class 3	H	Science		Art	Art		Maths	RE		RE			
	Class 4	C	Maths		Science	Science		RE	Art		Art			
	Class 5	E	History		English	English		Maths	Music		Music			
Wednesday	Class 1	Maths	Maths		Science	Science		Wednesday Afternoon Activities						
	Class 2	English	ICT		Art	Art								
	Class 3	Science	PE		PE	PE								
	Class 4	MFL	MFL		English	English								
	Class 5	History	English		MFL	Maths								
Thursday	Class 1	Geog	Geog		English	English		Maths	ICT	Break	PE		Clubs	
	Class 2	MFL	Maths		RE	RE		Science	Science		History			
	Class 3	English	English		Science	Science		ICT	Maths		Geog			
	Class 4	Maths	PE		PE	PE		English	English		Music			
	Class 5	Science	Science		Maths	MFL		RE	RE		ICT			
Friday	Class 1	Science	Science	Art	Art	RE	RE	Break						
	Class 2	Maths	MFL	Music	Music	English	English							
	Class 3	MFL	Maths	History	History	Music	Music							
	Class 4	Geog	Geog	Science	Science	Maths	ICT							
	Class 5	English	PE	PE	PE	Art	Art							

Section D3

The school aims to attract students from all ability ranges. Grouping students according to ability (see section D2) recognises that people learn at differing speeds and that they have differing gifts. Allowing movement between groups on a regular basis also allows development at different speeds. Regular assessments mean teachers can measure progress made by individuals against their prior attainment (see section D 4) enabling the individual and his family to acknowledge exceptional achievement or to rectify a slide backwards. Teachers can put appropriate measures in place to advance learning or re-visit concepts.

Regular feedback is key for both the teacher and the learner. Parents will be required to attend two academic review days each year with tutors to keep informed about the progress of their sons. The tutor will lead the meeting using data from the termly assessments.

In class, teachers will break down the learning into manageable steps with frequent repetition and re-cap to reinforce learning for those who experience barriers. Kinaesthetic activities will be important ingredients in the lessons to appeal to boys (see section D1 - teaching methods).

Support for those of high ability

Since teaching groups will be organised by ability in each subject students of high ability will be grouped together and therefore able to proceed at their own pace. This will also mean that a student with a gift in a particular subject can be in a higher set and timetabling can allow that same student to be in a lower set for other subjects when and as more staff are employed allowing block timetabling. Able students will be able to use the technology available to pursue their own interests and specialisms independently. The financial plan allows for some students to be entered early for examinations where appropriate.

From the vast array of materials available on-line these students will be able and encouraged to access demanding material and to work independently. The Elective Programme will allow boys to take up additional subjects if they wish. There is provision in the financial plan for early exam entry.

A designated member of the Governing Body will monitor the quality of provision for the Gifted and Talented.

Use of ICT

As outlined in section D 1 the school intends to be pioneering in its use of new technologies in order to meet effectively the needs of individual students regardless of their ability. To achieve this the school will recruit staff who are able to work with a diverse range of media and are willing to keep learning. Each student will have a mobile device.

New technologies are the key to improving achievement through the huge choice of material catering to all levels of ability. (See Case Study in D1) In the classroom each student can be working on a different topic at their own pace. Therefore class sizes can be varied.

Schools can link up for example with NASA to learn about Mars exploration and talk live to experts. Students can SKYPE each other at home to work jointly on a school project and then demonstrate in the classroom linked up to the large screen provided. They can talk to students abroad as part of Foreign Language learning instead of waiting weeks for a penpal to respond to a letter. The immediacy of the technology appeals particularly to boys and will motivate, alongside inspirational teaching from staff who know their stuff. Through the use of the VLE students can communicate with their teachers.

Teachers are now able to monitor on-line using google docs. whether students are completing homework. Older students can also support younger mentees through social networking media subject to safeguards being in place.

For early learners of English and those needing support with literacy there are many educational applications and web-sites to support literacy; everything from teaching rudimentary English to beginners to teaching how to structure essays at a higher level. These aids can be accessed at home and in school. You Tube has a wide variety of film versions of classic books to aid accessibility further for early learners of English. There are also translations available through Google in a huge number of languages and as time passes the range and quality of resources will improve.

Each department will design its own web-site within the VLE to support their own curricular needs and to support learners with different needs – thus making it possible to meet the needs of all learners. Students prevented by illness from attending school can stay up-to-date using a mobile device in the hospital or home.

Through embracing the technology available to us the school will save large sums of money from licence fees.

Safeguarding and the needs of the vulnerable

A member of the Senior Leadership Team will have overall responsibility for ensuring that all Safeguarding procedures are in place to protect the vulnerable. Pupils will be made aware of how to report incidents and to whom they can turn on the staff team. A specific, trained member of the support staff such as a Learning Mentor will deal with incidents and attend case conferences reporting back to the line manager at senior level.

Staff appointed and volunteers, both paid and unpaid, who have access to pupils will be subject to enhanced CRB checks.

The importance of getting the education right for vulnerable pupils including

the disabled will be reflected in the oversight of the area at Senior Leadership Team level. Respect for others will be a theme constantly promoted in keeping with the Christian ethos of the school.

Care will be taken to identify and meet the needs of pupils with a permanent or temporary medical condition requiring modifications to their environment - ranging from care in the canteen for nut allergy sufferers to mobility support for a broken leg. If a pupil requires an epi pen all staff will be trained in its use.

Pupils with Special Educational Needs

Boys with learning difficulties will be supported firstly through flexible small class sizes (no more than 20) which will allow all teachers to give them individual attention. There will also be the support of Learning Support Assistants in lessons.

The management structure for SEN will operate as follows:

The designated SENCO will line manage the Learning Support Assistants, one for each year cohort and in turn be line managed by the Progress Manger who is a member of SLT.

S/he will convene the Annual Review meetings, liaise with parents and ensure that the SEN register is up-dated regularly based on assessment data. S/he will ensure that all staff receive any training they require to meet the needs of the pupils and that records are kept as appropriate in particular collecting evidence that may be needed to progress pupils up and down the stages of the Code of Practice.

It will be the SENCO's responsibility to track the progress being made by the cohort identified at the stages of the SEN Code of Practice. The school's termly assessment results will provide information about the progress of each pupil against expected progress. The information will be made available through SIMS Assessment manager collated by the Progress Manager. The traffic light system will highlight pupils who are underachieving.

In addition the SENCO will undertake regular standardised reading tests to assess the progress of those with specific literacy barriers.

The SENCO will monitor the quality of differentiation across the curriculum through lesson observations and provide training to keep teachers up to date. S/he will also ensure that pupils with medical conditions are having their needs met. S/he will organise training for staff about the specific requirements for medical conditions -such as diabetes. S/he will in addition ensure that all the relevant medical information is available for all staff in the school's pupil database.

The Learning Support Assistant

The LSA's will be responsible for providing support in and out of the classroom which will include checking that homework and classwork is completed, that pupils stay on task and helping with their organisational skills. They will keep records for each pupil identified and maintain communication with parents. They will attend Annual Review meetings and progress meetings with parents and the tutor.

They will in addition fulfil other duties such as Attendance Officer, Parent Adviser, and Behaviour Support reporting to the Progress Manager.

The LSA will meet with each subject teacher to co-ordinate planning for the pupils so that differentiated materials are available for the lessons. It will be the LSA's responsibility to prepare support materials in consultation with the subject teacher. They will take into account what the key concepts are, what the key words are, what the learning needs are and then they can devise together a plan to achieve the desired learning outcome ensuring that the information is given in small steps and that there is frequent repetition.

There will need to be a variety of methods of input for example a film, a text, a picture and teacher explanation to meet the needs of the visual learner, the auditory learner and the linguistic learner. Stimulus material should target different types of learner.

Materials for processing information can include matching exercises, cloze exercises, labelling – these target the kinaesthetic learners.

Outcomes can be supported by using filmed presentation, making models, giving a talk, posters and for writing -scaffolds and writing frames.

For the visually impaired texts can be enlarged. A personal mobile device appropriate for such pupils will be an advantage. For the hearing impaired, staff will be inducted in the use of the radio microphones in the classroom.

In addition pupils whose reading ages are below age appropriate levels will be withdrawn on a rolling programme and after school to ensure regular input.

For those with Specific Learning Difficulties outside professional support will be bought in, although the long -term plan is to train a teacher such as the SENCO to undertake the work.

As teachers will be under their expected teaching load in the initial years they will be required to give lessons to hear individual pupils reading and to provide in-class support.

Additional Support for literacy

All departments will offer extra support as part of the Extended Day. Homework support will be provided by the LSAs as well as small group

literacy and numeracy support. The school will seek to engage adult volunteers to support the reading skills of those experiencing difficulties as well as older students who will be encouraged to mentor younger pupils.

Educational Applications to aid with reading and writing will be available for boys to use with their LSAs in school but also at home via the internet connections between the home and the school.

Personalised Learning

At KS 4 some pupils may follow a modified curriculum (see section D 1 for detail) replacing the Language and incorporating the option subject into a 6 lesson vocational subject.

Early learners of English

Differentiation for early learners of English will be targeted at language needs.

Key subject vocabulary, pictures, sentence structure, reading and writing – and will use many of the same strategies as above – writing frames, matching exercises, cloze exercises and learning scaffolds.

Early learners of English will benefit particularly from the ability groupings since they may be gifted in areas where their knowledge of English is less of a problem such as Maths or Science and they can be accommodated in a high set in Maths for example whilst receiving more support in language rich subjects such as History and English.

They will be similarly supported by Learning Support Assistants so that they can be integrated into classes at their level of ability. The pupils need to enjoy good relationships with their LSAs and their class teachers to progress well. A "Buddy" system pairing a student with little English with one who is well-integrated can have benefits for both partners.

Homework support will be available as part of the Extended Day as above as will support in lessons from staff who are under allocation.

Educational Applications offer a wide range of support for early learners of English in the form of translations and structured language acquisition exercises. Homework support will be available in after school session.

Workshops for parents new to the country will be provided to assist them in understanding the school system and how they can help their sons.

Support for those who may not have a statement of Special Educational Need is outlined above and includes LSA support in lessons, homework support, on-line materials and mentoring.

Meeting the requirements of the SEN Code of Practice

Pupils will be identified in consultation with the feeder primary schools and visited in their schools before Year 7. If possible the SENCO will attend the final Annual Review meeting for statemented pupils in the primary school. After that pupils will be identified through the school's regular assessments and lesson observations.

The school will meet all the requirements for pupils with Statements of Special Educational Need. The relevant member of the Senior Leadership Team will ensure that parents are fully consulted and involved in the steps taken to help their children make good progress as required by the Code of Practice.

Annual Reviews will be conducted with the attendance of the relevant external agency as below and needs kept under revision. All students with statements will be provided with the proscribed support.

External Agencies from the Local Education Authority will be brought in for advice and input for SENS, SPLD and PD. Support may also be sought from the Educational Psychologists' team with pupils diagnosed with ADHD or Aspergers.

The school will train staff to use specialist equipment required by the hearing, visually or physically impaired with the support of the relevant agency or medical team.

For students at the early stages of the code of practice appropriate support will be available through LSAs and Learning Mentors in class and in group or individual sessions. Some older students and volunteers will provide supplementary support.

For those who need to progress to a Statement of Educational Need the relevant agency will be brought in to advise.

A designated member of the Governing Body will have responsibility for ensuring that all statutory requirements are met and that the needs of those at all stages of the Code of Practice are fulfilled. This role will require visits to the school to monitor quality of provision.

Section D4

The vision for the school will be translated into a Development Plan which will outline priorities for 3 years. An annual Improvement plan will set short-term targets.

An annual cycle of Review will hold staff to account, assess strengths and weaknesses and identify areas for improvement.

Targets for improvement will be agreed and carried forward.

Whole school priorities will be taken from the results of the review process.

Each department will carry out its own self-reviews which will feed into the whole school self evaluation.

Teachers will have a performance review annually and an interim review at the half way stage.

School training will be devised based on the information collected

Governors will be able to monitor progress being made through reports and performance data provided to the Curriculum Committee.

Information feeding into the system:

- 1) Regular lesson observations by managers will be graded using OFSTED criteria.
- 2) Twice yearly assessment data will allow managers to monitor progress made by individual pupils, subject areas and individual teachers.
- 3) SENCO data on assessments, reading tests and lesson observations
- 4) Attendance at voluntary activities – registers will be kept
- 5) Attendance at Wednesday afternoon activities
- 6) Participation in voluntary sports activities
- 7) Participation in school performances
- 8) Records of voluntary mentoring
- 9) Completion rates from work experience

The school will be a data rich environment and will use its data to set both soft and hard targets:

- All boys will attend at least one extra-curricular activity each year
- All boys will take part in voluntary activities
- All boys will contribute to charity events
- All boys will undertake either a public performance in the arts or sport
- All Sixth formers will mentor one younger student
- All KS 4 students will complete work experience placements

The above targets will measure whether the school is achieving its aim to develop the spirit of enterprise in the pupils

- All parents will attend annual target-setting meetings with teachers
- All parents will be able to access and use on-line communication
- 95% parents will express satisfaction with the school (Questionnaires at target-setting meetings and on-line such as Survey Monkey)
- All teachers will express satisfaction with the school (Questionnaires)

These targets will measure whether the school is communicating in an exemplary way with its parent and staff as it intends.

Achievement targets will be set annually as part of the annual School Improvement planning cycle in consultation with the Governing Body.

The basis for the setting of achievement targets will be prior attainment and Fischer Family Trust data. The school aims to achieve the most challenging targets for individuals and the whole school since one of its main intentions is to raise achievement for boys.

1) Cohort targets

- 85% 5A*-C including English and Maths
- 0% NEETS (achieved through the Careers Programme above and support for vulnerable students outlined in section D 3 below)
- 95+% attendance (since the curriculum and its teaching methods are designed to make learning enjoyable and successful)
- 50% A* to B grades at "A" Level
- 50 entering University each year

2) Individual targets

- 95% pupils achieving D levels of progress from baseline data from Fisher Family Trust (these are the most challenging Fischer targets achieved by only a small percentage of schools) (Section D 4 explains how this can be achieved)
- 70% achieving 3 or more levels of progress

The above targets exceed national averages for boys and therefore will demonstrate a higher level of achievement in line with the school's vision for raising the achievement of boys.(admissions criteria assume an average range of ability).

3) Subject targets

- All subjects exceeding expected rates of progress for their cohorts (based on Fischer Family Trust data)

4) Enterprise targets

- 50% achieving D of E bronze award
- 95% achieving FBS Enterprise Diploma
- Low levels of disruptive behaviour Measured on data kept of incidents and numbers involved.
- Reduction in accident rates

The above targets are measurable and can be monitored by the Governing Body annually. The school's twice yearly assessment results will enable Governors to measure progress being made at 2 points in each year to check that the school is on target to achieve the agreed outcome targets.

Monitoring and the management structures

All teachers will be monitored and developed through regular lesson observations and data review. Line management meetings between managers and staff they line-manage will focus on progress being made by students and how teaching can be improved to impact outcomes.

Training priorities will be identified from analysis of data and lesson observations.

Governors will receive up-dates on the progress of the reviews at the interim review as well as the end of year review and sign off on the priorities for each year having been informed throughout and given opportunities to feed into the process. They will report on the meeting of targets to parents annually and will include information on targets in the school prospectus and on the school's web-site.

Governors will assign themselves areas of responsibility so that they are fully aware of the progress the school is making. The areas will include those overseen by non-teaching staff as well as teaching and will cover all the school's activities such as use of premises, accident monitoring, pupil and staff absence monitoring.

The Responsible Officer post will be assigned to a Governor with a financial background and will ensure that due diligence is carried out in all financial transactions.

Assessment and accountability

Base line data will provide a starting point for judging an individual's needs. These will come from KS2 results and standardised admissions tests. Each boy's progress will be measured against this starting point throughout his time at the school. National progress lines will also be used and Fischer Family Trust data. Success will be measured by the extent to which each boy achieves or exceeds what is expected progress for him from his starting point.

Data will be gathered from every subject regularly – at least once per term – and entered into the schools preferred software such as SIMS Assessment Manager. Regular assessments will provide the data to be entered. The information provided can be stored with a traffic light system to highlight performance that is on target, above or below target. The Head of House will be responsible for ensuring that pupils falling behind the progress expected of them are monitored and followed up.

Regular target-setting meetings twice per year will be held with parents and pupils to ensure that everyone is kept in the loop. Early intervention will prevent problems occurring later.

Parents will also be able to access assessment data held on the schools systems via the internet. Feedback is essential for good progress as is reliable and measurable data.

Parents will receive a **written profile or report** outlining progress being made and targets for improvement twice per year.

Oversight of and the overview of assessment data will be maintained by a member of the Senior Leadership Team who will be able to monitor the reliability of data provided by subject teachers. This senior member of staff will monitor the relative performance of departments and the reliability of information from individuals in departments.

Accountability for progress made by individual pupils will be managed in two strands – the individual pupils through the House system – the subject teachers and departments through the subject leaders and the senior manager to whom they are answerable.

Section D5: Admissions Policy

Overview

1. Fulham Boys School is a Church of England School with a distinctive Christian ethos at its heart. The following admissions policy is designed specifically to deliver the school's educational vision for providing an inclusive, caring and supportive environment where boys will learn and flourish in a setting shaped by Christian values.
2. The school welcomes applications from all members of the community regardless of faith, but asks all parents/carers and applicants to respect the Christian ethos of the school, recognising that the Christian values of compassion, inclusion and generosity will be at the school's heart and central to its commitment to providing a secure learning environment and opportunity for all. This does not affect the right of parents of other faiths and no faith to apply for and be considered for a place at the school.
3. The school will admit its first intake of boys into Year 7 in September 2013, offering 120 places. It will be comprehensive in terms of ability, and applications may be made regardless of faith or proximity to the school.
4. If the school is oversubscribed, to support its vision of being a Christian learning environment half of its places will be reserved for boys from Church of England families (Foundation places). The remaining 50% of places will be open to all faiths and none (Open places). To support its vision of being a local school, within both the Foundation and Open categories priority will be given to local boys. For admissions in 2013, this will be determined by a one and a half mile radius of Fulham Library (SW6 5NX). If places remain, these will be offered to boys living within a two and a half mile radius and thereafter elsewhere in London [see para 14].

Detail

5. The school will have a comprehensive intake. FBS's vision is to be inclusive, to give the opportunity for boys from the local community to achieve success regardless of background. In a mixed community such as Fulham we believe this inclusivity will best be delivered by fair banding. Pupils will be assessed by the school in maths and English in the November prior to entry to ascertain into which ability band they fall. Of the 120 places offered in 2013, 25% will be allocated to boys of above average ability, 50% average ability and 25% below average ability. All applicants will be placed into one of six categories: Foundation 1 (15 boys), Foundation 2 (30 boys), Foundation 3 (15 boys), Open 1 (15 boys), Open 2 (30 boys), Open 3 (15 boys). If any of these bands has more boys than places, the oversubscription criteria will be applied. Any unfilled

Foundation places within each assessment band will become additional Open places and vice versa.

6. In accordance with the Schools Admissions Code, priority will be given to children with a statement of special educational needs naming Fulham Boys School and for whom Fulham Boys School has agreed to be named on the statement. Thereafter priority will be given to looked after children (see para 17) and to children the Governors feel should be admitted on exceptional medical, social or compassionate grounds. Boys admitted under these criteria will be allocated places in their relevant ability bands, as either Foundation or Open places.
7. Responsibility for the admission of pupils rests with the Governing body. The school will abide by the School Admission Appeals Code and any parents whose applications for places are unsuccessful will be given an opportunity to appeal to an Independent Appeals Panel set up in accordance with statutory provisions.

Oversubscription criteria

8. If the school is oversubscribed, after those admitted under Para. 6 above, remaining places within each ability band will be allocated according to the following oversubscription criteria. The criteria have been set to ensure the school can deliver its vision for an inclusive Christian learning environment, drawing from and giving back to the local community – hence a 50:50 split of foundation and open places, in each case with priority being given to boys living within 1.5 mile radius of Fulham Library. Note that if any category is oversubscribed, places will be determined by random allocation. There is thus no need for explicit tiebreak criteria .

(a) Foundation - Half of the school's places will be offered to boys who themselves or whose parents/carers are practising members of a Church of England church [see para 10]. Anyone applying for a Foundation place must have the support of their priest/minister as indicated on the application form. If this category of admissions is oversubscribed, priority will be given in the following order to:

- (i) boys with a sibling in the school on the date of admission [see para 13];
- (ii) boys living within a one and a half mile radius of Fulham Library (SW6 5NX) [see paras 14-15]. If the number of applicants in this category exceeds places priority will be determined by random allocation [see para 18]; if this category is not oversubscribed, places will be offered to
- (iii) boys living within a two and a half mile radius of Fulham Library. If this category is oversubscribed priority will be determined by random

- allocation [see para 18]; if not places will be offered to
- (iv) boys living elsewhere in London; if numbers exceed available places priority will be determined by random allocation [see para 18]
- (b) Open** – 50% of places will be open to all applicants. Any boy unsuccessfully applying for a place under (a) above will be automatically entered into this category. If the open places are oversubscribed priority will be given in the following order:
- (i) boys with a sibling in the school on the date of admission [see para 13]
 - (ii) boys living within a one and a half mile radius of Fulham Library (██████████) [see paras 14-15]. If the number of applicants in this category exceeds places priority will be determined by random allocation [see para 18]; if this category is not oversubscribed, places will be offered to
 - (iii) boys living within a two and a half mile radius of Fulham Library. If this category is oversubscribed priority will be determined by random allocation [see para 18]; if not places will be offered to
 - (iv) boys living elsewhere in London; if numbers exceed available places priority will be determined by random allocation [see para 18]

Application process

9. For the first year of applicants in 2013, applications will be made direct to the school. Thereafter, the school will be part of the co-ordinated admissions process: applicants must nominate Fulham Boys School on the Common Application Form available from their local authority, and fill in an additional information form available from the school.

Further information

10. **Foundation** places: Attendance at a Christian church which is a full member of “Churches Together in Britain and Ireland” at least twice a month for three years is required to be eligible to apply for a Foundation place.

A reference will be sought from the minister or religious leader at the place of worship for all applicants for Foundation places.

All unsuccessful applicants for Foundation places will be considered for Open places within the relevant assessment band

11. Any unfilled Foundation places within each assessment band will become additional Open places and vice versa.
12. Following assessment by the school in the November prior to admission all applicants will be placed into one of six categories: Foundation 1, Foundation 2, Foundation 3, Open 1, Open 2, Open 3. If any of these bands has more boys than places, the oversubscription criteria will be applied.

13. A **sibling** is defined as a full brother, a step/half brother living at the same address, a child who is living at the same address as part of the family by reason of a court order, or a child who has been placed with foster carers as a result of being looked after by a Local Authority.

Where applications are received from twins, triplets or same-year siblings the following procedure will be followed: if one child is selected for a place within their band, the twin/triplet/same year sibling will be ranked in their own band immediately after looked after children.

If a sibling meets the eligibility criteria for a Foundation place they will be placed within the relevant Foundation band (F1, F2 or F3). Otherwise they will be placed within the relevant Open band (O1, O2 or O3).

14. For the purposes of the first year of this admissions policy (2013), and until the School's permanent location is confirmed, the priority catchment area for the school has been set as a one and a half mile radius from Fulham Library (an area which takes in the vast majority of the old Metropolitan borough of Fulham), and thereafter two and a half mile radius. Thereafter, boys will be considered from elsewhere. See catchment area (**Annex D**).
15. **Residence** – for the oversubscription criteria locality will be defined by the child's normal residence during term time. Where parental responsibility is shared, the residence of the parent receiving child benefit for the child will be taken as the permanent address.
16. The school may refuse admissions from a child who has been permanently excluded from two or more schools.
17. **A Looked After Child** is defined as a child in the care of a Local Authority or provided with accommodation by that Authority in accordance with section 22 of the Children Act 1989.
18. **Random allocation** – if applicants within any ability band and category listed above in Paragraph 12 exceed available places, the applicants in each group will be put in rank order by random allocation using a computer programme. Places will be offered strictly in accordance with rank order.
19. **Waiting list** - If the school is oversubscribed and parents do not gain a place in Year 7 for their son they may apply to have his name placed on the waiting list for the relevant band. If places become vacant in a band and no applicants in that band remain without a place, the vacant places will be evenly filled by children falling into the next nearest bands, i.e. the bands on either side, or below or above. If the first boy is from the band above then the next will be from the one below.
20. **Other admissions** (in-year or casual admissions). Applications for vacancies that arise outside the normal annual admission round for Year 7

will be considered at any time during the year. Information and application forms may be obtained from the school. Where there is more than one application for a vacant place, the offer of a place will be determined in accordance with the oversubscription criteria. Applicants for Years 7 to 9 will be banded in accordance with their results at Key Stage 2 and applicants for Years 10 and 11 in accordance with their levels at Key Stage 3. If no such information is available the School will arrange tests.

21. **Tie break criteria** - Note that if any category is oversubscribed, places will be determined by random allocation (see para 18). There is thus no need for explicit tiebreak criteria.

Section D6: Behaviour and attendance

1) Behaviour

Good teaching along with support and a clear framework for behaviour is the key to good behaviour. The school will ensure that the values of mutual respect, honesty and kindness that are embedded in the schools ethos continually promote good relations among the boys and staff. Boys will be expected to stand up for staff.

Therefore particular attention will be given to the development and training of staff. A programme of lesson observations and constructive professional dialogue will be central to the running of the school. Training will be targeted at all levels of staff and will cover teaching methods, management of pupil behaviour and the development of subject knowledge, expertise and keeping current with the schools technology.

Managers will also receive training to develop them in the undertaking of their roles, in particular the successful management of staff to achieve the school's aims. They will also be trained to evaluate the work of their teams through understanding of data.

A Code of Conduct written and consulted on by all the boys in the school will form the keystone for expectations. This code will be kept under review annually and targets set from it. It will be published on the school's web-site and in the School Prospectus. It will be displayed in all classrooms. It is important to ensure that what is acceptable should be agreed upon by the boys to win their support. This will also encourage them to take personal responsibility for their behaviour.

The House system will be the vehicle to reward good behaviour and attendance in order to motivate and provide positive role models. Students can take on roles of responsibility for example heading up clubs, working in primary schools to support reading, organising a charity event, playing for school and House teams, contributing to making props and scenery for a school play or preparing for a school service. House captains and class

captains will be appointed alongside sports captains and enterprise captains. Leadership and Enterprise will be encouraged in all aspects of school life.

Positive House points will be awarded for good progress made in lessons as well as for competitions, participation in school and House teams and voluntary activities; these points can be translated into a reward programme. Assemblies will be used regularly to celebrate all kinds of achievements.

Dealing with poor behaviour

There will be a strict uniform policy and zero tolerance of violence.

Early intervention is vital for tackling both poor behaviour and attendance. Issues will be targeted by well-informed members of the House teams. Parents will be kept informed and consulted with.

A consistent approach to recording incidents will be developed in order to enable strategies to be developed to improve individual poor behaviour. Software will be purchased that allows the monitoring and recording of incidents in a time efficient way. Experience shows that the more time-consuming and bureaucratic a system is the less staff will use it and consequently the intervention is delayed. It is vital that standards and expectations are consistent from teacher to teacher.

The school will operate a "zero tolerance" policy for poor behaviour in class with a 3 strikes policy.

On the first occasion of not behaving the boy's name will go on the board and he will be on warning. Behaving well he can redeem himself and his name be removed but on a second occurrence he will be moved to another place in the classroom but can again redeem himself with good participation. However if there is a third occurrence he is removed from the classroom by a senior member of staff and he is awarded poor behaviour points.

Boys who accumulate behaviour points on 3 occasions are removed from lessons altogether and placed in a secure area supervised by staff where they work on their mobile devices in total silence for a limited period of time - up to a week - depending on the severity of the misbehaviour. The punishment here is to deprive the individual of contact with his peers while the technology ensures he keeps up with his lessons.

Strategies to avoid poor behaviour:

- Provide a consistent approach in lessons. Lesson observations will support this.
- Be clear about what is not acceptable and what consequences will follow breaches of the code.
- Do not allow more than one pupil to speak at once.

- Do not allow name calling or silly 'jokes' to demean others.
- Do not tolerate verbal abuse or swearing.
- Do not allow physical abuse.

Professionals other than teachers will be employed as Learning Mentors specifically to support the vulnerable and hard to reach. They will come from a variety of possible backgrounds such as the Youth Service, social services, the voluntary sector or teaching. They will bring training and expertise in behaviour modification programmes dealing with anger management, bullying, drug and alcohol abuse, domestic violence and crime.

The Learning Mentors will provide a modified curriculum in partnership with subject teachers for boys who repeatedly break the school's Code of Conduct. They will be accommodated away from the main school and deprived of contact with fellow students at lunch or break times until they can be gradually re-integrated into the mainstream.

Students who behave badly repeatedly for example bullying others outside the classroom will also be accommodated with the Learning Mentors.

In extreme cases a pupil may be excluded for a fixed term or more rarely, permanently.

Behaviour modification sessions will form part of the modified curriculum for these offenders. Re-entry into the mainstream will need to be earned through good behaviour. Parents will be invited in to school to work out possible co-operation with the home.

The aim will always be to reintegrate into the mainstream - exclusion from school is to be avoided where possible as this generally results in more and bigger problems for society as a whole as the individual and their family.

It is important in the context of a Christian environment that the systems are seen to support the individuals and their families. Most instances of persistent very poor behaviour are linked to social factors and a joint strategy for such families needs to involve them and other outside agencies where necessary. Parenting courses will be organised using staff and external agencies. The school will aim to include students and not exclude them.

Bullying and crime

Learning Mentors will play an important role in **Safeguarding** as they will deal with vulnerable students who find fitting into school life difficult. They will manage the **Anti-bullying and Anti-crime Programmes** setting up referral systems and group sessions for the victims and also the perpetrators. Information about who to report to and steps to take will be published on the school's web-site and on notice boards around the school. Learning Mentors will be attached to Houses so that they can develop good working

relationships with students and staff. See Behaviour policy (**Annex A**).

Attendance

The above professionals can also deal with poor attendance linked to social issues outside the school. They will maintain strong links with other services within the Council for the benefit of individuals and their families.

The school will use its School Information Management System to monitor attendance. Registration at every lesson will be recorded to avoid internal truancy and to monitor lateness to lessons. Teachers will be able to mark their registers on their mobile devices quickly and easily.

This information will be speedily accessed centrally and used to make first day phone calls/text alerts through a dedicated call centre such as Call Divert to parents of absentees. The payment for this service has been included in the financial plan.

Efficient monitoring systems including the electronic registering lesson by lesson should cut truancy to a minimum and achieve very good levels of attendance. For most non-attenders opportunism and teenage lethargy cause the non-attendance. For the offenders it has been shown that discovery and the fear of it are often suitable deterrents. However, **detentions** will also be used as a deterrent.

For **persistent truants** a variety of strategies will be appropriate and need to be tailored to the individual. The child who is kept at home by a parent to care for younger siblings or the child who is the sole carer for an adult at home needs different treatment from the aspiring drug dealer. There are organisations to help with the child carers; the aspiring drug dealer needs to be followed up daily with home visits, dual registration, targets set and then drugs education and support.

Good attendance will be rewarded with House points and certificates. Good behaviour will be expected as the norm: its reward will be in the positive assessment results.

See Attendance policy (**Annex B**).

Accountability and Capacity for Improvement.

The vision for the school will be translated into a Development Plan which will outline priorities for the year. An annual cycle of Review will hold staff to account, assess strengths and weaknesses and identify areas for improvement.

Staff will be monitored through regular lesson observations and data reviews. Targets for improvement will be agreed and carried forward. Whole school priorities will be taken from the results of the review process.

Each department will carry out its own self-reviews which will feed into the whole school self evaluation.

Governors will receive up-dates on the progress of the reviews and sign off on the priorities for each year having been informed throughout and given opportunities to feed into the process.

Governors will assign themselves areas of responsibility so that they are fully aware of the progress the school is making. The areas will include those overseen by non-teaching staff as well as teaching. The Responsible Officer post will be assigned to a Governor with a financial background.

See Assessment policy (**Annex C**)

Section D7: The local community and its needs

As explained in Section C above and as evidenced in the demand shown in Section E below, Fulham is a vibrant multi-cultural community in need of an outstanding boys secondary school open to all, regardless of faith.

FBS has been designed to answer local aspirations for local boys. From talking to local parents, the local council and the wider community, it is evident that there is very considerable demand for an outstanding boys school founded on a strong framework of Christian values. This demand has been voiced by parents of prospective pupils from CofE primaries, from Muslim parents, from parents of other faiths and none, from parents of older boys, parents of girls, grandparents, heads of local primaries, local vicars, the head of the local CofE girls secondary, the local council and the local MP. All see the individual and collective stabilizing community benefits that will follow from having a strong local boys school. The longevity of the relationship between FBS and the community is perceived to be shored up by CofE support for the school. FBS will be an enduring part of the community.

Strong relationships with the local community will be critical to FBS' success. Community engagement won't be a bolt on activity or tick box exercise but integral to FBS, as social enterprise forms a central plank of the school's agenda. As detailed above, pupils will be developing their social enterprise skills in close partnership with the local community – for example with local primaries (reading, sports mentoring etc), with local community organisations (building websites or apps for projects, volunteering etc), with music or art in the community to give just a few examples. Projects will be devised in consultation with community groups and the local council, initially via a series of open meetings and as the FBS enterprise programme develops, as an integral part of the FBS process of tendering for and delivering social enterprise projects. FBS boys will thus be an integral part of the school's continuing community engagement.

The high expectations underlying the curriculum plan reflect local aspirations. FBS isn't seeking to introduce a radical curriculum, so much as radical expectations. As explained above, the oversubscription of local schools offering a traditional curriculum (WLFS, Oratory, Lady Margaret etc), reinforce the views expressed directly by local parents that what they want is a curriculum and pastoral programme designed to nurture the talent in their sons. Parents want a local school for boys to take pride in, to be as natural an aspiration for boys to progress to from the local primaries as Lady Margaret is for girls. Thus all relevant academic targets set for FBS are set well above local authority averages, providing a clear indication of the expectations of FBS' pupils, parents and teachers.

The curriculum has been devised to deliver on FBS's vision of opportunity for all regardless of background. As shown in background to the evidence of demand and marketing section, FBS' catchment area includes pockets of relative affluence and significant pockets of deprivation. The whole education plan, from behavior policy to extended day activities, and from partnerships with universities and with providers of vocational education, has been devised to ensure all pupils receive the support and challenge they require.

FBS curriculum and targets will be kept under review, to ensure the school continues to answer community needs. As explained in Section E, a governor will be charged with specific responsibility for the school's inclusivity – for monitoring applications and performance across all faiths and none, and across the more deprived communities. It is envisaged that regular community consultation will form part of this process.

Sharing facilities with the wider community

Until such point as a site is firmed up, it would be premature to outline plans for sharing facilities with other schools or the wider community. As explained above, FBS has every intention of sharing its most valuable resource – its boys – with the wider community for mutual benefit and is similarly committed to making optimum use of its physical facilities, including using these to further its community engagement. If plans proceed for the site identified in Section F, during out of school hours the School's expanded facilities would be available for use for local events, productions, concerts sports etc. and thus introduce new benefits to the surrounding community

As outlined in this plan, FBS will be ensuring no FBS families are left behind by the school's innovative use of technology. As part of the school's partnership with parents, FBS will be ensuring all parents/carers have the expertise to access the information available to them. Depending on initial needs and uptake, FBS' training programme may be offered out to the wider community.

Section D8:

We will have close relationships with representatives of other World faiths, and ensure those of other religions, and of none, are welcomed as an integral part of our school.

The school admissions policy makes clear that applications are invited from all faith and none. FBS is, however, being established as a Christian school. Everyone – parents, pupils, teachers – is expected to respect the Christian ethos of the school

Teaching RE throughout will ensure that the traditions of the major world religions are taught, allowing FBS boys of all backgrounds to develop respect for worshippers of other faiths both within the school community and in the community at large. Different approaches and beliefs about life issues will be explored. School assemblies will offer an additional dimension, with local CofE priests and local leaders of other faiths, invited in as guest speakers.

The cross-curricular programme for PSHE will also address the demands of pupils from a multi-cultural environment, fostering appreciation of diversity and empathy, teamwork and a sense of justice. A responsible Christian stance will be taken teaching personal relationships, drugs, alcohol and sex.

The House system will bring boys of all abilities together for joint activities and competitions to foster respect for others and to build community. Team building will be at the heart of the curriculum not only through the pastoral programme but also through all other subjects as outlined above.

Just as care will be taken to identify and meet the needs of pupils with a permanent or temporary medical condition requiring modifications to their environment, so will care be taken to ensure the religious needs of boys of other faiths are catered for. As explained in section E2, continuing conversations are being held with local faith leaders to support the “school gate grapevine” about how pupils of other faiths will become a member of the school community. We will be explaining how, on entry, the head will meet with parents to discuss any particular needs - we are being advised in this by the head of a local CofE primary, experienced in successfully integrating significant numbers of migrant families from a range of faiths, into the ethos of his school. We will ensure that there is no hidden discrimination in the school’s uniform and sports policy.

Section E

Evidence of demand and marketing

Section E: Evidence of demand and marketing – part 1

- **Column A** shows the proposed number of places in each year group.
- **Column B** shows the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- **Column C** – to be left blank
- **Column D** shows the demand as a percentage of the places available.

	2013				2014			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	120	134		111	120	167		139
Year 8					120	134		111
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of demand and marketing – part 2

Background

The Parents Group behind Fulham Boys School was born out of desire for greater educational choice at secondary level in Fulham.

Whilst the Borough is well served by both faith and non-faith primary schools, and at secondary level by an outstanding Catholic school for boys and Church of England school for girls, there has been no local Church of England secondary school for Fulham boys to progress to since St Marks closed in the 1990s.

The key driver for this Parents Group remains to establish a CofE secondary school that local boys will aspire to. Our determination has been reinforced over the last year and a half by the extraordinary support and encouragement shown by a broad cross-section of the community: parents (from church families, non-church families, families from other faiths and none), children, local businesses, heads of local primaries, local priests, local politicians and a plethora of others.

Some parents' desire is simply stated – they want a CofE secondary school for their son or sons. For others, support is derived from their desire for more choice, for a boys school which they believe will tick more of the boxes important to them at the next stage of their son's education – as shown for example, by the Muslim and Catholic families supporting our proposals. And there are others, including those with daughters, some heads of local primaries, and the head of Lady Margaret (the Fulham CofE school for girls) who have offered their support because of the positive community impact they believe will follow from having a strong CofE boys secondary school – a local school of choice for boys, as Lady Margaret is for girls.

Case study

All Saints CofE Primary

All Saints CofE Primary provides a clear example of the destabilising effect of the current lack of local choice for boys at secondary level. The year 6 group that left in July 2011 was down to 4 boys – 5 left at the end of Year 4 (3 relocated, 1 left for a Kensington & Chelsea School, 1 to a private school) – 8 left between the end of Year 2 and the end of Year 3 (1 to a different state school, 7 to private schools).

The support and enthusiasm of fellow parents has driven our campaign to date. They've provided us with evidence of demand - and with the network of school ambassadors that now forms the core of our marketing strategy.

“There are no choices of school for boys in Fulham!!!!!! I am a mother of two boys and I do not want to leave Fulham just to give my boys a good education.”

“This area really needs a free boys secondary school, would be very happy if my son could study at this school.”

“I hope that we would be able to get place being a Muslim in to Church of England school.”

“I’m desperate for a good school for my son, who will be attending secondary school in 2013, because he’s very advanced and gifted in his education.”

Parent comments, Jan/Feb 2012

E1 Evidence of demand

Department for Education and LBH&F data supports the contention voiced almost unanimously by everyone we have engaged with that there isn’t enough choice at secondary level in Fulham, that there is a particular gap for boys, and specifically for a boys’ faith school.

The gap at secondary level in Fulham:

The most recent (2009) DfE information on local authority cross-border movement shows that whilst Hammersmith & Fulham’s primary schools are educating the vast majority of their primary age children (only 9.1% receive primary education outside the borough), at secondary level 46.6% of pupils are attending schools maintained by other local authorities. This compares with an inner London average of 26.5%. The opening of the West London Free School and Hammersmith Academy in September 2011 will have reduced this figure on cross-border movement (LBH&F estimate to about 40%), however both of these schools are already heavily oversubscribed (WLFS was oversubscribed 9:1 for 2012).

LBH&F explanation for this movement out of the borough at secondary level is threefold: first, parents can’t get their schools of choice as often as the council would like (as there are insufficient places at the most popular schools); second that, parents in the borough have for many years shown interest in faith based Secondary Education although the only school offering that is the London Oratory whose admissions policy is to admit across London therefore includes a very low cohort of local children (see table E1.1 below); and third that either curriculum opportunities or ease of access make other schools more logical choices.

██████████, the ██████████ has written in support of FBS:

“We feel that an offer of a new Church of England Boys provision would build

upon the options available for families in the borough and will further contribute to our expressed aim of more parents choosing local school provision.

“Our population has been increasing significantly in the last 10 years and the trend is showing no signs of slowing down. This is best demonstrated by our rapid expansion of Primary Provision as per the Schools Organisation Report, which was presented to Hammersmith and Fulham Cabinet in March 2011. This increasing population is expected to continue and additional provision will be required for the future.

“When we originally planned our expansions, we estimated that out of borough demand for our schools would reduce, this has not proven to be the case and now all secondary schools in the borough with the exception of one (where we are introducing a studio school from September 2012) are over-subscribed and, as such, we would support the introduction of a genuinely new offer of a Church of England Boys School to assist in meeting this need.” (reference: letter to ██████████ 8/2/12 – see Appendix)

The gap for boys at secondary level:

The table below, data from LBH&F, shows the numbers of families making existing boys only secondaries their first preference for September 2012 is shown below:

School	Total LBH&F family first Preferences	Places allocated	Shortfall
Gunnersbury Catholic Boys	35	35	0
Henry Compton Boys	26	26	0
Isleworth and Syon School	2	2	0
London Nautical School	3	3	0
St George RC	2	0	-2
Sutton Grammar Boys	2	0	-2
Cardinal Vaughan	43	37	-6
London Oratory	52	13	-39
Tiffin Boys	15	1	-14
	180	117	-63

For Borough residents only (not thus taking into account the demand from out of Borough families wanting a boys education) there were 180 first preferences last year for the current boys-only secondaries on offer. Of these only 117 places were offered, so in effect LBH&F were two forms of entry short. LBH&F point out that this position will get worse as their birth data shows a 20% increase in population potentially, which would mean, effectively a further shortfall of 36 places.

This gap in provision is likely to be further exacerbated by the fact that Ealing

and Hounslow are experiencing the same growth trends as LBH&F. Thus the already stretched opportunities outside the borough will constrict not expand, making it even more difficult for local parents to access their first preferences.

It should also be noted that the above data is historical – the first choices based on existing preferences – so take no account of the interest in boys education likely to be leveraged from the introduction of an outstanding boys CofE school into the mix.

The gap for a boys CofE secondary school:

A gap clearly exists in current provision at secondary level in Fulham, and our proposition is that this gap can be filled, at least in part, by an outstanding CofE school, providing an enterprising academic curriculum for boys of all abilities and backgrounds.

“Hi, I’m so happy today for me this is the FIRST GOOD NEWS of 2012. You can’t imagine how happy we are today after receiving this e-mail about new C.E boy’s school in Fulham. It was like a nightmare to move house to another borough for a good boy school now.”

“My boys are 6 and 4 and a dedicated CofE boy’s secondary school is desperately needed. Thank you so much for giving us hope for the next stage of their education.”

“We really need a good boy’s school in our area similar to St Margaret for girls!”

“At last a school for boys that will offer an excellent education, in conjunction with good morals and values specific to boys.”

Parent comments, Jan/Feb 2012

Firm evidence of parental commitment to such a school is provided below in table E1.2. Supporting proof of the passion behind these registrations of support can be found in:

- Our preliminary local survey undertaken in the second half of 2010. A combination of an on-line survey and school gate questionnaires found unanimous support for a new secondary school, and overwhelming support for a boys school founded on a Christian ethos.
- A Fulham Boys School stall at Parsons Green Fair in June 2011 attracted a high level of interest from parents, teachers, sports clubs and other local organisations.

- Our school gates survey conducted in two weeks in 2011 gathered names from over 240 parents of then year 4 or 5 boys wanting a local CofE secondary school for their son(s).

The rationale behind establishing a CofE school is further supported by the continuing oversubscription of the CofE secondary schools in neighbouring authorities:

- For 2011 admissions Twyford Academy in Ealing had 41 applications from boys in Hammersmith and Fulham, of whom 15 were successful and 26 unsuccessful – (173% over-subscribed from LBHF) – and their resultant year 7 came from 71 different primary schools and 7 London Boroughs;
- St Cecilia’s in Wandsworth received 716 applications for 150 places – 477% (Wandsworth 2012 admissions guide);
- Chelsea Academy (a new CofE academy), in Kensington & Chelsea, received 750 applicants for 162 places for September 2012 - 463% oversubscribed.
- In addition, the RC Oratory School in Fulham continues to be heavily oversubscribed (850 applicants for 160 places in September 2011 – 531%). This is relevant as we have received clear commitment from local Catholic families that they would put a local CofE boys secondary as a firm second preference to The Oratory, should it be an option for them to consider.

Proof of demand for Fulham Boys School for 2013 and 2014

- **Survey evidence**

The following confirmations from parents had been received by 20 February 2012 – see table E1.2 below for list of dates of birth and postcodes, and map (**Annex D**) showing distribution of these parents postcodes.

Year 5 - 134

Year 4 - 167

Thus showing the school potentially oversubscribed for its first two years.

These confirmations came from a mix of on-line registration, school gate questionnaires and sign ups at cubs, youth clubs, local sporting activities etc.

- **Survey methodology**

The FBS website was relaunched at the end of 2011. Emails were sent to those who had previously registered support asking specifically for registration of interest from Year 4s and Year 5s. The website and campaign were further publicised by leaflets, facebook updates and word of mouth.

Local primaries in Fulham and neighbouring parts of Wandsworth, Putney and Kensington and Chelsea falling within the school's priority catchment area were emailed with brief details, and questionnaires were conducted at a range of faith and non-faith primary school gates in January 2012.

Reaching out to other faiths and none, and more deprived areas - The schools targeted for questionnaires were a deliberate mix of faith and secular primaries in FBS's proposed priority catchment area. These included some of the most deprived, as indicated by free school meals percentages. The interest received across the board demonstrates the appeal of the school to a broad mix of faith and non-faith backgrounds. It should further be noted that as the Parents Group was unable to get to all schools in sufficient time to reach all relevant parents, actual demand is anticipated to be considerably higher. Supporting evidence of this can be found in the other local demographic evidence submitted below.

The FBS parents group also made particular efforts to ensure that a good mix of opinion (including from potentially more deprived areas) was surveyed by targeting youth groups, including the Brunswick Club, and local weekend football and rugby clubs.

It should be noted that in addition to the firm statements of support summarised below, a further tranche of parents said our proposals had their backing, but that they were reluctant to sign up to the required 'proof of intent' wording, mostly for one of three reasons:

- The leap of faith needed to commit to putting a 'vision' as first choice for their son – particularly when no firm site is in evidence
- Concern that stating FBS would be first choice might somehow count against those seeking a place at an existing faith school, eg The Oratory
- Concern among those with older siblings at other secondary schools, similarly concerned about making a public declaration for FBS.

It should also be noted that discussion/engagement with parents was very limited at some primaries, as their heads were reluctant for parents to be approached at this stage. The fact some parents registered support none the less demonstrates the depth of potential interest as yet untapped.

We asked parents to sign to the following declaration:

"I confirm that Fulham Boys School has my support and that if it gets Government approval it will be first choice for my son (s)."

We explained our school to parents as follows:

"We are a group of parents working to set up a new Church of England Secondary School for Boys in Fulham. This will be a free school, open to

applicants regardless of faith, but with 50% of places reserved for CofE going families if it is oversubscribed.

“Our vision is to provide an outstanding education specifically designed to raise achievement in boys, inspiring enterprise alongside academic excellence and providing opportunity for all boys from the local community to achieve success regardless of background, ethnicity and ability.”

A template of the survey form parents were asked to sign is supplied (**Annex E**).

The attached map shows where those listed in table E1.2 below, all of whom confirmed FBS would be their first choice, live in relation to the school’s catchment area and in terms of deprived wards.

Table E1.2 – Fulham Boys School confirmation of first choice

Date of Birth	Joining in 2013/14	Joining in 2014/15	Post code
	(current year 5)	(current year 4)	
01/01/2002	✓		SW6 ██████████
01/08/2002	✓		SW11 ██████████
16/05/2002	✓		SW5 ██████████
21/02/2002	✓		SW10 ██████████
04/04/2002	✓		SW6 ██████████
20/09/2001	✓		SW6 ██████████
08/09/2001	✓		SW6 ██████████
14/09/2001	✓		SW6 ██████████
05/12/2001	✓		W14 ██████████
01/12/2001	✓		SW15 ██████████
14/08/2002	✓		SW6 ██████████
31/12/2001	✓		SW11 ██████████
08/05/2002	✓		SW15 ██████████
27/05/2002	✓		SW18 ██████████
02/04/2002	✓		W11

			██████████
03/02/2002	✓		SW6 ██████████
18/12/2001	✓		SW1P ██████████
01/06/2002	✓		W12
20/02/2002	✓		SW15 ██████████
12/08/2002	✓		SW18 ██████████
12/02/2002	✓		W6 ██████████
03/01/2002	✓		W12 ██████████
05/01/2002	✓		SW15 ██████████
11/05/2002	✓		SW6 ██████████
22/06/2002	✓		SW15 ██████████
21/10/2001	✓		SW6 ██████████
16/03/2002	✓		W11 ██████████
05/01/2003	✓		SW6 ██████████
10/10/2001	✓		W9 ██████████
15/11/2000	✓		SW6 ██████████
14/09/2001	✓		SW6 ██████████
08/08/2002	✓		SW6 ██████████
04/01/2002	✓		SW6 ██████████
11/09/2001	✓		W6 ██████████
20/05/2002	✓		SW8 ██████████
12/06/2002	✓		SW6 ██████████
28/06/2002	✓		SW6 ██████████
07/08/2002	✓		SW6 ██████████
16/09/2001	✓		SW6 ██████████
19/12/2001	✓		W4

			██████████
29/08/2002	✓		SW15 ██████████
10/02/2002	✓		SW6 ██████████
20/03/2002	✓		SW6 ██████████
03/05/2002	✓		W6 ██████████
27/06/2002	✓		W12 ██████████
06/09/2001	✓		W6 ██████████
07/10/2001	✓		CR2 ██████████
15/10/2001	✓		SW6 ██████████
01/12/2001	✓		W14 ██████████
05/02/2002	✓		W14 ██████████
27/08/2002	✓		SW15 ██████████
19/02/2002	✓		SW6 ██████████
22/10/2001	✓		W14 ██████████
12/06/2002	✓		SW15 ██████████
12/04/2002	✓		SW6 ██████████
24/01/2002	✓		SW15 ██████████
18/11/2001	✓		W12 ██████████
21/06/2002	✓		W6 ██████████
29/08/2002	✓		W12 ██████████
05/12/2001	✓		W14 ██████████
01/02/2002	✓		SW6 ██████████
17/11/2001	✓		SW6 ██████████
12/07/2001	✓		SW6 ██████████
28/03/2002	✓		W6 ██████████

11/12/2001	✓		SW6 ██████████
01/10/2001	✓		W6 ██████████
19/10/2002	✓		SW6 ██████████
12/02/2002	✓		SW11 ██████████
02/09/2002	✓		SW3 ██████████
08/03/2002	✓		W12 ██████████
19/04/2002	✓		W12 ██████████
26/01/2002	✓		W6 ██████████
03/05/2002	✓		W14 ██████████
26/09/2001	✓		W14 ██████████
11/04/2002	✓		SW6 ██████████
22/05/2002	✓		SW11 ██████████
06/04/2002	✓		W12 ██████████
08/09/2001	✓		SW3 ██████████
02/03/2002	✓		W6 ██████████
15/06/2002	✓		W6 ██████████
12/07/2002	✓		SW6 ██████████
23/04/2002	✓		SW6 ██████████
18/05/2002	✓		SW6 ██████████
17/06/2002	✓		W7 ██████████
04/05/2002	✓		W14 ██████████
05/05/2002	✓		W12 ██████████
17/05/2002	✓		SW6 ██████████
20/02/2002	✓		SW6 ██████████
30/08/2002	✓		SW6

			██████████
22/07/2002	✓		W6 ██████████
06/05/2002	✓		W12 ██████████
19/08/2001	✓		SW6 ██████████
07/08/2002	✓		SW6 ██████████
10/02/2002	✓		SW6 ██████████
28/12/2001	✓		SW6 ██████████
25/03/2002	✓		W6 ██████████
07/02/2002	✓		SW7 ██████████
22/08/2002	✓		SW6 ██████████
25/05/2002	✓		SW6 ██████████
17/12/2001	✓		SW15 ██████████
08/03/2002	✓		W14 ██████████
09/12/2001	✓		SW6 ██████████
27/07/2002	✓		W6 ██████████
14/02/2002	✓		W6 ██████████
07/02/2002	✓		SW6 ██████████
10/08/2002	✓		SW6 ██████████
10/06/2002	✓		W6 ██████████
26/03/2002	✓		SW6 ██████████
03/06/2002	✓		SW6 ██████████
03/06/2002	✓		SW6 ██████████
16/11/2001	✓		SW6 ██████████
11/10/2001	✓		SW18 ██████████
27/02/2002	✓		W12 ██████████

23/05/2002	✓		SW6 ██████████
06/01/2002	✓		SW6 ██████████
03/06/2002	✓		SW15 ██████████
05/04/2002	✓		SW6 ██████████
18/12/2001	✓		SW15 ██████████
04/04/2002	✓		W6 ██████████
13/06/2002	✓		SW6 ██████████
13/12/2001	✓		W12 ██████████
27/10/2001	✓		SW10 ██████████
28/09/2001	✓		SW6 ██████████
12/11/2001	✓		SW6 ██████████
09/10/2001	✓		SW6 ██████████
3/7/2002	✓		W8 ██████████
02/01/2002	✓		SW6 ██████████
01/07/2002	✓		W6 ██████████
17/01/2002	✓		SW6 ██████████
11/01/2002	✓		SW6 ██████████
29/12/2001	✓		SW5 ██████████
12/03/2002	✓		SW15 ██████████
07/09/2001	✓		SW15 ██████████
22/02/2003		✓	W14 ██████████
29/04/2003		✓	SW15 ██████████
25/04/2003		✓	SW5 ██████████
03/04/2003		✓	W6 ██████████
05/04/2003		✓	SW18

			██████████
03/04/2003		✓	W6 ██████████
09/11/2002		✓	W14 ██████████
13/05/2003		✓	W6 ██████████
24/03/2003		✓	SW15 ██████████
18/10/2002		✓	SW6 ██████████
05/07/2003		✓	SW6 ██████████
23/09/2002		✓	SW6 ██████████
25/07/2003		✓	SW6 ██████████
26/07/2003		✓	SW15 ██████████
05/05/2003		✓	W14 ██████████
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18/03/2003		✓	SW1P ██████████
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- **Other local demographic evidence**

In addition to the above survey evidence, and the historical shortfall of places for boys' faith education also outlined above, in assessing potential demand for a new boys secondary faith school we have examined the numbers of boys on the roll in faith and non faith primary schools falling within Fulham Boys School's proposed priority catchment area (1.5 mile radius from Fulham Library – see Section D5). We have also looked at the percentage of free school meals to ensure our proposed priority catchment area is genuinely representative of relative deprivation in this area of Fulham. For Hammersmith and Fulham primary schools in FBS catchment, it can be seen that the FSM figure averages out at 29% - slightly below the 36% average for LBH&F as a whole - but including within it some of the most deprived. (source LBH&F provisional data from January 2012 census).

Looking first at the non faith primaries in Fulham, registrations of parental support were received from all primaries where the heads gave us permission

to engage parents at school gates. As outlined above in the survey methodology, time constraints meant we were not able to engage with as many parents as we'd wish to directly, however it was clear from those we did talk to that the confirmations of support shown on table E1.3 below are indicative of a significant level of interest in a boys CofE secondary from parents at non CofE primaries.

The 2011 census data below shows that there will be approximately 175 boys a year coming through to secondary transfer from non-faith primaries in LBH&F in 2013.

E1.3 - LBH&F non faith primary schools in FBS priority catchment

Hammersmith & Fulham secular primary schools (Jan 2011 census data)	Boys aged 7	Boys aged 8	Boys aged 9	Parents registering support for FBS	% free school meals
Avonmore	14	11	14	Yes	42%
Fulham Primary School	14	18	17	Yes	49%
John Betts Primary School	12	17	15	Yes	16%
Langford Primary	23	18	19		54%
Melcombe Primary	25	18	19	Yes	48%
New Kings Primary	10	14	14	Yes	51%
Normand Croft Community School	11	5	15	Yes	51%
Queens Manor	20	14	13	Yes	42%
Sir John Lillie	34	26	26	Yes	51%
Sullivan Primary School	14	19	20	Yes	44%
Total	177	160	172		44.8%

Turning next to the CofE primaries in Fulham, there will be between 65 and 75 boys a year coming through for secondary transfer from 2013. Note that this number is almost certain to rise for two reasons: first, St Johns CofE primary has now moved to a two-form entry, so from 2016 will potentially have twice as many boys in year 6. Second, the number of boys currently in Key Stage 2 at All Saints and St Johns CofE primaries are lower than in Key Stage 1. The absence of a CofE secondary school for boys is widely held to be the significant determining factor behind boys exiting after KS1. See case study above.

E1.4 LBH&F Church of England Primary schools in FBS priority catchment area

Hammersmith & Fulham CofE Primary schools (Jan 2011 census data)	Boys aged 7	Boys aged 8	Boys aged 9	% free school meals
All Saints	14	15	9	6%
St Johns*	13	9	11	21%
St Pauls	14	16	14	37%
St Peters	17	14	13	14%
St Stephens	18	10	16	13%
Total	76	64	63	18.2%

In addition to boys at CofE primaries, a further 110 – 120 boys in each school year attend local Roman Catholic primary schools. As mentioned above, their local option for secondary transfer, the Oratory School, is heavily oversubscribed and school gates questionnaires found clear evidence that a local CofE school would be a very definite second preference for many denied the Oratory as their first choice.

E1.5 LBH&F RC primary schools in FBS priority catchment area

Hammersmith & Fulham RC primary schools (Jan 2011 census data)	Boys aged 7	Boys aged 8	Boys aged 9	% free school meals
Holy Cross	12	12	14	21%
St Marys	15	18	9	23%
St Augustines	12	13	16	23%
Good Shepherd	18	14	17	23%
Pope John	13	15	13	30%
St Thomas of Canterbury	21	21	17	33%
Larmenier & Sacred Heart	31	31	25	11%
Total	122	124	111	23%

In addition, boys at faith schools in neighbouring parts of Wandsworth and Kensington & Chelsea, falling within the school's proposed catchment, can be considered potential applicants, not least because the CofE Secondary schools in those boroughs (Chelsea Academy and St Cecilians) are heavily oversubscribed.

E1.6 Kensington & Chelsea CofE primary schools in FBS priority catchment area

Kensington & Chelsea CofE Primary schools (Jan 2011 census data)	Boys aged 7	Boys aged 8	Boys aged 9
St Barnabas	11	15	20
St Cuthberts with St Matthias	13	19	14
Christ Church	16	15	16
Total	40	49	50

E.1.7 Wandsworth CofE Primary schools in FBS priority catchment area

Wandsworth CofE Primary Schools (Jan 2011 census data)	Boys Aged 7	Boys Aged 8	Boys Aged 9
All Saints' CofE Primary School, Putney	14	13	19
Christ Church CofE Primary School	16	10	11
Roehampton CofE Primary School	12	17	16
St Anne's CofE Primary School	10	12	10
St Faith's CofE Primary School	8	14	11
St George's CofE Primary School	12	16	12
St Mary's CofE Primary School	14	12	18
Trinity St Mary's CofE Primary School	22	14	15
St Michael's CofE Primary School	24	22	24
Wandsworth	132	130	136

There are thus approximately 370 boys per year at faith primaries falling within FBS proposed priority catchment area.

In addition, as our survey evidence has found, FBS has wide appeal to those at non-faith primaries (those of other faiths, including Muslim, and none)

wanting an outstanding local boys school. Stretching the catchment to include all boys at maintained primaries in LBHF & neighbouring boroughs of Wandsworth and Kensington & Chelsea, the following potential is shown.

E1.8 All boys at maintained primaries, K&C, LBH&F, Wandsworth

	Aged 7	Aged 8	Aged 9
LBH&F	596	603	596
Kensington & Chelsea	460	474	469
Wandsworth	939	910	910

It should be noted that none of this data includes boys at independent preparatory/primary schools (in LBH&F alone approximately a further 150 boys per year). However, as has been made clear by many local parents in this demographic, if there was a 'boys equivalent to Lady Margaret' (the local CofE girls secondary school) on offer, they would give it serious consideration.

Section E2: Marketing Strategy

Objective

Fulham Boys School aims to enable boys of all abilities and backgrounds to be successful each according to his own potential in a stimulating, aspirational and well-ordered environment that encourages enterprise and is underpinned by Christian values and individual care.

The objective of this marketing plan is:

- To realise potential demand for Fulham Boys School among all faiths and none by engaging existing and potential stakeholders and the key influences on them in the school's compelling educational vision, with the ultimate objective of an oversubscribed school opening on time in September 2013, with full local support and outstanding teaching staff.

Key stakeholders

- Potential parents for 2013 and 2014 – current Years 4 and 5 – and thereafter
- Potential governors
- Potential Head and Deputy Head
- Potential teachers for 2013 and thereafter
- Potential local business support, for mentoring, for enterprise and career development links, for curricular and extra-curricular links, for sponsorship opportunities

- Potential community support for sports, arts, drama and extra curricular activities
- Diocese of London
- Local primary schools – CofE, other faith, no faith – in Fulham, and bordering parts of Wandsworth & Kensington and Chelsea
- Local residents associations
- LBH&F and Greg Hands MP
- Further education for longer term links

Key Issues and considerations:

The following key issues and considerations have been taken into account in compiling this marketing plan:

Strengths –

- Fulham has a mixed and vibrant multi-cultural community; a large proportion of young families with numbers of secondary age children projected to grow over the next 10 years;
- The school has a strong, committed multi-skilled Parent group and expert advisers on educational and architectural issues, all giving their time freely;
- The network of parents championing the school in primaries provides the most effective and cost efficient form of marketing to fellow parents, including in some of the most deprived areas
- Local media are interested
- Local business is interested and supportive
- The local council and MP are supportive
- The local council will include Fulham Boys School in its admissions process and general information about starting secondary school
- Local churches are supportive
- The Diocese of London will partner with FBS in providing educational expertise to support the school

Opportunities –

- For Fulham families, there's currently a good choice of primaries, good secondary choice for girls, and good co-ed provision, but there has been a gap for boys since St Marks Church of England School closed in the 1990s.
- Increasing demand for secondary school places in the next 10 years in H&F and in neighbouring boroughs.
- Unmet demand among other faith groups for a faith based education: desire from Muslim community for a local boys school; Oratory school consistently oversubscribed

- Oversubscribed CofE co-ed schools in neighbouring Boroughs – eg Chelsea Academy, Twyford, St Cecillas.
- Wider community benefits arising from extra-curricular activities, use of school facilities, strengthened community from strong local boys school.
- Potentially significant commercial opportunities to generate income for the school depending on chosen site

Weaknesses –

- The School will be more difficult to market to parents until a prospective head is appointed and a site is firmed up

Risks –

- A continued need to mitigate against potential anti-free school sentiment and concern about the impact of the new school on existing community secondary schools in the borough.
- Constant vigilance to ensure FBS marketing reaches most deprived students, other faiths and none
- Possibility of other free schools similarly identifying demand and opening.

Strategy & tactics

The attached marketing plan – see **Annex F** - outlines the proposed programme of activity. Details are as follows:

Parents

The marketing strategy rests on encouraging word of mouth endorsement of the school. Parent grapevines are free. The following tactics are directed at supporting and leveraging existing parental enthusiasm for FBS' unique proposition as a stimulating, aspirational and well-ordered school, encouraging enterprise, strong on pastoral care, based on a Christian ethos and dedicated to ensuring boys of all abilities and from all backgrounds achieve their potential.

- Roll-out the school ambassadors programme initiated for gathering evidence of demand, ensuring all target primary schools have a school champion in Years 5, 4 and further down the school. Note it is intended that this school ambassadors programme will become firmly embedded in all local primaries, for continuing marketing of FBS.
- Use database of names gathered from survey and parent demand questionnaires to issue regular updates via email, text message and social media, with programme of key announcements through to the summer holidays, recommencing in September – eg confirmation of site, appointment of head, key teacher recruitment, etc

- Support word of mouth campaigns with targeted marketing materials at critical points in the school year – including FBS presence at school summer fairs and the start of year 6.
- Open meeting in June and September – advertised via leaflet drops, website, social media and email. Use local celebrity presence to raise awareness and encourage attendance
- Ensure more deprived areas of Fulham are fully engaged by briefing residents associations on the key estates, in particular in advance of the open meetings, to encourage attendance at open meetings.
- Use networks beyond the school gate that connect parents and carers in the Borough including sports clubs – FFC football in the park, holiday activity clubs, tennis - Borough music centre, scouts/cubs, Brunswick club etc.
- Raise awareness through further local press briefings, leaflets, school website, facebook and email updates.
- Target local news media ahead of town hall meetings.
- Placed articles in Times Education Supplement, nationals

Parents from other faiths and none

Fulham Boys School's admissions policy actively invites pupils from outside of the Church of England. We seek to be an inclusive community in which the students' well being is at the heart of all we do. Everyone is valued and we will seek to nurture the particular gifts and talents of every student. As a CofE school, we have an extra dimension to our work: to encourage spiritual and moral growth in our students so that each one realizes that they are the creation of God and uniquely gifted. It follows that everyone has a special value and we will expect that we will always treat each other with respect and tolerance. Parents will be encouraged along with their sons to contribute to, and benefit from, the school's Christian and Church of England tradition.

All marketing to date has emphasised that FBS seeks to embrace relationships with other faiths and the commonalities of faith and belief. FBS's message of inclusivity will be embedded in all marketing going forward. It should be noted that a significant proportion of parents confirming FBS would be their first choice school (E1 above) came from other faiths and none. The experience of CofE schools in the London Diocese is that they are particularly popular with practising members of other world faiths, particularly Muslims, because they 'take faith seriously'. Thus we would anticipate FBS making a significant positive contribution to community cohesion in the Fulham area.

Continuing conversations will be held with local faith leaders to support the "school gate grapevine" about how pupils of other faiths will become a member of the school community. We will be explaining how, on entry, the head will meet with parents to discuss any particular needs - we are being

advised in this by the head of a local CofE primary, experienced in successfully integrating significant numbers of migrant families from a range of faiths, into the ethos of his school. We will ensure that there is no hidden discrimination in the school's uniform and sports policy, meal programme etc and we will draw on the experience of the London Diocesan education board in development of appropriate policies and arrangements.

Primary schools

Good links with heads of local primary schools will be critical to the onward marketing of Fulham Boys School.

Preliminary meetings have been held with number of local primary heads. To complement parent ambassador activity, information packs will be issued to all school heads in the proposed catchment area and neighbouring borough faith schools once approval has been given. Updates will be issued with key announcements, such as appointment of school head. Meeting will be sought with all Primary heads, and briefings offered to parents of Year 5 groups as a priority.

More deprived areas

Particular attention will be paid to ensuring good links are forged with local primaries covering the most deprived areas of Fulham, with this becoming a specific responsibility of one of the FBS directors/school governors. The marketing strategy of parent grapevines is designed to spread word informally among all relevant groups in Fulham, but more formal links will be established with residents associations in the main estates ahead of the first open meetings, to ensure awareness of FBS is raised.

Teachers

Recruiting an outstanding head teacher will be critical to the marketing of the school both to parents and to fellow teachers. Section F of this proposal explains the steps that will be taken, the necessary advertising costs, and the experience & expertise the Diocese of London will bring to the process. A media campaign will be undertaken to raise the school's profile ahead of the main teacher recruitment drive, including placed articles in the TES and selected nationals.

Local community

FBS is determined to build a powerful partnership between school, parents and community. Parents and local community organisations will be integral to the school's long term success, through involvement in pupils' progress, active parents' association and extra-curricular activities. FBS will work closely with local organisations to develop the community enterprise projects that are a key theme of the school's vision, and will begin consulting with local groups on potential projects and partnerships once our education plan has been agreed.

FBS presence at the Parsons Green Fair in July 2011 drew significant community support and encouragement and will be followed up again in 2012. FBS presence at school summer fairs, where allowed, will further advertise the school's community intent.

As soon as premises are agreed for the school we will consult with local organisations on options for sharing facilities. It is anticipated that these community linkages will become a further plank of the school's onward marketing strategy – raising its profile and local influence.

Local business

Likewise, local business will be core to our ambitions for delivering an extensive extra-curricular, and curricular, enterprise agenda, as detailed in the education plan. Immediately post approval, Parent business ambassadors will ramp up activity to target local businesses – a tactic already proven successful via the Brik estate agents' boards sponsorship agreement in 2011 – explaining the school's proposals and exploring potential future linkages with the school's enterprise curriculum.

Local authority, MP, Churches

Regular contact has been maintained throughout the campaign with the local authority and other key supporters and stakeholders. The Parents group will maintain these on a regular basis. Local MP Greg Hands is fully supportive and has said: "I was elected MP for Fulham in 2005 on a platform of creating more secondary school choice, and I have given this proposal for a new Fulham Boys School my wholehearted support. We have some excellent new schools locally, but there is a pressing need for a high quality boys' Church of England secondary." Hammersmith and Fulham Council is supportive of our application (see above and attached letter(**Annex G**).

Statutory stakeholder consultation

Consultation with parents and other stakeholders has been integral to the development of our proposals - not least through our initial survey, our school gate questionnaires, ad hoc meetings of parents, update briefings with the local council and politicians and the involvement of local churches in our plans.

Going forward, Fulham Boys School undertakes to comply with all statutory consultation requirements and fully intends to use this obligation as a further opportunity to market the school.

The school website will host on-line consultation; facebook and twitter will be used to direct traffic to the site; hard copies of the survey and accompanying information will be made available through primary schools in Fulham and immediate neighbouring schools; the network of residents associations, youth groups etc identified above will also be activated to ensure wide distribution of the survey and an open meeting to outline and discuss the school's proposals

will be widely advertised across the Borough.

Comments, suggestions and criticisms will be considered by the Parent Group, and if appropriate, meetings sought with individuals to resolve outstanding issues. Summaries of the consultation exercise will be posted on the School website.



Section F

Capacity and capability

Section F: Capacity and capability

The founding members and directors of Fulham Boys School listed in Section A together with a number of other volunteers, bring considerable relevant experience in both preparing this bid and to taking the proposal through to a live, successfully functioning school.

Summaries of the backgrounds of the steering group involved in the plans are as follows:

Name	
Residence	
Qualifications	
Professional Background	
Educational Experience	

Name	
Residence	
Qualifications	
Professional Background	

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Professional Background	
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Residence	██████████
Qualifications	██████████
Professional Background	██████████
Educational Experience	██████████

F1: Educational Expertise

The lead in providing educational expertise is ██████████ who as an ex head teacher brings unrivalled experience and skill to this role.

██████████

██████████

Within the steering group we also have the expertise of a practicing teacher, ██████████ (who is currently ██████████).

On appointment, the designated Head will assume the role of Educational Lead but with the continuing support by ██████████ and the Steering Group.

The London Diocese Board of Schools (“LDBS”) have provided advice and input into this submission and have indicated that they are fully committed to providing support for the development and establishment of Fulham Boys School, should the bid be approved.

Section F2: Financial Expertise

The group has a considerable depth of financial expertise amongst its members including a chartered accountant and financial sector specialists (with broad experience covering the whole range of financial management skills) aligned with specific experience in the management of school finances as Governors.

A full eight year financial plan is included in Section 8. The group has benefited from support in production of the financial plan from the ██████████ (██████████) an organisation specialising in the provision of services to schools in the area of finance, education, personnel and legal services.

██████████ have been providing financial support to schools for over 20 years and bring undoubted expertise and in depth experience in modelling the financial requirements of a school.

The professional advisers have all committed to the hours of work required and have given generously of their time so far.

A sub set of the group with financial experience, worked closely with the [REDACTED] model to produce the financial plan. The plan has been worked by [REDACTED] and [REDACTED] into the template as required by the DfE and they have received guidance from the [REDACTED] in completing the financial submission.

The school will operate on a robust and tried financial system (to be managed by a chosen outsourced provider) that takes into account the needs of the school and its reporting requirements as a charitable company. The final selection of any outsourced financial services provider will be approved by the Governors.

A detailed operational annual budget will be derived from the financial plan and will be approved by the Governors. The Financial Plan will be reviewed annually and a new budget prepared and approved for the following academic year (approval to be sought from the Governors before the end of the second term of the current academic year).

The Governors will set up a set of spending authority limits for the designated Head and Deputy in order to ensure that all expenditure is controlled within the agreed plans.

A full set of financial policies and procedures will be established and approved by the Governors before the school commences operating. All changes to the policies, procedures and spending authority limits will be approved by the Governors.

The Head and the designated Responsible Officer will provide a monthly financial update to the Governors with a full financial review at the end of each term.

An annual report and accounts will be audited and approved by the Governors prior to being published and filed.

As noted, the [REDACTED] have also provide their input in preparing financial plans for Fulham Boys School, using the considerable knowledge of budgeting and managing school finances that they have within their organisation.

F3: Expertise to manage the opening and operation of the school

The founding group identified at the beginning of this section bring a broad range of educational and business skills to set up the school and successfully establish it.

Together with the educational skills the business skill sets of the founding

group include financial, sales, marketing and communications as well as experience in setting up and running businesses.

As well as the above identified individuals the Group will be supported by 3 key recruits for the new school namely the Head, the HR Administrator and the IT manager all of whom will be brought on board as soon as possible after funding is approved.

Critical to the success of the school will be setting up the premises. The group has involved a team of architects with experience in school building and refurbishment projects to advise and assist the steering group in site selection and ensuring that final plans will deliver premises that will be suitable for achievement of the school's vision. It is expected that [REDACTED] will provide (or source) the project management skills for the actual build and delivery of the premises.

The steering group have identified the key resource requirements and their responsibilities are as follows. The requirements can be covered from within the steering group ranks, via immediate recruitment of the key posts and appointment of external professional advisors as follows:

Stakeholder	Role	Note	Pre-opening	Post-opening
Company Directors / Governors and steering group	Setting Vision and Strategy;	1	✓	✓
	Gain approval to open school;	1	✓	
	Marketing of FBS;	1	✓	✓
	Setting Funding Agreement with DfE;	1	✓	
	Approval of budgets and financial plans for 1 st year;	1	✓	
	Recruitment and appointment of Head, Business Manager and IT Manager;	1	✓	
	Coordination of the establishment of school;	1	✓	
	Establish approval limits and approve school policies;	1	✓	✓
	Appointment of Professional Advisors;	1	✓	✓
	On-going roles and responsibilities (see section F6).	1		✓
Head	Staff Recruitment;	2	✓	✓
	Convert strategy into operational plan;		✓	
	Leading delivery of school Vision;			✓
	Draft School Operational Policies;		✓	✓
	Review and approve school resource requirements;		✓	✓
On-going roles and responsibilities (see section F6).				
Business Management	Set up Financial System;	3	✓	
	Manage financial and other support systems;		✓	✓
	Draft financial policies;			

	Prepare operational budgets; Manage pre-opening costs; Procure resources and services; Financial Updates to Governors; Annual report and Accounts; VAT and other stat returns; Manage premises and support functions for school.		✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓
(HR) Administrator	Administration for recruitment process; Prepare Letters of Appointment; Control HR documentation (including filing of appraisals and managing CRB checks); Co-ordinate all HR queries with Payroll; Administrative support to Head; Manage other administration staff (including staff handling admissions documentation).	2	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓
IT Manager	Prepare detailed plans for IT resource requirements based on strategy; Manage set up of IT installation; Ongoing management of IT infrastructure; Set up and manage web site; Set up and manage phones and communications; Support software and hardware needs; Procure equipment and software.	2	✓ ✓ ✓ ✓ ✓	 ✓ ✓ ✓ ✓ ✓
Architects	Assist Governors in plans for development of premises; Provide initial expertise to ██████████ in dealing with Council, contractors, surveyors and other 3 rd parties. Note: Once site approved, it is anticipated that architectural advice will be provided within the terms of the design and build contract awarded through the framework.	1	✓ ✓	
Project Manager (Partnership for Schools)	Management of building delivery; Co-ordination of all (non building) delivery streams on behalf of the Governors.	5 5	✓ ✓	
Professional Advisors	Auditors; HR advisors; Legal advice on Funding and other agreements.	4 4 4	 ✓ ✓	✓ ✓ ✓

Note:

1. Resources available / identified;
2. To be recruited once approval received and funding becomes available;
3. To be procured from specialist outsourced service provider;
4. To be appointed as and when required;
5. To be provided via Council, DfE or other Government Body.

N.B. Above is not an exhaustive list of the roles and responsibilities of individuals but is intended to demonstrate how resourcing pre and post opening in key areas has been addressed.

The members of the steering group are able to commit between 1 and 2 days per week during the establishment phase.

Day per week	Steering Group Members					
2	[Redacted]		[Redacted]			
1 1/2	[Redacted]		[Redacted]			
1	[Redacted]		[Redacted]	[Redacted]	[Redacted]	[Redacted]

F4: Staffing Structure

The staffing structure will evolve as the school roll expands each year and as the pupils move closer to exam years and more specialisms are required.

The core staffing structure (including the Head and Deputy Head) will be in place from day 1 and the structure will grow underneath the Head as the school grows.

Based on the planned curriculum and the subsequent timetabling requirements the profile of the teaching staff recruitment builds out as follows:

New Staff					
Year 1	Year 2	Year 3	Year 4	Year 5	Total

English	1	1	1	-	1	4
Maths	1	1	1	-	1	4
Science / Triple	1	1	1	1	2	6
RE	1	-	1	-	1	3
PE	1	1	-	1	-	3
Language 1 and 2	1	1	1	-	1	4
History	1	-	1	-	1	3
Geography	-	1	1	-	1	3
Art	1	-	1	-	-	2
Music	1	-	1	-	-	2
IT	-	1	-	-	-	1
Total - Years 1 to 5	9	7	9	2	8	35
6th Form (100 students per year)	-	-	-	-	-	12
Senior Leadership Team	1	1	2	1	1	6
TOTAL TEACHING	10	8	11	3	9	53

The process of staff recruitment will commence immediately on appointment of the designated Head in order to generate a successful pool of candidates for the 10 roles required to open the school. Interviewing and appointment will commence as soon as approval is granted.

A review of the curriculum and timetable will be undertaken by the Head and a second year recruitment plan will be reviewed and approved by Governors by end of the 1st term, so that the recruitment process for the following year can begin immediately after the Xmas break.

As the school expands existing staff shall be encouraged to apply for promotions and recruitment will be focused on filling the roles created by any such promotions.

The vision for the school will be translated into a Medium Term (5 Year) Development Plan with an annual plan, which will outline priorities for the year. These will include financial projections. An annual cycle of Review will hold staff to account, assess strengths and weaknesses and identify areas for improvement.

Staff will be monitored through regular lesson observations and data reviews. Targets for improvement will be agreed and carried forward. Whole school priorities will be taken from the results of the review process.

Each department will carry out its own self-reviews, which will feed into the whole school self-evaluation. The filing and administration of this documentation will be coordinated by the HR Administrator.

Governors will receive up-dates on the progress of the reviews and sign off on the priorities for each year having been informed throughout and given opportunities to feed into the process.

Governors will assign themselves areas of responsibility so that they are fully aware of the progress the school is making. The areas will include those overseen by non-teaching staff as well as teaching. The Responsible Officer post will be assigned to a Governor with financial experience.

Proposed Development of Staffing Structure

Year 1 (Total Heads = 18):

The appointment of the Head will be made in accordance with best practice following equality legislation. The chart assumes that the Head will have the skills set to construct the timetable and set up, in conjunction with, the IT manager all the Information systems that will be required in Year 1.

After the Head, the first teaching staff to be appointed will be Heads of Department (including Head of Sport) and they will set up their own subjects as well as acting as Heads of House until a larger complement of staff is appointed. They will be answerable to the Head in Year 1 and subsequently to the Deputy Head. They will be responsible for setting up an age appropriate careers/work-related learning programme as part of the PSHCE.

A key appointment will be the school Chaplain who will be appointed with the assistance from LDBS.

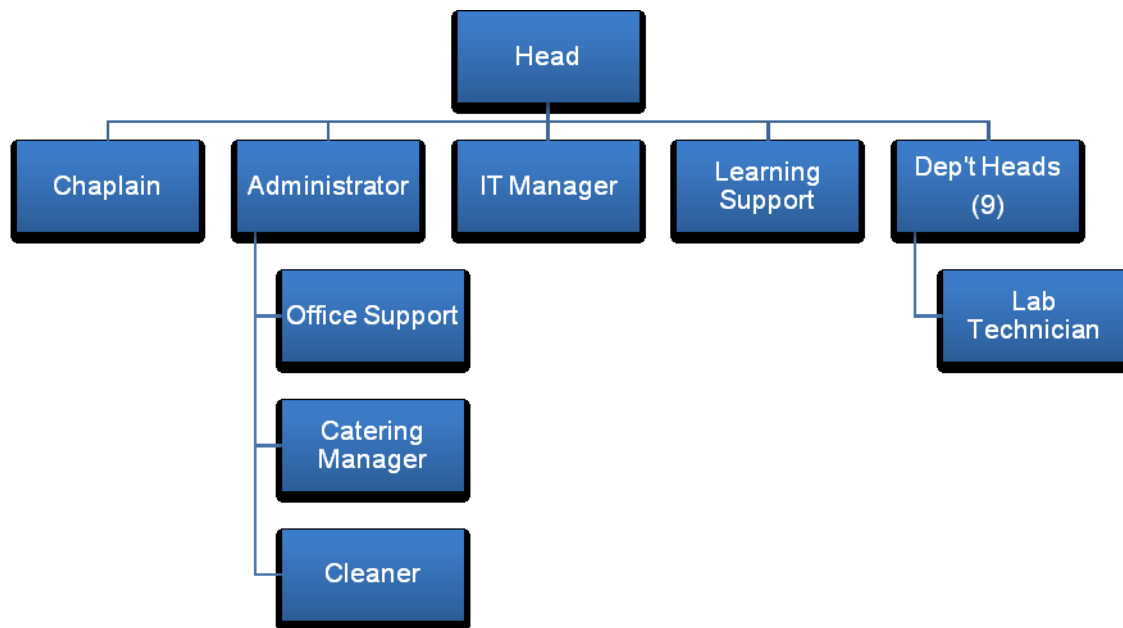
A professional to act as a Learning Support Assistant and Behaviour Manager will also be appointed from year 1.

The Head will be supported by an Administrator (HR and Office Manager) who will oversee personnel, finance and site management issues. The Administrator will be experienced in HR management and will take responsibility for assisting in the administration of the recruitment process and managing all HR and personnel documentation.

The school will buy into a Personnel and Finance service for payroll, financial control, management reporting, submission of returns (VAT etc..) from an specialist outsourced organisation (such services being put to tender in accordance with public procurement regulations).

M&E services will also be procured from private providers or the Council.

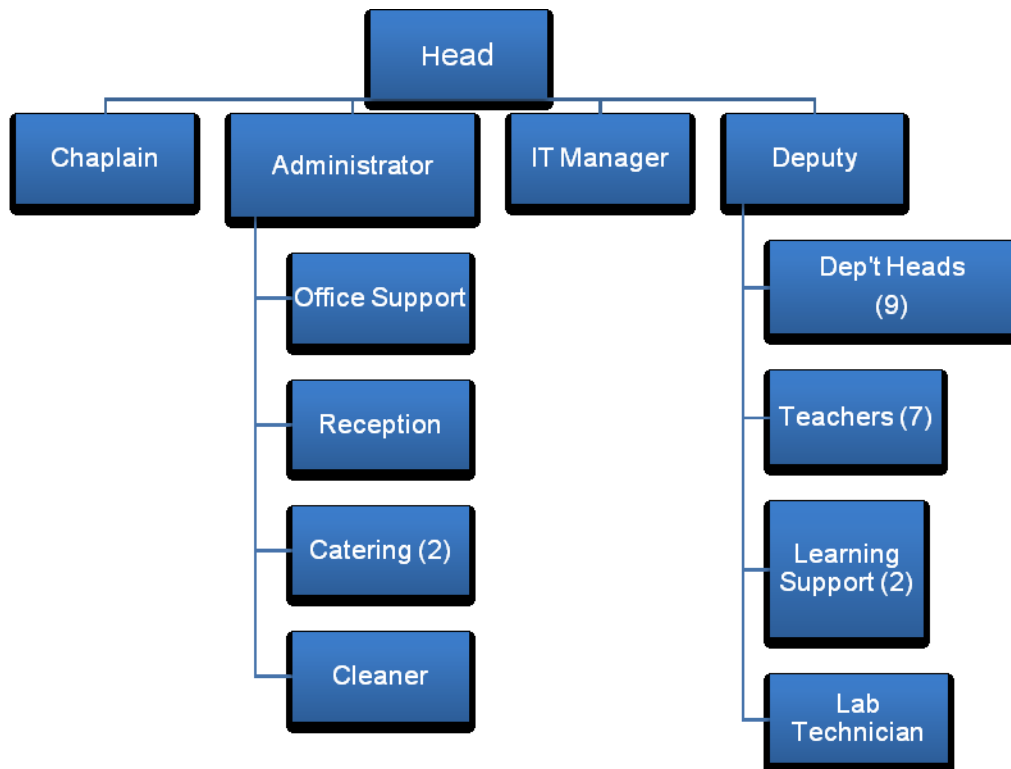
Office staff to manage busy seasons such as admissions will be bought in from employment agencies on an as and when basis. These staff will be supervised by the Administrator.



Year 2 (Total Heads = 29)

The Deputy Head will be appointed in Year 2 and will manage the Heads of Department as well as overseeing SEN and Safeguarding.

Teachers will report into their respective Department Heads.



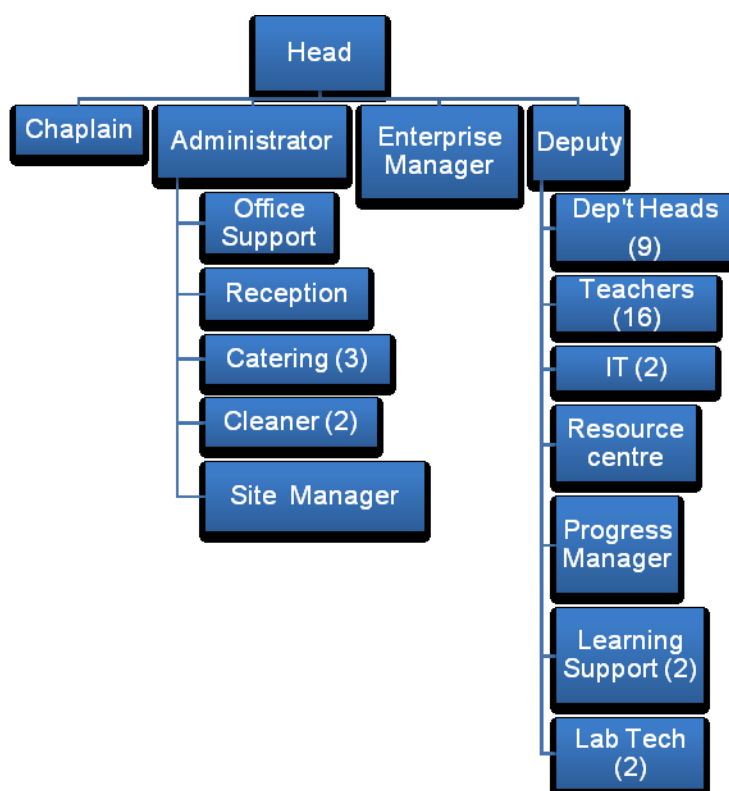
Year 3 (Total Heads = 47)

The Progress Manager will take responsibility for Safeguarding and act as SENCO. He/she will line manage Heads of House overseeing pupil progress, the pastoral programme, pupil welfare and attendance. He/she will be responsible for policies and systems which address all forms of bullying and

anti-social behaviour.

The Deputy Head will continue to oversee the work of the departments and ensure the smooth running of the KS4 options programme. He/she will also ensure with the IT Manager that the school's MIS systems and educational digital resources continue to be developed.

Teachers will report into their respective Department Heads and the Learning Support team will be managed by the Progress Manager.

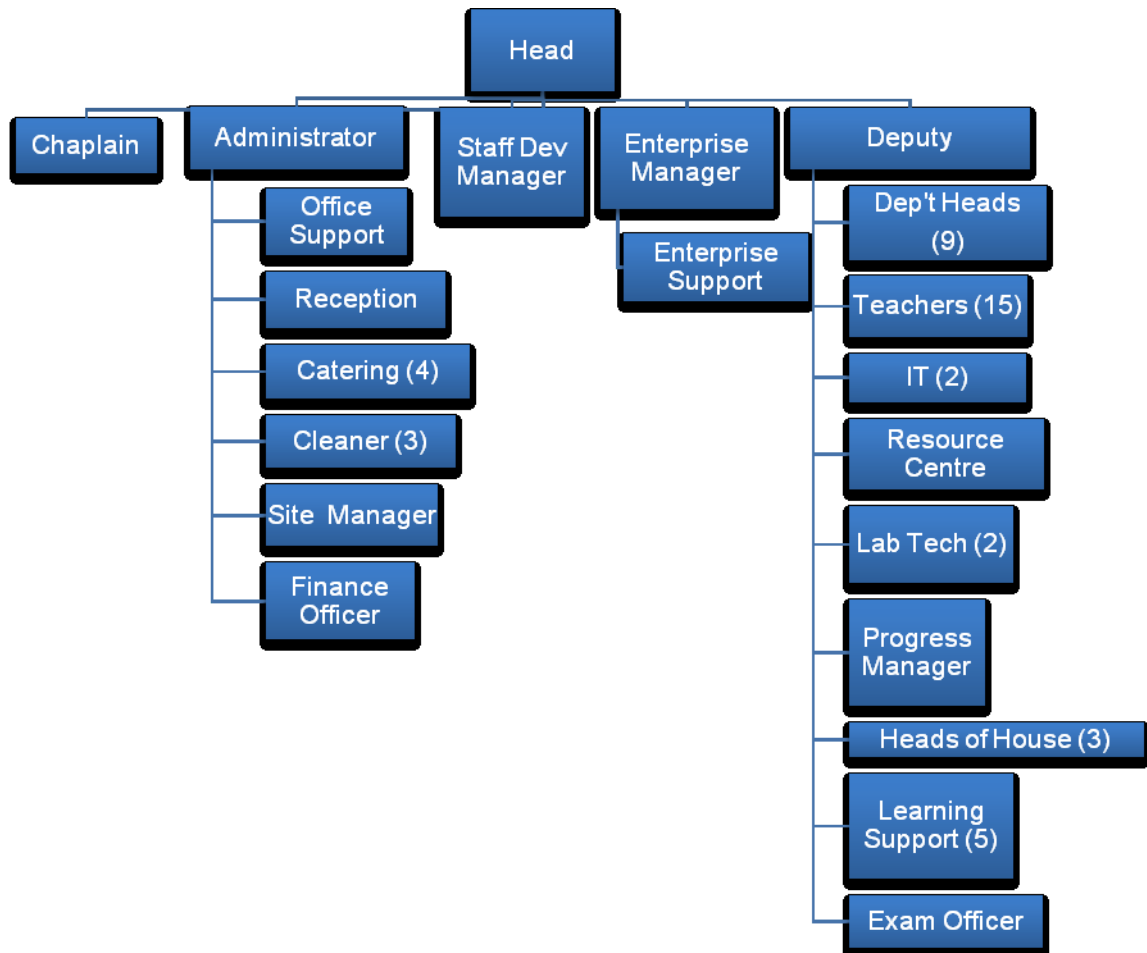


Year 4 (Total Heads = 57)

3 Heads of House will be appointed allowing the Heads of Department (ENGLISH, MATHS, and SCIENCE) with dual roles to concentrate on their core purpose in the lead-in to exams. These will be rewarded at TLR 2 level and hopefully come from within the existing staff (or from the new appointees)

if necessary). The Heads of Houses will report into the Progress Manager for their Head of House responsibilities whilst maintaining their reporting lines to the relevant Heads of Department for their teaching duties,

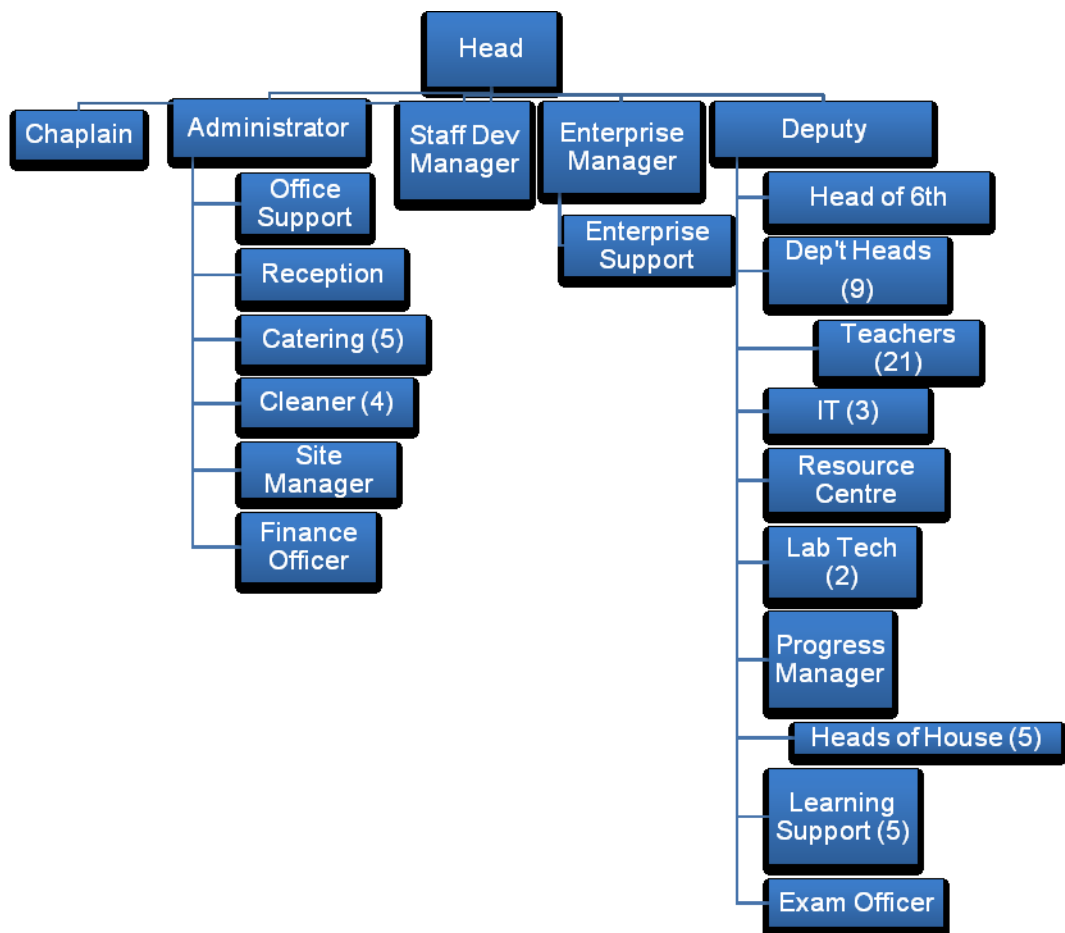
Teachers will report into their respective Department Heads and the Learning Support team will be managed by the Progress Manager.



Year 5 (Total Heads = 69)

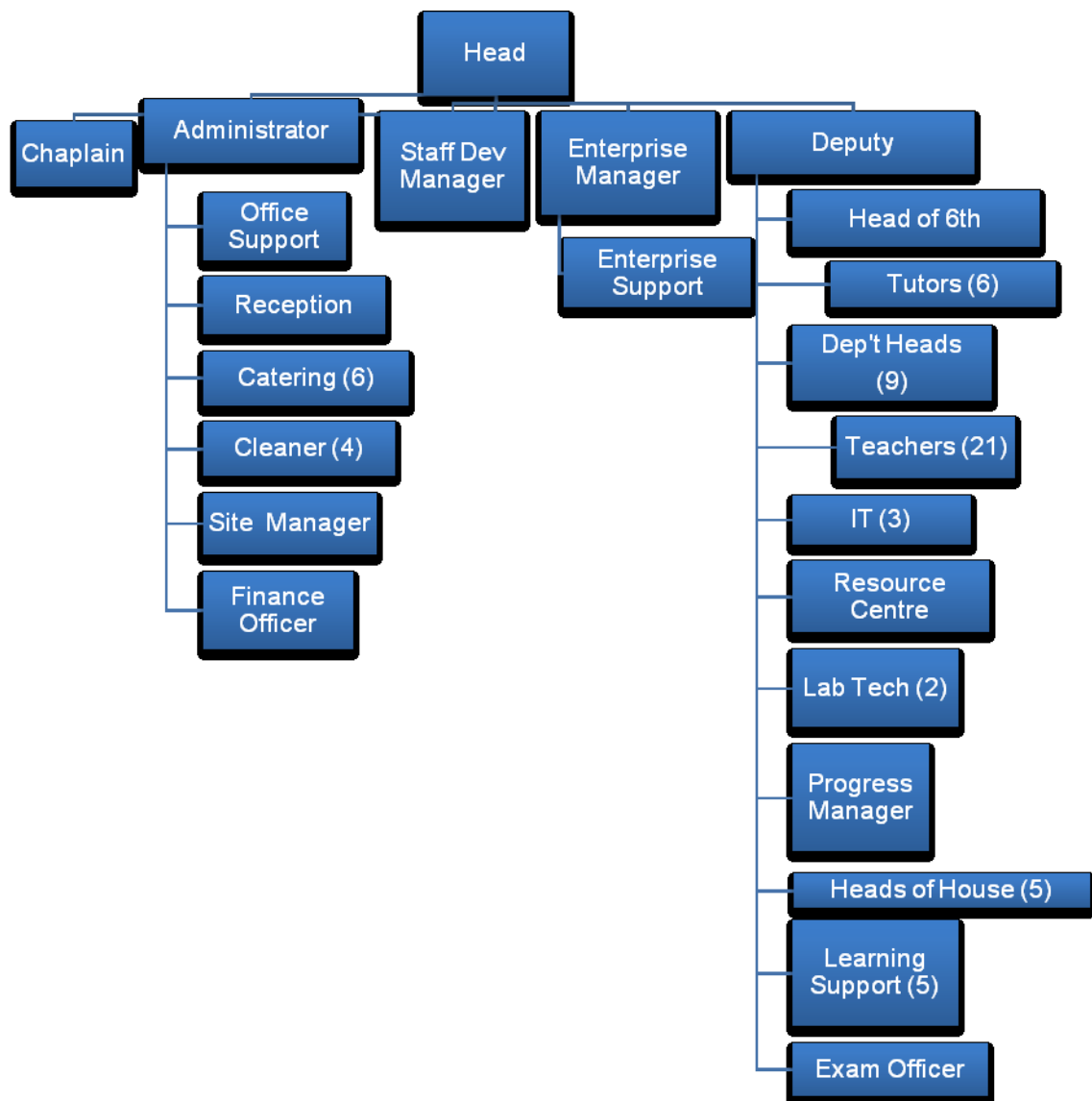
The separation of departmental leadership and pastoral leadership will be completed with the remaining 2 Heads of House being appointed from within the expanded staff team accountable directly to the Progress Manager for this responsibility (reporting to their relevant Heads of Department for teaching

matters).



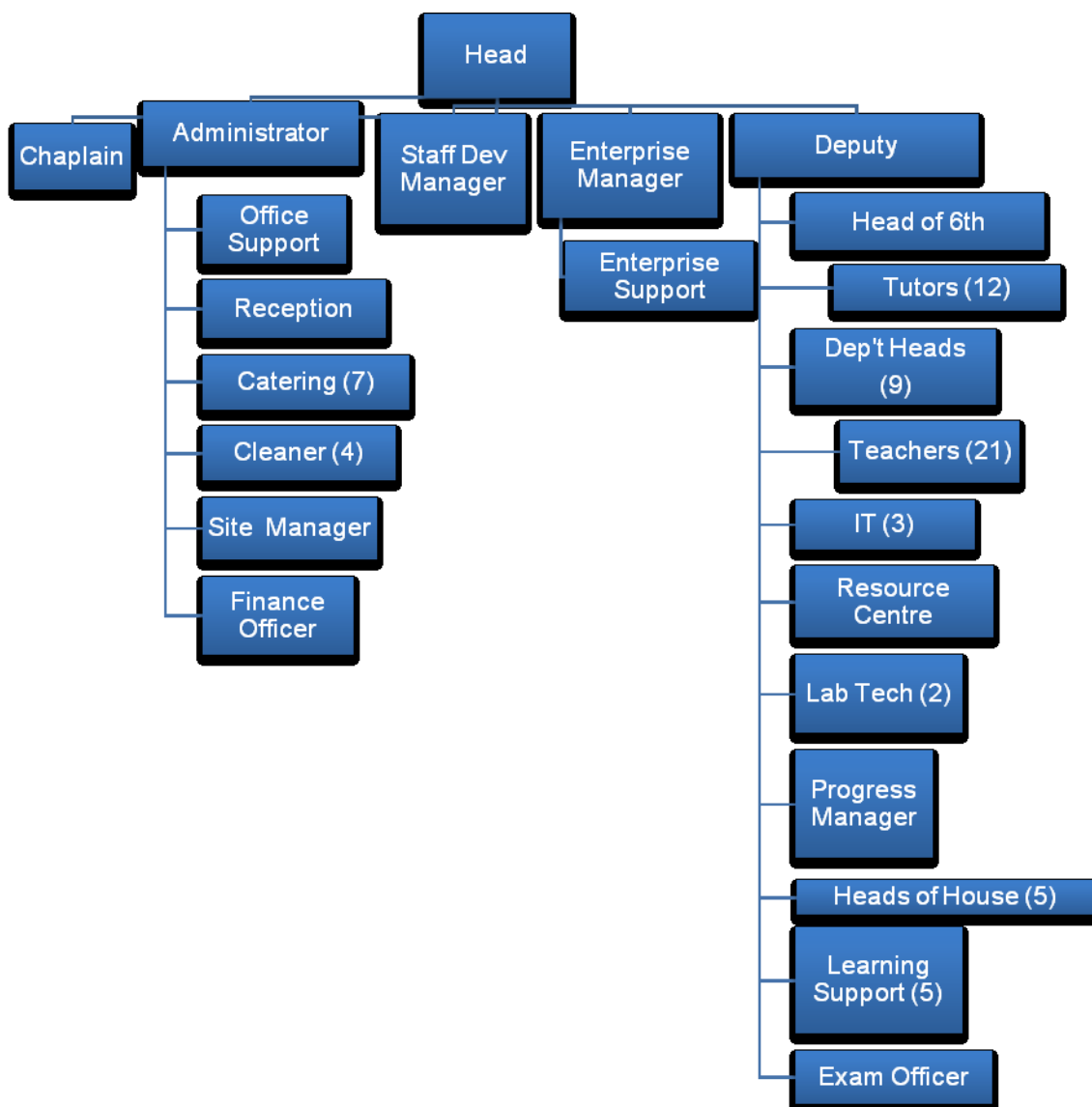
Year 6 (Total Heads = 76)

In Year 6 the first tranche of teachers for the 6th form will be recruited (Tutors), they will report into the Head of the 6th Form.



Year 7 Onwards (Total Heads = 83)

Second tranche of 6th form teachers recruited (again reporting into Head of 6th Form) and school will be at its full staffing complement.



N.B. The number of LSAs and mentors will depend on the developing needs of pupils.

In the financial model, all the above posts and those identified to meet curriculum demand have been costed for the first 8 years taking into account incremental drift and on-costs. Once the steady state position is achieved the Head's direct reports will be the Chaplain, Administrator, Staff Development Manager, Enterprise Manager and Deputy Head. The Deputy heads' direct reports will be Head of 6th form, Department Heads, IT Manager, Resource Manager and Progress Manager.

F5. Recruitment

Teaching staff requirements:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6+
--------	--------	--------	--------	--------	---------

Recruited in prior year	1	10	18	29	32	41
Current year recruits	9	8	11	3	9	12
Staff at beginning of academic year	10	18	29	32	41	53

The immediate priority for recruitment will be the designated Head and the profile above shows the staffing requirements as the school builds out.

The recruitment of all staff will be in accordance with best practice using the following process:

- All appointments will be subject to CRB checks;
- Each post will be advertised nationally. Adverts will conform to anti-discrimination and equal opportunities legislation;
- Each post will have a person specification outlining the selection criteria;
- Application forms will be accompanied by full details of the role and expectations of the postholder, details of who they are accountable to, hours of work and proposed salary range;
- Shortlisting will be carried out based on the person specification and reasons for choice recorded;
- References will be requested for all candidates prior to interview;
- Interview questions will correspond to the person specification;
- The interview process will be documented to establish reasons for choice according to the selection criteria;
- Appointments will be subject to satisfactory references being received;
- If requested, unsuccessful candidates will be debriefed.

The appointment of the Head will be a key factor in the marketing plans for the school (see section E). FBS will be drawing on the experience of the London Diocese Board of Schools in advertising and recruiting of this critical appointment.

The designated Head will be a suitably experienced leader (existing Head), will be fully aligned and committed to the vision of the school and its Christian ethos and will bring the key qualities as laid down in the National Standards for Head Teachers. Applicants will be assessed within the framework laid down by the National College, within the six areas of:

1. Shaping the future;
2. Leading learning and teaching;
3. Developing and working with others;
4. Managing the organisation;
5. Securing accountability;
6. Strengthening accountability.

The challenge of establishing a outstanding free school and working with enthusiastic pupils and parents in an area of mixed economic, ethnic and social backgrounds where a school of this kind has been long overdue will be a big draw for many potential candidates.

The Head will have a unique opportunity to deliver the school's vision, starting with a clean slate. They will have the exciting prospect of developing the initial cohort of boys into enterprising young men, confident and high achieving in their chosen field.

Recruitment profile for Head:

Qualifications / Experience
<ul style="list-style-type: none">• A Degree from a recognized university• A PGCE in Secondary Education• Head (or Deputy) of a Secondary School• Experienced in setting school strategy and delivering its vision• Experience of working in challenging inner city schools• Experience in multicultural schools• Experience of working with local communities including local businesses and establishing innovative partnerships• Experience of managing a budget
Specific Skills
<ul style="list-style-type: none">• Ability to build teams and develop people• Ability to create consensus and bring people to a common purpose• Evidence of raising achievement• Ability to use and interpret data effectively• Evidence of working with new technologies• Evidence of excellent organisational skills• Ability to multi-task and to work under pressure• Excellent presentational skills

Personal Attributes

- Commitment to provide education to the highest standard to pupils within a Christian setting
- A vision for boys' educational achievement
- Energy and enthusiasm
- A sense of humour

The role will be advertised in TES, online on selected web sites and also via seeking personal recommendations from the Heads and Governors of local schools. The interviewing and appointment of the Head will be managed by a designated team of 3 people from the current Members of Fulham Boys School Limited and will be subject to the approval of the Education Department at the Council.

The LDBS will assist in the sourcing and appointment of the Head using their considerable expertise in the appointment of Heads and utilising their recruitment services team.

Once appointed, the Head will take responsibility for recruitment of staff (supported as necessary by the Governors).

The type of staff we will be seeking will be recruited based on the following standard role profile:

Qualifications / Experience

- A Degree from a recognized university
- A PGCE in Secondary Education
- Experience of using new technologies within the classroom
- Knowledge and understanding of contemporary developments and innovations in their teaching subject
- A strong record of high student achievement
- Experience in supporting the development of pupils outside of the core curriculum

Specific Skills

- Ability to teach well and inspirationally

- Excellent organizational and communication skills
- The ability to work under pressure, to prioritise and meet deadlines
- Ability to work as a member of a team
- Ability to develop teaching strategies using new technologies

Personal Attributes

- Commitment to provide education to the highest standard to the pupils
- An appreciation of the multi-cultural nature of the School within the context of a Christian foundation
- Commitment to contribute to extra-curricular activities
- A commitment to the religious and spiritual life of the school

Fulham Boys school will be an attractive school for staff as the class sizes will be small and they will have reasonable contact time so that they can fulfill their non-teaching duties well e.g. Senior Management Team will have reduced contact time so that they will have the capacity to successfully handle their leadership responsibilities.

The Head will only be permitted to employ staff in accordance with the recruitment plans as laid down and approved by the Governors. Appointments designated as being in the Senior Leadership Team (e.g. Deputy Head, Progress Manager), will also be subject to interview by and approval of the Governing body.

- Appointing Governors:

Initially a small dynamic group of Governors will form an Executive Committee. These Governors are Directors of Fulham Boys School Limited. This group will be supported by volunteers co-opted to provide additional expertise and capacity as and where needed.

Once the school opens structure of the Board of Governors will comprise:

- 3 Members or Directors of Fulham Boys School Limited;
- 2 staff Governors one of whom must be the School Principal;
- Up to 4 Parent Governors (to be elected by parents in the Schools first term)
- Two representatives from the local Church Community (1 to be appointed via the London Diocesan Board for Schools' and 1 by the

Kensington Deanery Synod);

- One appointee to be nominated by the Local Authority.

Additional co-opted Governors may be sought as skills or representational gaps arise and the school develops. Greg Hands, the MP for Fulham has indicated he is prepared to put his name forward for election to the Governing Board.

A preliminary Governing team will be constituted from the steering group to manage the opening of the school. Once the school opens and the Governors are chosen and appointed then the Governance of the school will be designated to sub committees of the Governing Body, envisaged as follows;

1. Admissions and discipline;
2. Finance and pay (headed by the Responsible Officer);
3. Staffing and performance management;
4. Pupils, parents and community;
5. Curriculum and timetable;
6. Sport and Enterprise;
7. Premises, Health & Safety.

A Clerk to the Governing Body will also be appointed within the first term of the school opening.

Section F6: Respective roles of the Company, Governing Body and Principal

The Company:

- Fulham Boys School Ltd is to provide education for boys in Fulham and will enter into a funding agreement with the Secretary of State for the running of the School. It will operate at a strategic level with ultimate control over the direction of the School. The Directors shall be responsible for appointing the governors.

Governing Body:

- The Governing Body will be responsible for ensuring the efficient and effective day-to-day management and operation of the School on behalf of Fulham Boys School Ltd
- Key responsibilities are to:
- Ensure the quality of education provision;

- To monitor that the schools Vision is being followed;
- Challenge and monitor the performance of the school (including discipline);
- Oversee the management of the company's finances and property;
- Approve the Employment of staff.
- The Governors will set and monitor the success criteria for the school.

The Governors will set and monitor the success criteria for the school.

These will be set annually in the Development Plan. Initially the founding group of parents envisages the following:

- 100% take-up of places;
- Full recruitment of Governors;
- Full recruitment of staff;
- Management within the budgetary constraint;
- Achievement of target for income generation;
- Steady increase in after hours use of the buildings;
- High levels of parental satisfaction;
- High levels of staff satisfaction;
- 95+% attendance;
- 95% pupils achieving D levels of progress based on baseline data;
- 70% making 3 levels of progress;
- All subjects exceeding expected rate of progress for their cohorts;
- 85% 5A* - C (including English and Maths);
- 50% A* to C Grades at A level;
- 0% NEETS;
- 50 university entrants per year;
- 50% achieving D of E bronze award;
- 95% achieving FBS Social Enterprise Diploma;

- Low levels of disruptive behaviour.

The Headteacher

- The Headteacher will be responsible for:
 1. The leadership, good management and strategic direction of the school ;
 2. Management of all school policies (including the behaviour of pupils);
 3. Management of all staff and to provide the provision of professional advice and guidance to colleagues;
 4. Managing and developing the school curriculum. The Head shall seek to provide the best possible education for all pupils and to promote the corporate life of the school. They shall be responsible for the day-to-day operation of the school and for the use of available resources;
 5. Acting as adviser to the Governing Body and to participate in the selection and appointment of staff of the school;
 6. Promoting the continuing professional development of all staff and to ensure that all staff have an annual review of their development needs;
 7. Working in partnership with parents, other professionals, agencies and schools;
 8. Managing the health and safety of all within the school premises;
 9. Working closely with governors and senior colleagues, it is the head's job to create a shared vision and strategic plan for the school that inspires students, teachers and the whole school community to give and achieve their best. To lead the senior team in turning that vision and plan into ambitious but achievable objectives that ensure the school delivers continuous improvement in teaching and learning.

Section G

Initial costs and financial viability

Section G: Initial costs and financial viability

Initial Costs and Financial Viability



Section H

Premises

Section H: Premises

FULHAM BOYS SCHOOL

Premises - Possible site options

The local authority are committed to the search for suitable premises for Fulham Boys School at inception, and as it grows.

A number of preliminary studies have been undertaken on possible sites in the proposed catchment area for the new Boy's Free School. While the previous FBFS submission focussed on the prospect of re-using the former Fulham Town Hall complex, this site is no longer available.

A number of sites in the Council's ownership have been considered. Many of these sites are former school buildings in densely developed residential areas offering insufficient scope for a school of the scale proposed and moreover, the Council's standing orders for disposal of sites in high value residential areas would over-ride acquisition at a sustainable level.

However, the Local Authority is fully engaged and committed to finding Fulham Boys Free School a site on Approval of their submission.

The Fulham Boys Free School has identified a 'suitable site' in an existing former secondary school building on [REDACTED], owned by the Church of England and currently housing All Saints primary school and The Moat School (a Special Educational Needs school).

This 'upper school' would be enabled by a parallel opportunity on the site of All Saints Church Hall, also in Church ownership, which provides scope to establish a replacement All Saints primary school accommodating reception, nursery and years 1-6 with access to generous provision of outdoor play space.

The objective, over time, would be to create a collegiate Sixth Form for the Boys Free School, programmed to come on stream in 2018, with the active support of the local authority.

With the re-integrated use and expansion of the secondary school buildings on the [REDACTED] site, the Fulham Boys Free School would provide the critical scale and substance to achieve excellence across a broad academic curriculum.

This ideally located site is well separated from surrounding residential development and generously endowed with sporting and recreational facilities and open space.

Educational use is already established on the site, access is good and there

do not appear to be any significant planning issues that would inhibit intensification of the school activity here.

We have established that by converting and extending the existing buildings at approximately 6,000m², the complex will be large enough to accommodate years 7 - 11 of a four-form entry secondary school. At the south end of the site a further 2,000 m² can be also provided in extended and enhanced accommodation forming a distinct sixth-form 'collegiate' facility.

Indoor sports facilities would be added to the [REDACTED] complex to complement the extensive range of locally available facilities.

By adding to and upgrading facilities on the site, community use out of school hours can be attracted to help sustain the operation of the school. It will also stimulate public interest and participation in school activities, events and sports etc. and thus introduce new benefits to the surrounding community.

All Saint's Primary School

The potential for development of the [REDACTED] site has become apparent through consultation with the Church authorities on the basis that current facilities for the Church can be maintained.

The intention therefore is that the former [REDACTED], retained at the centre of the new primary school, will be used by the Church during out of school hours for scout groups, brownies and church social functions etc. Similarly class-rooms in the new primary school can also be used for Church committee meetings and smaller functions after school.

As shown on the existing and proposed site plans the new primary school building will follow the footprint of the existing church hall with the Paddock Area retained for play space and occasional church functions. The existing hall, whilst quite large in volume, only provides about 800m² of floor space.

However, by partial rebuilding over three floors, to either side of the church hall, the new primary school can provide 2,000m² of floor space - sufficient to replace the current accommodation - and enjoy the benefit of a large hall as a central feature.

The existing parking area at the side of the hall can provide outdoor recreation and teaching space and preserve the gap at the rear of the mansion block. Additional play space may also be created on the roof of the new building, screened from the mansion block and overlooking the allotments to the south.

The new primary school will also benefit from the existing vehicle access from [REDACTED] with space on site for pupil drop off and parking.

The prospect of constructing the new buildings 'off site' as finished, full specification modules, transported and assembled at the site is being investigated. Information received to date suggests that significant

improvement on site based construction timescale can be achieved and that procurement, delivery and site assembly to completion is achievable within thirty weeks.

Proposed premises for 'Fulham Boy's Free School':

- [REDACTED] Secondary School, London [REDACTED]
- *Area:* approx 6,000m²
- *Current Freeholders:* The Church of England
- *Tenure:* to be agreed

Proposed replacement 'All Saint's Primary School':

[REDACTED] London [REDACTED]

- *Area:* approx 2,000m²
- *Current Freeholders:* The Church of England
- *Tenure:* to be agreed

This report has been prepared with the assistance of [REDACTED], our consultant architects.

[REDACTED]
Site plan showing proposed school at All Saint's Church Hall

[REDACTED]



Annexes

- A** - Behaviour Policy
- B** - Attendance Policy
- C** - Assessment Policy
- D** - Map showing location of parents that have confirmed FBS as first choice, and priority catchment area
- E** - Parent Survey Form
- F** - Marketing Plan
- G** - Letters of Support

Annex A – Behaviour Policy

At Fulham Boys School we expect our pupils to maintain the highest standards of behaviour at all times. We believe that members of the school community are entitled to work in a safe, positive and ordered atmosphere so that learning can take place and everyone can fulfill their potential.

This policy sets out our principles and expectations of pupils and makes clear the rewards which pupils can expect to receive and the sanctions available to staff, the Headteacher and the Governing Body if pupils breach the Code of Conduct.

Principles

The Governing Body require parents, pupils and staff to uphold the following principles:

- 1)** All members of the school community must behave safely and act with courtesy and respect so that learning can take place within a well-ordered atmosphere and everyone can reach his potential. This must be apparent both inside and outside the classroom and on the journey to and from the school.
- 2)** Behaviour must be managed in a clear and consistent way; rewards and sanctions should be known and understood by all and applied consistently.
- 3)** The management of behaviour will be supported by high staff expectations, good teaching and professionalism.
- 4)** Our expectations of good behaviour will be raised explicitly by staff in lessons, around the school, in tutorials and assemblies.
- 5)** Staff, pupils parents/guardians must share the same expectations in a positive way.
- 6)** The curriculum will give the opportunity to discuss the principles that underpin the Behaviour Policy and that in lessons discipline, care for one another, working together and responsible behaviour are always encouraged by teachers.
- 7)** Sanctions will be in place to uphold these principles and to demonstrate that misbehaviour is not acceptable, to express the disapproval of the school community and to deter pupils from similar behaviour.
- 8)** Governors support the right of staff to search pupils or their belongings if there is suspicion of bringing in unacceptable items* and in the rare event of extremes of behaviour to use reasonable force. Guidance to staff will be given by the Headteacher and regularly reviewed.

* Unacceptable items include alcohol, tobacco, non-prescription drugs, aerosols, gum, large amounts of money and dangerous or valuable items.

Annex B – Attendance Policy

At Fulham Boys School we expect everyone to attend school regularly. Each boy should attend for at least 95% of all school sessions. Regular attendance and punctuality enhance the continuity of learning and foster habits that are required in later employment.. We aim for an environment which lays down the foundation for success in life and allows our pupils to fulfil their potential. Examination success diminishes with lower attendance rates. The evidence is clear; if pupils do not attend regularly they will underachieve.

The Law

The school is required to keep attendance registers accurately for each school session and can be audited. However, it is the responsibility of the parent/guardian to ensure their son's regular attendance as enshrined in Section 444 (1) of the Education Act 1996. Failure of a parent to comply is an offence which can attract a fine of £1000.

Section 444 (1) was amended in March 2001 by the Criminal Justice and Court Service Act 2000. Failure to comply with Section 444 (1A) and failing in the absence of any good reason to do anything about it is defined as an aggravated offence and can attract a custodial sentence.

The school aims to support parents in their legal obligations by positively promoting good attendance.

Promoting Good Attendance

Promoting good attendance is the responsibility of the school, the teachers and the parents.

- 1) A register will be taken at the beginning of the morning and the afternoon sessions.
- 2) Each day parents of absentees will be notified by phone or text alert that their son is not in school. Where the absence is for a specific reason such as illness or dental appointment the parent informs the caller who informs the school.
- 3) Parents may access their son's attendance record via the SIMS Learning Gateway.
- 4) Alternatively a parent may request an attendance print out.
- 5) Rewards for good and improving attendance through the House system.
- 6) Reporting to parents twice yearly on their son's attendance record and its relationship to progress made.
- 7) Parents' events to share good practice and promote the benefits of regular attendanc

Absence from school

If a child is absent from school the parent must inform the school on the first day of absence giving a reason and a date for their return. Pupils should only be absent for illness or an emergency. It is the schools responsibility to authorise the absence.

Family holidays will not be authorised during term-time.

If there are patterns of absence a member of the Learning Support team who will act as Attendance Officer will contact the parents to arrange a meeting to discuss the absences and ways of improving attendance. In more serious cases the Progress Manager will contact the LA's Education Welfare Officer.

Persistent Absentees

Persistent absentees are those falling below 80% attendance for whatever reason. As such levels of absence cause serious damage to the continuity of education these cases will be given priority and parents will be informed.

This means that a parent contract and Action Plan will be drawn up with the parents to outline small steps that can be taken to improve the attendance. In addition the Progress Manager and the tutor will monitor closely the academic progress being made.

The pupil may be allocated a Mentor and the family a Family Support Advisor.

All persistent absentees will be referred to the LA.

Punctuality

Punctuality to school is also important. Pupils arriving late more than once in a week will be subject to a 30 minute detention on Friday afternoon. Parents will be contacted by the Attendance Officer. For persistent offenders dual registration will require them to arrive 10 minutes early to register with the Attendance Officer over a period of time before being allowed to register with their class.

Authorised Absences including holiday requests during term-time.

Only the Headteacher may authorise absences. Requests should be made in writing 10 days in advance. Authorisation will be given for emergencies only. Family holidays will not be authorised even if a pupil's attendance exceeds 95%.

If authorisation is granted and the pupil fails to return within 10 days they may be removed from the school roll.

Removing a pupil from the school roll.

A pupil may be removed from the school roll for the following reasons:

- 1)** If the pupil no longer resides at an address which is a reasonable distance from the school
- 2)** If they are absent from school for 20 consecutive days and no longer able to attend due to distance
- 3)** If they are absent from school for 20 consecutive days and the school is unable to ascertain their whereabouts after reasonable enquiry
- 4)** If they have been taken on a holiday not authorised by the Head and not returned within 10 days.
- 5)** If emergency leave has been granted and they have not returned 10 days after the agreed return date and reasonable enquiry has been made.

Annex C – Assessment and target setting policy

At Fulham Boys School we aim for the highest possible standards of achievement so that each boy can fulfill his potential and we believe that assessment and regular feedback is the key to success.

Principles

We believe that our starting point is knowing where each individual has come from: that provides us with our baseline from which to measure future progress and we need to set realistic targets to define the potential end-point.

We believe that each teacher needs to regularly assess the pupils to establish that progress is being made and that these assessments need to be consistent.

We believe that pupils need to reflect on their rate of progress in a supportive and organised environment in order to consider how best to continue to make progress or to improve.

We believe that parents are entitled to regular information about their son's progress in order to provide support at home.

We believe that the school needs to set up systems which deliver quality information in a way that is efficient with teacher's time and easily understood by pupils and their parents.

Establishing the Baseline:

We will use KS2 data, NFER Cats and FFTD at KS3 and KS4 and ALPS at KS5.

Establishing efficient systems:

This is the responsibility of the Senior Leadership Team. It will also be their responsibility to set deadlines and time-scales for assessments and data entry in the school calendar annually.

The SLT will provide all teachers with baseline data for each pupil they teach.

The SLT will set up SIMS Assessment Manager to create links from the teachers' assessment data input to reports that establish whether each individual piece of information is below, in line with or above expected progress in each subject for each individual pupil.

Teachers' input will require the NC sub-level (4b, 5c) to be entered against a class list. The reports above will be automatically generated from this information.

Role of Heads of Department:

- To be accountable to the Deputy Head for progress made by pupils in the subject.
- To establish formal assessment tasks once per term.
- To ensure that these are carried out consistently.
- To ensure that all data is entered into the system according to deadlines set.
- To monitor the results.
- To take appropriate steps to identify underachievers and put strategies in place to move them forward.
- To monitor that assessment practice is consistent across all teachers in the department and to take appropriate steps if this is not the case.

Role of the Heads of House:

- To be accountable to the Progress Manager for ensuring that all pupils are on target to achieve their potential.
- To identify underachievers.
- To ensure that strategies are in place to move underachievers forward.
- To monitor that additional support lessons and homework support are in place and being attended by underachievers.
- To liaise with the SENCO to support those with special needs.
- To liaise with the Attendance Officer and parents where absence from school is affecting progress.
- To establish and maintain systems to reward good progress.

Reporting to parents:

- Parents will receive a written report on progress twice a year.
- The SIMS Learning Gateway will allow parents to access information about their son's progress as frequently as they wish.

Target setting.

Targets will be set by the school for all pupils. These will be set as challenging upper quartile targets using FFTD at KS3 and KS4 and ALPS at KS5. These targets are meant to reflect the level/grade which an individual pupil is expected to achieve at the end of the course to make sure all pupils achieve outstanding progress.

Targets at KS3 will come as a NC level/sub-level; targets at KS4 and KS5 will be presented as a grade (A, B etc.)

Where individual targets for foundation subjects are not generated the school may use the MIDYIS Developed Ability Tests.

Expectations:

In general a pupil will be expected to make 3 levels of progress from KS2 to

KS4.

A pupil entering Year 7 with a level 4 in English and Maths should be aiming to achieve at least Level 6 by the end of year 9 and a grade C at GCSE.

A pupil entering Year 7 with a Level 5 in English and Maths should be aiming to achieve at least a Level 7 in Year 9 and a B at GCSE.

In the Sixth form targets will be set using ALPS. These targets are based on the average GCSE point score and by comparing with the pupils who have performed in the upper quartile nationally.

Pupils will be set a target in Year 12 for AS and then another target for A2 in Year 13.

Pupils studying for BTEC Level 3 will retain the same target for the duration of the course.

Target-setting meetings with parents and pupils will be held **twice per year**.

Parents and their sons will meet the tutor to discuss progress and set the next targets.

The Learning Support Assistant and the SENCO where relevant will attend the meeting with parents of boys being supported and overseen by the special needs team.

Staff Training

It will be the responsibility of the SLT to ensure that all staff are inducted in the use of SIMS Assessment Manager and that they understand the progress that can be expected from individual pupils based on national trends.

I confirm that Fulham Boys School has my support and that I would select it as first choice for my son(s)

Name (parent)	Post code	Date of birth of son	Email address/other contact

PLEASE RETURN TO [REDACTED] [REDACTED] BY 20 February 2012

Q1 2011 (JAN FEB MARCH) ACHIEVED	Q2 2011 (APRIL MAY JUNE) ACHIEVED	Q3 2011 (JULY AUG SEPT) ACHIEVED	Q4 2011 (OCT NOV DEC) ACHIEVED
Online survey launched to gauge interest in a CofE boys secondary school in Fulham	Fulham Boys School parent ambassadors appointed for local primary schools	Fulham Boys School parent ambassadors appointed for local primary schools	Outreach to residents associations, non faith groups and youth clubs
Fulham Boys School website launched [REDACTED]	Estate agent boards erected to raise awareness of the school and its website	Estate agent boards erected to raise awareness of the school and its website	Fulham Boys School website updated and re-launched
Article published on Hammersmith and Fulham News website	Fulham Boys School parent ambassadors based at local school gates to generate interest	Fulham Boys School parent ambassadors based at local school gates to generate interest	New Facebook campaign launched to encourage parents to register support online
Database compiled of people willing to support the new school	Launch of the Fulham Boys School Facebook page	Updated Fulham Boys School Facebook page	Email campaign launched to encourage parents to register support online
		Fulham Boys School parent ambassadors attended Parsons Green in Fulham summer fair to raise awareness	

Q1 2012 (JAN FEB MARCH) ACHIEVED/ PLANNED	Q2 2012 (APRIL MAY JUNE) PLANNED	Q3 2012 (JULY AUG SEPT) PLANNED	Q4 2012 (OCT NOV DEC) PLANNED
Outreach to residents associations, non faith groups and youth clubs	Fulham Boys School parent ambassadors to attend school summer fairs to register support	Fulham Boys School parent ambassadors to attend Parsons Green (Fulham) summer fair to gain further support	Fulham Boys School to be included in the Hammersmith and Fulham school admissions booklet
Engagement with local media including articles in the Hammersmith and Fulham Chronicle, H&F News and Buzz	Outreach to residents associations, non faith groups and youth clubs	Engagement with local media including Hammersmith and Fulham Chronicle, Evening Standard and BBC London	Information packs to be distributed to head teachers and parent ambassadors
More than 1,000 leaflets distributed to parents of children in local primary schools	Fulham Boys School website update	Open public meeting	Place articles in Times Educational Supplement to raise awareness of the new school
Fulham Boys School parent ambassadors based at local school gates to register support	Update Fulham Boys School Facebook page	Articles placed with education correspondents on national newspapers such as the Guardian	Second open public town hall meeting
Meetings with head teachers and presentations made to schools	Update new promotional materials, marketing and photographs	Announcement of new school site made on website and to media	Leaflet drop and email database asking parents of Year 6 boys to select Fulham

			Boys School as one of their secondary school choices
Emailed and texted database of contacts to register support for new campaign	Announcement to be made to media about application	Launch public information points in the borough	Advertising and recruitment of Head Teacher post
Engaged with and supported by MP Greg Hands who sent out a special e-letter bulletin supporting the school		Announcement of Governors appointments	Key announcements made on website and to media – including appointment of Head Teacher
Engagement and support from Fulham WI		Fulham Boys School website and Facebook page update	Update Fulham Boys School website and Facebook page
Outreach and support from local businesses and sports associations			

Annex G – Letters of support

Issue 326 – Fulham Boys School Special Edition
Tuesday 31st January 2012

Greg Hands M.P. seeks residents' support for new Fulham Boys School

Greg Hands M.P. is calling on residents to get behind plans for a new Fulham Boys School. A group of Fulham parents need local support to set up a new Church of England free school for boys aged 11 to 18 years.

School organisers will be submitting their proposals to the Secretary of State for Education next month and parents are being urged to register their support now. If successful, the secondary school, based in Fulham, would open with its first intake of Year 7 boys in September 2013.

The Fulham Boys School organisers aim to provide an outstanding, enterprising education for boys, set within a framework of Christian values and striving for academic excellence.

[REDACTED], chairman of the group, said: *“From speaking to parents locally, it is clear there’s very real demand for more choice at secondary level, for boys in particular. Fulham hasn’t got a secondary faith school for boys, other than the excellent but heavily oversubscribed Oratory School, and our ambition is to fill this gap with an outstanding school, with inspirational teaching planned specifically to bring out the best in boys.”*

Whilst the plans are for a Church of England school, organisers are actively encouraging support from across the community. Their vision is for a truly inclusive school with at least half of the places each year open to applicants of all faiths and none.

[REDACTED], one of the school’s sponsors, said: *“We know the funding for new free schools is tough, and while we’re confident in the strength of our proposals we are going to need your support to persuade the Department of Education*

that a Church of England boys' secondary school is needed and will have a positive effect locally.

"We won't be able successfully to create Fulham Boys School without your help. In particular, we need to prove there is a demand from parents of current Year 5 and Year 4 boys - moving to secondary school in 2013 and 2014 respectively."

School organisers believe that Fulham is well served by faith and non-faith primary schools. It also has an outstanding Church of England girls' and a Catholic boys' secondary school. However, there has not been a local Church of England secondary school for boys to progress to for more than 20 years.

Backing the proposals, Fulham and Chelsea M.P. Greg Hands said: *"I was elected M.P. for Fulham in 2005 on a platform of creating more secondary school choice, and I have given this proposal for a new Fulham Boys School my wholehearted support. We have some excellent new schools locally, but there is a pressing need for a high quality boys' Church of England secondary. I urge all residents from SW6 and beyond to register their support."*

██████████ added: *"For parents seeking an education for their sons within a Christian framework of values, the current choices are tough – join the lists for over-subscribed schools out of the borough, move to another borough, or if you can afford it, go private. Quite simply there isn't enough choice locally."*

Some reports suggest that over half of Fulham children presently go on to secondary education outside the borough. A study carried out by Fulham Boys School found near unanimous agreement that greater choice is needed, for boys in particular.

██████████ concluded: *"Fulham Boys School will be answering a very real need locally for parents who want their sons to benefit from an education designed specifically to bring out the best in boys and to equip them with the life skills to flourish in the 21st century."*

Please visit the Fulham Boys School website to register your support by 15th February 2012 - www.fulhamboysschool.org.

Once you have registered on the website, it would also be helpful if you could drop Greg a note by email at ██████████ so he can help ensure the Secretary of State for Education knows the level of support for the school locally.



Fulham FC Foundation potential partnership with Fulham Boys Schools

Subject to Fulham Boys school LEA approval to progress to a further stage of development Fulham FC Foundation (FFCF) agree to support in principal the concept of the new Free Church of England Secondary school for boys in Fulham. Our commitment to deliver and support the schools concept is subject to further understanding the vision and school curriculum at a later stage.

Fulham FC Foundation's vision of educational support to Fulham Boys Schools will adhere to the schools ethos of providing an outstanding, enterprising education for boys, striving for academic excellence. FFCF pride ourselves of ensuring educational attainment and engagement is the number one priority in any delivery in schools and the sport and football element is fun, and rewarding.

Fulham FC Foundation offers a wide range of activities to enhance students learning. Our sports activities and lifelong learning opportunities have proven success of increasing attainment, improving behaviour, improving attendance, increasing student's motivation in lessons and willingness to learn and supporting special educational needs.

All of the activities we offer can be delivered on timetable in curriculum, out of schools hours (breakfast, lunch and after school), weekends and schools holidays. We can coach the following sports – Football, Basketball, Rugby, Netball, Tennis, Cricket, Multi Skills, and Multi Sports as well as run competitions and tournaments in schools and across school partners. We can set up teams and run team coaching and we can also run family sports programme engaging parents in activity.

We have an extensive lifelong learning programme where we can deliver business and enterprise programmes and challenges to all ages teaching young people about the principles of a business using Fulham FC as the case study. We can run employability and work experience preparation courses and workshops preparing young people for the world of work supported through business mentors and work based learning through volunteer and work experience placements. We also have a long standing literacy and numeracy scheme called 'double club' teaching reluctant learners to engage in speaking, listening, reading and writing tasks using the theme of football as the subject matter. Additional to this we can deliver family learning schemes, healthy living

days and national governing body coaching badges.

As a premier league football club we also have the opportunity to add value to all of the above activities by offering young people match day experiences, stadium tours, training tours and access to premier league funding and initiatives.

We wish you the best of luck with your campaign and look forward to working closer on our partnership in the future.