



Department  
for Education

# Free school application form 2014

**Mainstream and 16 to 19** (updated August 2014)

**THE GREEN SCHOOL FOR BOYS**

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## Application checklist

Name of task	Yes	No
1. Have you completed the <a href="#">pre-application registration form</a> ?	X	
2. Have you established a company limited by guarantee?	X	
3. Have you provided information on all of the following areas:		
<b>Section A:</b> Applicant details	X	
<b>Section B:</b> Outline of the school	X	
<b>Section C:</b> Education vision	X	
<b>Section D:</b> Education plan	X	
<b>Section E:</b> Evidence of need	X	
<b>Section F:</b> Capacity and capability	X	
<b>Section G:</b> Budget planning and affordability	X	
<b>Section H:</b> Premises	X	
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	X	
5. Have you fully completed the budget plans?	X	
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?		
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria		
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	X	

<p><b>9.</b> Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: <a href="mailto:mainstream.fsapplications@education.gsi.gov.uk">mainstream.fsapplications@education.gsi.gov.uk?</a> (See guidance for dates and deadlines).</p>	X	
<p><b>10.</b> Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	X	

<p><b>Section I of your application</b></p>		
<p><b>11.</b> Have you sent:</p> <ul style="list-style-type: none"> <li>▪ a copy of Section A (tab 1 of the Excel template); and</li> <li>▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and</li> <li>▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p>	<p>X</p> <p>X</p> <p>X</p>	

## Declaration

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

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:**

**Position: Member of company**

**Print name:**

**Date:**

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



**SECTION A: APPLICANT DETAILS**

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

[Jump to about the company](#)

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

[Jump to links to other organisations](#)

**Basic information**

Pre-registration reference number	83144
Name of proposed school:	The Green School for Boys
Is this a route one application or a route two application?	Route 2
Name of lead applicant:  Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
Address of lead applicant:	<Redacted>, The Green School, Busch Corner, London Road, Isleworth, Middlesex, TW7 5BB
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A single academy
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	Yes
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Wave 6 Jan 2014

**About the company**

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	The Green School Trust
Company address:	Busch Corner, London Road, Isleworth, Middlesex, TW7 5BB
Company registration number:	8608665
Date when company was incorporated:	15 July 2013
Please confirm the total number of company members (must be a minimum of 3):	4
	<Redacted>
	<Redacted>

Please give the names of all company members:	<Redacted>
	<Redacted>

Please list all company trustees, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
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**Further details about the group**

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	No
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Are you an approved academy sponsor?	No
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How many existing free schools or academies are run by your group?	1
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	The Green School Trust
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	102542
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Outstanding
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102542">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102542</a>
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	<a href="http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=102542&amp;superview=sec">http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=102542&amp;superview=sec</a>
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How many free schools are you seeking to open in this application round?	1
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**Links to other organisations**

<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>Yes</p>
<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their full name;</li> <li>• their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and</li> <li>• the role that it is envisaged they will play in relation to the free school.</li> </ul>	<p>London Diocesan Board for Schools (LDBS) Company number 0198131 Charity number 313000 Strategic direction and advice through Company Membership. Potential advice and support on curriculum, staff appointment, policies, school development plan, and financial planning. Previous LDBS experience in developing new and existing schools will be valuable in project management, building and design work and support. Grow Education Partners Ltd Company number 02874636 Grow Education Partners is an education support company offering leadership support services, training and other support. It is a trading subsidiary of LDBS. Grow Education Partners will play no direct role in the creation of the school, but trustees will consider whether they wish Grow to support school improvement once the school is open.</p>
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	<p>Church of England - London Diocesan Board for Schools</p>
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>NA</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>NSN Development Programme</p>
<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>Yes</p>
<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>LDBS supported the development of the bid, see above.</p>





SECTION B: OUTLINE OF THE SCHOOL

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

This application form is designed to be used for mainstream applications and 16-19 applications. 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. <b>If this applies to your application please briefly outline the main differences.</b> You will also need to address these differences in more detail in the relevant sections of the application.	NA
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In which local authority is your preferred location?	Hounslow
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Proposed opening year:	2016
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Age Range:	11-18
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If 'other' please specify	NA
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Will the school have a sixth form?	Yes
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Will your school be co-educational or single sex?	Boys only
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Is your school a hybrid type?	Not a hybrid
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	Yes
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	Christianity
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	Church of England
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	NA
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Maximum capacity of proposed free school:	1260
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	180 students in each year group from Y7-Y13 i.e. 900 secondary places and 360 post-16 places
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Please say which year groups the school will have in first year and the PAN for each	Year 7 PAN 180
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Date proposed school will reach expected capacity in all year groups:	2022
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	NA
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	NA
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	<Redacted>
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Please say how many people will sit on your governing body:	6-10
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**Use of freedoms**

Will you operate a non-standard school day?	Yes
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	No
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Will you adopt non-standard terms and conditions for teachers?	No
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Do you plan to make employ teachers without QTS?	No
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Please list any other freedoms you intend to use	A mandatory extended day, students as STEM Scholars, the combined force of STEM subjects, high quality CEIAG and the explicit teaching of employability skills and involvement of business and STEM
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## Section C: Education vision

### 1. Rationale for The Green School for Boys (TGS Boys)

TGS Boys will be a 6 form entry Church of England 11-18 secondary school for boys in Isleworth, LB Hounslow; a brother school for the Outstanding (Ofsted 11/12) Green School for Girls. The proposers are The London Diocesan Board for Schools (the LDBS) and The Green School Trust (TGS Trust). TGS Trust was incorporated as a Multi-Academy Trust on 15<sup>th</sup> July 2013 when TGS Girls School converted from Voluntary Aided to Academy Status. TGS Boys will be the Trust's second school.

### 2. TGS Boys is both needed and wanted: Fulfilling basic demand and enhancing diversity

#### *2.1 Why a new school?*

There is a projected shortfall of secondary school places in LB Hounslow. The deficit is projected as 1.8 forms of entry in 2016 and eventually growing to over 32.8 forms of entry by 2019 (see Section E). A new 6 form entry Boys' School will help to address the basic need for places in LB Hounslow.

#### *2.2 Why our new school?*

Families often ask at The Green School for Girls why there is no equivalent high quality education with a Church of England ethos for their boys. There is no Church of England secondary school for boys in LB Hounslow. This proposal addresses a known demand and extends the diversity of provision and choice for families.

There is a shortage of places locally in Church of England Schools: the nearest such schools within the London Diocese are Twyford and William Perkin in LB Ealing and Chelsea Academy in the Royal Borough of Kensington and Chelsea. All are oversubscribed. Our school will offer 50% open places and up to 50% Christian-faith based. There is strong evidence from the demand data that parents of the Christian faith, of other faiths and no faith greatly value what we are proposing:

LB Hounslow consultation feedback indicates that small schools are preferred (see Section E). TGS Boys will be a small school but will provide economies of scale through the Multi-Academy Trust.

The LDBS has an historic proven track record in the provision of education in London through its 150 schools and has more recent success in opening free and other new schools. It is also an experienced academy sponsor. New LDBS schools innovate but are monitored and supported by an experienced organisation and collaborate with other schools within the family.

TGS Trust has the experience of governing an already successful and popular school. There is a keenness to innovate but the proposers' plans are grounded in the experience of running an existing school.

Ours will be a school with an emphasis on Science, Technology, Engineering and Mathematics (STEM) with strong careers advice and an emphasis on employability with a creative, boy-friendly pedagogy. No STEM school exists within LB Hounslow.

Our school, through its emphasis on work-related learning in STEM and on employability skills, will support LB Hounslow in achieving two of the aims in its *Local Economic Assessment*:

- *To encourage Hounslow businesses to employ Hounslow people*
- *To encourage and support processes of entrepreneurship, with particular reference to black and minority ethnic groups*

### 3. TGS Boys will raise standards locally

In 2014 boys in LB Hounslow single sex schools made better progress in English and Maths at GCSE than boys in co-educational schools. The Trust is proposing a boys school focused on the learning needs of boys.

Source: DfE performance tables			
Variation range	Progress English	Progress Maths	
single sex boys	83-94%	73-89%	
co-ed boys	45-88%	51-89%	

Our schooling, designed exclusively for boys, developed from the latest research on boys' learning and barriers to success will ensure that we meet our aspirational outcomes including that 85% of our boys make expected levels of progress in English and Maths. We will expect 50% of our students to achieve the English Baccaloureate (EBACC). 50% is substantially better than the national average for boys in 2014 (23%) and for boys within LB Hounslow (35%). Again boys in single sex education perform better both nationally (26%) and in LB Hounslow (38%).

In the latest data available (2013) TGS Girls was ranked first in LB Hounslow secondary schools for Value Added. TGS Trust will replicate this progress measure for TGS Boys.

Based on KS4 Outcomes, 2012-13 (as detailed in the DfE Performance Tables)	VA Score	Confidence Levels	
		Lower	Upper
The Green School(TGS Girls)	1035.7	1025.5	1045.9
Cranford Community School	1032.1	1023.1	1041.1
Brentford School for Girls	1026.3	1016.0	1036.6
St. Mark's Catholic School	1019.4	1010.3	1028.4
Gunnersbury Catholic School	1018.0	1008.6	1027.4
Chiswick School	1017.9	1008.9	1026.9
Lampton Academy	1016.4	1007.7	1025.2
Hounslow Manor School	1014.7	1003.7	1025.7
Rivers Academy West London	1011.9	1003.0	1020.9
Heathland School	1007.6	998.8	1015.4
Heston Community School	1006.7	997.5	1015.9
Isleworth and Syon	1001.8	992.0	1011.6
Gumley House RC School	999.0	990.1	1008.0
Feltham Community College	996.3	986.9	1005.7

#### 4. TGS Boys will equip boys for life and ensure they are employable

Isleworth ward has 36% children living in poverty – the highest of any ward in LB Hounslow. LB Hounslow has a greater number of young people not in education, employment or training (NEET) than the London average:

Age 16 - LB Hounslow 3% London 2.3%

Age 17 - LB Hounslow 4.4% London 3.6%

A 2012 LB Hounslow Survey “Sort It Out” with responses from 2000+ young people aged 9-19 in LB Hounslow identified that gang culture is rife. Only 24% of young people feel it is safe on the streets in their area and 40% cite “gangs in the local area” as a reason. LB Hounslow’s Children and Young People’s Plan 2012-15 confirms these views. When asked to identify what the main issues were for them, young people in Hounslow mentioned the following were key concerns:

- a large proportion of young people had experienced bullying and there were concerns about how effectively was being dealt with
- a large proportion of young people were worried about pressures of exams and school work
- young people are concerned with crimes and gangs in the area, which affects feelings of safety. Fear of gangs was particularly an issue amongst younger people aged around 14

The reduction of gang culture is a priority for the borough. TGS Boys will put a premium on developing responsible engaged citizens who avoid and manage street and gang culture. 100% of boys will engage in volunteering. Boys will be given alternatives to street culture and will be supported in achieving well.

The World Health Organisation has identified the persistently high number of NEETs in the UK as a *“public health time bomb waiting to explode”*. Once teenage parents are extracted from the figures more young men than young women in Hounslow are identified as NEET. Our pedagogy will instil the skills and attributes valued by employers in our boys. All boys will experience work related activity. The job market in STEM at every level will be buoyant for the foreseeable future.

*“The skills gap in STEM subjects will be between 1 and 2 million by 2020 – all the way from apprentices through to PhD scientists and engineers.” The Telegraph 2014<sup>1</sup>*

Ofsted (Sept 2013) endorse our view that high quality CEIAG is vital to improving aspirations, motivation and achievement and underline the importance of a work-related curriculum:

*“Three quarters of the schools visited for the survey were not implementing their duty to provide impartial careers advice effectively.*

*“The report findings show schools were not working well enough with employers to provide students with direct experience of the world of work in order to help broaden their minds about realistic employment opportunities in their local area.*

*“Vocational training and apprenticeships were rarely promoted effectively, especially in schools with sixth forms. Instead, the A-Level route remained the ‘gold-standard’ for young people, their parents and teachers.”<sup>2</sup>*

#### 5. Our Vision

<sup>1</sup> <http://www.telegraph.co.uk/education/educationnews/11061689/Brian-Cox-universities-need-to-play-a-bigger-role-in-society.html>

<sup>2</sup> <http://www.ofsted.gov.uk/news/careers-guidance-schools-not-working-well-enough>

The TGS Trust motto is ***Jubilate deo servite cum laetitia: be joyful in the lord and serve with gladness***

Our school will be an academically rigorous school with a focus on Science, Technology, Engineering and Maths (STEM) that will cater for boys aged 11 to 18. Ours will be a relatively small and personal school with a yearly cohort of 180. This is small enough to know every student's name and still achieve economies of scale across the Trust.

Our plans are informed by The Green School Trust's The Green School for Girls, a successful oversubscribed Church of England School. The Green School for Boys will adopt many of TGS Girls' effective policies and practices relating to: leadership and management, teaching and learning, student assessment and progress tracking, professional development for staff, pastoral care and inclusion. However every school is unique and context driven so the proven structures and systems will be adapted to the distinct needs of boys.

Just as TGS Girls provides an outstanding school for girls in which students make exceptionally good levels of progress – we will provide an inclusive, high performing school for boys. The girls' school has improved standards for girls by planning and providing a school experience to promote the education of girls and women; The Green School for Boys will raise standards for boys and men by providing a school experience centred on their distinct needs, raising their aspirations and educational performance.

TGS Boys will be an inclusive Church of England School serving a diverse student profile. The school will adopt the Trust's Respect Policy which values every individual in school, which promotes their right to learn and develops the characteristics valued by employers. 50% of places will be offered to those who are not of the Christian faith. It is the Trust's experience that students and families who practise other world faiths often value the overt distinctiveness of a Church of England education, the overt Christian values and acknowledgement of the aesthetic aspects of life on which the school is founded. The Green School for Girls is over subscribed.

## **6. Why a Boys' School?**

A school modelled on the proven track record of The Green School for Girls. The quality and ethos students and parents experience at The Green School for Girls is in demand. Parents of girls ask why the same school experience is not available for their boys.

Experience suggests that boys mature more slowly than girls. Stereotypically at Key Stages 3 and 4 we expect boys, in general, to be more physically energetic, less conformist, socially awkward with a smaller vocabulary, more disorganised, and living for the moment than an average group of girls. Again stereotypically, girls will often want to please their teachers, will conform more readily, will be better organised, will be more articulate, have a wider vocabulary and write better at an earlier age, and may not push themselves forward. They will want to know what the correct answer is whereas boys may assert their own ideas more strongly. Girls appear to cope better with deferred gratification than boys through adolescence and the rewards of studying are often a long way off.

Some teaching strategies that are particularly suited to a class of boys include kinaesthetic learning, practical applications, problem solving, humour, competition, risk taking (thinking out of the box and learning from mistakes) and the use of examples that are relevant to boys. These

strategies will be used to hook boys into school and into learning but great care will also be taken to develop their language skills and their study habits.

While the Trust is committed to the benefits of single-sex education for both its girls and boys it can also offer beneficial opportunities for its boys and girls to experience learning together in for example after school enrichment activities, drama and music performances, STEM challenges, debating, Latin and Mandarin after school classes. It is intended that the two separate schools will, led by demand, together combine to offer some minority subjects at both Key Stage 4 and 5 that the separate institutions would not otherwise have been able to provide.

Demand to date for TGS Boys shows that many families desire single sex education for their boys and also appreciate the learning benefits of some joint activities. The school will be sensitive to the needs of those families who chose single sex education for religious and cultural reasons.

## 7. Why a Science, Technology, Engineering and Maths (STEM) specialism?

TGS Boys' will have a STEM specialism (outlined in detail in section D1). The reasons for the STEM specialism are:

- success breeds success. Boys are traditionally stronger in these subject areas than girls. The school will build on this natural learning power of many boys to claim boys into learning and extend the success to all of their subjects
- there is a national shortfall in employees (at all levels) with the necessary skills and qualifications to sustain the STEM related industries
- LB Hounslow is situated at the beginning of the M4 corridor, an area renowned for its STEM related industries

TGS Boys is well placed to learn from the lessons of the UTC and Careers College agendas spearheaded by the Baker Dearing Trust. Lord Baker, speaking on behalf of Edge, in June 2014 at a UTC conference at Wellington School outlined the demand in Science, Engineering and Technology stating that:

*"In 2013, the top two shortages for jobs worldwide were for skilled trades workers and engineers.<sup>3</sup>*

*"Between 2012 and 2020, the UK needs 830,000 SET professionals (degree level) and 450,000 SET technicians (levels 3 and 4)<sup>4</sup>*

*between 2012 & 2020 there will be a shortfall of 40,000 graduates in SET per year*

*"Although higher education is expanding it is not growing at the same rate in all subjects.*

Lord Baker spoke of the decrease in students studying Technology in schools and of the disproportionately low number of apprentices in SET areas. He stated that *Learning by Doing* in schools is in decline and that the balance between a skills curriculum and a knowledge curriculum is out of kilter. Lord Baker is recognised for driving forward the Career Colleges and UTC agenda but Lord Baker concluded his speech by saying that *all* schools should have business partners and work with them as partners in designing and delivering the curriculum.

TGS Boys will have an applied curriculum focusing on learning through doing with a STEM curriculum jointly planned with business partners and with a technical route into further, higher education jobs and apprenticeships.

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<sup>3</sup> Global Talent Shortage Survey, Manpower Group

<sup>4</sup>Figures include growth + replacement demand (mainly to replace baby boomers planning to retire



As a new school TGS Boys will have the opportunity to appoint staff who are passionate about the role of STEM in society and about the advantages of a work related, technical curriculum, designed jointly with employers.

Work related opportunities, employer involvement in the curriculum and business mentoring will be key to raising aspirations and motivation to achieve greater than expected progress. Our school will benefit from, and develop, the existing business links The Girls' School Trust has with: Sky (internships and apprenticeships); Imperial College (work experience); GlaxoSmithKline; Heathrow Airport; Brunel University; MedLink; Alumni; staff contacts and parents.

We will work with the advice and guidance of the National Stem Centre and the findings of the Cambridge University STIMULUS Programme in the development of our learning programmes and pedagogy.

## **8. Effective Support for Bilingual Learners (EAL Support)**

In LB Hounslow, over 50% of pupils do not have English as a first language. The Green School for Girls is successful at teaching children who have English as an Additional Language (EAL). We will emulate their success. Our Literacy coordinator will provide personal learning strategies for boys who require help with English. Care will be taken to identify barriers to the acquisition of English and individually designed programmes of support will be developed to meet a student's needs e.g. it will be possible for students to be withdrawn from subjects for discrete literacy lessons or given in class support.

Such additional provision will be given to students who are at the early stages of acquiring English and also those who need help in moving from the use of concrete and descriptive language to conceptual and analytical language. Most importantly, it is part of our ethos that every teacher is a teacher of literacy and that developing spoken and written English is part of every lesson. All teachers will correct students' spoken language, modelling standard English and explaining the use of different registers. The use in lessons of presentation and debating skills will be routine. The use of questioning by teachers will focus on building literacy as well as on building subject knowledge and understanding. Both students and their parents will be furnished, using the school's VLE, with a list of strategies to enhance a student's progress in English at home for example: through watching high quality documentaries or news programmes which expose students to higher order English as well as through issuing targeted reading lists.

The skills of students who are fluent and literate in their own languages will be valued in their own right and also used to underpin their progress in English. All teachers will be trained in the use of learning techniques for bilingual learners.

## **8. Literacy for All**

*"45% of white British boys (nationally) can't read well at 11"<sup>5</sup>*

The strategies used to improve literacy amongst bilingual learners are also appropriate to address the needs of white boys.

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<sup>5</sup> <http://www.independent.co.uk/news/uk/home-news/britain-facing-literacy-crisis-which-will-leave-nearly-15-million-11-year-olds-unable-to-read-properly-by-2025-9717408.html>



The Business, Innovation and Skills (BIS) Select Committee said levels of adult literacy and numeracy in England were “alarmingly low” and the Government was missing an opportunity to raise economic productivity.

A report by *“Read on. Get on.”* said England is now one of the developed world’s most unequal countries in reading with the gap between the strongest and weakest equivalent to seven years of schooling.

## **9. How we teach**

Students are individuals: every boy included; all exceed expected levels of progress; service to one another. We will claim boys into our learning culture through:

- strong transition work with Primary Schools
- engagement in school through sport, debating, Duke of Edinburgh Awards, the Cadet Force, a plethora of high quality drama, music enrichment activities, as well as through exciting and challenging lessons. Engagement in the enrichment programme is mandatory
- engagement in learning through our highly motivational creative pedagogy spearheaded in STEM subjects and adapted throughout the school. TGS Girls has National School of Creativity status and will support the professional development of staff in this area. Work will be informed by Gary Wilson’s findings in ‘Raising Boys’ achievement’ on the concentration and work patterns of boys
- three distinct pathways at KS4: STEM scholars (academic); STEM scholars vocational/technical including a BTEC; non STEM scholars choosing to specialise in the Arts, Humanities or Languages
- all students will benefit from the STEM-centred, creative pedagogy adapted for all subjects across the school
- an emphasis on literacy for all as the gateway to success. Every teacher a teacher of literacy
- an emphasis on numeracy. Every teacher a teacher of numeracy
- high quality support for bilingual learners both at early stages of the acquisition of English and also as they acquire academic, higher order speaking and writing skills in English
- clear deadlines, short chunks of learning, the use of praise and rewards extended to in-depth learning, opportunities for risk taking and individual creativity
- stretch and challenge for all
- the use of real life business scenarios, problem solving, team work, competition and humour
- strict discipline: high expectations of behaviour and attitudes to learning, opportunities for leadership in all Key Stages, strong Student Voice, co-construction of Learning Programmes, student feedback on what high quality learning feels and looks like and how learning can be improved
- involvement of parents in support of their boys’ behaviour, attitudes to learning and support of their learning through a range of techniques advised on through “How to support your son’s learning” evening sessions
- every classroom an inclusive classroom. No boy overlooked or left behind. A supportive learning culture: no question too daft. Superb SEND, literacy, numeracy and EAL support
- high quality student tracking: interventions tailored to meet the need of the individual boy
- high quality pastoral care. Every boy known, staff accessible to and working with parents. Successful education involves the boy, the school and the teacher

- high quality motivational and independent Careers Information. Advice and Independent Guidance in all years
- high quality PSHE&C programme with input from the boys in co-construction and from external experts
- service to others: all boys expected to be involved in volunteering within or without the school e.g. as sports leadership, fundraisers, form, house and worship representatives and as student learning leaders
- collaboration with TGS Girls to deliver some learning opportunities not otherwise on offer, achieved through economies of scale
- our RE Teaching will be inclusive. We will follow the LB Hounslow Agreed Syllabus at KS3, the OCR Philosophy and Ethics Full Course GCSE syllabus at KS4, the OCR Philosophy and Ethics syllabus for A Level
- all underpinned by the distinctively Christian nature of the school, valued by those of the Christian faith, those of other religions and those of none. All boys valued equally, all recognise that it is human to fail, rebuild and try again. All sources of support explored for every boy. TGS Boys will employ a Chaplain to support students, parents and staff of the Christian faith, of other faiths and of no faith

The school will build upon this natural learning power of the significant mass of boys to build a learning culture within the school. The stereotype that boys are more interested in Science, Technology, Engineering and Maths has substance to it. The creative pedagogy the school will adopt is most easily developed within the STEM subjects and will be adapted for use in all subjects.

## **10. The Structure**

The proposers for TGS Boys are the TGS Trust and the LDBS. TGS Trust will be the accountable body for both TGS Boys and TGS School Girls. They are two separate schools with two local governing bodies, both accountable to The Trust Board. LDBS is represented on The Trust Board.

Both schools will have separate single sex Sixth Forms. (Until the opening of TGS Boys Sixth Form the TGS Girls Sixth Form will remain co-educational). The two schools will collaborate to provide the broadest possible Sixth Form provision for each school's students. Classes will be mixed where they could not otherwise be offered. The breadth of provision will be further enhanced by each school's participation in The Hounslow Sixth Form Consortium, a current partnership for Sixth Form teaching between The Green School for Girls, Brentford School for Girls, Kingsley Academy and Isleworth and Syon.

At Key Stages 3,4 & 5 joint activities will take place across the two schools, most obviously in drama and music productions, through some themed weeks for STEM/creative activities and for some clubs as well as to achieve economies of scale in some minority subjects.

## **11. TGS Boys will exploit its academy freedoms by:**

- deviating from the national curriculum as required to strengthen deep knowledge and understanding and to instil subject related and employability skills
- extending the normal school day
- providing holiday sessions
- providing mandatory enrichment sessions

- working with external organisations to enhance the learning experience e.g. The National STEM Centre, SkillsForce, Debate Mate, the ESU and local employers
- sharing staff between The Trust's two schools and varying staff contracts
- seconding staff
- subsidising staff development e.g. making a contribution to MA fees in technical education

## 12. Aspirations and Outcomes

***Please note that all targets will be revised on opening in line with national trends – the aim of the proposers is that the performance of TGS Boys will be substantially above the contemporaneous national norms - the school aims to be in the top 10% of similar schools.***

The school is well aware that the national gap between in attainment between boys and girls is widening year on year and that this trend is replicated in students in receipt of free school meals. Interestingly of all the groups normally analysed Chinese boys buck the trend.<sup>6</sup> Targets are set out in more detail in Section D2.

The quality of teaching will be very high. All lessons will be taught to Ofsted Good or Outstanding and on any given day at least 30% of lessons will be Outstanding.

At KS4 TGS Boys will achieve levels of progress and attainment commensurate with those achieved at TGS Girls. The gap between boys' and girls' attainment will be closed. This target will apply to low, middle and high achievers. Boys from all ethnic groups will achieve above national averages for their ethnic groups. Boys from groups at risk of educational disadvantage will achieve above national average value added scores, with smaller positive achievement gaps than those of the national norms.

At least 60% of boys will be STEM scholars at Key Stage 4.

At KS5 there will be the same high expectations of progress and achievement, set out in D2. Furthermore: every student will progress to further study, training or employment; every student who seeks a university place will be successful; and every student who aspires to a STEM career will secure a relevant apprenticeship, job, training or university place.

Every boy will participate in volunteering activities and work related learning. Parent and student satisfaction surveys will highlight very high levels of enjoyment and satisfaction.

TGS Boys will always be oversubscribed as a first choice.

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<sup>6</sup> <https://www.gov.uk/government/statistics/gcse-and-equivalent-attainment-by-pupil-characteristics-2012-to-2013>

## Section D: Education plan – part 1

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
Year 7		180	180	180	180	180	180	180
Year 8			180	180	180	180	180	180
Year 9				180	180	180	180	180
Year 10					180	180	180	180
Year 11						180	180	180
Year 12							180	180
Year 13								180
Totals		180	360	540	720	900	1080	1260

The figure of 180 for Years 12 and 13 assumes that some students will seek education and training elsewhere at 16 Plus and that some other students will join the Sixth Form.

## Section D: Education plan – part 2

### 1. Curriculum Principles

The curriculum principles at TGS Boys have been arrived at through the consideration of the learning strengths and needs of boys, of national skills shortages and of the local context; as well as from the independent sector's strong track record in single sex education and from TGS Girls' strong history of success.

Girls' academic achievement nationally outstrips that of boys. Many of the strategies used to address the historic underachievement of girls were spearheaded in single sex girls' schools. We intend to replicate this success for boys. The principles are:

- **Boy-friendly:** a creative pedagogy, spearheaded through kinaesthetic learning in STEM subjects, embracing the whole curriculum
- **Character building and service to others** underpinned by The Trust's Respect Policy (s34): opportunities to explore what it is to be a man in the twenty first century, through sport, through adventure, through debate, through caring for others, through art, drama and music
- **Employment focused:** a differentiated high quality general education, technical education and academic/technical education creating employable young men for all levels of the work place. TGS Boys will have an applied curriculum focusing on learning through doing with a

STEM curriculum jointly planned with business partners and with a technical route into further, higher education jobs and apprenticeships

- **At the forefront of national developments in high quality CEIAG** to improve aspirations, improve motivation and prepare boys step-by-step for their working lives
- **Applied learning** in work place scenarios in classrooms and curriculum-led work placements furnished through partnerships with local businesses and STEM support organisations
- **An inclusive Christian education** for those of the Christian faith, for those of other world faiths and for those of no faith. All boys valued, all the attributes of *what it is to be a man* valued
- **Designed for a multi-cultural context**, teaching Christian and British values

Our innovations include:

- a mandatory extended day
- students as STEM Scholars
- the **combined force** of STEM subjects, high quality CEIAG and the explicit teaching of employability skills and involvement of business and STEM partners in the curriculum and as business mentors
- curriculum-led work placements in school and holiday time
- collaborations and outreach work with primary and other secondary schools in STEM, CEIAG and employability
- the teaching of Latin and Mandarin
- the purchase of sports, adventure, music and languages coaches and instructors
- suspension of the timetable for STEM challenges and other events
- deviation from the national curriculum to provide depth of study, a creative pedagogy and an emphasis on real life, work place scenarios
- variations in staff contracts e.g. to allow, for example, for Saturday morning sport, extended hours and residential

The links between these principles and the curriculum and pedagogical methods are evidenced below, beneath each key stage curriculum models and in the rationale for each subject taught.

## 2. The Intake: The typical student at TGS Boys

TGS Boys will be drawn from across LB Hounslow and reflect the local population therefore:

- 75% of boys will score L4 in Reading, Writing and Maths at KS2, comparable to the national average. With good or better teaching and high standards it is realistic for TGS Boys to meet its aspirational targets. However, this belies a much more complex cohort for which group-by-group and ultimately individual analysis is needed
- 36% will be entitled to FSM over a six year period. Nationally these students are less likely to achieve well or to go on to the best universities. Common barriers to learning include low motivation, parents who do not support learning at home and low aspirations. This cohort arrives at secondary school already having achieved less than their peers so TGS Boys needs to engender a love for learning, high aspirations and provide the scaffolding that enables better than expected progress

- 53% will speak English as an Additional Language (compared with 14.3% nationally). Some will be at the early stages of learning English, having moved to England recently. Others will have had a primary school education in England and will speak and understand English, but as a group will still be achieving less than their peers when they arrive at secondary school. These students will also need support to make better than expected progress if they are to fulfil their potential
- In LB Hounslow, as nationally, more boys than girls arrive at secondary school with poor literacy skills and more boys than girls make slow progress in English while at secondary school. Without a minimum C-grade GCSE in English, higher education and career opportunities are severely limited. The Sutton Trust (2013) identified that the most able boys from disadvantaged backgrounds are almost three years behind their peers from more affluent backgrounds. The vision to prepare boys well for life means that rapid progress in English lessons and application of literacy skills across the curriculum is essential. Without specific interventions to support progress, TGS Boys are less likely than their female peers to succeed in English, to enjoy reading and to achieve the top GCSE grades

There are other characteristics of the likely cohort which have already been set out in Section C. This understanding, the rationale for establishing TGS Boys, and the TGS Trust vision to provide an outstanding education in a Christian context, underpins both the pedagogy and the curriculum model at TGS Boys.

### 3. Key Stage 3 Curriculum Model

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	3	M	
Mathematics	3	M	
Science	3	M	
Technology	3	M	Includes Computer Science, Graphics, Resistant Materials, Electronics, Food Technology
History/ Geography/ RE	4	M	RE will follow the LB Hounslow Agreed Syllabus
Art/ Drama/ Music	2	M	
PE	2	M	
PSHE&C	1	M	
Languages	3	M	Spanish, Includes 1hr of French for some and 1hr of additional English language and cross-curricular literacy support for others. Latin & Mandarin as enrichment.
Enrichment	2+	V/ M	It is mandatory for students to attend 2h/week of enrichment activities, one hour of which is a STEM activity. Additional sessions beyond two hours are available but voluntary

The National Curriculum is used at KS3 as a framework for developing a curriculum which responds to the changing and individual needs of each cohort of students. The broad content is followed because it provides a structure for delivery and a framework for the development of skills which supports progress and challenge for all. KS3 covers Years 7, 8 and 9.

Academy freedoms will be used to go beyond the National Curriculum, especially in the specialist areas, to provide deeper learning activities and responsive course content.

#### 4. Key Stage 4 Curriculum Model

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	4	M	Every student takes English Language, the majority also take English Literature
Mathematics	4	M	Every student takes GCSE; the most able take an additional statistics GCSE
Science	5	M	Every student takes either Triple or Core/Additional Science GCSE
PE	2	M	Plus mandatory enrichment
RE	1	M	Every student takes RE GCSE Full OCR Philosophy and Ethics syllabus
PSHE&C	1	M	
Option 1	2.5	M	(Note: 10 day timetable)
Option 2	2.5	M	
Option 3	2.5	M	
Enrichment	2+	V/ M	It is mandatory for students to attend 2h/week of enrichment activities. For Technology Scholars, 1 hour of this is a STEM activity

All students will be prepared for examination courses in English, Maths, RE, PE and science (usually core and additional or triple science). The majority of students then select three additional GCSE option choices from a range which includes: Art, Business Studies, Computer Science, Electronics, French, Food Technology, Geography, Graphics, History, Computer Science, Latin, Mandarin, Music Technology, PE, Resistant Materials, Spanish and a triple science. BTEC Engineering is also to be made available (provider yet to be selected). Students receive advice on EBACC and on qualifying subjects. The target for EBACC will be 50%.

Where students in Year 9 are at risk of not achieving 5 good GCSE exam passes and especially if they are not on track to achieve at least a C grade in Maths and English, they will have timetabled additional support in English and/ or Maths in lieu of one option.

#### 5. Key Stage 5 Curriculum Model

<b>Subject/other activity (e.g. enrichment)</b>	<b>Hours per week</b>	<b>Mandatory/ Voluntary</b>	<b>Comments</b>
Block 1	5	M	<b>Subject to change syllabus specifications for TGS Boys 6<sup>th</sup> Form cohort 2021/22</b> Students will study 4 AS courses in Y12, and three A2 courses in Year 13, both with blocks of independent, guided study. BTEC courses will run across two blocks, so they can be taken alongside either an AS/A2 level or GCSE re-sit courses in Maths and/ or English.
Block 2	5	M	
Block 3	5	M	
Block 4	5	M	
GCSE Maths GCSE English	5	M	For any student who has not achieved English and/or Maths GCSE in year 11, usually combined with a L2 vocational course. One or two A-level courses may be undertaken in exceptional circumstances.
PE	2	M	The Sports and Adventure offer will be a strength of the school
PSHE&C/ CEIAG	1	M	
Extended Project Qualification	1	M/ V	This is mandatory for students on the 'Higher' Pathway
Enrichment		V	Enrichment activities are voluntary, but expected, in KS5. Students can participate in and/ or help lead activities.

As A-level course reviews take place in the coming years, and as the new GCSE examinations develop, the curriculum model and the range of qualifications on offer at KS5 will be kept under review. The school will aim to prepare students for those qualifications that it considers will stand them in best stead for the future. Boys will be guided towards the most suitable route: Oxbridge, Russell Group, F.E., Apprenticeship, other types of training and jobs with training. Current plans include provision for A-levels in: Biology, Chemistry, Computer Science, Electronics, English, English Literature, French, Further Maths, Geography, History, Maths, Music/Music Technology, Physics, Philosophy and Ethics and Spanish. BTEC Level 2&3 engineering will also be available.

The EPQ (Extended Project Qualification) offers students of all abilities the chance to study a topic in depth and present their research for assessment on topics ranging from an essay to a redesigned motorbike. It provides another opportunity for students to develop truly independent study skills and creative and innovative practice following on from the Year 9 Design Award in KS3.

Alternative provision for students where this is agreed to be in their best interests: West Thames College FreshStart Scheme, Sports Young Apprenticeships at Isleworth and Syon and building and car trades at Feltham Community College.

Boys will be able to take some minority courses which would be uneconomic to run in a 6 FE school through partnership arrangements with TGS Girls and also through the Hounslow 6<sup>th</sup> Form Consortium. See s26 for further details about The TGS Boys' Sixth Form.

## **6. The shape of the school day**



Each day there are compulsory core activities and compulsory and voluntary enrichment choices. The core day comprises 5 lessons of 60 minutes, 5 minutes with a tutor twice a day and 20 minutes for Collective Worship. Enrichment activities run for one hour at the end of each day. The school will use a ten day timetable.

The exception is a Wednesday when the core day ends one hour earlier than usual and the day comprises four, rather than five, subject lessons. The additional hour is part of the core enrichment time and set aside for a range of activities which support the aims of the school including:

- Mentoring: from business mentors, staff members mentoring pupils and older students supporting younger students
- Service: community-based activities such as helping out at a charity or primary school
- Learning support: study skills workshops, departmental workshops and help-desks for all ages including examination classes
- Independent study opportunities: structured time for Year 9 to develop their Design Project and KS4 students to carry out independent study

This core day will enable TGS Boys to meet its vision by allowing sufficiently long periods of learning for each subject. In 60 minute lessons teachers can plan for a variety of activities which allow boys to develop and extend learning. Allowing lessons of an hour reduces movement around the school and the potential for disruptive behaviour and bullying.

The short registration ensures that students are on time to lessons and are aware of any last minute changes to their day through contact with their tutor in the morning, who is also well placed to identify any emerging issues with students.

A prompt start to lessons reduces incidences of lateness. Collective Worship immediately after lunch provides a quiet, reflective opportunity in the middle of the day and a chance to re-focus on the afternoon lessons in a calm frame of mind. The afternoon is shorter than the morning to allow for the extended day (clubs and activities).

The school day will finish at 15.00 (14.00 on a Wednesday) with enrichment activities for a further hour, until 16.00. The library is open for private study until 18.00. The library is also open before school with a breakfast club available.

## **7. TGS Boys will experience a Creative Pedagogy developed across the curriculum, spearheaded within the STEM subjects**

TGS Girls is a recognised 'Creative School' and has supported other schools, including boys' schools, in developing a creative approach to teaching and learning to meet individual needs. This does not mean an emphasis on the creative arts: it describes pedagogy.

A creative pedagogy will meet the specific needs of the TGS Boys cohort. The different learning strengths, styles and motivations of boys can cause significant under-achievement in settings where these needs are not fully addressed. A creative pedagogy has been found to:

- improve academic achievement
- develop transferrable skills
- enhance both individual and team work
- increase motivation

- foster innovation
- develop questioning/reasoning skills and problem solving techniques
- develop resilience
- improve work habits

OFSTED has noted the positive impact of a creative pedagogy on developing learners' ability to improvise, take risks, show resilience, collaborate with others; and also on the reduction of absence. Our creative pedagogy will ensure that students learn to take calculated risks and recognise that apparent failure or lack of success is an essential part of learning and innovation. Teachers will ask questions which promote higher order thinking skills and set problems and challenges which encourage lateral thinking and creative responses. Students will test hypotheses and will be rewarded for demonstrating innovation in the classroom because teachers will recognise there is more than one way to approach a task and that different approaches are appropriate to different settings.

Our creative curriculum promotes the development of interpersonal skills: an important aspect of social learning for boys. The process of problem solving is also addressed through creative activities which generate situations for group work which require boys to explore self-management and organisational skills: they become more effective participators and are able to reflect on progress.

In practical terms this means that lessons are, as far as possible, practical and first-hand. Departments agree the skills, knowledge and understanding which underpin each module of work. Learning outcomes are demonstrated and assessed in a range of ways, not just through written work, and departments work hard to provide and assess deeper learning activities. Lessons will include activities which help students to develop memory skills, recording and planning skills, and opportunities for conscious reflection about both learning and learning style. Department and whole-school planning and training is shaped around this creative pedagogy.

A creative curriculum values the ability to think outside the box and does not seek the standard answer. Creative industries account for 7% of the UK economy and are growing at almost twice the rate of the rest of the economy. Creativity will be the key for many TGS Boys to achieving economic well-being.

Our STEM specialism will spearhead our creative approach to teaching and learning. Lateral problem solving and innovation are essential for the continued rapid progression of digital and other technologies, and a logical, investigative approach is essential for success in engineering and maths. The specialism is designed to keep motivation and engagement levels high and to make sure that boys develop the skills sought by employers.

## **8. STEM in Year 7 & 8**

- engineering-related modules within the Maths and Science curricular
- a broad range of Technology subjects within the core and enrichment curriculum
- an annual STEM week when the usual timetable is suspended
- a planned STEM enrichment programme
- opportunities for parental involvement as part of the enrichment programme including careers talks and 'men and boys' events - designed to be fun and engaging. These will range from

competitive challenges (building the tallest tower using spaghetti) to practical skills (car mechanics).

- STEM programme publicity at parents' evenings

## **9. STEM in Year 9**

Every Year 9 student will work towards a TGS Boys 'Design Award' which is a year-long design-and-build project. Students will have a high level of choice in their project; some will be orientated towards academic research into an area of particular interest; others will be more overtly innovative and creative. Different elements of the project will be developed within modules in maths, science and technology subjects. The project will be structured over the year, anchored within PSHE&C lessons, and will use some of students' compulsory enrichment time. The project will culminate in a Design Exhibition in the Summer Term.

The TGS Boys Design Award will facilitate the development of independent research skills, personal responsibility and organisation and an opportunity to apply the creative approach to learning that boys will have experienced in Years 7 and 8. The high level of choice will support motivation and attitudes to learning.

## **10. STEM in KS4 and KS5**

Two distinct pathways are available for those students who want to pursue STEM options at KS4. We aim that at least 60% of the each year 10 cohort will become STEM scholars.

*Group1.* Any student with secure prior attainment who chooses three science GCSEs, and one technology GCSE or three sciences and the EBAAC route will become a 'TGS Boys STEM Scholar'. The Technology subject can be Computer Science. Each of these boys will be allocated a Business Mentor and will be expected to continue with STEM activities as part of their enrichment programme. Of these boys there will be a high take-up rate of STEM subjects at A-level and then at university, with a proportion aspiring to academic STEM careers.

*Group2.* Any student with middle or low prior attainment but for whom rates of progress in STEM subjects are higher than rates of progress in other subjects will also be able to join a STEM route at KS4 and become a 'TGS Boys STEM Scholar'. These students will take a vocational technical BTEC course as an option choice. They will also be expected to continue with STEM enrichment activities and have access to appropriate mentoring.

During Year 9 students receive guidance and support to make KS4 option choices. Some students will identify themselves as potential STEM Scholars but in other cases teachers will identify those with aptitude and potential who will benefit from this route. STEM curriculum evenings will be available for parents and students before options are taken. Parents and students will be informed about these options up-front in the school prospectus and during the KS2 / KS3 transition. There will always be a slot at parents' evenings to promote and provide information on the STEM programme.

Work related learning involving the input of local companies will support motivation and a growing understanding of the relevance of the skills and knowledge that students are learning in school. The voluntary activity programme will include opportunities for students to use and apply their skills in the community e.g. supporting a charity to upgrade its website or helping to run Computer Science, Engineering or sports activities in local primary schools.

The specialist week will include a programme of extension activities for KS4 and KS5. Students will be able to enter school-based and national engineering challenges on a voluntary basis. Samples of STEM Centre teaching resources for use in lessons and/ or as enrichment are:

- the design of a Brompton bicycle
- how to get a ball to travel through a tube as quickly as possible without the help of gravity
- how to best invest £100 billion in 2025 towards the construction of a vacuum tube train
- Which personal transport system is the cheapest?
- Does engineering design make a difference to the performance of Olympians? Should it?

A programme of lectures and evening talks for KS4 & 5 TGS Trust students and parents will provide further inspiration.

The school will offer a range of technology and engineering based qualifications, from the highly academic to the useful vocational, and will offer these to TGS Girls and across the Hounslow Consortium.

***This boy-friendly, creative pedagogy spearheaded through the STEM subjects, permeates teaching across departments. TGS Boys' will also benefit from the tried and tested pedagogy and curriculum already on offer at TGS Girls. The Value Added scores for TGS girls 2013 were higher than those at any other school in LB Hounslow (Section C). The girls at The Green School made better progress overall than students elsewhere because they went to The Green School. We intend to replicate this success for TGS Boys.***

## **11. Approach to Mathematics**

A creative approach to teaching Mathematics, an emphasis on:

- maths as fun
- problem solving skills, using real life contexts
- the routine use of ICT
- mental Maths as well as written methodology
- talking Maths
- maths and Numeracy competitions and challenges
- maths and Numeracy in the work place

Teaching maths in ability sets means that all students take a Maths GCSE and the most able mathematicians also sit a GCSE in Statistics. The Year 9 Design Award will include modules taught in maths lessons focused on mathematical application and problem solving. The GCSE Electronics and BTEC engineering courses include elements of applied mathematics and the Design Award is designed in part to equip students for the demands of this KS4 curriculum. Core, Statistics and Mechanics are available at A-level along with Further Maths and Economics.

Mathematics and its application is promoted through events such as Science, Maths and Engineering Week, Mathematics Challenge, NSPCC Number Day, Mathletics, Borough Mathematics Challenges, School's Fantasy Football and entry into the National Maths Olympiad.

Maths underpins success across the range of technologies and engineering and by developing specialisms in these areas boys will be inspired and motivated by the natural applications of mathematics.

## **12. Approach to numeracy**

Numeracy is particularly important in a STEM centred school. Primary school test results and baseline assessments, including the use of Cognitive Abilities Tests (CATS) in the Year 6 intake in the Summer Term, will be used to identify boys whose proficiency in numeracy creates a barrier to learning across the curriculum or whose functioning in numeracy is below their other scores (most typically their verbal reasoning score).

The whole-school marking scheme will further identify students with numeracy needs. It will include elements of numeracy applied to key subjects (e.g. STEM and the Humanities). This tracking will give an indication of the extent to which boys are transferring their numeracy skills across the curriculum and will identify those who are not making the expected (levels) of progress.

Students in need of numeracy support may be More Able, middle or low attaining students, or those with special educational needs or ethnic minority needs e.g. no or little experience of schooling when outside the U.K.

### ***12.1 Numeracy Interventions***

There are four main kinds of support on offer and staff from the Inclusion Team, Maths teachers and Progress Managers will work together with students to identify the most appropriate intervention for any boy who is not making the expected progress (at any level of attainment) or for those boys with a special educational or other need:

- a timetabled numeracy lesson each week
- an after school small group or 1:1 support session
- allocation of a Numeracy Mentor
- an adapted, personalised timetable for a small minority of students
- mathematics help-desk will be accessible to KS3 and KS4 students

## **13. Approach to Science**

### ***13.1 A creative approach to teaching Science***

Our challenge is to enhance the experience, the expectation and the achievement of students in the study of Science both at TGS Boys and through partnership, particularly benefitting from the established specialism in Science at TGS Girls.

Science will be taught with a context led approach allowing for applications in everyday life to be at the forefront. Achievement is best when there is an evident reason and purpose for study. The emphasis is on learning how science works in everyday situations and how science attempts to explain the world in which we live. Students develop skills in questioning, collecting data and analysing data to draw conclusions.

Learning is centred on the Science skills needed to interpret the world around us. Assessment is carried out in a variety of ways including formal written assessments, practical design and

execution of experiments, model making and describing and explaining concepts using a variety of media.

Teachers feel empowered to be creative in their approaches to teaching. The highly effective use of speculative questions e.g. what if water were solid at 5 degrees C? develops critical thinking and encourages thinking aloud, including talking through errors and misconception.

Teachers will also use Socratic teaching (no answers, only another question) to develop students' thinking skills and remove student dependency (no use waiting for the right answer as the teacher will not give it). This methodology will be used in any lesson at any level of ability to stretch and challenge students.

Core, Additional and Separate Sciences are taught at BTEC/ GCSE and every student is prepared for one of these routes. Biology, chemistry and physics are offered at A-level, along with engineering options.

### ***13.2 Science and the Engineering, Maths and Technology specialism***

Science week is already an extremely high profile event within the school calendar at TGS Girls and both this and year-round enrichment activities will inform the practice at TGS Boys.

Every year TGS Girls are encouraged to participate in non-curricular science and engineering challenges to extend and challenge their understanding, both inside and outside of lesson time. Activities may range from 'great global adventures' to the Happy Puzzle Company, Tropical Ink to Temple Theatre.

Primary schools already participate in Science week at TGS Girls and again this will be developed at TGS Boys including opportunities for TGS Boys students to lead learning and support the delivery in primary schools.

### ***13.3 Literacy in Science***

Literacy skills are applied through debates and research into current scientific issues. Science lessons include discussions, presentations, practical work, animations, peer and self-assessment. Students are encouraged to use different sources of information to research topics including newspapers, journals, the Internet and television.

## **14. Approach to Technology**

### ***14.1 An innovative approach to teaching Technology***

The Technology Department at TGS Boys will embrace a range of traditional and emerging technologies. Technology will be embedded across the curriculum with some applied subjects approached from a technological standpoint (e.g. Music and Food Technology). Technology teachers will support colleagues from other departments to make best use of technology in individual subject areas.

A well-resourced and forward-looking Technology Department with an enquiry-based, investigative curriculum is important if TGS Boys is to be and to remain at the forefront of best practice in Technology. The STEM Guide notes that real-life technology does not easily fit within neat subject

criteria and TGS Boys is determined to develop a Technology Department which is fully responsive to the real world in which TGS Boys live and will work.

This commitment will mean the school is very well placed to support other local schools and provide excellent outreach to primary schools. It will also make partnerships with TGS Boys an attractive option for employers and technical businesses. Above all it will mean TGS Boys leave school with useful and relevant skills, knowledge and understanding.

The teaching of Computer Science demands that students, for example, understand the technology behind mobile phones, iPads, game consoles, websites, GPS and eCommerce, as well as planning and creating animations and using programming languages such as Scratch, Kodu and Python. By the time TGS Boys are beginning GCSE Computer Studies technology will have moved on again.

#### **14.2 Leadership, responsibility and service in DT**

Skills taught through Design and Technology will include organisation, communication, planning, creativity and problem solving. The Year 9 Design Award will provide an excellent opportunity for students to bring these skills together and to take responsibility for their own learning to create something innovative. Students showing an aptitude for DT will be prioritised for community service activities that involve a practical element (e.g. in helping to lead enrichment classes at a primary school, or updating a charity website).

#### **14.3 Safe use of technology**

Students will learn about the responsible use of different technologies. Cyber bullying and inappropriate use of the internet plays a significant role in the lives of boys and young men and it is important that they are given the tools to manage this aspect of their lives through both Technology and PSHE&C lessons.

### **15. Approach to English**

TGS Boys will take a creative approach to teaching English. In English students will be equipped with the relevant skills to achieve academically, but also help them negotiate the modern world. From year 7, students will develop their abilities in the core areas of reading, writing, and speaking and listening. Our lessons will encourage a passion for the subject developing creativity and enthusiasm through the use of boy-friendly texts and learning techniques (competition, questioning, debating and the study of plot) through to the appreciation of poetry, characters and motivation. Students will become independent, critical readers who take their interest in reading well beyond the class room. As writers, TGSB boys will be able to adopt a variety of forms and purposes, adapting their writing style according to audience. Opportunities to practise speaking and listening skills in a variety of contexts, including in real life scenarios, will underpin the development of reading and writing skills. Both individual and group work will be used extensively as well as drama. There will be an emphasis on developing boys' vocabulary and on higher order speaking and writing skills (the use of subordinate clauses and exploration of analytical and academic language).

### **16. Approach to literacy**

The Final Report of the EU High Level Group of Experts on Literacy (2012) wrote:

*If smart growth is about knowledge and innovation, investment in literacy skills is a prerequisite for achieving such growth ... Our world is dominated by the written word, both online and in print. This means that we can only contribute and participate actively if we can read and write sufficiently well.... Literacy is about people's ability to function in society as private individuals, active citizens, employees or parents ... Literacy is about people's self-esteem, their interaction with others, their health and employability. Ultimately literacy is about whether a society is fit for the future.*

While the development of Literacy is inextricably linked with high quality teaching in English, student progress in literacy needs a whole school approach and is the responsibility of every teacher. This section deals with Literacy for all across the curriculum. Literacy support for students who have additional needs is set out in s25.

Literacy practice at TGS Boys will be founded upon the latest Ofsted research on effective practice in secondary schools: *Improving Literacy in secondary schools: a shared responsibility (April 2013)* and on effective strategies learned from raising literacy levels in bilingual students e.g. the LILAC techniques. This is already well developed at TGS Girls and will be further reviewed and refined for TGS Boys. It includes:

- teachers and pupils address one another in full sentences
- oracy is built into schemes of learning
- all teachers teach the academic language of their subject and its writing conventions
- all subject areas distribute differentiated book lists and reference written materials e.g. newspaper articles
- all teachers recommend high quality TV documentaries in their subjects to expose pupils to higher order spoken English
- a consistent approach to marking which includes spelling, punctuation and grammar for written work and quality of oracy in presentations
- the use of techniques to scaffold writing
- the teaching of subject specific academic language
- all students respond to teacher marking of their work in line with the school's *Do and improve or extend* marking policy
- use cross-curricular (e.g. STEM Challenges) to promote cross-curricular holistic speaking and listening skills, reading skills and writing skills

The Department for Education (*Improving Literacy in secondary schools: a shared responsibility (April 2013)*) is clear and emphatic and our curriculum will offer opportunities for pupils to:

- engage in specific activities that develop speaking and listening skills as well as activities that integrate speaking and listening with reading and writing
- develop speaking and listening skills through work that makes cross-curricular links with other subjects
- develop reading skills through work that makes cross-curricular links with other subjects
- develop writing skills through work that makes cross-curricular links with other subjects
- work in sustained and practical ways, with writers where possible, to learn about the art, craft and discipline of writing
- redraft their own work in the light of feedback. This could include self-evaluation using success criteria, recording and reviewing performances, target-setting and formal and informal use of peer assessment. Redrafting should be purposeful, moving beyond proofreading for errors to the reshaping of whole texts or parts of texts

The TGS Boys curriculum is designed to meet these objectives. TGS boys will be encouraged to:



- make extended, independent contributions that develop ideas in depth
- make purposeful presentations that allow them to speak with authority on significant subjects
- engage with texts that challenge preconceptions and develop understanding beyond the personal and immediate
- experiment with language and explore different ways of discovering and shaping their own meanings
- use writing as a means of reflecting on and exploring a range of views and perspectives on the world

The post holder for Literacy and the librarian will be responsible for whole-school Literacy initiatives, involving male staff and other male role models, with significant visibility within the school, aimed at raising the profile and status of literacy. Measures will include:

- visits from authors
- class, year group and whole school literacy competitions, including the publication of a poetry anthology every year featuring entries to the school poetry competition
- a 'men and boys' reading group as an enrichment activity, Carnegie shadowing reading group
- displays featuring book reviews from students and staff members
- students share the responsibility, under the guidance of the librarian, for the smooth running of the school library, input into the choice of books purchased
- entry into national competitions, such as the Times 'Spelling Bee', the Radio 2 '500 word story competition', or the 'Off By Heart' Shakespeare competition
- optional enrichment activities to build literacy skills in an engaging way, such as using Comic Master to create graphic novels, or 'film club' to develop technological as well as literary skill, and debating society to develop oral fluency and skill
- regular exhibitions, displays and 'lunchtime screenings' of work produced

Through the PSHE&C programme students regularly review their own progress in literacy across the curriculum and their own targets are shared with staff and parents. The English department will also take whole-school responsibility for training and supporting members of staff from other departments. All teachers are teachers of literacy and all TGS Boys staff at all levels will, as part of their core job description, have responsibility for supporting literacy development. All staff will be fully aware of the correlation between low literacy levels and the incidence of students in receipt of pupil premium funding.

TGS Boys will exemplify those characteristics associated with the best-practice schools in Literacy. The proposers recognise that there are no 'quick fixes' in raising standards of literacy. Whole school, long-term planning needs to be in place from Day 1; the local governing body will hold the headteacher to account through their call for regular monitoring and evaluation reports on literacy; inter departmental training will be in place in order that staff learn from each other's effective practice, including practical techniques that can be embedded in learning plans; senior staff will have a passion for the role that literacy plays in empowering students in their lives and in fulfilling the prerequisites of a flourishing economy and society.

## **17. Approach to Humanities**

The humanities subjects provide many opportunities for the development of literacy skills, independent research skills, group work and leadership skills. At Key Stage 3 the Humanities subjects are taught for four hours each week which gives teachers time to make sure literacy skills

are being properly developed and applied and that general and subject specific vocabulary is used correctly and ambitiously.

There is a strong focus upon Talk for Learning and Personal Learning and Thinking Skills both in RE and also in History, Geography and PSHE&C lessons which enable students to become lifelong learners and to develop independent learning skills, empathy, self-reflection and to explore the concept of responsibility in western society.

The critical thinking skills which are so important in a creative approach are also evident in the RE curriculum through an appreciation of, and critical engagement with, students' own beliefs and those of others. The compulsory study of RE is appropriate in a Church of England school which many families are choosing for its strength in this area, but it is also appropriate in meeting the aim of ensuring boys appreciate a moral framework for life, appreciate the joy and importance of serving one's community and develop the strong self-identity which gives the confidence for assured decision making. Such teaching is in line with the government's guidance on the promotion of British values.

Creative approaches to teaching and learning in the humanities subjects often mean that students lead learning. The approach of critical engagement and reflective but respectful dialogue means that no worldview, philosophy or religion will be excluded.

## **18. Approach to Foreign Languages**

In Year 7 all students study Spanish. This is chosen for its importance and usefulness as a world language but also its accessibility, regularity, and the relative ease of pronunciation. Those students who show the most aptitude for languages take up a second language, French, by invitation. Both are available at GCSE and A-level.

Keen linguists will be able to take up Latin and Mandarin as part of the enrichment programme, in partnership with TGS Girls. In Key Stage 3 students will be able to opt for a one term 'taster' in one or both languages. Students who continue to study one of these languages for one lesson each week for a period of two years as part of their the enrichment programme at Key Stage 3 will be able to choose Latin or Mandarin as a GCSE or A-level option.

Latin is chosen to help students to develop a wider appreciation of the history of Western Europe and its art and culture as well as the etymology of the Romance languages. Mandarin will be available and promoted to give boys a competitive edge in their careers.

## **19. Approach to Physical Education**

TGS Boys' approach to PE will build character giving boys opportunities to test their limits and take risks. Competition, collaboration, leadership and adventure will be on offer. The importance of health related fitness will be emphasised.

Sports on offer across the curriculum and through school clubs will include: rugby, football, judo, tennis, dance, track and field events, cross-country, swimming, rowing, gym/fitness activities, cricket, basketball and climbing. Further opportunities will be planned in the Sixth Form e.g. access to golf, squash and riding.

Specialist sports coaches will be employed as well as qualified PE teachers to ensure high quality teaching and coaching. Inter house sports competitions will be important and there will be an

emphasis on team games, but not to the detriment of offering individual sports such as judo or athletics. TGS Boys will participate in borough, county and national competitions. Ski trips during holiday time will be on offer and boys will be encouraged to enter for events such as the mini-marathon and The London Games.

In addition PE plays a vital role in teaching pupils to exercise safely and effectively to improve health and wellbeing. Our aim is to equip all students with the understanding and motivation to continue to exercise regularly into adulthood. To that end, every boy in KS3 must opt for one sports club as part of the enrichment programme over the course of each year in addition to timetabled PE lessons. The range of activities on offer is intended to appeal to boys with a wide range of preferences and aptitudes. Existing links with Harlequins, St Mary's University, rowing and athletics clubs will be developed.

TGS Boys will be encouraged to take the Junior Sports Leaders Award. Once gained this allows students to support local primary schools by hosting events such as Keysteps Gymnastics. Teams, matches and sports events will be organised by boys.

The PE department will lead the Duke of Edinburgh programme within the school and all boys in Y10 and 11 will be encouraged to work towards Bronze, Silver or Gold awards. Outward bound activities and residential camps will be on offer to all boys. Induction programmes for Years 7 and 12 will take place at Marchant's Hill in Surrey. The school intends to have a cadet corps.

## **20. Approach to the Arts**

Each subject within the department provides a multimedia environment which encourages students to be inspired, to learn to feel safe to take creative risks, develop imaginative ideas and embrace challenge. All learners have the opportunity to explore their understanding of concepts and themes whilst acquiring practical knowledge of processes and procedures in their realisation and expression of individual ideas. Art, drama, music and music technology are available as examination courses.

## **21. Approach to Personal, Social, Health and Citizenship Education**

PSHE&C will be focused on the knowledge and skills that TGS Boys will need to be equipped for life. The curriculum is planned to ensure boys develop as individuals and as members of families and social and economic communities. Through PSHE&C TGS Boys promotes boys' physical and mental health; emotional wellbeing; social and economic well-being; education, training and recreation; and protection from harm and neglect.

The ethos of service to others is an important strand of the PSHE&C curriculum. PSHE&C will be the 'core subject area' from which the Year 9 Design Award is launched, with an emphasis on applied learning and creative thinking.

Boys have to face particular challenges in growing up in West London and the PSHE&C programme reflects this context. Teenage pregnancy is particularly high in Hounslow, as are STI rates. This is one of the drivers for the priority given to the development of a secure sense of self and of responsibility. The approach is an open, honest and realistic one with room for healthy debate and empathy. Students are supported to make responsible decisions. Local gang culture is rife and boys can very easily get drawn in. The PSHE&C programme includes a strand running

from KS3 to KS5 comprising activities which develop self-confidence, awareness, identity and respect.

The programme includes learning about sexual health and relationships, employability skills, as well as examination techniques, post-16 choices, Rights & Responsibilities, Study Skills and Human Rights.

PSHE&C education equips boys with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE&C education encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. It also enables children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Students will develop knowledge and understanding of: western democratic (British and Christian) values through the study of: political institutions; contemporary political issues; the law; and the rights and responsibilities of citizens in a western democracy. Teaching will be informed by government guidance on British values and the prevention of radicalisation and extremism.

## **22. Careers Education, Independent Advice (CEIAG)**

TGS Boys is well placed to be at the forefront of developments in technical education and to learn from the lessons of the UTC and Careers College agendas spearheaded by the Baker Dearing Trust. It is very clear that there is a huge demand for school leavers with high quality vocational qualifications and relevant workplace skills. At TGS Boys, CEIAG will complement the whole-school approach to learning by doing and the balance between skills and knowledge.

██████████ is at the forefront of the developments of technical education in schools other than UTCs. Working with the FE sector 14 -19 TGS Boys would plan to benefit from work placements and curriculum related input from the companies involved in developments such as BSkyB Campus in Hounslow, Vauxhall/New Covent Garden and Waterloo/Shell.

CEIAG will be delivered through PSHE&C, though the work-related elements of lessons, through cross curricula STEM and creative activities in enrichment clubs and through the suspension of the timetable for e.g. STEM week. Careers will be a strength of TGS Boys as outlined in section C. A focus on Careers will:

- develop the skills and attributes valued by employers
- increase motivation to achieve a certain career, qualifications and lifestyle
- improve a student's motivation to engage in school, engage in learning, work hard and improve his rate of progress and attainment
- engage students in a culture of learning and self-improvement rather than the culture of the street and gang life

A key part of the Careers Programme will be the involvement of business in, for example:

- providing work placements and internships
- work related curriculum design
- providing mentors

- judging in-school work-related, real-life scenario pieces of work and competitions

TGS Girls has existing links with the following businesses and organisations TGS Trust intends to expand them to the boys' school and extend and deepen them in both STEM and other areas:

*STEM related:*

- Sky – Skills Studio / Project TechStyle / Internships
- Brompton Bikes – engineering
- Nat West – maths/accountancy
- British Airways - aviation and engineering
- Richmond Theatre – lighting and set design
- GlaxoSmithKline – science and general
- Imperial College – taken part in lots of STEM activities / opportunities for Most Able to take part in Triple Science Workshops / Medical Events / University support with applications – personal statements

*More generally:*

- Brentford Football Club
- Orleans Gallery – art focus
- Waterman's – art focus
- Premier Inn – Hospitality and Events management focus
- Kingston University – Student Ambassadors run programmes linked to study skills e.g. how to reference, plagiarism, etc.
- Lawyers in Schools Programme which runs over the whole year and offers workshops to Year 10 students

### **23. Approach to Home Learning (Homework)**

A consistent approach to home learning will begin on day one. Initially the aim is to support students in developing independent working skills. It is school policy to set Home Learning on a regular basis, with a measure of flexibility as to the timing, duration and nature of the tasks set. Not all lessons lead to the setting of work but students in KS3 are expected to work independently for approximately an hour on each midweek evening, students in KS4 will be expected to do 2 hours homework each evening (10 hours per week).

Providing opportunities for Independent Learning at home offers students the chance to reinforce and extend the work covered in lessons. Homework promotes a wide variety of study skills and study habits, including individual research, self-discipline and personal organisation. All students and parents will have access to the school's VLE.

Students can complete home learning at home however the library will be open after school and any student can work in the library. It is anticipated that many students will take up this option on afternoons where they do not have enrichment activities.

### **24. The Sixth Form (also see sections on Creativity and STEM, CEIAG, approach to PE)**

The TGS Boys sixth form will:

- provide exciting teaching in a co-educational, Christian setting

- provide a range of subject choices with a specialism in STEM subjects
- provide a broad range of extra-curricular activities
- provide a vast number of leadership opportunities
- treat boys as individual young adults
- teach creatively using work place scenarios
- equip boys for the world of work, for university (including Russell Group and Oxbridge), for internships, for apprenticeships or indeed for gap years
- provide strong pastoral care
- inspire a love of lifelong learning
- empower boys to take advantage of opportunities in life
- develop young men who will contribute to society as students, in the workplace, at home, locally and even nationally and internationally
- prepare boys for various entry levels into further and higher education including support with UCAS

On leaving the sixth form a TGS Boy will have had the opportunity to:

- be a TGS Boys scholar on a path to university, apprenticeship or other STEM related training or job
- be literate and numerate and employment ready
- receive SEN, EMA and EAL support in the Sixth Form
- receive targeted pupil premium and 16 – 19 bursary support if eligible
- experience applied learning, a subject related work placement or internship
- receive high quality CEIAG and transition advice
- participate and lead in a range of sports including adventurous ones, testing his limits and resilience
- serve others within the school community or through local and national charity work
- co-construct teaching activities in the lower school or sixth form
- be a student mentor or prefect
- explore sense of self and identity
- be a Worship Ambassador and explore faith issues in depth
- participate in the Cadet Corps
- lead Clubs and Learning Challenges

TGS Boys sixth form will offer all that the school does in Years 7 – 11 in terms of inclusion strategies (Para 25-28), care (Para 29) and extended opportunities (Para 31-33). There will be an even greater emphasis on leadership skills and opportunities to explore what it is to be a man in the twenty-first century in a western democracy built upon Judaic-Christian values.

The sixth form, like the girls' school sixth form, will be co-educational and will be a full member of the Hounslow Sixth Form Consortium. The Trust intends to maximise on opportunities to enrich the curriculum and sixth form life generally through partnership working with the girls' school sixth form. It is anticipated that this will enable the two schools to offer a wider range of courses and opportunities to students than would be the case with each school working independently.

At Key Stage 5 students will follow one of four pathways - see full curriculum Model at Para 5.

Decisions will be made with students and their parents and will build on CEIAG input from Year 7. Motivation, a student's way of working, and teachers' judgments will be taken into consideration as well as KS4 results. The aim is to ensure that students are on the correct course to maximise their success and life chances.

*TGS Trust Higher Subject Pathway* Students with a typically average GCSE point score of 55+ (A\*/A grades) are encouraged to take 4 AS levels in Y12 and an Extended Project Qualification, with accelerated workshops. These students are encouraged to consider and are supported as they apply for, Oxbridge and Russell Group Universities.

*TGS Trust Extended Subject Pathway* Students with a typically average GCSE point score of 48+ (A/B grades) are encouraged to take 4 AS levels in Y12 and are offered the option of an Extended Project Qualification. These students are encouraged to consider and supported as they apply for Russell Group Universities. They are also encouraged to take up an extra-curricular activity in the subject that they wish to pursue at university.

*TGS Trust Subject Pathway* Students with a typically average GCSE point score of 38+ (mostly C grades) are encouraged to take 3 AS levels or 1 AS level and 1 BTEC in Y12. If necessary they are encouraged to re-sit English or mathematics GCSE. Students who wish to go on to higher education are supported with UCAS applications and those who intend to enter the workforce receive alternative pathway support.

*TGS Trust Bridge Pathway* Students who do not have 5 A\*-C grades or who need to re-sit mathematics and/ or English will be typically encouraged to take a L2 or L3 BTEC course alongside GCSE re-sits and receive alternative pathway support to ensure they are well placed to take up employment or training once their course is complete.

'Technology Scholars' could follow any of these pathways but will usually take one and often two STEM courses either at A-level or BTEC L2 or 3.

These four clear pathways enable the school to give clear and impartial advice to students and provide all students with a meaningful pathway resulting in useful and relevant qualifications. An early awareness of the pathways on offer, combined with early advice and guidance regarding GCSE / EBACC choices set out in the 'Transitions' section, can also act as a spur for boys who can see the necessary 'markers' as targets to be met on the way to their next stage, university and other routes.

## **25. Addressing literacy and numeracy needs, the needs of bilingual students and of more able boys**

### ***25.1 Additional literacy support***

All students, including those whose literacy is weak, are supported by the whole school drive on literacy for all students described in Para 16 however some students will require additional support. Para 16 goes into detail about the identification of such students.

There are four main kinds of support on offer and staff from the Inclusion Team, English teachers and Progress Managers will work together with students to identify the most appropriate intervention for any boy who is not making the expected progress (at any level of attainment) or for those boys with a special educational need:

- a timetabled literacy lesson each week
- an after school small group or 1:1 support session
- allocation of a Speaking/Reading/Writing Mentor
- an adapted, personalised timetable for a small minority of students

The most able students will receive the same high level of individual tracking and monitoring, with the same access to specific interventions as needed, to ensure continued excellent progress and preparation for the most demanding university courses. This is particularly important for able boys in receipt of pupil premium funding, many of whom achieve C grades at GCSE but who have underperformed against the A\*,A and B grades they should have achieved.

**25.2 Bilingual learners** will be hugely supported by the whole school approach to Literacy described in Section 11. There will however be times when additional specific support is required, most typically:

- at the early stage of acquisition of English
- at the transition from descriptive (lower order) to conceptual and analytical (higher order) English

Additional support will be provided by EAL trained staff from the Inclusion Team or English staff on a 1:1 or small group basis. Effective EAL training of subject teachers will enable them to personalise their learning programmes to develop literacy, and IT language learning packages will support learning.

The Inclusion Manager and team will identify whether a particular boy would benefit also from raising ethnic minority attainment strategies as well as receiving help with language acquisition. Such strategies could range from explaining the English education system to students and parents to arranging for mentoring from a successful community role model or seeking advice from refugee/asylum seeker organisations.

Strategies for students specifically targeted for Literacy needs will include, for example:

- teaching of phonics
- use of real books (high interest/low ability)
- comprehension
- accelerated Readers
- techniques to decode text
- IT packages and solutions e.g. the use of ipads and reading pens
- speaking/oratory
- making presentations
- debating
- literacy maps
- teaching of Grammar
- scaffolding of writing
- the teaching of touch typing
- peer assessment and discussion
- reviewing books



### **25.3 The More Able Boy**

There will be some children for whom their exceptional ability or exceptional aptitude means additional support is needed in order to provide sufficient stretch and challenge. The Inclusion Manager will work with subject departments to ensure that appropriate learning activities provide stretch and challenge. The emphasis will be on the depth of learning rather than 'more of the same', for example an opportunity to learn a different computer programming language, to complete an extended piece of historical research and to be involved in co-construction.

Very able pupils will be encouraged to develop leadership skills by taking on whole school roles as a 'maths champion' or a 'science leader': these roles would be flexible and tailored to each particular cohort.

The most able students will tracked intensively. This is particularly important for able boys in receipt of pupil premium funding, many of whom achieve C grades at GCSE but who have underperformed against the A\*, A and B grades they should have achieved.

The enrichment programme will provide stretch and challenge for the most able. For example: debating, learning the principles of debate and entering competitive debates, chess, STEM challenges and opportunities to join the school orchestra.

### **25.4 No Boy Left Behind**

Each subject teacher will use the whole school data tracking system each half term to review pupil attainment and progress for individuals and groups in each year group. Overall patterns will be monitored by Heads of Department together with the relevant Deputy Head. Where a pupil has been receiving an individualised or small group support programme, the Inclusion Manager will also be involved in progress reviews. The impact of interventions will be tightly assessed.

Subject teachers, Heads of Year and the Inclusion team will identify where:

- one pupil is not making good progress in one or several subject areas
- a group of pupils is not making good progress in one or several subject areas

Regular monitoring each half term means that actions can be put in place before an expectation becomes embedded and before slow progress in one area of the curriculum impacts on progress across the curriculum. By setting high expectations for regular progress staff ensure that pace and momentum are sustained throughout the school year.

The school will use 'The Teaching and Learning Toolkit' (Sutton Trust and Education Endowment Foundation, July 2012) to ensure that boys make the maximum learning gain and that the interventions employed provide value for money. Strategies will include:

- a whole school approach to effective oral and written feedback and student action on the feedback through a *Redo and Improve or Extend* strategy
- identifying what learners have achieved and their next steps with a simple whole school approach to the marking of work and setting and reviewing of targets
- encouraging students to reflect on their own learning in subjects and in PSHE&C
- meta-cognitive strategies, particularly with small groups, to teach children to self-regulate their approach to learning

Where there are social and emotional barriers to learning referrals to appropriate staff and services will be made. If it is thought that the student has a special educational need a referral will be made to the SENDCO.

The most effective strategy schools have to address the needs of all students, including those with a special educational need or disability and other additional needs, is high quality classroom teaching. The school will monitor and evaluate teaching in all 3 key stages, it will have a robust Appraisal, performance management, policy and it will employ a strategically driven CPD programme informed by its school improvement plan.

## **26. Specific interventions for boys with special educational needs or a disability**

TGS Boys will develop its SEN and Disability policy and practices in line with the new 2014 Code of Practice. Stage one of the process is outlined in Para 25.4 (no boy left behind).

Subject teachers, supported where necessary by the Inclusion Team, will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. The system will identify students whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- is widening the attainment gap

A child of compulsory school age or a young person has a learning difficulty or disability if he:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

In identifying and assessing needs TGS Boys will:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

TGS Boys, working with families, will seek to enable children and young people to make choices for themselves and support them in making friends and staying safe and healthy. The school from Year 7 onwards will seek to prepare them for adult life, making such planning an explicit element of conversations with children and their families as the young person moves into and through post-16 education.

## **27. Roles of the Inclusion Manager and the SENDCO**

The Inclusion Manager has responsibility for leading the response to the full range of barriers to learning to ensure that every boy is fully included within the life of the school, including participation in extra-curricular activities. Barriers are typically: social and emotional, often expressed as poor behaviour; adolescent misbehaviour; disaffection; cultural barriers; caring responsibilities, a complicated family life; the prevalence of street or gang culture; crime and ill health; or formally assessed special education needs and/or a disability. The Inclusion Manager is responsible for securing the participation of all such boys in school life and for ensuring they make progress in line with their peers.

The SENDCO is responsible solely, under the line management of the Inclusion Manager, for the well-being and progress of those students with identified Special Educational Needs and/or a Disability. The SENDCO is responsible for ensuring compliance with the Code of Practice.

The SENDCO will provide specialist training and ensure in-class support for teachers to meet the needs of boys in inclusive classrooms. The SENDCO will ensure provision of one-to-one and small class support to boys through planned withdrawal from some lessons. Arrangements may be made to personalise timetables to allow for mentoring, therapies and other individual interventions. The SENDCO will be accountable for meeting the requirements of EHC plans.

The SENDCO line manages support teachers and any teaching assistants who are appointed to support EHC plans.

The approach at TGS Boys will be modelled on the approach at TGS Girls where the individual approach is very successful:

*“Groups of students who have special educational needs and/or disabilities are well supported at The Green School, as are those students who speak English as an additional language. The attainment of these students is significantly above the national average.” OFSTED 2011*

*“Highly effective teaching ensures that students, including those with special educational needs and/or disabilities, do exceptionally well and are well prepared for the wider world of work.” OFSTED 2011*

## **28. Pupil Premium**

The Inclusion Manager will ensure the effective use of pupil premium funding. We will aim to identify and address the inequalities in progress between groups of students whilst ensuring that all make outstanding progress. We aim to close the gaps for pupil in receipt of pupil premium funding through:

- building educational capital
- raising self-esteem and career aspirations
- intervening to support students, including through: attendance interventions, literacy and numeracy interventions, the buying of books and other resources (including IT hardware and software), the funding of school trips and theatre visits, university and other careers visits, targeted CEIAG, the use of clubs and enrichment activities, the building of character and leadership opportunities, the organisation of family events to increase engagement with the school and intensive examination preparation
- providing enrichment such as:

- Focus days which provide opportunities for wider in-depth learning in target areas
- Theme days which focus on specific areas of learning such as STEM
- An improved and extended enrichment and after school programme
- Activities week – a week of extra-curricular activities which broaden experience and learning

All activities will be reviewed for impact and will be informed by The Sutton Trust findings.

## **29. Pastoral Care**

Each student is a member of a tutor group. Groups are arranged vertically with students from Year 7 to Year 13. The groups meet together twice each day with their tutor to register and to identify any pastoral or other emerging issues. All teaching and support staff are tutors therefore there are at most 18 boys in a group. Non-teaching Student Progress Managers are largely modelled on that of an independent-sector house master/mistress and they will be appointed to:

- lead each year group and a vertical house group
- monitor each boy's academic, social and emotional progress as well as their engagement in school life and their contribution to the school and wider community
- monitor academic learning progress
- monitor each boy's take up of enrichment activities and their community service record and assess the impact on the boy's development
- line manage the team of form tutors and create a year group identity through the use of collaboration and competition
- work with the inclusion team and subject teachers on targeted interventions to remove barriers to learning and to support vulnerable students
- be the first point of contact for parents and carers, organise Parent Forums and social activities for parents e.g. quizzes and fundraising events
- facilitate student year councils and the year prefect system
- support year and vertical house teams in sport, leadership and adventure and will help with year or house drama and music productions

TGS Boys will adopt the successful TGS Trust behaviour policy, 'Behaviour to Achieve', which led OFSTED (2011) to conclude that

*"...behaviour in lessons and around the school is exemplary."*

High expectations and timely support interventions alongside the involvement of parents will prevent low level disruption.

## **30. Transitions**

### ***30.1 Transition from primary school***

The transition from KS2 is important. Progress in Year 7 often dips.

Boys and their parents will visit TGS Boys in the summer term of Year 6 and then, later in the term, boys will be invited in their class groups for an induction day. Any pupils who have not achieved Level 4 in both English and Maths, and pupils who have been entitled to FSM during KS2, will be strongly encouraged to attend TGS Boys' summer school.

This programme will include learning activities and challenges (e.g. an introduction to engineering and an opportunity to learn computer programming) and enrichment activities (e.g. a museum trip). The summer school will also include at least one fun 'dads-and-lads' event to engage with fathers from the very start. Older students from deprived backgrounds will join the programme as 'student leaders'.

Parents and carers are fully involved in the transition process. Following the Open Evening in September and subsequent Open Day events, parents who have applied, and successfully gained and accepted a place for their son, will be invited in for an initial transition interview in the Spring Term.

Early on in the new term, the school provides an opportunity to meet parents at Academic Target Setting Day and then again at the Partnership with Parents evening with the intention that all students will have settled well in to Year 7 by half term.

### ***30.2 Transition from KS4 to KS5***

Our expectation is that students will start their secondary school journey at TGS Boys in Year 7 and leave in Year 13 ready to start their adult life. It will be the norm for boys to remain for sixth form study.

The preparation for transition to KS5 does not start in Y11 but in Y9 when each student has an initial interview with the CEIAG Advisor and a further interview with a member of SLT or their year group non-teaching support staff. It is vital for students to make wise choices so that future options are not restricted. Further preparation and aspiration-raising will take place through extending the current excellent practice in TGS Girls with respect to CEIAG: mock interviews, workplace visits, university visits, apprenticeship days and individual interviews in year 9 and 11 to provide impartial guidance to students re their choices in year 10 and 12, college open days.

Any student who does choose to leave TGS Boys at the end of Year 11 will be supported in making applications for further training or apprenticeships. Early identification of boys who may choose this option means support can be given through the CEIAG guidance process.

### ***30.3 Transition from KS4 and KS5 to employment, higher education or training***

TGS Boys is committed to guiding and supporting students whether they plan to attend university or to get a job. All students have access to high quality CEIAG advice and all can attend career-specific lectures with guest speakers.

TGS Boys will join with TGS girls to provide summer internships. This programme has led to placements as far afield as New York. All Y12 students are required to organise a work experience placement during the summer term.

Students at Key Stage 5 on the Bridge Path are at greatest risk of becoming NEET once they leave school. Where such students are identified, work will take place with individuals to discuss future aspirations and to ensure they are equipped for the future. The skills they have learned at school and the priority that has been set on ensuring every student has relevant qualifications including English and Maths GCSE is part of the solution, as are the relevant CVs that students will build up including voluntary placements, responsibilities, work experience and community service.

It is anticipated that the STEM specialism and the development of a prestigious STEM Scholarship pathway that is open to vocational and academic students will support this final transition.

### **31. Enrichment Activities**

At TGS Boys the enrichment programme is part of the core entitlement. All boys are expected to stay at school for two hours a week beyond the core day.

Students have a degree of choice over how they spend this time within parameters set by the school. For at least one term each year each student must spend one hour engaged in a 'service' option, either within or outside of the school. For at least one term each year each student must spend one hour engaged in a 'sports' option. Teachers can also ask individual students to make use of some of their enrichment time to receive individual or small group curriculum support and many students will be involved in the mentoring programme on a Wednesday afternoon. At KS4, STEM scholars will spend an average of one hour each week over the course of the year engaged in STEM activities.

Most enrichment activities are provided by school staff who are expected to lead one activity each week. In the PE department, sports coaches are used to ensure a wide range of high quality sports training. Some enrichment activities will be shared across TGS Girls and Boys schools so TGS Girls staff will also lead some activities. The calculations of staff teaching loads for the staffing plan and budget assumed a teaching week of 26 hours, which includes 24 core hours and two enrichment hours each week – with most staff teaching 21 of those 26 hours.

#### **31.1 Extended hours**

TGS Boys will offer extended provision beyond the structured core and enrichment activities. The school will be open for breakfast and use of the library before school. The learning centre will also be open at the end of every day for independent study and to support those boys who do not have computer access or a quiet place to work at home. As an inclusive school there must also be a flexible and individualised approach to support. Some boys will have responsibilities for younger siblings and be in loco parentis when they get home and some may be young carers, therefore remote access to work and information may be a vital support for some.

#### **31.2 Enrichment timetable**

The precise activities on offer will depend on the passions and interests of boys and of staff but they will fall into a number of categories:

*Sports and health related fitness:* see Para 19 – Physical Education

*Curriculum clubs*

There are homework clubs before school, at lunchtime and after school four days a week. Every subject area offers one club during the week. These are a mixture of curriculum support and inspiring opportunities to extend the work and concepts learned as part of the core curriculum. For example:

- English: students will learn about and write poetry for a Summer Anthology and poetry festival
- STEM: a board games club helps develop strategic play and logical thought

- the CREST programme (Bronze, Silver and Gold awards), National STEM Centre enrichment activities, activities informed from Cambridge University STIMULUS Programme
- music and drama: Orchestras and drama productions

#### *Activities to promote higher order thinking skills*

There are a range of activities on offer to facilitate the development of higher order thinking skills. Open to all students they will nevertheless provide stretch and challenge for the most able. For example:

- debating: learning the principles of debate and entering competitive debates
- chess: for beginners and those who want to play competitively

#### *STEM/Creative clubs*

As well as those already mentioned above these clubs additionally draw on cross-curricular skills and provide an opportunity for students to learn and apply lessons they have learned in a wide range of subjects. They are designed to appeal to students of all abilities and to enable students to develop independent thought, to take risks with their learning and to be innovative.

- film making: using the latest technology, literacy skills and creativity, with an annual showcase screening
- engineering: using 'Young Engineer' resources, project based activities such as 'Krazy Racers' and 'Project Eggs Factor'
- F1 in Schools Technology Challenge: The F1 in Schools Technology Challenge tasks students with using CAD/CAM software to design, analyse, manufacture, test and race a miniature compressed air powered F1 car of the future. Competitors race against other teams in regional, national and international finals.

Each term, one creative team-based activity will be open to dads as well as students. Boys will not necessarily be working with their own dads and the club will be appropriate for boys from single-parent homes and others whose dads/significant males are not in attendance.

*Community service* – see Para 32 below

### **32. TGS Boys will develop character and learn to serve each other**

Boys who are responsible, engaged and motivated are better equipped for success in life and study than those who are not. Providing opportunities for boys to develop an attitude of service to others and to take leadership and responsibility is crucial to the Christian ethos and essential for meeting the vision for developing character and high academic standards. Boys will be encouraged, through activity, to explore their strengths and limits and to develop a strong sense of self to prepare them to take on the varied roles of men in contemporary society.

Too many local boys will either join a gang or be affected by a gang and too many will become NEET when they leave school. TGS Boys must give boys every opportunity to develop character in a way that enables them to be resilient and determined, with the courage and confidence to make positive decisions about their lives, and with a mature understanding of the importance of making a positive contribution to the society in which we live.

TGS Boys will seek a partnership with the Army Cadet Force to establish a TGS Trust Detachment, to teach teamwork, discipline, leadership and other life skills. The intention will be to base the Detachment within TGS Boys but with access for TGS Girls.

### **32.1 Leadership, Responsibility and Service in KS3**

Throughout KS3 boys will be expected to use one hour of compulsory enrichment activity time for at least one term in each year for an aspect of service to the community. Some activity choices will be available within school and for the benefit of the school community and will cover a range of areas of skill and interest. Many clubs will be student led.

- *Assistant Librarians* will work with the librarian to ensure the library runs smoothly during enrichment time and is available for quiet study and homework
- one *School Council representative* from each class will meet on a weekly basis, with the representative changing each term, to work with Senior Leaders on issues affecting the smooth running of the school
- *IT technical support* will work with IT technicians to ensure IT equipment is fully operational
- *The Green Team* will support the development of energy efficient practices by monitoring recycling, lights turned off, etc.

Other activity choices will take students into the wider community. For example:

- the *Primary School Support Team* will develop links with local primary schools by supporting the provision of enrichment activities for KS2 pupils e.g. chess club
- using resources from 'Young Engineer', there will be an opportunity to set up and run a 'Making Knexions' activity with older students mentoring primary students and together solving various K'Nex activities.
- TGS Boys will work with local Churches and other community groups to support social action projects in the local area
- regular visits to the local care home and the social club for the elderly

### **32.2 Leadership, responsibility and service at KS4 & KS5**

During KS4 and KS5 every student will be expected to take on a leadership or responsibility role within the school or wider community for at least one term each year. Roles and activities on offer will include:

- mentoring for each Year 7 student and vulnerable students in Year 8 and 9
- reading buddies
- house captains and sports captains
- student learning leaders, working with teaching staff to develop teaching and learning which is informed by the learners point of view.
- assistant coaching and assistant leadership at KS3 enrichment activities
- work in local charity shops
- participation in local social justice projects organised by local Churches and other community groups
- participating in the Cadet Force or Duke of Edinburgh Award Scheme

## **33. A partnership between TGS Boys and TGS Girls**



TGS Trust is committed to TGS Girls and TGS Boys working together in innovative ways to secure a 'best of both' approach to single-sex and co-educational teaching and learning.

Every year group will have opportunities to join shared enrichment activities. These will include regular after-school activities such as orchestras, choirs, Duke of Edinburgh and the CREST programme and special events such as concerts and productions. They will also include shared specialist weeks where the timetable is suspended for a range of STEM deeper learning activities.

At Key Stage 4 students will be able to opt for some shared GCSE courses. For example, TGS Boys proposes to introduce a BTEC Engineering course which is not currently available at TGS Girls. This course would be extended to TGS Girls as well as TGS Boys. TGS Boys will join TGS Girls in a Hounslow consortium with close working across TGS Trust to maximise choice for students at KS5 including the option to take subjects at both schools.

TGS Girls is a specialist Science College, so the two TGS Trust schools will develop together as a centre of excellence for the STEM subjects. Together the two schools will offer a STEM outreach programme to local primary schools and other secondary schools.

There is a further significant benefit which is especially important in the early years while TGS Boys is being established. A shared timetable allows for some TGS Girls staff to be seconded to TGS Boys for part of each week. This helps to reduce diseconomies of scale for TGS Boys and it means that TGS Boys can be taught by a subject specialist teacher from the start, which is often not possible in the early years of new secondary schools. It also means that the culture and ethos of TGS Girls which is strongly embedded at every level throughout the school can be firmly established at TGS Boys. Staff from across the Trust can train together and support one another. These expectations are reflected in the staffing plan (Section F) and budget (section G). The assumption in the first and second year of operation is that while Heads of Department are appointed to TGS Boys on a full-time basis, other 'main grade teaching staff' can be seconded from TGS Girls as needed.

#### **34. Behaviour and Attitudes to Learning**

Students need to behave and be productively involved in school life in order to learn and make exceptional progress. Both pedagogy and the curriculum offer at TGS Boys will be underpinned by The Trust's proven and highly successful Respect Policy currently in use at TGS Girls which promotes: responsible citizenship, excellence in everything, success in learning, the promotion of Christian values, an expectation that students should be challenged in their learning, should celebrate success and should treat others with kindness. The policy is complemented by an effectively used hierarchy of Attitudes to Learning through which students progress and which are reported to parents. It is recognised that boys behave differently from girls at different stages of adolescence. The non-negotiables of The Trust's Behaviour for Learning Policy apply equally to all genders.

The Trust is aware of its duties to identify and act on any signs of radicalisation or extremism. The school is founded upon its Church of England tradition and the Judaic-Christian values which underpin western democracies. Values that inform the government's definition of British values in the 2011 Prevent Strategy – the values of: democracy, of the rule of law, of individual liberty, of mutual respect and of tolerance of those of different faiths and beliefs.

These values will be taught through the school's Church of England traditions, in all subjects and through the informal curriculum. They will be explicitly taught in PSHE&C. Boys who opt out of Collective Acts of Worship will follow a programme of study which instils western democratic values.

## **Section D2 Measuring Performance and Pupil Targets**

### **1. Setting targets**

The initial targets set out below have been based on achievements at TGS Girls in relation to other local and national schools and on the known attainments of boys locally and nationally. This gives confidence that the targets, although aspirational, are realistic through delivery of the Curriculum Plan.

Both the curriculum and school targets will be kept under continuous review, because the needs of the children will be different from year to year. Targets are developed each year by the Chief Executive in discussion with the Headteacher. They are approved by the Trust. Targets are set for individual pupils, groups of pupils, subjects and year groups. Students are involved in identifying strategies they will use to meet their targets.

Baseline tests will be administered to all year 7 boys on entry in all subjects to give a secure basis for setting annual KS3 and KS4 targets. An initial assessment in Year 12 will also take place at the end of the first half term and another one for both sixth form cohorts the following year.

### **2. Assessment and data tracking**

The two schools will use the same pupil tracking and assessment data software. Data collection for all pupils will take place six times a year, at the end of each half term. Pupil progress will be reviewed half termly at all levels of leadership.

Pupils' progress in the core subjects will be benchmarked against school, local and national data by the senior leadership team annually. Cross-curricular and practical modules (such as the Year 9 Design Award) and enrichment activities will always have clear expectations and planned measurable outcomes.

Any individual pupil identified as not making expected levels of progress or where there is concern about attendance, behaviour or barrier to learning is then considered further, with additional support considered.

As students grow in responsibility, maturity and independence, they will actively monitor their own progress and targets. A whole school policy will ensure that all feedback enables students to be increasingly responsible for their own learning.

Attainment, progress and attitudes to learning will be reported to parents three times per year. Any area of concern would be reported to parents as soon as the concern arose, with the parent being invited to meet with the non-teaching support staff and/ or the Inclusion Manager prior to any additional intervention or support being given. Success criteria and any ways that parents can support at home would be shared and parents would be invited to share if there is anything that may be affecting progress.

The LGB will receive detailed termly data summaries from the Headteacher, along with the actions that are planned to make sure targets are met. The Chief Executive will report high level data summaries from both schools to TGS Trust on a termly basis along with LGB meeting minutes. Where issues are identified and efficiently addressed the LGB of the relevant school will hold the Chief Executive and Headteacher to account. If TGS Trust at any point is concerned that LGB meeting minutes do not accurately triangulate with data summaries then they are able to intervene through the scheme of delegation.

### **3. Target reviews**

The Chief Executive retains overall responsibility for meeting targets at both schools. Monthly Trust leadership meetings between the Chief Executive, both Headteachers and the Director of Finance and Resources are a practical way to retain oversight and provide supportive strategic direction to both schools. The Headteacher will be expected to provide an analysis of issues as they arise alongside plans for early intervention. The respective roles of the LGB and TGS Trust are explored in Section F. The Headteacher and other senior and middle leaders will intervene as appropriate to their responsibilities. Ultimately all staff are held to account through the appraisal process and staff targets should reflect school priorities.

For example, suppose a Year 7 data review at Christmas showed good progress but low attainment in English and less than good progress in the humanities. The Headteacher would work with the Deputy Head for Teaching and Learning and the Head of Humanities to examine the curriculum and quality of teaching and the Year 7 Pastoral Manager to examine the needs of the whole cohort. If the Humanities Department has several new members of staff then resources need to be invested in their training and support. If however the cohort has an unusually high number of children speaking English as an Additional Language then although those students are making good progress in English they are not yet applying their literacy skills and this is where energies need to be focused.

### **4. Liaison with Parents**

The school will share relevant information with parents/ carers about the progress of their son at least once every term. We aim for parents to take a full and active part in their sons' education.

Opportunities for parents to meet staff start before the students arrive in year 7 with Induction Days and 'Meet the Tutor' evenings. Once a student has started in year 7, there is an annual Parents' Evening as well as a Partnership with Parents Evening for each year group. Parents will be invited to many of the school's regular celebratory events, for example, Presentation Evening, concerts and performance evening as well as STEM exhibitions. Parents and especially male role models are encouraged to actively support or participate in a range of activities. There will be a Parents Forum, the equivalent of a PTA, through which parents will be able to influence policies and practices in the school and organise social events and fund raising.

Staff will contact parents with positive news about their sons and not solely in situations that need to be addressed. The Progress Manager will be the first point of contact for parents.

The school will communicate with parents through its website and via letters, emails and text messages. The school will keep parents informed of whole school development priorities as well as the progress of their individual children.

The Local Governing Body will engage with parents and take their views into account, through parental surveys, chairing regular Parent Forum meetings and more informally by attendance at school events.

Surveys of students, parents and staff show high rates of satisfaction compared with national benchmarks for similar schools.

## 5. Quality of teaching

A high quality of teaching is required for boys to progress. There will be a significant investment in ensuring all teachers in the school can accurately judge the quality of teaching and learning. Peer observations as well as formal observations from senior leaders will ensure teachers become reflective practitioners.

One of the Deputy Heads oversees the development of teaching and learning at the school. There are three Quality Assurance Review (QAR) cycles each year at a whole school level, of which one will be externally validated. Whole school and individualised CPD will enhance the skills of staff, building on current programmes at TGS Girls which have high satisfaction rates from colleagues and have been cited as being very effective from external reviewers (an AHT at TGS Girls is currently leading the local Challenge Partnership hub research and development project on how effective CPD programmes can lead to highly effective pedagogy).

Investment in CPD will include whole-school initiatives as well as observational feedback for individual teachers.

- *100% of lessons will be observed as at least 'good' using OFSTED criteria.*
- *30% of lessons will be observed as 'outstanding' using OFSTED criteria.*
- *100% of schemes of work will include a range of creative learning activities.*
- *100% of teachers who have been teaching at TGS Boys for at least one year will report that they are confident in supporting literacy and numeracy within their subject area.*
- *100% of teaching staff will report that they know how to develop their practice further and have received relevant support or training within the last year.*
- *Close to 100% of staff will say that they find working at our school to be enjoyable and rewarding.*

## 6. Academic Outcomes

### 6.1 Progress Measures

	3+ levels of progress in English KS2-4	4+ levels of progress in English KS2-4	3+ levels of progress in Maths KS2-4	4+ levels of progress in Maths KS2-4
TGS Boys	85%	45%	85%	45%
TGS Girls	88%	52%	89%	57%
Borough ave (boys)	77%		78%	
National ave (boys)	64%		69%	

Data will be broken down in various ways including by pupil group (e.g. ethnicity, EAL, FSM, SEN, prior attainment, year group). The expectation is that the progress measures in this table should apply to every group of students in the school regardless of their situation or any barrier to

learning. The only exception to this rule is for pupils with particular special educational needs which cause cognitive delay. In this case, realistic targets should be set on an individual basis.

- *At Key Stage 5 the target is to achieve an Alps Score of 2.*
- *100% of pupils who do not make expected progress over one term will meet with a parent/ carer and school staff to discuss concerns and strategies for improvement, including additional support if deemed appropriate.*
- *100% of pupils who have not made expected progress over two terms will receive individual or small group support or be allocated a mentor.*
- *100% of pupils will be able to identify their learning needs and what to do to make further progress.*
- *100% of Pastoral Managers will be able to identify what support is being received by each boy in the year and why.*

### **6.2 Attainment at KS4**

	5 A*-C inc Eng & Maths
TGS Boys	80%
TGS Girls	84%
Borough ave (boys)	65%
National ave (boys)	56%

- *50% of boys to achieve English Baccalaureate*
- *55% of students receiving at least 5 Grade B GCSEs to qualify for Level 3 progression*
- *Boys from all ethnic groups to achieve above national averages for their ethnic groups*
- *Boys from groups at risk of educational disadvantage achieve above national average value added scores, with smaller positive achievement gaps than those of the national norms*
- *At least 60% of boys to be STEM scholars at Key Stage 4*
- *100% of STEM scholars (academic route - three sciences\* at GCSE) take one A-level in a STEM subject*
- *70% of STEM scholars (academic route - three sciences\* at GCSE) take two A-levels in STEM subjects*
- *70% of STEM scholars (vocational route –vocational STEM options at KS4) progress to STEM options at KS5*
- *20% of STEM scholars (vocational and academic routes) aspire to a STEM career*

\*STEM scholars who take the academic route may take one or more Technology options at GCSE or they may take the EBACC route.

### **6.3 Attainment at KS5**

- *The target for the average point score at the end of KS5 is 910 points.*
- *100% of Sixth Form students who want to attend university are able to secure a place.*
- *100% of students leaving at the end of KS4 or KS5 go on to further study, training or employment.*
- *100% of those students who aspire to a STEM career are successful in securing an apprenticeship, employment, further training or university entry in STEM subject areas at the end of KS5.*

## 7. Non-academic outcomes

### 7.1 Behaviour

- *TGS Boys aims not to permanently exclude any pupil.*

This is important given the school ethos that aims to include everyone. It is also important for the individual boys who are at risk of exclusion because permanent exclusion would disrupt their education and reduce their future prospects.

Behaviour is monitored in the same systematic way as learning using the TGS Trust 'Attitudes to Learning' scales, which is part of the 'Behaviour to Achieve' Policy, with intervention if targets are not met. Boys' own assessments of their attitudes are compared with those of staff.

- *30% of boys will have attitudes to learning which are rated outstanding by themselves and their teachers.*
- *80% of boys will have attitudes to learning which are rated as at least 'exceeding expectations' by themselves and their teachers.*
- *100% of boys will have attitudes to learning which are rated as at least 'meeting expectations'.*
- *100% of boys who are allocated a mentor because their attitudes do not 'exceed expectations' will show an improvement within one term.*

### 7.2 Attendance

	Attendance	Persistent absence
TGS Boys	96.0%	2.5%
Borough ave	95.0%	3.9%
National ave	94.2%	6.5%

Boys who are not in school are not learning. Attendance levels are a good indicator of motivation, engagement and the success of the STEM specialism and pedagogy in inspiring students.

### 7.3 Leadership, responsibility and preparedness for life

*Over the course of their time at TGS Boys, 100% of students will:*

- *exercise leadership in at least one way*
- *manage at least one responsibility*
- *serve the school or wider community in at least one way*
- *undertake work related learning*

The experiences that boys may have are explored further in Section D1. This will be evidenced by students themselves in their Records of Achievement and monitored by the AHT with oversight of this programme.

- *At the end of Year 11 100% of students will have completed a Record of Achievement which includes achievement, progress, behaviour and attendance certificates, their Design Award and a record of roles and responsibilities held.*

- *At the end of every STEM deeper learning week 100% of students will fill out a record of the 'employability skills' which they have exhibited over the week, along the lines of the National STEM Centre template.*
- *Close to 100% of boys will say that they look forward to coming to school and find it enjoyable and rewarding.*
- *TGS boys will stand out as intellectually confident, resilient, caring and happy individuals who would be a credit to themselves and any employer.*

## **Section D3 Staffing Structure**

### **1. Approach to staffing across TGS Trust**

The person specifications for the appointment of staff will reflect the vision and priorities of TGS Boys' for example, a passion for boys' education, a recognition of the role of literacy in boys' education, the motivation to work in a STEM environment with an emphasis on creative and work-related learning and the desire to serve in a Christian school.

In a new school a successful staffing structure requires staff to grow with their roles and all staff, especially those with leadership responsibilities, to contribute to the development of their posts: therefore a distributed leadership structure is proposed. This will support the development of school leaders and help to make sure that the staff who are appointed at the start to lead the major departments have an ownership of the vision as the school grows. It is the hope of the TGS Trust that some of the staff appointed in the first few years will be nurtured sufficiently well that they are equipped and able to apply for promotions as the school continues to grow: for example subject teachers becoming subject leaders or administrative staff promoted to management roles as the support function develops.

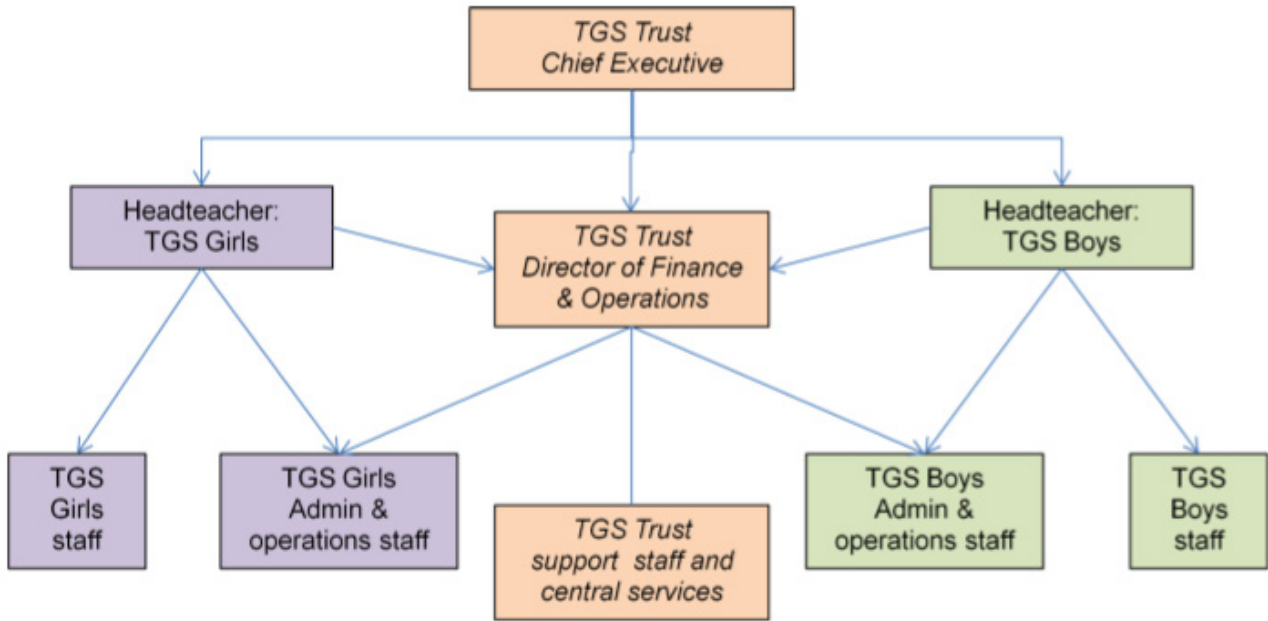
TGS Boys will adopt the TGS Trust Pay Policy. The current policy follows national STP&C and rewards successful appraisal with movement up agreed pay scales within pre-agreed limits. The pay scales follow a traditional pattern with 6 points on a main grade teachers' pay scale with post-threshold arrangements and separate scales for leadership and support staff. These scales are subject to regular review. The budget in section G gives indicative 'grades' for each post based on these scales.

The distributed approach to leadership means that we plan to appoint a relatively large number of staff to the leadership pay scale. This is no more expensive than providing the allowances that are paid to subject teachers who take on leadership responsibilities, but it means that key senior middle leaders who drive teaching and learning are instrumental in informing and shaping day to day practice and strategic planning.

Another principle which underpins the staffing plan is that economies of scale will be sought with TGS Girls where that is for mutual benefit, for example there will be a central team of finance and operations staff providing support to both schools. Furthermore the link with TGS Girls and the capacity available at that school means that specialist teaching staff can be provided at TGS Boys in every subject from the first year by making part-time secondments. It also means that the full range of other posts can be provided part-time from the first year of operation, for example a CEIAG manager, Chaplain and learning mentor. This approach will help TGS Boys to develop the excellent ethos that is embedded at TGS Girls.



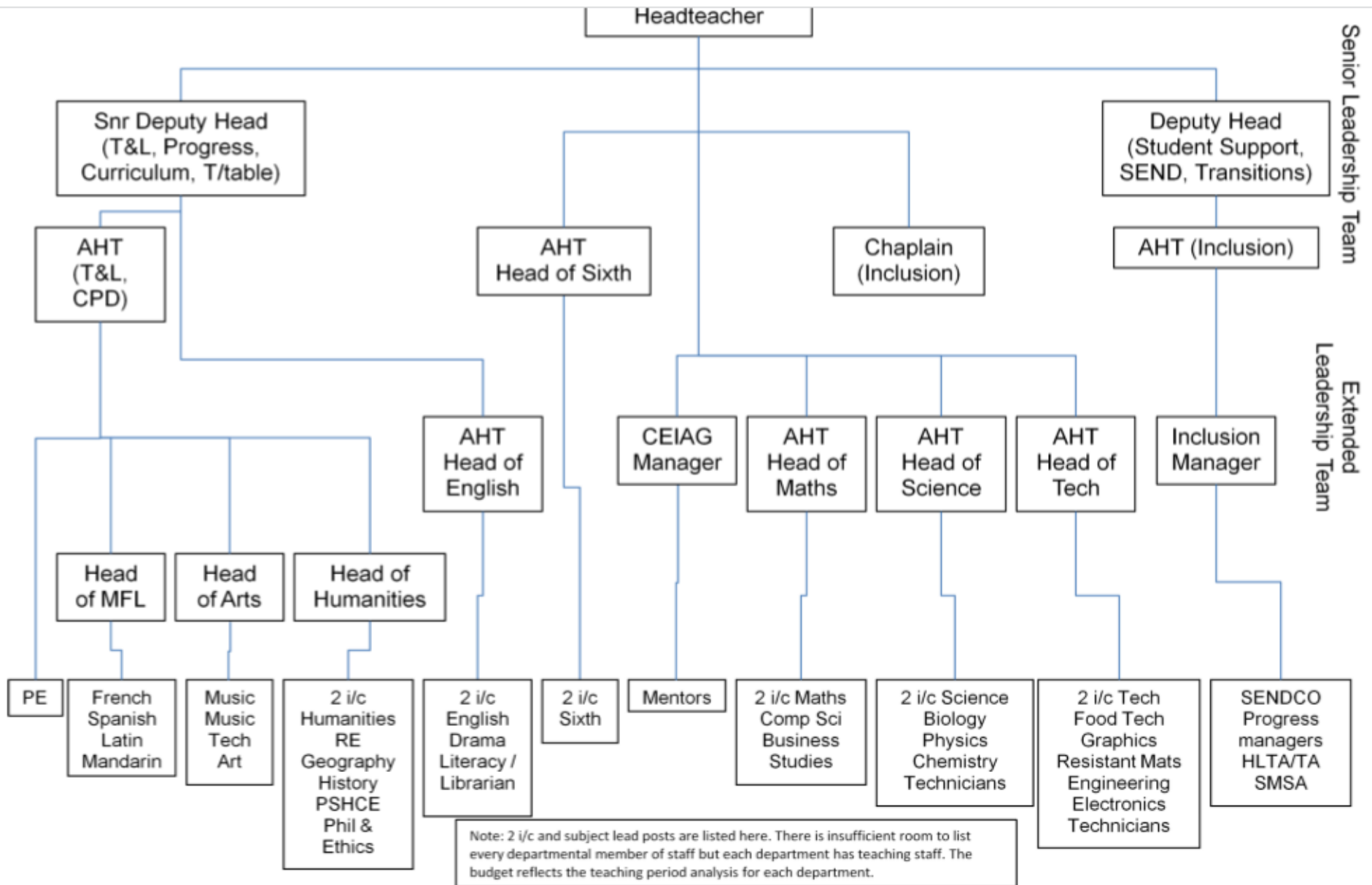
The diagrams set out the intended staff structure at TGS Trust and at TGS Boys.



**Staff structure: TGS Trust, TGS Girls and TGS Boys**



# TGS Boys Staff Structure



## **2. Chief Executive**

TGS Trust plans to appoint a Chief Executive of the MAT to start at the beginning of the pre-opening period. [REDACTED]

The Chief Executive is responsible to the Trust for the performance of both TGS Schools and for implementing the Trust vision and strategy for both schools. The post is high profile with a lead on PR and marketing to the full range of stakeholders, working at the highest level to developing business partnerships to benefit both schools and leading the STEM outreach from both schools to the wider Hounslow school community. Other responsibilities will include financial strategy, quality assurance and data systems and the line-management of both Headteachers and Trust staff.

## **3. Headteacher**

The Headteacher of TGS Boys School (HT) will undertake the more detailed strategic planning for TGS Boys. The detailed data scrutiny for TGS Boys will be undertaken by the Local Governing Body and the HT is the primary point of contact. The HT has significant budget responsibility within the overall financial strategy set by the Trust and Chief Executive. The HT will line-manage both Deputy Headteachers. The HT will be responsible for the development of the STEM specialism. This will bring line-management responsibility for the STEM departments (Maths, Science, Technology) and the CEIAG Manager. Other responsibilities include line-management of the Head of Sixth Form and responsibility for the ethos of TGS Boys which includes line-management of the Chaplain.

The Trust plans to appoint the Headteacher to start at least one term before TGS Boys opens. He or she will have a teaching role in the first two years that the school is open and will lead on Inclusion and SEND while the leadership team is growing. In the first year the Headteacher will lead the transition from KS2 to KS3 and the induction programme.

## **4. Deputy Headteachers**

The school plans to appoint two Deputy Headteachers (DHTs).

The senior DHT will be responsible for teaching and learning, student progress, curriculum and timetabling. They will line-manage the Assistant Headteacher (AHT) with responsibility for CPD, the AHT who is Head of English, the Heads of MFL, Arts, Humanities, PE and the librarian / literacy support staff; and deputise for the Headteacher when needed.

The second DHT will eventually be responsible for student support, SEND and transitions, although the HT will hold these responsibilities in the early years while the school is growing. This DHT will line-manage the Inclusion Manager and the teaching support staff including the non-teaching progress managers. This will help the school to deliver its vision for overcoming barriers to learning.

The first DHT to be appointed must complement the expertise and experience of the HT. If the HT has a background in Curriculum and T&L the first deputy to be appointed will be Inclusion and vice versa if the HT has a background in Inclusion.

During the early years whichever of the HT and deputy head is responsible for T & L will also be responsible for CPD and the line-manager for subjects before the full range of Heads of Department are appointed in the curriculum areas listed above.

The Child Protection Officer when the school opens will be either the HT or the DHT, depending on which postholder has the responsibility for, and background in, Inclusion and Pastoral Care. When the full structure is implemented the named CPO responsibility will lie with the DHT Inclusion supported by the Inclusion Manager.

## **5. Assistant Headteachers**

We plan to appoint three AHTs to the SLT: the AHT with responsibility for CPD who supports the DHT with responsibility for teaching and learning; the AHT with responsibility for Inclusion who supports the DHT with responsibility for student support; and the AHT with responsibility for the Sixth Form who is line-managed by the HT. These AHTs will teach for 12 periods each week.

## **6. Chaplain**

The Chaplain will provide pastoral and spiritual support for staff, students and parents. He or she will have a broad remit to support inclusion. By including the Chaplain on the Senior Leadership Team the ethos of the school will remain a priority; the Chaplain will be responsible for making sure that both schools fully develop their understanding of SMSC. They will lead Collective Worship in both schools.

While TGS Boys is growing and the number of staff and students is relatively small the TGS Girls Chaplain could be seconded on a 0.2fte basis.

## **7. Assistant Headteachers – Extended Leadership Team**

There are four further AHTs who we plan to appoint to an extended leadership team. These are the Heads of English, Maths, Science and Technology. They will teach for 16 periods each week. Each will be responsible not only for making sure the departmental staff provide excellent teaching and learning within their own subject but also for leading cross-curricular work in their subject area. This will involve providing training and support for colleagues in other departments, to ensure a consistent whole-school approach to the application of literacy and maths skills and to ensure that the school specialism is embraced in each curriculum area.

## **8. Inclusion Manager – Extended Leadership Team**

Once the Inclusion Manager is appointed they will join the extended leadership team and take overall responsibility across the school for ensuring individual student needs are met. They will line-manage those staff who are specifically appointed to support pupil progress and overcome barriers to learning, including the SENDCO and Progress Manager and any TAs or HLTAs who are appointed to support students with SEND. As well as students with SEND, the remit of the Inclusion Manager will include ensuring high quality support that meets the needs of the most able students, those with EAL, those in receipt of Pupil Premium, and any student who is identified as being particularly vulnerable for whatever reason, or whose progress has dipped below the expected level.

The **SENDCO** will be appointed on a full-time basis from the first year of operation. While the school is still small they will be line-managed directly by the HT and will initially support, and help other teachers to support, the full range of inclusion issues and barriers to learning. If they have not already completed the SENDCO qualification they will be expected to do so.

## **9. Careers Education and Independent Advice and Guidance – Extended Leadership Team**

At TGS Boys, equipping students for further study and employment is a key aim. The CEIAG Manager will therefore join the Extended Leadership Team. As well as providing careers education and independent advice and guidance to students throughout their time at TGS Boys, they will also be responsible for maintaining STEM business links including for work experience placements. The CEIAG manager will also be responsible for developing and maintaining the mentor programme which is an important part of the strategy to raise aspiration, sustain motivation and equip boys for the future. This will include the monitoring and support of Business mentors.

## **10. Heads of Department, Second in Charge and Subject Leads**

Eventually each curriculum area will be a part of one of eight departments. As outlined above, English, Maths, Science and Technology will be led by AHTs with a school-wide as well as a departmental remit. **Heads of Department** will also be appointed for **Humanities, RE** (led separately but within Humanities), **Modern Foreign Languages, Arts and PE**. These staff will not be paid on the leadership scale but they will be paid an additional allowance to attract the best teachers.

Eventually there will be a '**second in charge**' appointment in the English, Maths, Science, Technology and Humanities departments and each individual subject will have a subject lead.

The senior leadership team will take on some additional responsibilities while the staff team is building up. In the first two years, when only part-time teachers are needed in some subject areas, staff from TGS Girls will be seconded. Sports coaches will be used to make sure a full PE and sports curriculum can be provided from the start along with a full range of enrichment activities.

The Heads of Science and Technology will line-manage the **technicians** who work in their subject areas.

## **11. Librarian / literacy champion**

Cross-curricular literacy is an important element of the school vision to support excellent progress in English for every boy. Therefore the school plans to appoint a full-time librarian / literacy champion from the first year. As well as ensuring daily access to the library, including after-school, this post holder will also promote literacy throughout the school and run enrichment activities such as book groups including Carnegie Shadowing, high profile book reviews and arranging for visits from authors (especially male authors) to inspire a love of reading and writing. This post-holder will be line-managed by the AHT who is Head of English.

## **12. Teaching support staff**

It is important to TGS Boys that every boy, and their learning and pastoral needs, are known very well by at least one member of staff, and that this member of staff has the capacity to provide high quality student support. Parental engagement is also important, so it is important that this member of staff is available to parents. For these reasons TGS Boys proposes to appoint a **Progress Manager** for each year group whose role is specifically to provide student support which is pastoral and which supports progress. They will also coordinate the enrichment programme for their year group. Once appointed to a year group they will usually stay with the cohort as they progress through the school, to provide continuity for students and parents.

## **13. Director of Finance and Operations**

TGS Trust has already appointed a Director of Finance and Operations and who will lead and line-manage the central support team that works across both TGS Trust schools once TGS Boys opens. He will be line-managed by the Chief Executive and his team will be responsible for providing support services to TGS Boys under the direction of the Head of School. The central support services provided by his team will include **HR, data management, exams officer, site staff** and **ICT technical support**.

In view of the importance of employability skills to TGS Trust it is important that the Trust offers regular apprenticeships, therefore the budget includes an allowance for one **IT technician apprentice** and one **site services apprentice** to be appointed to the Trust each year. These technicians could be TGS students who plan to join the workforce rather than continue to Higher Education. As well as learning the roles they could also have opportunities to mentor TGS Boys students and to support TGS Boys students as they reach out to local primary schools e.g. by helping to run an after-school computer programming club.

The Director of Finance and Operations will also line-manage the TGS Boys **Business Manager** who in turn will manage those **administrative staff** appointed directly to TGS Boys.

The planned phased build up of staff is set out in the tables overleaf.

### TGS Boys Staffing Plan 2016-2024

School Leadership									
	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	<i>Posts in orange are appointed to the Trust and shared with TGS Girls. Only time which is dedicated to TGS Boys is reflected here</i>
<i>Chief Executive</i>	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	<i>Increasing time commitment reflects growth in student numbers.</i>
<i>Director of Finance &amp; Operations</i>	0.3	0.4	0.5	0.5	0.5	0.5	0.5	0.5	<i>Increasing time commitment reflects growth in student numbers.</i>
Headteacher	1	1	1	1	1	1	1	1	SLT member, starts Easter 2016. Teaches 10 periods in Y1 and 5 periods in Y2.
Deputy Headteacher	1	1	2	2	2	2	2	2	SLT members, first starts September 2016. Eventually teaches 10 periods p/w.
Assistant Headteacher	-	-	-	2	3	3	3	3	SLT. CPD, Inclusion & Head of Sixth appointed in that order. Eventually teaches 12 periods p/w.
Assistant Headteacher	4	4	4	4	4	4	4	4	Extended Leadership Team. Heads of English, Maths, Science and Technology. Teach 16 periods p/w.
CEIAG Manager	0.2	0.2	1	1	1	1	1	1	Extended Leadership Team. Seconded from TGS Girls for first two years. Responsible for mentor programme including STEM business links and peer mentor coordination.
School Chaplain	0.2	0.2	0.2	0.5	0.5	0.5	0.5	0.5	SLT. Seconded from TGS Girls for first three years.
	<b>6.9</b>	<b>7</b>	<b>8.9</b>	<b>11.2</b>	<b>12.2</b>	<b>12.2</b>	<b>12.2</b>	<b>12.2</b>	<b>Total extended school leadership fte</b>
No. Pupils	180	360	540	720	900	1080	1260	1260	

Teaching Staff									
	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	
Heads of Department	0	3	4	6	6	6	6	6	Teach 19 periods p/w. MFL, Arts and Humanities appointed in Y2, RE in Y3, PE in Y4 and Inclusion Manager in Y5.
2 i/c of Department	-	-	1	5	5	5	6	6	Teach 20 periods p/w. Maths, English, Science, Technology, Humanities, Sixth form.
Subject Lead	1	3	4	8	8	8	8	8	Teach 20 periods p/w. HoDs and 2 i/c Department will all lead one subject. Additional leads for business studies, drama, engineering, electronics and one science, MFL, humanity & Arts.
Maingrade teacher	4	5	8	10	22	32	40	40	Teach 21 periods p/w. Includes assumption of some p/t secondments from TGS Girls in Years 1 and 2 and sports coaches so each subject is taught by a specialist from the start.
SENDCO	0.5	1	1	1	1	1	1	1	Line managed by DHT until Inclusion Manager is appointed.
Literacy / librarian	1	1	1	1	2	2	2	2	Also runs book groups and other literacy enrichment activities and promotes literacy throughout school
	<b>6.5</b>	<b>13</b>	<b>19</b>	<b>31</b>	<b>44</b>	<b>54</b>	<b>63</b>	<b>63</b>	<b>Total teaching staff fte</b>
No. Pupils	180	360	540	720	900	1080	1260	1260	

### Teaching Support Staff

	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	<i>Posts in orange are appointed to the Trust and shared with TGS Girls. Only time which is dedicated to TGS Boys is reflected here.</i>
Progress Manager	1	2	3	4	5	6	7	7	Pastoral staff allocated to year groups also i/c student support, enrichment and parent contact
Learning mentor	0.2	1	2	2	4	4	4	4	Seconded from TGS Girls in Y1.
Lunchtime supervision	0.2	0.6	0.8	0.8	1.6	1.6	1.6	1.6	
Science technicians	1	1	2	3	3	3	3	3	
Technology technicians		1	2	2	3	3	3	3	
<i>Network Manager</i>	<i>0.2</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>Leads IT support team for the Trust</i>
<i>Network &amp; ICT tech</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>Work in a team across the Trust – assumes shared network and MIS</i>
<i>IT apprentice</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>Trained by Trust IT technician team.</i>
	<b>3.6</b>	<b>7.1</b>	<b>11.3</b>	<b>13.8</b>	<b>18.6</b>	<b>19.6</b>	<b>20.6</b>	<b>20.6</b>	<b>Total teaching support staff fte</b>
No. Pupils	180	360	540	720	900	1080	1260	1260	



### Administration and Operations Staff

	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	<i>Posts in orange are appointed to the Trust and shared with TGS Girls. Only time which is dedicated to TGS Boys is reflected here.</i>
Business Manager			1	1	1	1	1	1	Line- management of admin staff. DFO carries out role in Y1 & 2
Finance Officer	0.2	0.2	0.5	0.5	0.5	0.5	0.5	0.5	Role carried out by BM and DFO while school is growing
<i>HR</i>	<i>0.1</i>	<i>0.2</i>	<i>0.3</i>	<i>0.4</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>Increases with increasing number of staff</i>
<i>Facilities Manager</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>Work in a team across the Trust - supports differentiated roles while TGS Boys is growing</i>
<i>Caretaker</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>1.5</i>	<i>1.5</i>	<i>2</i>	<i>2</i>	<i>Work in a team across the Trust</i>
<i>Site apprentice</i>	<i>0.5</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>Trained by Trust site team and works across Trust.</i>
<i>Admin to the Trust</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>Reflects commitment of Exec HT to TGS Boys</i>
<i>Data manager</i>	<i>0.3</i>	<i>0.4</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>Shared across Trust – assumes shared MIS</i>
<i>Data assistant</i>	<i>0.3</i>	<i>0.4</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>Shared across Trust – assumes shared MIS</i>
<i>Exams Officer</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>Shared across Trust – TGS Girls to provide ad hoc support if needed in Y1-4</i>
Admin support	1.5	3	3	4	6	6	6	6	Reception, absences, admissions, resources, trips, meals, uniform, support to faculties, repro, Head of School's PA
	<b>4.4</b>	<b>6.7</b>	<b>8.3</b>	<b>9.4</b>	<b>13</b>	<b>13</b>	<b>13.5</b>	<b>13.5</b>	<b>Total administration &amp; operations support staff fte</b>
No. Pupils	180	360	540	720	900	1080	1260	1260	

## Section D4 TGS Trust Church of England Ethos

The Christian faith is part of the character of the school and indivisible from it. The school aims to provide an outstanding education in a Christian context for boys. Christian values permeate the school's endeavours and students' religious, spiritual and moral development guides all that happens in TGS Trust schools. Church of England schools seek to commend the principles of the Christian faith, but care is taken to ensure that the curriculum plan and other aspects of school life are appropriate and relevant to boys from all faith backgrounds and none. The promotion of British values is strengthened by the explicit acknowledgement of the Judaic-Christian principles which underlie western democracies.

The proposers have listened to and taken into consideration the needs of a wide range of boys and their families in the community in developing this proposal.

The Respect Code of Conduct underpins the way students and adults behave towards others. There is a high value on equality, integrity, tolerance, justice and honesty, applied so as to help students to acquire an appreciation of and respect for their own and other cultures and religions in a way that promotes tolerance and harmony between different traditions. There is a recognition that the values underpinning the Respect Code of Conduct (equality, integrity, tolerance, justice and honesty) fosters a sense of community, with common and inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religious or non-religious beliefs, can flourish.

This approach has an enduring popularity with all kinds of families across the family of around 150 Church of England schools, which gives confidence that the approach also will be welcomed by the families of boys. Indeed it is our observation that families from a wide range of faith backgrounds in the local area are keen for their children to participate. A balanced admissions policy means that TGS Boys will reflect the character of its socially, ethnically and religiously diverse community. The proposers have taken into consideration the needs of a wide range of boys and their families in the community in developing this proposal. It is our observation that families from a range of faith backgrounds and none are drawn to the approach and keen for their children to participate.

The Multi-Academy Trust and both its schools are within the Church of England's London Diocese and are part of the family of 19 schools of The London Diocesan Board for Schools (LDBS). The Board exercises its influence through the appointment of The TGS Trust's directors and the local governing body. TGS Boys will be supported by the LDBS secondary adviser and potentially through the purchase of other services such as HR, Payroll and School Improvement Services. The LDBS schools are variously voluntary added, converter academies and sponsored academies. The LDBS is an academy sponsor.

### **1. Welcoming all boys**

The intended admissions policy provides a balance to try to accommodate all stakeholder groups.

The TGS Trust wants to work as closely as possible with parents and this can be made more difficult when siblings attend different schools. Given the intention to share significant events across both schools, such as concerts, there will be a sibling criterion which will operate across TGS Girls and Boys Schools.

Among prospective parents responding to the Evidence of Demand questionnaire the most common reason given for supporting the new school is the Christian ethos, therefore up to half of places will be set aside for boys from practising Christian families.

The bid is also supported by many local families from all faiths and of none. They support the values and high standards that the school will offer, so half of the places which remain after siblings are admitted will be allocated on a geographical basis.

## **2. Meeting the needs of all boys**

The ethos principles outlined above are already applied very successfully at TGS Girls to meet the needs of all of the girls and will be applied equally carefully at TGS Boys. TGS Girls has been awarded the Inclusion Quality Mark and care, guidance and support for pupils is identified as an area of excellence. This will be replicated at TGS Boys.

TGS Girls finds that parents welcome and embrace this approach regardless of their own faith backgrounds and the school does not have any withdrawals from Collective Worship or from RE lessons. Students from all faith backgrounds are included in all aspects of school life and the school is careful to ensure that potential barriers such as clothing and dietary requirements are managed with sensitivity. The same is anticipated for TGS Boys.

*"Students have excellent relationships with each other and understand and respect each others' religious beliefs, backgrounds and ethnic origins." OFSTED 2011*

*"Students respect each other's backgrounds and say that they are able to make tough moral choices. They speak highly about how the school helps them learn to manage conflicting views and feelings through religious education lessons and assemblies for example." OFSTED 2011*

### **2.1 School uniform**

Boys from Y7-Y11 will wear a school uniform. The uniform will be simple and readily available to ensure that every child, even those living in deprived circumstances, can be dressed smartly for school. The uniform will include an option for Sikh boys to wear a Patka in the correct uniform colour. No jewellery will be allowed to be worn in school, except for watches, primarily for safety reasons. This will not apply to jewellery worn for religious reasons.

### **2.2 School meals**

It is our intention to ensure that freshly cooked hot meals are available from the first year of operation of the school. One of the requirements for the menus will be the need to provide food which is acceptable to all families including children who for religious reasons do not eat particular foods. This is usually managed by the provision of a nutritious meat-free option. Any parent will also have the option of sending their son to school with a packed lunch if they would prefer to provide food themselves and the school will develop a policy to be strictly applied to ensure that children are only able to bring to school healthy packed lunches if their family chooses this option.

### **2.3 Collective Worship**

There will be a daily act of Collective Worship which will be Christian in character but which will not make assumptions about children's beliefs. Children will be taught to approach Collective Worship

with thought and respect. Worship will provide children with a time to reflect and develop their own spiritual identity and beliefs.

## **2.4 RE Curriculum**

Every student sits a full course RE GCSE. The focus of RE lessons is to teach respectful, thoughtful and critical engagement with and reflection upon the tenets of the major world religions and no religion. This is an appropriate and healthy approach for boys from all backgrounds. It opens up honest dialogue in an atmosphere of respect. By taking this approach, no religion or philosophy need be excluded. Students learn a number of essential skills through RE lessons, including the ability to critically engage with and examine the worldviews and beliefs of others while showing a proper respect and a confidence and space to develop their own views. This supports social cohesion. The RE syllabuses are:

KS3 - the LB Hounslow Agreed Syllabus.

KS4 - OCR Philosophy and Ethics – full course GCSE

KS5 – OCR Philosophy and Ethics – A Level

## **2.5 The Right to withdraw from Collective Worship and RE**

The experience at TGS Girls is that the inclusive approach to collective worship and RE means no student is withdrawn from Collective Worship. This is typical of all Church of England Schools in the London Diocese.

In this context the concept and practice of Collective Worship will be carefully explained to all new parents to the school and parents will be welcome to join some acts of Collective Worship which we trust will allay any anxieties. Should a parent wish to exercise their right to withdraw a student from collective worship or RE lessons, the school would facilitate a meeting with them including where possible the school chaplain to discuss in more detail their concerns. All efforts possible will be made to explain how the school's foundation and every relationship is based upon Christian values of love, respect, tolerance and understanding.

However, any student who does wish to opt out of Collective Worship and/or RE will develop knowledge and understanding of Western democratic (British and Christian) values through the study of political institutions, contemporary political issues, the law and the rights and responsibilities of citizens in a Western democracy. Teaching will be informed by government guidance on British values and the prevention of radicalisation and extremism.

This will supplement the teaching of these values in PSHE&C and will be delivered by one of the PSHE&C teaching staff.

## **3. The Role of the Chaplain**

A part-time Chaplain will be appointed to help establish and maintain the school's Christian ethos, to oversee all the religious activities in the school, to support the spiritual development of boys of all faiths and of none and to encourage best practice in pastoral care. The Role of the Chaplain, who will be ordained, is to:

- Develop the quality and depth of corporate worship in school services, assemblies and form tutor groups, drawing on the creative gifts and resources within the school community
- to lead specified formal acts of Christian worship, including communion services
- in co-operation with the Music Department to develop the contribution to worship of communal singing
- to oversee the pattern of worship during the school year, ensuring that church seasons are publicly and creatively celebrated
- to encourage and support the activities of the student-led Christian Union, prayerfully nurturing discipleship among students
- to organise opportunities for students' spiritual development, such as reflection days and residential activities, for both the sixth form and the main school
- to provide spiritual support to individual students and members of staff as appropriate
- to explore the feasibility of prayer groups for parents
- to maintain strong links with the local parishes, the deanery and with local Christian churches of other denominations
- to facilitate and support the team of local clergy who are actively involved as part of the school community
- in co-operation with the RE Department to ensure that all students have an understanding and respect for all the faiths represented in the school
- to support the spiritual development of students of non-Christian faiths
- to establish good relations and co-operation with local leaders of other faith communities
- to support the Year Leaders as required in the fulfilment of their pastoral responsibilities
- to develop any additional groups for staff or students which may be desirable to meet perceived spiritual needs
- to oversee the use of the Chapel to ensure that appropriate priority is given to its spiritual purpose
- to lead discussions within RE and PSHE &C lessons when requested
- to promote awareness among the students of the needs of the world and of the local community and to promote support for appropriate charities
- in co-operation with the other staff concerned, to encourage students to give time for service to the local community
- to develop links with the world-wide Anglican communion
- to contribute to the work of the responsible Assistant Headteacher in reviewing and developing of the school's SMSC policy
- to assist the leadership team in preparing for the Statutory Inspection of Anglican/Methodist Schools; and in following up any targets set

#### **4. Sex & Relationships Education**

SRE is about understanding the importance of family life in various forms, stable and loving relationships, including marriage, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. SRE teaching at TGS Boys will enable young men to make confident and informed decisions about their lives and to understand their responsibilities as an individual and as a member of a family. There is recognition of the core value of family life and the importance of commitment and trust in relationships. Students are invited to recognise and to critically engage with the complexity of moral, social and cultural issues and be able to form a view of their own. Students are expected to understand the diversity of personal, social and sexual preference in relationships and the range of views held by those of different faiths and of none.

There will be units of work that specifically address different models of what it means to be a man in a 21<sup>st</sup> century democracy based on British and Christian values. The proposers are aware that some boys in LB Hounslow are drawn into street and gang culture and are attracted by negative peer role models. There has been much more debate over the last 50 years about the role of women in the home, at work and generally than that of men. Boys and young men need to be aided in addressing the issue.

## Section E: Evidence of need – part 1

	2016				2017			
	A	B	C	D	A	B	C	D
<b>Year 7</b>	180	312		173%	180	320		178%
<b>Year 8</b>					180	312		173%
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>								
<b>Year 13</b>								
<b>Totals</b>	180	312		173%	180	632		176%

## Section E: Evidence of need – part 2

### Section E1 Evidence of need

#### 1. Informed Decisions from Prospective Parents

The number of prospective parents with boys currently in Year 4 or 5 who have indicated that TGS Boys will be the first choice for their son is 632. Each of these has signed their support on the basis of an informed decision. A further 114 parents with younger sons have signed the same declaration but they have not been included in the table because they will join later cohorts.

##### 1.1 Meeting a representative from TGS Boys

Over 400 signatures were gathered as a result of a face-to-face meeting with one of TGS Trust's 'marketing team' during the Autumn Term 2013. This team wore t-shirts advertising TGS Boys and

met with parents at local primary schools and a variety of other venues in the area. First the team presented information about the school using a script and pre-agreed FAQ responses. There was a printed information sheet that parents were invited to read (and if they could not or did not want to read, to discuss). Those who were interested were then able sign on a sign-up sheet. The information sheet read:

***'Outstanding education in a Christian context'***

***Background*** Building on the success of The Green School, the Governors are proposing a new school for boys that replicates an education based on Christian values: inclusion, mutual care and respect for others, creativity and responsibility.

***Education*** The Green School is a Church of England school that offers an education of the highest quality based on Christian principles by:

- *Providing a welcoming, safe and caring environment where every individual is highly valued, respected and supported.*
- *Promoting an inclusive ethos where many opportunities are provided and success is celebrated.*
- *Creating an excellent learning environment in which all students can fulfil their potential in both academic achievement and personal development.*
- *Preparing all students to become valuable citizens in society.*
- *Encourage a belief in the power of learning and the value of education for all members of our school community. We have a passion for excellence and aim to instil a love of learning for all of our students.*

***The New School*** The new school would:

- *Be a Church of England 11-18 secondary school.*
- *Provide a Church of England based education for Christians, other World Faiths, the wider community and those of no faith.*
- *Have the same Christian ethos, pastoral care and high academic standards as The Green School.*
- *Develop a distinctive approach to meet the particular needs of boys.*
- *Extend the range of schools available in the borough.*

***Action*** Before deciding on whether to make an application, the Governors need to know whether The Green School for Boys would be popular with parents, people in the area and with local businesses and organisations. This is why **Project TGS Boys** is marketing the school, to gain support and collate signatures of interested prospective parents for Governor approval at the end of the year.

The script included a more detailed reference to admissions. Parents were told:

*"Our admissions policy is in line with the Admissions Code. Half of places will be allocated to boys who attend a Christian church; the other half will be open to boys from all world faiths and backgrounds."*

Parents who wished to sign up used a pre-printed sign-up sheet with a short summary at the top:

***The Green School for Boys – School Support Survey***

*We are currently collecting surveys to measure support for a new Church of England school in our area. We may share this information with the Department of Education as part of our application for a new school. Our mission is to provide an outstanding education in a Christian context for boys. This will emphasise on treating every boy as an individual, ensuring everyone makes progress, developing a culture of service, and striving to embed Christian values in the life of the school. The school will have a Science, Technology, Engineering & Maths specialism that will enable us to prepare each boy for the jobs of the future. We hope to work closely with local businesses and the community in establishing links that support the school and the wider area. There will also be a strong emphasis on*

*student engagement in extra-curricular activities ranging from sports, charitable service, higher order thinking clubs, challenge classes and many more.*

*We plan to open the school in September 2016, with 6 forms of entry. Please sign below if your son is now in Year 4 or below. We particularly need to show demand in 2016 and 2017, i.e. boys currently in Years 4 and 3.*

Parents then filled in their name, postcode, child's date of birth, current school year, parent's faith (optional), email address and signed to say that

*'I would select The Green School for Boys as first choice for my child'.*

## **1.2 Via TGS Girls**

Around 20 parents signed up in response to a letter which was sent to all TGS Girls pupils in autumn 2013. Parents were asked the same questions as those listed above from the survey and the text of the letter was:

*"Dear Parent/Carer*

*As you may already be aware, the governors of The Green School are applying to open a Free School in September 2016; "The Green School for Boys" under the Government's Free School programme. We believe that a new school would support the need to increase the number of secondary places in Hounslow and also widen parental choice.*

*Our school would be a Church of England School underpinned by Christian principles and a 'brother' school to The Green School for Girls. We would welcome boys of all faith backgrounds; Christian and other world faiths as well as those of no faith; the current proposed admissions criteria will be 50% Christian and 50% Open places.*

*As parents of a student of The Green School for girls, I would be very interested in hearing your opinion on our proposed new Boys' school. I would especially like to know if you would be prepared to consider The Green School for Boys for your own son(s) who are currently in Primary School. If you have nephews or wider family members in the area who could be interested, I would love to hear from them too.*

*Please could you spare a few minutes to complete the attached short questionnaire. If you could return this before Half Term and give to your daughter to place into a box which will be located outside Reception, I would be very grateful."*

## **1.3 Via TGS Girls (& Boys) website**

TGS Boys initially submitted an application in January 2014. At this point, around 100 parents had also responded through survey monkey accessed via the TGS Girls website. More detailed information about the school is available on line including FAQs so parents registering on line were able to find out about the school before registering.

Since the original submission was made, new registrations of support have continued to come in via the website. In all, more than 400 families have not registered their support in this way.

Expressions of interest have been received throughout the development of the proposal, so parents have received updates as the bid has progressed. This has included email newsletters that have been sent to every family, updates to the website and two 'focus group' style meetings with smaller groups of parents who have indicated that they are interested in being actively involved in the set-up of the new school. There has also been positive local newspaper coverage.

## **2. Demand Map**

TGS Girls and the proposed sites for TGS Boys are well located on public transport arteries. This was identified as a priority for parents attending focus groups. TGS Girls travel from several



London boroughs and from several miles using the overground train and bus network. The vast majority of TGS Boys signatories live within a 5 mile radius. The natural barrier of the River Thames means that most live in LB Hounslow, north of the river. Some live in LB Ealing (North of the M4). Red dots represent boys in Year 3 and yellow dots represent boys currently in Year 4. The blue X is the site of TGS Girls.

### 3. Basic Need in Hounslow

At the moment there are 96fe secondary places in LB Hounslow (combined PAN 2879). The table below shows the dramatic increase that is projected for secondary school numbers in the borough in the coming years (source: Hounslow secondary place planning projections July 2014). This increase will be seen across the borough, including in the central area where TGS Girls is located.

Year		15/16	16/17	17/18	18/19	19/20
Y7 places needed		2840	2934	3208	3395	3864
Surplus/ shortfall against current PAN	Number	39	-55	-329	-516	-985
	%	1.0%	-1.9%	-10.3%	-15.2%	-25.5%
	fe	1.3fe	-1.8fe	-11.0fe	-17.2fe	-32.8fe

The local authority is planning a dramatic programme of expansions to LB Hounslow secondary schools to meet some of this need. Initial feasibility studies have identified thirteen schools that could to expand. Six of these would need to expand to 9, 10 or 12fe, in spite of parental preference for smaller schools.

LB Hounslow's own figures show that, even if every school that could expand does expand at the pace identified by LB Hounslow, there would still be a deficit of some 205 places (6.8fe) by 19/20 and a 6fe new build school will still be needed. If some of the schools earmarked for potential expansion ultimately decide it is not in the interests of their students for them to expand then two or more 6fe schools will be needed.

#### 4. Extending choice and diversity

Evidence from parents and local Headteachers indicates that smaller schools are preferred by many<sup>7</sup>, but multiple expansions will remove this option for most parents. TGS Trust, operating two smaller schools, will benefit from the economies of scale and stability of a larger school while retaining a small-school feel with the ability for every member of staff to know the name of every student and the ability to provide pastoral care and teaching that meets the different needs of boys and girls.

This approach will see the creation of a unique boys' school which has close and ongoing interaction with the girls' school. This provides a unique choice and extends local diversity of provision. The inclusive Christian ethos of TGS Trust is very popular, with more first choice applicants than places each year at TGS Girls. There is no Church of England option for boys in the borough or in another borough within a reasonable travelling distance yet anecdotal experience from TGS Girls staff is that parents have been asking for years whether there is a way for boys to access a Church of England secondary education. There is no STEM specialist school in the borough at the moment.

#### 5. Need for high quality provision for boys

This table sets out OFSTED judgements, pupil attainment and progression data for the boys who attend all of the secondary schools in the 'central' area of LB Hounslow. Although Kingsbury Academy (PAN 168, formerly Hounslow Manor School) is rated as 'good' by Ofsted, the table shows that its popularity with local parents reflects low levels of progress and attainment for boys at the school.

School	Girls / Boys/ Co-ed	OFSTED rating	No. 1 <sup>st</sup> choice applications per place	Boys 5A*-C incl. Eng & Maths	% boys EBAcc	% boys making expected progress in English	% boys making expected progress in Maths
Gumley	Girls	Outstanding	0.7	n/a	n/a	n/a	n/a
Kingsbury	Coed	Good	0.17	32%	11%	45%	69%
Isleworth & Syon	Boys	Good	0.67	63%	37%	83%	73%
Lampton	Coed	Outstanding	0.89	66%	44%	82%	81%
St Mark's	Coed	Outstanding	1.5	80%	53%	88%	86%
TGS Girls	Girls	Outstanding	1.37	n/a	n/a	n/a	n/a
Heathland	Coed	Outstanding	1.25	69%	26%	80%	89%

<sup>7</sup> <http://democraticservices.hounslow.gov.uk/mgConvert2PDF.aspx?ID=56148>

## Section E2 Engagement with the community

### 1. Engaging with a diverse range of local parents

By focusing engagement meetings in local primary schools TGS Boys has not only engaged with and won the trust and support of local primary colleagues but also parents who represent the full diversity of the local community. The local schools that were visited are representative in terms of levels of deprivation as well as being ethnically diverse. Visits begun in the Autumn Term 2013 and the local primary schools visited include:

*Alexandra Road Primary School, Darell Primary School, Fielding Primary School, Hounslow Town School, Little Ealing School, Marlborough School, Meadlands Primary School, North Ealing Primary School, The Russell Primary School; Sheen Mount Primary School; St Elizabeth's Primary School; St John's CE School, St Paul's CE School, St Richards with St Andrews CE School; Strathmore School; The Vineyard School, Hounslow Town Primary, Rosary Primary; Grove Road Primary; Feltham Community College; Beaver's School*

Community venues have also been visited, including:

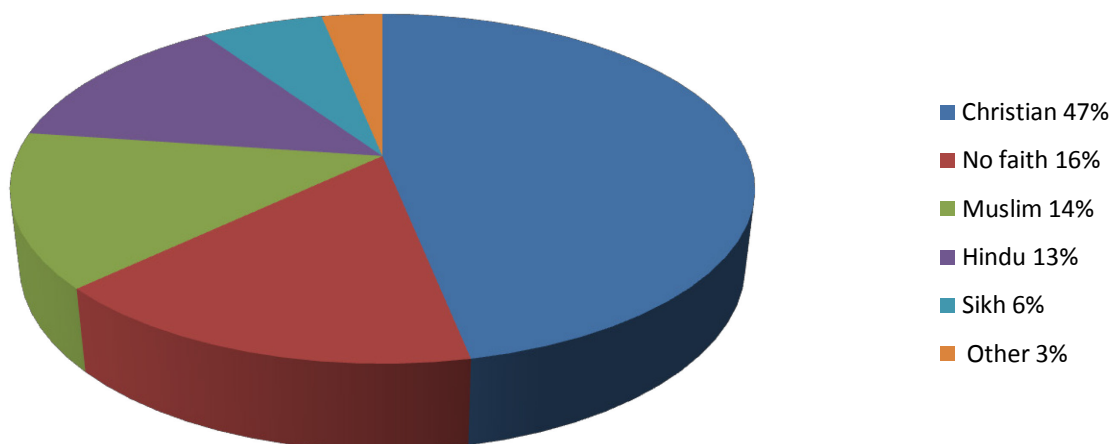
*Arabic School, The Urban Farm, Brentham Club Fireworks, Taekwondo, Isleworth, Heston Pool, Goals Football Club, Grasshoppers Rugby Club, Shene Leisure Centre, Beavers, Brentford Pool, Isleworth Pool, Elthorne Sports Centre, Waterman's Theatre, Snakes & Ladders, The Sports Linx Football Academy, Lampton Scouts, Penguins Swimming Club, Hounslow Urban Farm, Gurnell Leisure Centre, Feltham Community Sports Centre, Toy Galaxy*

These are all local venues which attract a wide range of families from different ethnic, social and religious backgrounds.

### 2. Faith backgrounds of prospective parents

TGS Girls attracts many applications from girls from all faith backgrounds and none and this experience has been very important in shaping an inclusive proposal for TGS Boys. It is not a surprise that parents from all faith backgrounds have responded positively. The prospective parents in each of the first two cohorts identified themselves as follows:

#### Religious background of families who indicate TGS Boys would be their first choice



A number of these families responded to the question 'what attracts you to this proposal' with comments about the proposed ethos. For example:

Some parents commented directly that the Christian ethos was the most appealing factor in the proposal. Others commented indirectly, for example by mentioning the nurturing of human values or the caring supportive environment which are key elements of the proposal and vision. Some families who are very happy with the education on offer to them at TGS Girls have indicated that they would choose to send their sons to TGS Boys. The admissions policy will fully comply with the admissions code including reserving at least 50% of places for families from backgrounds other than Christian.

### **3. Ongoing engagement**

In Feb 14 the school established a focus group of those parents who had expressed an interest in supporting the development of and refining the vision for TGS Boys. Their networking has instigated further interest from parents to date (see demand data). At a meeting in September 2014 this group was very clear about what they wanted for their boys:

- they wanted a small-medium sized school not exceeding 180 students per year
- they wanted a site in walking distance of the Putney – Ashford railway line
- they valued highly the proposed inclusive Christian ethos and a school open to all faiths and those of none
- they supported the focus on the care of the individual; rigour and high academic standards; challenge for all; and the development of character and attitudes towards learning and life.
- they appreciated the offer of enrichment and extra-curricular activities that go beyond the national curriculum
- while many of the parents understood the Trust's reasons for wanting to emphasise STEM subjects, they nevertheless wanted to ascertain that there would be a broad and balanced curriculum offer
- they responded enthusiastically to the emphasis on adventure, sport and leadership opportunities

## **Section F: Capacity and capability**

### **F1 (a) Pre-opening skills and experience**

All input above is voluntary unless otherwise stated.

LDBS has supported the development of this application and is committed to supporting the project through to successful delivery of a new school.

*“Over the past few years several exciting new schools have opened as a result of outstanding LDBS schools working with the LDBS schools development team and colleagues from other Church of England schools. Parents in Hounslow have often asked why their sons are not able to access Church of England provision as their daughters are, so we fully support this bid for The Green School for Boys to help meet the demand for school places.”* [REDACTED]

All parties are aware that if The Green School Trust decides to use part of its pre-opening grant to secure paid Project Management support it would do so on a competitive tender basis and LDBS would enter a bid. LDBS is the preferred candidate because it has an excellent record for opening successful new schools. [REDACTED] There are a wide range of individuals who will contribute on an occasional or ad hoc basis. For example, the LDBS already provides TGS Girls with professional legal and personnel support and this arrangement will be extended. The LDBS shares an ethos with TGS Trust and has a long-term vested interest in creating a school that is successful in the long-term.

[REDACTED]

Some of the administrative and operations functions at TGS Girls will be carried out centrally when the new school opens. The relevant post holders at TGS Girls will be available on an ad hoc basis throughout pre-opening to support as needed.

Name	Core applicant group?	Where live	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hrs per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	16
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	16
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	24
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	3

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	16
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1
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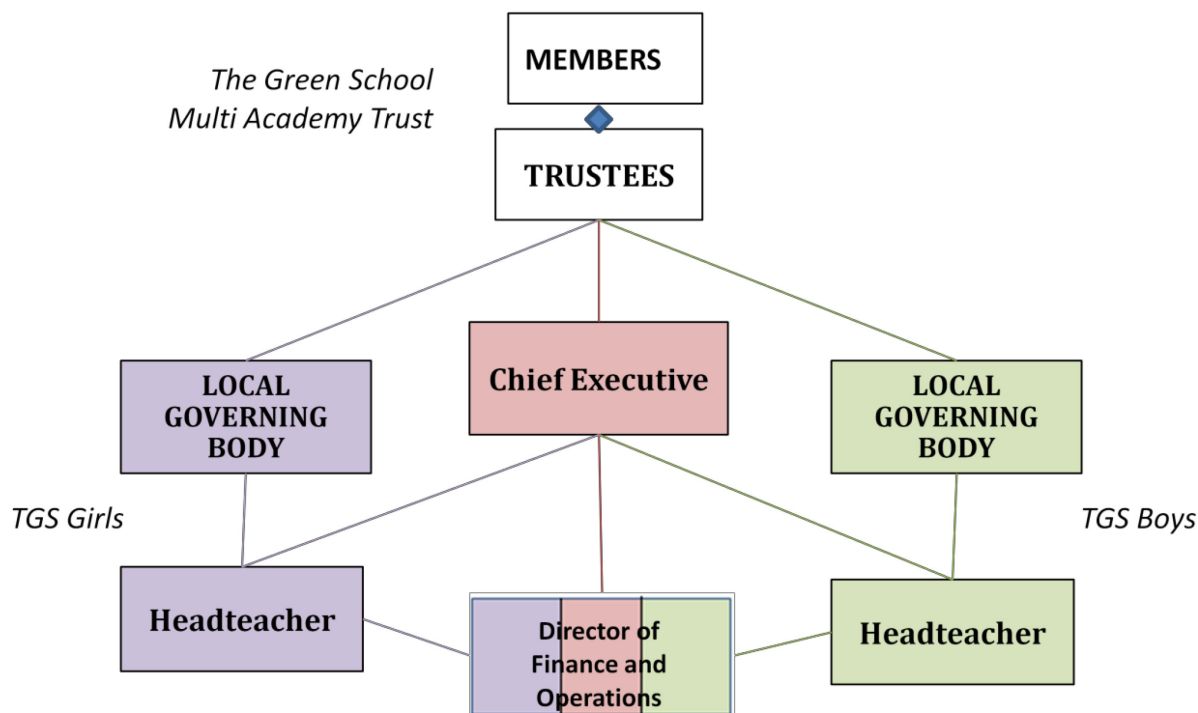
### F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
HR	The LDBS provides a professional HR service to the 150 or so Church of England Schools in the London Diocese, including to TGS Girls. This service will be extended to TGS Trust and TGS Boys, with additional support being made available as needed during the pre-opening phase under the policy already held by TGS Girls. This is the same arrangement as for the three LDBS Free Schools already open.
Building Project Management	There is no one on the core team with experience of managing a large building project. TGS Trust intends to procure professional Project Management support using part of the pre-opening grant and successful experience at managing school capital projects will be one of the selection criteria.
Legal	The LDBS provides a professional Legal service to the 150 or so Church of England Schools in the London Diocese, including to TGS Girls. This service will be extended to TGS Trust and TGS Boys, with additional support being made available as needed during the pre-opening phase under the policy already held by TGS Girls. This is the same arrangement as for the three LDBS Free Schools already open. The Chair of TGS Trust will be the point of contact for accessing support as needed.
Administration	An administrator for TGS Trust will be appointed to support with administration in pre-opening, █



## Section F2 Governance Structure

The Green School Trust (TGS Trust) is a Multi-Academy Trust (MAT) established in July 2013. It is responsible at present for one school, The Green School for Girls, and will also be responsible for the proposed new boys' school. In this application the Directors/Governors of the MAT are referred to as Trustees. The term "Governors" is used for members of the Local Governing Body. The governance structure will be as follows.



### 1. Company members

Two of the members are the Chief Executive of the LDBS and the LDBS as a corporate member. The MAT thus draws on the best practice and high standards established by other LDBS secondary Academies. The other members are the [REDACTED] and the Chair of The Trustees. The legal relationship between the Company Members and Trustees is set out in the Memorandum and Articles of the Company.

The Trust was established in July 2013 and it is operating at a high standard: the school has received positive verbal feedback from *Financial Management and Governance in Schools* auditors "one of the best schools they have seen". The risk analysis officers were particularly impressed with the governance and finance structures and practices.

It is the responsibility of the Members to ensure the success of TGS Trust by appointing The Trustees and exercising overall supervision. The members hold an Annual General Meeting at which the performance of the TGS Trust is reported and strategic achievements reviewed. Members may also hold other meetings. They receive the minutes of the Trustees' meetings and would call an extra meeting if any aspects of the school's performance caused them concern. Trustees produce a self-evaluation of their performance each year and make an annual report to

the Members of the company. The Members may remove and replace any Trustees whose performance is deemed unsatisfactory.

## **2. The Role of the Green School Multi-Academy Trust**

The Trustees are responsible for the oversight and direction of each school and are accountable to the Members for their performance. There are seven Trustees, who will include the Chief Executive, and they meet 6 times a year. They are listed in table F3a and bring a balanced set of skills and expertise, including education, finance, HR, ICT, management, pastoral care and spiritual ethos.

In their first 15 months the TGS Trust can demonstrate a positive impact and the experience and commitment to hold two schools to account. Since The Trust's inception it has instigated changes in the leadership of the school, evidencing a robust attitude to school improvement, the appointment of an interim Headteacher for 2014/15 and a new permanent Headteacher for January 2015. Minutes of meetings show the impact of the Trustees and Governors in holding the Headteacher to account through, for example, robust performance management; through challenge to educational custom and practice in requiring reports that are fit for their purpose; and through requiring detailed data on pupil premium funding and in-school variation between departments. The gap between the performance of pupil premium and non-pupil premium students at key stage 4 was better closed in 2014.

The role of TGS Trust is determined in part by its Memorandum and Articles of Association and in part by the extent to which it delegates responsibilities to the Local Governing Body (LGB) of each school. Delegation to the TGS Boys LGB will be set out in a detailed Scheme of Delegation, as has already been done for TGS Girls, consistent with their demonstrated capabilities and skills and regularly reviewed by TGS Trust in the light of performance. TGS Trust:

- Will ensure clarity of vision, strategic direction and ethos for The Trust and its two schools
- Will appoint a part-time Chief Executive for The Trust
- Has appointed a Director of Finance and Operations for The Trust
- Appoints the Headteacher for both schools
- Will be accountable to DfE for the performance of both schools
- Appoints the LGB of each school and monitors their work including an annual performance review. If performance is unsatisfactory, TGS Trust may intervene as soon as their next meeting to reduce the level of delegation to the LGB and/or replace underperforming governors
- Monitors the performance of the Chief Executive, the Director of Finance and Operations and the two Headteachers
- Employs the schools' staff. Contracts will either state that staff are employed to work in one school or across The Trust, depending on the post
- Is responsible for statutory compliance and risk management
- Every two years, will commission an external review of governance

The TGS Trust will exercise financial responsibility and oversight by:

- Its Audit Committee, already established, arranging and reviewing regular internal audits and responding to matters raised during the statutory audit.
- Procuring and delivering shared central services, resources, supplies and staffing where this

can be shown to represent best value through economies of scale.

- Setting the Trust's overall budget and approving the budgets of each school.
- Annually setting the proportion of the budget of each school that is needed to procure central services.
- Benchmarking the budgets of the two schools and holding them to account for their individual procurement decisions.
- Producing an annual report and audited accounts.
- Approving The Trust's major policies such as Finance, Pay, HR, Health & Safety and Staff Appraisal for both schools.
- Determining financial, budgeting and reporting procedures.

### **3. The Role of the Local Governing Body of TGS Boys**

The Trust aims to establish the LGB in January 2016, two terms before the school opens. Induction training will be provided for all new Governors and continuing training thereafter, including Safer Recruitment and the purpose and boundaries of the role. This will be commissioned from LDBS, LB Hounslow or both. LDBS will supply a mentor for the Chair, as is usual practice.

The TGS Boys LGB will comprise 9 governors: the Headteacher, an elected staff member, two elected parents and 5 appointed by Trustees. Trustee appointments will ensure a balanced and appropriately skilled GB to reflect the needs identified in F3b including education expertise. They will seek nominees who support the ethos of TGS Trust and represent the community that they serve. They will consider nominations from the local community and the LDBS. Members of the LGB will each be expected to take a lead role in at least one area. This will involve attending relevant training and ensuring this area is held to particular scrutiny. Lead roles will include links with each of the core curriculum areas, finance, safeguarding, SEN and personnel.

The LGB will establish statutory committees for admissions, grievances, discipline, finance and appeals. It will be for the LGB to consider whether to set up other committees covering staff, student and curriculum issues or whether they would prefer to deal with all such matters at their monthly meetings.

Subject to the Scheme of Delegation, the LGB is likely to:

- Ensure clarity of long-term planning, within the vision and ethos of The Trust
- Evaluate the school's achievements against past performance and benchmark schools
- Contribute to the school's self-evaluation and understand its strengths and weaknesses through:
  - Scrutiny of the rigour of the assessment process
  - Regular review of the quality of teaching through termly reports on lesson observations
  - Regular review of the impact of their own work
  - The setting of targets and regular scrutiny of progress towards them
- Monitor academic achievement and progress (including progress in different subjects and year groups and progress of FSM, SEND, EAL and G&T students), spiritual moral, social and cultural education and extra-curricular activities; by means of regular reports and data scrutiny which includes the data dashboard
- Hold the Headteacher and other senior leaders to account through a secure understanding of the school and regular monitoring of progress towards targets identified in the School

## Improvement Plan

- Draft the school budget for approval by The Trust
- Ensure solvency and probity and that the financial resources made available to the school are managed effectively
- Undertake regular detailed scrutiny of the school's finances
- Monitor the impact of Pupil Premium funding
- Make adjustments within the budget total as needed during the year
- Enter into contracts up to a specified financial limit
  
- Appoint and pay staff in line with TGS Trust policy (NB: all staff will be appointed to The Trust and their contracts will either specify that they are employed to work in one school or, for some posts, that they are employed to work across The Trust in both schools)
- Hold the Headteacher to account for their performance including the extent to which they help or hinder school improvement by tackling key concerns and developing their own skills
- Review staff structure and ensure the school builds capacity for ongoing improvement
- Manage staff grievance and disciplinary issues
- Monitor performance management systems and understand how the school makes decisions about teachers' salary progression, including the performance management of the Headteacher, to improve teaching, leadership and management
  
- Oversee the marketing of the school
- Oversee student admissions (subject to the admissions policy set by TGS Trust)
- Manage student discipline and exclusions
- Review school policies where delegated
- Ensure positive parent relations
- Be involved with community activities in a transparent and accountable way and develop positive relationships
- Ensure the school provides full information to stakeholders including parents, pupils and the community
- Be responsible for exclusions, admissions appeals and complaints, including forming a panel for each

### **4. The Role of the Chief Executive**

The part time Chief Executive will be appointed following approval of the proposal to open TGS Boys in order to provide continuity in planning and delivery of the new free school. The Chief Executive will be the line manager of the two Headteachers and the Director of Finance and Operations. The Chief Executive will be responsible for holding the two Headteachers to account for:

- Delivering The Trust's vision and strategic objectives
- Leading and managing the school
- Implementing the School Improvement Plans, securing pupils' progress and outcomes and ensuring a high quality of teaching

### **5. The Role of the Headteacher**

The Headteacher will be appointed in advance of the opening of TGS Boys. He/she will have overall responsibility, reporting to the Chief Executive, for the strategic implementation of The Trust's vision and success of TGS Boys. The Headteacher will be responsible for the day-to-day management of all the work of the school and for the delivery of the School Improvement Plan; for pupils' progress and outcomes and for the quality of teaching. The role is set out in more detail in the staffing plan.

## **6. Avoiding and Minimising Conflicts of Interest**

The National Audit Office has defined a conflict of interest as a set of circumstances that creates a risk that an individual's ability to exercise judgement or act in one role is, or could be, impaired or influenced by a secondary interest.

TGS Trust is committed to dealing thoroughly and transparently with any conflicts of interest, to taking action to avoid real or perceived conflicts in the four areas identified by the September 2014 Education Select Committee / Institute of Education research and to meeting any future legislation or guidelines that may be published in this area.

Trustees have shown in the 15 months that the Trust has been operational that they have the skill, determination and capacity to get under the skin of what is going on in TGS Girls, for example in scrutinising the IT contract. Mechanisms are in place to ensure transparency of decisions involving procurement. The Finance Policy lays down the requirements for written quotations and the extent of delegated authority for different levels of procurement decisions. The implementation of the rules is checked by external auditors.

The capacity within the Trust comes in part from the individual skills and backgrounds of the Trustees but also through the appointment of a Director of Finance and Operations who is employed to work for the Trust. He also acts as Company Secretary to ensure probity in decisions around the constitution and powers of the Trust and the governing body.

The same commitment will be applied to decisions made by the LGB of TGS Boys.

### **6.1 *Dealing with connected party transactions and paid for services***

The Clerk will maintain a Register of Interests of all the Trustees and Governors which will be published on the websites of both schools. The first item on the agenda is always to ask for a declaration of any conflict of interest relating to any of the matters to be discussed at the meeting. The person or people would then be asked to withdraw from the meeting when that matter is considered. LDBS is a corporate member of TGS Trust and therefore involved in appointing the Trustees. At the moment, one Trustee is an employee of LDBS but, as with any LDBS appointment, she has not been appointed to represent the interests of LDBS.

As a Church of England school, TGS Boys will pay a core service subscription to the LDBS which is a per capita figure paid by all Church of England Schools to help defray the cost of running a Board of Education. Each Diocese is required by statute to have a Board of Education and this subscription is not deemed to be a conflict issue.

The LDBS is a charitable, non-profit body which offers some further services to schools, e.g. training, HR and legal support. There is no obligation on any school to use these services and all schools operating under the auspices of LDBS are expected to seek best value in any

procurement, following best practice as set out in the Academies Financial Handbook. For example at least three competitive quotations will be sought for any purchase over £5,000. Nevertheless the LDBS-appointed Trustee is expected to declare an interest and withdraw whenever there is a review of LDBS services and/ or a discussion about future contracts.

The Trust will monitor policy, guidance and legislation in this area and will implement future best-practice guidelines or legislation as a priority, including any fit-and-proper persons test.

The remaining Trustees are volunteers from the community who support the school's ethos and are appointed to serve the interests of the school. The Governors who will constitute the LGB will similarly be volunteers from the community or elected staff or parent Governors. No Governor will be appointed to represent any particular interest.

## **6.2 Dealing with intangible conflicts**

The Trust acknowledges there is potential for future intangible conflicts arising from the corporate membership of the London Diocese (through the [REDACTED]) and the LDBS.

The LDBS is the educational arm of the London Diocese. Both are charities and they share an ethos with the TGS Trust. The LDBS has the same aims as the TGS Trust and a rigorous process for nominating and approving Trustees. Trustees are appointed to represent the interests of the TGS Trust rather than the LDBS or the London Diocese.

For these reasons the TGS Trust Trustees consider it unlikely that intangible conflicts would arise. Nevertheless, if Trustees became aware of such an issue the usual policy relating to conflicts of interest would apply and the conflicted Trustees would withdraw in the usual way.

**F3 (a) Proposed governors**

Name	Where live	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hrs / week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	3
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	8
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	8
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2

### **F3 (b) Skills gap for governing body**

We have identified skills gaps for the LGB in legal, health & safety, estates and buildings, marketing and SEND. TGS Trust has contact with a number of potentially suitable and interested governors. In the first term of the pre-opening period Directors will invite nominations.

- Aspiring members of the SLT at LDBS schools are encouraged to serve a term as a school governor at another LDBS school which provides good CPD and an insight into another school for the individual and a strong education lead for the school
- Work will develop with business partners, including local tech and engineering companies, to establish ways that they can support the school, including through governance
- Local Churches and other community organisations who have supported the development of this proposal will be invited to make nominations
- The London area SGOSS will be contacted if specific skills gaps remain
- Elections for staff and parent governors will be held within the first term after the school opens
- In pre-opening the Directors will consider co-opting prospective parent and TGS Girls staff members who have been involved in the planning process on a one-year term, to ensure the full range of skills before elections can take place

All potential Governors will be required to demonstrate to the TGS Trust that they are committed to the vision for the school, that they are experienced at working as members of a team and that they have enough time available to carry out their duties in full. Candidates will be asked what specific contributions they plan to make to the work of the LGB. In making appointments the Directors will ensure a balanced set of skills.

Once potential governors are identified, members will always go through a thorough process before appointment (unless the governor has been elected by parents or staff).

Members will prepare a 'role description' which explains the role and responsibilities, legal duties and liabilities, skills sought, times of meetings and a realistic time commitment that is needed. A minimum requirement of 80% attendance would be stipulated. Should a governor not attend relevant committee or full GB meetings for six months then their position would be reviewed by the members. In addition, potential candidates would be given a written indication of the personal qualities that governors need to display and an explanation of the ethos and vision for the school that governors need to support.

Governors will apply in writing, including a CV which sets out relevant skills and experiences. References will be taken up, including from the chair of a board for candidates with previous governance experience. Potentially suitable candidates will be interviewed by members and the Chair and Vice Chair of the governing body. If successful, proof of identity will be checked alongside enhanced DBS clearance. Successful candidates will be appointed and their details entered onto the school single central register.

Skills and diversity audits are not only essential in the early stages of starting up the governing body, but also throughout the life of the school to ensure that a successful succession management policy is implemented and the board continues to have the necessary range of skills to fulfil their role. Governors will complete an annual skills audit which will be used to drive the governor's development plan and training as well as recruitment.



## Section F4 Recruitment of school leaders

### 1. Chief Executive

██████████  
The student profile of TGS Boys with its more open admissions policy may well be very different from that of TGS Girls which has an APS score on entry above the national average. ██████████  
██████████

### 2. Qualities of the Headteacher

The successful candidate will be someone who has experience of working on the Senior Leadership Team of a boys' or a co-educational school as a Headteacher or Deputy Headteacher. The successful candidate should either have contributed to an OFSTED Outstanding school or have made a demonstrable contribution to the raising of standards in their current post; and will have a passion and vision for raising boys' aspirations and educational achievement.

We consider that the National Professional Qualification for Headship (NPQH) provides a thorough grounding in the skills needed to be a successful Headteacher; therefore an NPQH qualification is desirable.

### **3. Approach to recruitment**

We will nationally through the TES and across the Church of England family of schools to identify potentially suitable candidates. The advertisements will be drafted by the LDBS recruitment service which is experienced at drawing up eye catching advertisements to capture the unique selling points of a post. Prospective applicants for both posts will be invited to an open day to find out more about the proposal and the special vision for the school.

LDBS experience of other new Free Schools is that concern about CPD opportunities can deter candidates therefore in addition to a job description and person specification the application packs will incorporate full information about the project and about the professional development opportunities and induction process which is on offer, including a collaborative partnership with TGS Boys.

The appointment process for both posts will be managed by TGS Trust, with guidance from LDBS, and will follow best practice including Safer Recruitment guidelines. The recruitment panel will include an LDBS advisor who has a successful background in headship and who is experienced at appointing headteachers to LDBS schools. The panel will be chaired by the TGS Trust Chair and will include at least one other Trustee, [REDACTED] and a representative from the DfE, if the DfE chooses to make a nomination.

Candidates will be assessed in a school environment and will undertake a range of activities which could include:

- A Raise On-Line analysis to assess analytical and strategic skills
- A lesson observation and feedback to the class teacher with a question about how the candidate would support the teacher to further develop
- The delivery of an act of Collective Worship
- A pre-prepared presentation about the candidate's vision for the new school and how it would be delivered
- A series of interviews with Governors and the staff and Student Council either at TGS Girls or at a partner boys' school

### **4. Induction and support**

The LDBS always seeks to provide any new Headteacher with a mentor who is an experienced and successful Church of England Headteacher; this post would be no exception. An early start would be accommodated as a priority within the pre-opening budget.

The particular circumstances of the successful candidate will affect the on-boarding process. Because of the importance of the Headteacher's role in marketing a new school we will seek to arrange an opportunity for prospective parents to meet him or her as soon as possible after an appointment is made.

### **5. Staff Recruitment**

The LDBS will support Governors, the Chief Executive and the Headteacher in recruiting the initial small cohort of staff needed to open the school. Posts will be advertised nationally and, for some support staff where appropriate, through local networks and in local newspapers. In the selection of teachers emphasis will be given to skills relevant to the needs of the local area, e.g. experience of working in an urban environment and with boys for whom English is an additional language.

There will be opportunities for some of the existing staff of TGS Girls either to transfer to TGS Boys on a secondment or permanent basis, subject to due process, or to split their time between the two schools.

Because of the need to attract high quality staff who are much in demand in the London area job advertisements for teaching and other staff will set out both the attractive provision that will be offered in the key area of professional development and the opportunities for promotion within the school as it expands to its full size.

An early task for the LGB will be to secure Service Level Support for the full range of services that the school will need, including CPD. The school budget will allow for the school to purchase support from LB Hounslow, LDBS or elsewhere.

During the pre-opening phase TGS Trust will establish opportunities for newly appointed staff to shared INSET and staff development with TGS Girls. The existing SLT and middle leaders at the TGS Girls will be available to give guidance to new staff both during the pre-opening phase and thereafter.

Much of the approach laid out above will also apply to other staff appointments. Among other exercises we will seek to make arrangements to observe candidates teaching a lesson to boys.

## **Section F5 Educational track record**

The Green School for Girls converted from VA to Academy status on 1 August 2013. The Green School Multi-Academy Trust was established with the intention of accommodating TGS Girls and also establishing TGS Boys as a brother school. Given the recent Academy conversion, all the data which is available relates to the school when it was a VA school.

TGS Trust has been operational for just a few months but has made a significant impact at TGS Girls and will have sufficient capacity to oversee the development of TGS Boys.

### **1. TGS Girls is an Outstanding school**

TGS Girls was inspected by OFSTED in September 2011 and judged as outstanding.

<http://www.thegreenschool.net/page/?pid=143>

The 'effectiveness of leadership and management in embedding ambition and driving improvement', the 'leadership and management of teaching and learning', 'outcomes' and the 'quality of teaching' were all graded Outstanding at this inspection.

*"When students begin school in Year 7 they are broadly average in terms of their prior attainment. However, during their time at The Green School they make excellent progress and their overall attainment at the end of Year 11 is considerably higher than the national average." OFSTED 2011*

Current performance data is available on the DfE website:

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=102542&superview=sec>

The OFSTED Dashboard summary is available at:

<http://dashboard.ofsted.gov.uk/dash.php?urn=139989>

## **2. School Improvement and Development at TGS Boys**

Data shows that attainment at TGS Girls is well above National and Borough averages. It has been sustained at a high level for a number of years because of a coherent and well-embedded ethos and high expectations at all levels.

The targets set for TGS Boys in D2 are set on the basis of performance at TGS Girls and TGS Trust considers these are achievable so long as the ethos and expectations are effectively exported from TGS Girls, which will be done through shared governance and senior staff members who are seconded while TGS Boys is securely established.

TGS Trust is a member of Challenge Partners; an organisation over approximately 200 school nationwide that work together to ensure school improvement. As part of this, TGS Girls School receives a quality assurance review each year by a team of trained school leaders led by an Ofsted Lead inspector. All members of the SLT at TGS Girls take part in reviewing other schools in Challenge Partners so are confident that they have the skills to monitor and bring about school improvement. One of the deputy heads is a trained Ofsted additional inspector.

## **3. External School Improvement Support**

As well as supporting other schools, TGS Trust is also committed to using external school improvement partners to verify internal judgements and support ongoing development. The Trust will ensure that these partnerships are extended to include TGS Boys from the time it opens, to ensure it receives a broad range of support, including:

- TGS Girls is part of the Lampton Teaching School Alliance with a focus on school improvement, training and development
- TGS Girls is a member of the Hounslow Education Improvement Partnership and receives monitoring visits from Hounslow's senior education adviser
- TGS Trust is supported by the School Improvement Advisor at LDBS. LDBS is increasingly well placed to advise on arrangements for running a MAT and ensuring a high quality of central services, as well as supporting on teaching and learning and other aspects of school development

Extending these arrangements to TGS Boys will ensure a focus on high standards from the start and for both TGS schools to develop at the same ambitious pace.

## **4. Central Trust services**

The TGS Trust will establish a single finance and operations team to support both schools. Responsible overall to the Chief Executive and day-to-day to the Headteacher these appointments will follow the same process as other staff appointments. The central team represents value for money by allowing for more specialised roles therefore more efficient working, opportunities for progression and economies of scale. It also provides an appropriate structure for shared procurement between the two schools. This is explored further in F6.

## **5. Oversight provided by TGS Trust**

The one area of the 2011 OFSTED report in which TGS Girls was judged as 'satisfactory' was governance. The conversion to Academy status provided an opportunity to appoint a committed and able Trust board and establish a new Local Governing Body at TGS Girls. This has made a significant impact and the new structure has proved effective at holding TGS Girls to account including:

- A smaller, appropriately skilled LGB offers more effective oversight of key issues
- Increased challenge to school leadership through more frequent meetings and focused and clear roles for Governors and Trustees
- Stronger links with staff, parents and students including the introduction of regular staff surveys to identify issues which are addressed with the SLT
- Improved knowledge of the school through greater attendance at school events and a programme of visits by Governors linked with individual subjects
- A shorter, more focused School Improvement Plan includes information from a LGB review of progress and Challenge Partners Review and focuses on key issues with decisive actions e.g. the appointment of a Director of Finance and Operations
- Governors have required the school to analyse in greater depth the use of Pupil Premium and its impact
- Introduction of a new pay policy has been approved, with "good" or "outstanding" teaching essential for pay progression
- Led the restructuring of the leadership of TGS Girls
- Enhancement to the spiritual dimension by appointing a part-time Chaplain

This transition has significantly increased the ability and capacity of the governance and means TGS Trust understand what makes for strong governance and are well placed to establish a similarly able and engaged LGB at TGS Boys.

## **Section F6(a) Shared Services**

### **1. The rationale for a central finance and operational support team**

The TGS Trust is already established and it currently supports one school, TGS Girls. The Trust plans to create a significant central services team as it moves to support two schools: to support the Chief Executive in delivering a shared vision across the Trust and to provide economies of scale to both schools.

Economies are available through centrally procured contracts (e.g. the provider of catering to TGS Girls has already indicated that there could be a saving of 7-10% if there were one shared catering contract. Economies are also available in the management of contracts, with one team managing the performance of contractors.

A central finance and operations team also provides efficiency and more opportunities for staff development and progression than is possible in a 6fe school. For example, by employing one facilities team to work across both schools the Facilities Manager can be employed at a high level to manage a number of staff and the overall size of the team provides the capacity for training an apprentice each year. The same applies to the ICT Manager and his or her team of technicians.

Furthermore, staff roles can be more specialised. For example, both schools will benefit from a more senior Data Manager who provides strategic support, with a data assistant undertaking the more routine aspects of data management.

This arrangement will also help both schools to secure value for money. There is sufficient capacity to run procurement exercises thoroughly and to monitor the performance and impact of each SLA agreement.

Strong governance will make sure these arrangements provide best value and operate for the benefit of both schools. Termly reporting to each LGB by the Director of Finance and Operations will enable active monitoring in each school. Termly reporting to the Trust means that overall value-for-money and efficiency will also be monitored.

New posts in the central services team will be appointed through a competitive process. TGS Girls already has a well established support function and it is expected that some staff will apply for promoted posts within the Trust. There will be restructuring at TGS Girls, whose capacity will reduce as the capacity of the Trust increases.

## **2. Paying for a central resources and operational support team**

The Director of Finance and Operations is responsible for identifying areas where there would potentially be efficiency or economy savings through central procurement. These are already being identified through discussions with suppliers each time TGS procures a contract. Once TGS Boys is open, benchmarking the two schools against each other will support this process.

The cost of shared services will be divided between the two schools on a per pupil basis. Each school will be charged for the proportion of time that is allocated for each shared member of staff. This varies through the growth years for some posts as set out in the staffing table and budget. The costs of running the central services team e.g. administrative supplies will also be shared on a per pupil basis. A centralised support function will be managed at the most suitable site in terms of location and effectiveness.

Each year the Director of Finance and Operations will present to the Trust his proposal for the areas to be procured, resourced or staffed centrally along with a best value rationale. The Trust will only agree to provide a service centrally where there is a clear efficiency or economic benefit. This means that over time it will be possible to delegate more functions to the individual schools or to increase central procurement. The figures given in the table below are indicative, based on an initial assessment of areas that would initially be more efficient or economic to provide centrally.

## **3. Director of Finance and Operations**

The Director of Finance and Operations is responsible for finance, ICT, business management and facilities and property management for both schools, assisted by support staff. He will be line-

managed by the Chief Executive and responsible directly to the Trust for centrally procured and managed functions. However he will also be responsible to each Headteacher for:

- Supporting the education at both schools by ensuring each Headteacher has financial and operational support
- Drafting the annual budget for both schools for submission to the LGBs (within the totals and parameters set by TGS Trust)
- Monitoring expenditure from each budget
- Income generation and lettings policy
- Ensuring compliance with financial procedures (including the AFH)
- Contracts, service level agreements and insurance
- ICT strategy and procurement
- Capital projects
- Annual maintenance and improvement programme for both schools' premises; Health & Safety in relation to premises, including site security and access
- Ensuring that both schools have access to sufficient HR expertise

#### **4. Finance Team**

The Finance Team will be responsible for ensuring that all finance functions across TGS Trust are conducted in accordance with statutory obligations and support school development plans. Functions that we anticipate will be conducted centrally include:

- Contribution and compliance with finance policies and procedures
- Management accounts, including budgeting and cash-flow
- Procurement procedures including for catering and cleaning
- Accruals and prepayments
- Capitalisation and depreciation
- Asset Management and Asset Register
- Management of debtors and creditors
- Arrangement for and compliance with internal audit
- Preparation of period and year end accounts
- Arrangement of statutory audit
- Monitoring the performance of central SLAs e.g. cleaning and catering
- Using regular MIS reports to support SLT decision making

Finances were well-managed at TGS Girls while it was a VA school. It does not, and has not, operated with a deficit. Since the Director of Finance and Operations was appointed upon Academy conversion the school has further increased its rigour in financial management and monitoring.

#### **5. Human Resources Support**

The HR Manager will be responsible for ensuring that all HR functions across TGS Trust are conducted in accordance with statutory obligations and support school development plans. Functions that we anticipate will be conducted centrally include:

- Developing and supporting compliance with HR Policy and procedures
- Support for staff recruitment and induction

- Staffing policies including Performance Management, the appraisals process and capability procedures
- Payroll including calculating NI, tax and on-costs
- Remuneration, including benefits and pension
- Sickness absence and group absence protection

## **6. Facilities Management Team**

The FM Team will be responsible for ensuring that all FM functions across TGS Trust are conducted in accordance with statutory obligations and support school development plans. Functions that we anticipate will be conducted centrally include:

- Developing and supporting FM policies and procedures
- Health & Safety monitoring, access
- Day to day operational running of the built environment
- Statutory checks including legionella, cholera, asbestos
- Routine and specific risk assessments
- Receipt and control of goods
- Business Continuity
- Ensure adequate security provision and procedures are in place
- Manage the energy and environment processes and initiatives

## **7. Information Technology Team**

Led by the IT manager, IT Team functions will include:

- Contribution and compliance with IT policies and procedures
- Ensuring that the network and hardware are serviceable
- Preventing, managing and responding to user requirements
- Managing SLAs with third party providers
- Ensuring end user agreements are current and relevant
- Ensuring an up to date and progressive network topology is maintained
- Ensuring that adequate network, hardware and application skills are retained
- Monitoring speed of connections and internet provision

## **8. Management Information Systems Team**

The Data Manager makes sure that the MIS is used to best effect to support teaching, learning and efficient management across the Trust.

- Contribution and compliance with MIS policies and procedures
- Ensure that the school processes are compliant with ICO, DP & IM policies
- Ensure that appropriate Information Management processes are developed
- Ensure that data, capture, exchange, manipulation and exploitation is effective
- Ensure that day to day operational MIS is effective and delivering requirements
- Provide planned MIS data for statutory returns, T&L and operational decisions
- Provide specific requested MIS data to support TGS Trust or TGS Boys objectives
- Provide analysis of data using quantitative and qualitative tools
- Provide appropriate vehicles for simple communication of complex data
- Provide options analysis and suggested CoA



## F6(a) Shared services

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
TBC	HR Manager	CIPD/HR experience	0.5fte	[REDACTED]
TBC	Facilities Manager	Hard and soft FM	0.5fte	[REDACTED]
TBC	Caretaker		2fte	[REDACTED]
TBC	Site apprentice		1fte	[REDACTED]
TBC	Data Manager	Experienced data analysis, IM, DPO	0.5fte	[REDACTED]
TBC	Data assistant		0.5fte	[REDACTED]
TBC	Network Manager	Experienced IT Systems Manager, networks, remote clients, applications	0.5fte	[REDACTED]
TBC	IT technician		1fte	[REDACTED]
TBC	IT apprentice		0.5fte	[REDACTED]
TBC	Exams Officer		0.5fte	[REDACTED]
TBC	Admin to Trust		0.5fte	[REDACTED]
			<b>Total cost</b>	[REDACTED]

## F6 (b) Shared services

Name of school	Budgeted contribution to MAT shared service	
	2016/17	2017/18
Shared staff costs, as above	£	£
<b>ICT</b> costs are absorbed from Administrative Supplies and include: SLAs, hardware, licences for ICT provision across both schools. Costs have been calculated from a mixture of DfE provided benchmark data, TGS Girls cost centre analysis over the previous 7 years and bid team experience. First 2 years are revenue costs only e.g. licences. Assumed MIS and hardware provided through pre-opening budget and capital funding.	£	£
<b>FM</b> costs are absorbed from Premises section of the budget and include: SLAs, resources and licences for provision across both schools. Costs have been calculated from a mixture of DfE provided benchmark data, TGS Girls cost centre analysis over the previous 7 years and bid team experience.	£	£
<b>Admin</b> costs are absorbed from Admin Supplies line of the budget and include: SLAs, resources and licences for admin provision to both schools. Costs have been calculated from a mixture of DfE provided benchmark data, TGS Girls cost centre analysis over the previous 7 years and bid team experience.	£	£
<b>Catering</b> subsidy based on known TGS Girls data and estimated FSM entitlement.	£	£
<b>Professional services</b> include legal and audit	£	£
<b>TOTAL</b>	£	£

## Section G: Budget planning and affordability

<Redacted>

[Redacted]		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ -name of school/organisation</li> <li>▪ -position and responsibilities held</li> <li>▪ -length of time in position</li> </ul>	[Redacted]
		[Redacted]
		[Redacted]
4.	<b>For finance only:</b>	[Redacted]
5.a	<b>For education only:</b>	[Redacted]
5.b	<b>For education only:</b>	[Redacted]
6.	Brief comments on why your previous experience is relevant to the new school	[Redacted]
7.	<b>Optional:</b>	[Redacted]
8.	Reference names(s) and contact details	[Redacted]

SECTION H: LOCATION AND PREMISES

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

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if possible.	The Green School for Girls is located at Busch Corner, London Road, Isleworth, Middlesex, TW7 5BB. The closer the schools are located, the more opportunities there will be for partnership working. However, there is high demand for this new school from all over the borough and the vision does not depend on the two sites being located very close to one another.
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If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:	TW7 <Redacted>
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Your calculated building space using the EFA formula. See section H in the free schools criteria booklet.	<Redacted>
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Any comments on your calculated building space:	NA
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**Preferred site**

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
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In which local authority is the site?	Hounslow
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If the preferred site is near to the boundary with another local authority, please say which:	NA
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If the preferred site is near to the boundary with a third local authority, please say which:	NA
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If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
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Please tell us how you found the site:	<Redacted>
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Please confirm the tenure:	Other - please explain
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If other, please explain further:	<Redacted>
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Please Include information on purchase or lease price if known:	Unknown
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Who owns the site?	<Redacted>
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Is the site available/on the market? (please attach agents' particulars as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if available)	No
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Name and contact details of owner:	<Redacted>
Name and contact details of agent or local authority representative where available:	<Redacted>
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	No
What kind of site is it?	<Redacted>
What is the current use?	<Redacted>
If government building or 'other' - please describe:	NA
Why have you chosen this site? What makes it suitable for your free school?	<Redacted>
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	NA

**Second choice site**

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

Name and contact details of owner:	<Redacted>
------------------------------------	------------

Name and contact details of agent or local authority representative where available:	Unknown
--	---------

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	<Redacted>
--------------------------	------------

What is the current use?	Other - please describe
--------------------------	-------------------------

If government building or 'other' - please describe:	<Redacted>
--	------------

Why have you chosen this site? What makes it suitable for your free school?	<Redacted>
---	------------

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>
---	------------

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	New build required
--	--------------------

**Third choice site**

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
---	------------

In which local authority is the site?	Hounslow
---------------------------------------	----------

If the preferred site is near to the boundary with another local authority, please say which:	NA
---	----

If the preferred site is near to the boundary with a third local authority, please say which:	NA
---	----

If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
--	----

Please tell us how you found the site:	On-line search for available property and land
--	--

Please confirm the tenure:	<Redacted>
----------------------------	------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	<Redacted>
---	------------

Who owns the site?	<Redacted>
--------------------	------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Yes
---	-----

Name and contact details of owner:	Unknown
------------------------------------	---------

Name and contact details of agent or local authority representative where available:	<Redacted>
--	------------

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	NA
---	----

What kind of site is it?	<Redacted>
--------------------------	------------

What is the current use?	<Redacted>
--------------------------	------------

If government building or 'other' - please describe:	NA
--	----

Why have you chosen this site? What makes it suitable for your free school?	<Redacted>
---	------------

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>
---	------------

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Would need rebuilding
--	-----------------------

**Fourth choice site**

Full address and postcode of your fourth choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

**For independent school convertors**

Please say whether you will be increasing PAN when becoming a free school:	Please select
--	---------------

if yes, from what to what?	
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Please confirm the size of your existing site:	
--	--

Please confirm the size of your existing buildings:	
---	--

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
---	--



[Redacted]		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[Redacted]
		[Redacted]
		[Redacted]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> <li>▪</li> </ul>	[Redacted]
5.a	<b>For education only:</b>	[Redacted]

5.b	<b>For education only:</b>	[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

[Redacted]		
1.	Name	[Redacted]
2.	Area of expertise	[Redacted]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ -name of school/organisation</li> <li>▪ -position and responsibilities held</li> <li>▪ -length of time in position</li> </ul>	[Redacted]
		[Redacted]
		[Redacted]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ -date of qualification</li> <li>▪ -professional body membership number</li> <li>▪ -how your qualifications are maintained</li> </ul>	[Redacted]
5.a	<b>For education only:</b>	[Redacted]
5.b	<b>For education only:</b>	[Redacted]
6.	Brief comments on why your previous experience is relevant to the new school	[Redacted]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
8.	Reference names(s) and contact details	[Redacted]

[Redacted]		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ -name of school/organisation</li> <li>▪ -position and responsibilities held</li> <li>▪ -length of time in position</li> </ul>	[Redacted]
		[Redacted]
		[Redacted]
4.	<b>For finance only:</b>	[Redacted]
5.a	<b>For education only:</b>	[Redacted]
5.b	<b>For education only:</b>	[Redacted]
6.	Brief comments on why your previous experience is relevant to the new school	[Redacted]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ -name of school/organisation</li> <li>▪ -position and responsibilities held</li> <li>▪ -length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b>	[REDACTED]
5.a	<b>For education only:</b>	[REDACTED]
5.b	<b>For education only:</b>	[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b>	[REDACTED]
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	[REDACTED]
5.b	<b>For education only:</b> if you are in a teaching or	NA

	head of department role in your latest	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ -name of school/ organisation</li> <li>▪ -position and responsibilities held</li> <li>▪ -length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b>	[REDACTED]
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	[REDACTED]
5.b	<b>For education only:</b>	[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]



7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ -name of school/organisation</li> <li>▪ -position and responsibilities held</li> <li>▪ -length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ -date of qualification</li> <li>▪ -professional body membership number</li> <li>▪ -how your qualifications are maintained</li> </ul>	[REDACTED]
5.a	<b>For:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE</li> </ul>	[REDACTED]

	<p>including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable  <b>education only:</b></p>	<p>██████████</p>
5.b	<p><b>For education only:</b></p>	<p>██████████</p>
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>██████████</p>

7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b>	[REDACTED]
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	[REDACTED]
5.b	<b>For education only:</b>	
6.	Brief comments on why your previous	[REDACTED]

	experience is relevant to the new school	██████████
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

[Redacted]		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[Redacted]
		[Redacted]
		[Redacted]
4.	<b>For finance only:</b>	[Redacted]
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	[Redacted]
5.b	<b>For education only:</b>	
6.	Brief comments on why your previous experience is relevant to	[Redacted]

	the new school	██████████
7.	<b>Optional:</b> brief	██████████



	comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

[Redacted]		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	[Redacted]
		[Redacted]
		[Redacted]
4.	<b>For finance only:</b>	[Redacted]
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	[Redacted]

5.b	<b>For education only</b>	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	<b>Optional:</b>	

8.	Reference names(s) and contact details	[REDACTED]
[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b>	NA
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the</li> </ul>	[REDACTED]

	years you were in post, if applicable	██████████
5.b	<b>For education only:</b>	██████████
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████

8.	Reference names(s) and contact details	

[Redacted]		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[Redacted]
		[Redacted]
		[Redacted]
4.	<b>For finance only:</b>	[Redacted]
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	[Redacted]
5.b	<b>For education only:</b>	NA

6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████



[Redacted]		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ -name of school/organisation</li> <li>▪ -position and responsibilities held</li> <li>▪ -length of time in position</li> </ul>	[Redacted]
		[Redacted]
		[Redacted]
4.	<b>For finance only:</b>	[Redacted]
5.a	<b>For education only:</b>	[Redacted]
5.b	<b>For education only:</b>	[Redacted]
6.	Brief comments on why your previous experience is relevant to the new school	[Redacted]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
8.	Reference names(s) and contact details	[Redacted]

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ -name of school/organisation</li> <li>▪ -position and responsibilities held</li> <li>▪ -length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only:	[REDACTED]
5.a	For education only:	[REDACTED]
5.b	For education only:	[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	On request

[Redacted]		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	Details of your last three roles including:	[Redacted]
	<ul style="list-style-type: none"> <li>▪ -name of school/organisation</li> </ul>	[Redacted]
	<ul style="list-style-type: none"> <li>▪ -position and responsibilities held</li> <li>▪ -length of time in position</li> </ul>	[Redacted]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ -date of qualification</li> <li>▪ -professional body membership number</li> <li>▪ -how your qualifications are maintained</li> </ul>	[Redacted]
6.	Brief comments on why your previous experience is relevant to the new school	[Redacted]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or	[Redacted]

	all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

[Redacted]		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ -name of school/ organisation</li> <li>▪ -position and responsibilities held</li> <li>▪ -length of time in position</li> </ul>	[Redacted]
		[Redacted]
		[Redacted]
4.	<b>For finance only:</b>	[Redacted]
5.a	<b>For education only:</b>	[Redacted]
5.b	<b>For education only:</b>	[Redacted]
6.	Brief comments on why your previous experience is relevant to the new school	[Redacted]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
8.	Reference names(s) and contact details	[Redacted]

[Redacted]		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ -name of school/organisation</li> <li>▪ -position and responsibilities held</li> <li>▪ -length of time in position</li> </ul>	[Redacted]
		[Redacted]
		[Redacted]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ -date of qualification</li> <li>▪ -professional body membership number</li> <li>▪ -how your qualifications are maintained</li> </ul>	[Redacted]
5.a	<b>For education only:</b>	[Redacted]
5.b	<b>For education only:</b>	[Redacted]
6.	Brief comments on why your previous experience is relevant to the new school	[Redacted]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	On request

[Redacted]		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ -name of school/ organisation</li> <li>▪ -position and responsibilities held</li> <li>▪ -length of time in position</li> </ul>	[Redacted]
		[Redacted]
		[Redacted]
4.	<b>For finance only:</b>	[Redacted]
5.a	<b>For education only:</b>	[Redacted]
5.b	<b>For education only:</b>	[Redacted]
6.	Brief comments on why your previous experience is relevant to the new school	[Redacted]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
8.	Reference names(s) and contact details	[Redacted]

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ -name of school/organisation</li> <li>▪ -position and responsibilities held</li> <li>▪ -length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ -date of qualification</li> <li>▪ -professional body membership number</li> <li>▪ -how your qualifications are maintained</li> </ul>	[REDACTED]
5.a	<b>For education only:</b>	[REDACTED]
5.b	<b>For education only:</b>	[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b>	
8.	Reference names(s) and contact details	[REDACTED]



[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b>	[REDACTED]
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	[REDACTED]
5.b	<b>For education only:</b> if you are in a teaching or head of department role in your latest school	[REDACTED]

	<p>(where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	<p>[REDACTED]</p>
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[REDACTED]</p>
7.	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[REDACTED]</p>
8.	<p>Reference names(s) and contact details</p>	<p>[REDACTED]</p>



[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
S	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b>	[REDACTED]
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	[REDACTED]

**Sally Yarrow**

5.b	<b>For education only:</b>	N/A
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]



Department  
for Education

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