



Department
for Education

Free school application form

Mainstream, studio, and
16 to 19 schools

Published: December 2015

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

WOOLWICH POLYTECHNIC SCHOOL FOR GIRLS

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The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size.

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

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed your application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

* Independent schools include existing alternative provision and special school institutions that are privately run.

** If your application is larger than 9MB please split the documents and send two emails.

Section I of your application	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days <p>by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

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

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

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

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



Position: 

Print name: 

Date: 29/02/2016

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

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



Completing the application form

Section A – applicant details (use Excel spread sheet)

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

- complete the Section A tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section B – outline of the school (use Excel spread sheet)

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

- complete the Section B tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C – vision

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

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

Rationale for Woolwich Polytechnic School for Girls

Woolwich Polytechnic School for Girls, due to open in September 2018, will be an Outstanding eight form entry secondary school which will be the sister school to our already Outstanding school, Woolwich Polytechnic School for Boys, and will be part of our multi-academy trust, PolyMAT. This school will share all the core values including the ethos, culture and outstanding pastoral system that makes the boys' school so successful. Our holistic approach to pastoral care means that the girls will receive the same nurturing and support as the boys and whilst many of the issues will be broadly the same, we recognise that there will be matters pertinent to the girls. We will use our considerable network of support to provide the expertise and strategies to address any such pertinent matters, including strong links that we already have with two Outstanding girls' schools. The girls' school will achieve academic excellence and will provide girls in Thamesmead with the same outstanding life chances that are currently available to boys. Local residents and primary schools have long been asking for this provision. Our intention is to provide the girls with similar curriculum offer to the boys as we do not believe gender should be an influencing factor to lessons taught in the classroom. Our boys' school is already one of the most successful secondary schools in the country (in the top 100 in 2015) and we will do everything to make the girls' school equally successful. Woolwich Polytechnic for Boys has been in the top three for the last three years in the DfE Similar School Performance Tables, was the first secondary school in the country to receive the Exceptional Schools Award and has been part of the Mayor of London's Gold Club for the last three years. In addition, the boys' school has been recognised by the SSAT as being in the top 10% of schools nationally for value added and, possibly most importantly, is classified by Ofsted as Outstanding. The

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

boys' school has been runner up in the TES Secondary School of the Year twice in the past three years.

We are committed to, and are experts in delivering, single sex education and have demonstrated that our students make outstanding progress in this learning environment. The initial decision to open a girls' school was based on enquiries from the parents of our current cohort who want the same outstanding education for their daughters that their sons receive. To date we have received nearly 400 positive responses from parents with daughters in the local area and we have held information meetings at the local primary schools. In addition, there is an imbalanced provision for girls in Thamesmead which would not be addressed if we opened a co-educational school. We believe that a girls' comprehensive school is the appropriate addition to the multi academy trust and will meet the needs and demands of the local community. Both the Director of Education for Greenwich and the Regional Schools Commissioner have asked us to open a new girls' school. The two comprehensive girls' schools within the local authority have results over 20 percentage points below that of Woolwich Polytechnic Boys' School. Our new school will therefore address this inequality in standards as well as contributing to a considerable shortfall in demand for secondary school places from 2018. The predicted shortfall for girls in 2018 /19 is 564 which is forecast to increase to 1008 by 2021/22 (see the table on page 40).

The Vision & Ethos

We expect Woolwich Polytechnic School for Girls (11-16) to be a highly successful school that will be part of our multi-academy trust, PolyMAT. The schools will share the same vision, 'Success For Everyone', in addition to the same core values and relentless focus on achievement, progress and outcomes that has proved so successful with the boys' school. Our vision reflects the highest expectations of staff and the highest aspirations for all students. The school will have an inclusive family ethos which will ensure that SMSC is embedded deeply within our culture. This will be achieved through a strong pastoral system which nurtures responsibility, supports outstanding behaviour and teaches respect, tolerance and British Values where students are encouraged to discuss and challenge ideas and beliefs. This culture will be underpinned by the work of Student Council. There will be four main strands to our vision:

(1) Learning – Every student to succeed

- An emphasis on English, Maths and the EBacc subjects; 66% of curriculum time will be dedicated to this area to ensure all students achieve a good or better pass at GCSE.

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

- A flexible curriculum that is individually targeted to students depending on their needs, for example, Year 7 students with low levels on entry will be given an ‘accelerated curriculum experience’ (ACE), whilst the level 6 students (at KS2) will experience a grammar school intake (GSI) curriculum. These have both proved highly effective in our boys’ school. Whilst the school will only have Year 7 students initially, setting will be at faculty level and will move to a mix of mixed ability and setting and eventually full setting. Setting will be based on CATs, reading tests and KS2 data.

(2) Teaching – Outstanding in every classroom

- Recruitment and retention of outstanding staff
- Sharing of outstanding staff and best practice with our boys’ school through targeted continual professional development.
- Rigorous monitoring and high expectations of teaching and learning will be the responsibility of the Director of Teaching and Learning.
- Teaching will always be benchmarked against the Ofsted criteria for Outstanding
- Ongoing programmes of personalised CPD

(3) Leadership – Every leader inspires greatness in others

- Outstanding leadership at senior and middle leader level will be evident in our forensic monitoring of the school’s performance.
- Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition. This is supported by robust self-evaluation at both senior and middle leadership levels.
- Students participate in leadership through Peer Mentoring, School Council, the Prefect system, the Duke of Edinburgh Award scheme and other sport and community programmes.

(4) Ambition – The highest expectations for all

- A no-excuses culture where background and prior attainment are not barriers to future success
- On successful completion of Year 11 a large number of students will be expected to join Woolwich Poly’s co-educational Sixth Form with the remainder moving to good quality further education colleges. Outstanding

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

progression to Russell Group universities for those students leaving Woolwich Poly's Sixth form.

Main Key Performance Indicators

- To achieve an Attainment 8 score which is 10% above national averages
- 100% of lessons to be Good or Outstanding
- A thriving Student Council which contributes to the school and local community
- 100% of girls applying to secure their first choice of Sixth Form provider, the most able going to Woolwich Polytechnic and then securing Russell Group university places.

PolyMAT Vision

Having converted as an empty MAT in August 2014 we now believe that we are in a position to support more schools in the region. We did not want to add schools to the MAT until we truly believed that we were in a position to embed our outstanding practice in additional schools without causing detriment to our current school. Our vision has evolved over the last year and, in liaison with our RSC (email attached in the annexe) who is keen that our Trust develops a cluster of schools to support the local community, [REDACTED]

[REDACTED] Whilst some informal discussions have taken place nothing has been formalised and it is the intention of this MAT to prioritise the opening of the girls' school. We firmly believe that all schools in the Trust should be 'local' although this does not necessarily mean that they should be in our local authority as we are close to the border of another local authority.

To date we have received just under 400 positive responses from our parental survey forms that demonstrate the overwhelming support for our new girls' school.

We expect the girls' school to have an impact on our planned admission numbers for the Sixth Form and propose to discuss this expansion with the EFA nearer the time.

Section D – education plan: part 1

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

- use the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2017, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Year 7			240	240	240	240	240	240
Year 8				240	240	240	240	240
Year 9					240	240	240	240
Year 10						240	240	240
Year 11							240	240
Totals			240	480	720	960	1200	1200

Section D – education plan: part 2

D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this section.

All applicants will need to complete the table of subjects and hours. Please use the table below.

Woolwich Polytechnic currently operates a successful 2 year KS3 and a 3 year KS4 in order to allow students to specialise earlier and consequently increase the depth of their understanding across a range of subjects by the time they finish KS4. In order to ensure each student studies the best possible combination of subjects the options process in Year 8 provides students with the opportunity to make carefully guided choices about their own future.

Key Stage 3 (Year 7/8)

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	3.3	Mandatory	Some students will receive this curriculum entitlement via the ACE (Accelerated Curriculum Experience) or GSI (Grammar School Intake) programmes.
Maths	3.3	Mandatory	Some students will receive this curriculum entitlement via the ACE (Accelerated Curriculum Experience) or GSI (Grammar School Intake) programmes.
English or Maths	0.8	Mandatory	Depending on their prior attainment students will receive one additional period in either English or mathematics.
Science	3.3	Mandatory	
Language (French or Spanish)	2.5	Mandatory	
Geography	1.7	Mandatory	
History	1.7	Mandatory	
Ethics, Beliefs and Cultures	0.8	Mandatory	Incorporates Religious Education and elements of SMSC, democracy, respect and tolerance.
Computing/ICT	0.8	Mandatory	

Music	0.8	Mandatory	
Art	0.8	Mandatory	
Drama	0.8	Mandatory	
Design Technology	1.7	Mandatory	Food technology, textiles, resistant materials, graphic design, electronics and other DT areas will be covered, tailored to the needs and interests of the students.
Physical Education	1.7	Mandatory	Will include both team sports, individual sports such as gymnastics, aerobics, yoga and pilates (as appropriate to student age) and creative sports such as dance. There will be a clear mandate to promote healthy choices, body positivity and life-long habits for the girls at our school.
Personal Development	0.8	Mandatory	This will incorporate PSHE, elements of SMSC and other essential learning related to girls' personal development.
Reading Period	0.3	Mandatory	20 minutes each week will be spent reading. This will include a mixture of students' own choice of reading and news articles. The sessions will include independent reading, pair and group reading and guided discussion of the reading material. The responsibility for the effectiveness for this period would lie initially with the post-holder for English but would become part of a whole school literacy coordinator's role once the school reached full size. Impact would be measured using literacy progress rates, reading ages and attitudes to

			reading (via surveys and pupil voice).
EAL (English as an Additional Language)	Variable	Mandatory	We envisage our intake will contain students with no or limited knowledge of English, due to our proposed catchment area. This support will be tailored to students' needs with the aim of helping them successfully access the full curriculum as quickly as possible.
Tutor Time	2.5	Mandatory	Including elements of PSHE, assemblies and other work. As with the boys' school we intend to have 2 tutors per tutor group (usually 1 teacher and 1 member of the associate staff). The responsibility for ensuring this time is tightly focused and contributes extremely positively to students' development and learning would lie with the heads of year. From year 2, the heads of year would also be overseen by a pastoral deputy headteacher with overall responsibility for the pastoral system and effective use of tutor times over the 5 years each student is at the girls' school.

Key Stage 4

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	4.2	Mandatory	Language and Literature for all students.
Maths	4.2	Mandatory	Some students may complete additional mathematics courses and qualifications alongside their

			mathematics KS4 curriculum and GCSE.
Science	4.2	Mandatory	All students will complete a double science GCSE and some a triple science one.
Language (French, Spanish or Latin)	2.5	Mandatory	The exact choice of subjects here may vary but it is our intention that all girls would continue with their KS3 language and some would pick up a second language. We have opted for Latin as this is currently taught in the boys' school and it will be possible to use the same teacher. This subject is also important for those students that wish to study medicine.
Geography or History	2.5	Mandatory	Our intention is that all girls would continue with at least one of Geography or History to complete the EBacc and some may study both.
Up to 2 subjects from: Art & Design GCSE Drama GCSE Music GCSE Computing GCSE Design Technology GCSE (Food Technology, Textiles, Graphic Design, Electronics, Resistant Materials – exact choice will be tailored to student needs)	2.5	Mandatory	We will conduct surveys and run meetings to gather pupil opinions to determine the best subjects to offer the girls in KS4. This will also depend on national changes to qualifications on offer as our first cohort would complete their GCSEs in 2023.

<p>Business GCSE and/or VCert</p> <p>Economics GCSE</p> <p>PE GCSE and/or Sports BTEC</p> <p>Citizenship, Sociology and/or RS GCSE</p> <p>Child Development</p> <p>Other vocational subjects and/or College courses</p>			
Physical Education	1.7	Mandatory	Will include both team sports, individual sports such as gymnastics, aerobics, yoga and pilates (as appropriate to student age) and creative sports such as dance. There will be a clear mandate to promote healthy choices, body positivity and life-long habits for the girls at our school.
Personal Development	0.8	Mandatory	This will incorporate PSHE, elements of SMSC and other essential learning related to girls' personal development.
Reading Period	0.3	Mandatory	20 minutes each week will be spent reading. This will include a mixture of students' own choice of reading and news articles. The sessions will include independent reading, pair and group reading and guided discussion of the reading material.
EAL and/or Subject Support	2.5 +	Voluntary	Some students will receive support with their English (if it is not their first language) others will choose subject support as an option to allow

			them additional time and support to secure a good pass at GCSE (in particular for students with special educational needs).
Tutor Time	2.5	Mandatory	Including elements of PSHE, assemblies and other work. As with the boys' school we intend to have 2 tutors per tutor group (usually 1 teacher and 1 member of the associate staff).

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Our vision for Woolwich Polytechnic Girls' School is to offer the girls in Thamesmead the same outstanding education our boys' school currently provides. As a consequence, we intend to modify the curriculum only where appropriate to meet the needs of an all girls' school.

Differences Between Woolwich Polytechnic School (for Boys) and the Proposed Girls' School

As the catchment area will be identical for both schools we envisage that the levels of EAL, FSM, SEN and prior attainment will be very similar in both schools. Therefore, the KS3 curriculum we will offer is very similar to the one currently on offer in the boys' school. One notable difference we propose is to the English/maths time allowance. Within the boys' school the prior attainment of the students is higher in maths than English so we allocate an additional period of English time in Year 7 and 8. However, statistically girls often perform better in English than maths so we have planned for flexibility with this additional period. Depending on our initial intake we would run the extra period entirely with one of the two curriculum areas or, ideally, a mixture to allow the curriculum to meet all students' needs. We recognise the need to be flexible with our curriculum and expect to adapt it as we gain experience in meeting the specific needs of the girls. Both Head Teachers have strong links with

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

outstanding girls' schools and have discussed the sharing of 'best practice' and specific advice on educating girls in a single-sex environment.

See D1 Tables 1 – 4 below for evidence regarding girls' and boys' prior attainment locally and evidence regarding the similarity of intake in terms of micro-groups within the local community.

D1 Table 1

Key Stage 2 Data for 2015

Attainment in key stage 2 mathematics, Greenwich versus State-funded schools in England by gender

Tests															
	% level 2 or below			% Level 3 or below			% Level 4 or below			% Level 5 or below			% Level 6		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
England	4	4	3	12	12	12	87	87	87	42	46	38	9	10	7
Greenwich	3	4	2	8	9	7	92	91	93	53	56	50	14	15	12
Poly Intake Sep 15		1.3			6.8			38.8			38.8			11	

D1 Table 2

Attainment in key stage 2 reading, Greenwich versus State-funded schools in England by gender

Tests															
	% level 2 or below			% Level 3 or below			% Level 4 or below			% Level 5 or below			% Level 6		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
England	4	6	3	10	12	8	90	88	92	49	45	53	0	0	0
Greenwich	4	5	3	7	9	5	93	91	95	57	53	61	0	0	0
Poly Intake Sep 15		5.1			3.8			47.7			40.1			0	

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

D1 Table 3

Attainment in key stage 2 science, Greenwich versus State-funded schools in England by gender

Teacher Assessments															
	% level 2 or below			% Level 3 or below			% Level 4 or below			% Level 5 or below			% Level 6		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
England	2	3	2	11	12	9	89	88	91	40	40	40	0	1	0
Greenwich	2	3	2	7	8	6	93	92	94	53	59	56	2	3	2

D1 Table 4

Local Primary School Data compared to Woolwich Polytechnic School based on January 2016

School	Postcode	Percentage of boys	Percentage of girls	Percentage SEN	Percentage English not as first language	Percentage of pupils eligible for FSM in the last 6 years
Bishop John Robinson	SE28 8LW	42%	58%	0.9%	34.1%	21.3%
Discovery	SE28 0JN	52%	48%	2.1%	51.7%	23.2%
Hawksmoor	SE28 8AS	50%	50%	1.0%	71.5%	31.4%
Heronsgate	SE28 0EA	50%	50%	0.8%	58.1%	34.5%
Linton Mead	SE28 8DT	53%	47%	2.1%	56.1%	45.9%
St Margaret Clitherow Catholic School	SE28 8GB	53%	47%	1.6%	36.1%	21.4%
Windrush	SE28 8AR	52%	48%	0.0%	38.7%	34.5%
Jubilee	SE28 8JB	52%	48%	0.7%	27.9%	30.6%
Castillion	SE28 8QA	52%	48%	1.2%	36.9%	20.3%
Woolwich Polytechnic School	SE28 8AT	96%	4%	1.7%	53%	53.8%

The intention across both KS3 and KS4 is to provide a rigorous, academic curriculum which would prepare the girls for success at university within a wide range of careers (including the sciences and technology) and in their future lives. Therefore, we are mirroring the balanced curriculum provided currently in the boys' school with roughly

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

two thirds of the curriculum time allocated to core and EBacc subjects and a wide range of other subjects comprising the remaining one third.

The biggest flexibility within our curriculum plan is in terms of the KS4 courses on offer. Over the next 8 years the subjects offered within the boys' school would naturally evolve and therefore we have planned the same opportunity into the girls' school curriculum model.

We have also planned significant support for our students, alongside the significant challenge of our curriculum. That support will primarily come from the EAL and SEN departments and mirror the current support we provide in the boys' schools. Where appropriate, we will adapt the curriculum in order to give our girls the best possible start to their lives (mirroring the work within the boys' school).

Whilst we are planning for a broadly similar intake in terms of micro-groups, we are aware of the need for flexibility in terms of running a girls' school instead of a boys' school. We are confident that the pastoral structure, curriculum timings, planned support, intervention and extra-curricular activities detailed within this application will enable us to provide a first-class education for girls within the local community. The biggest changes are likely to be in terms of PSHE and issues which affect girls differently to boys which are further detailed in section D4.

Consistency of Teaching and Learning

In order to ensure that teaching and learning is outstanding in the girls' school we would work closely across the two schools, completing a single programme throughout each academic year which spans both schools and includes: learning walks; formal observations; peer observations; joint CPD and planning; student voice; team teaching; learning and teaching meetings. These activities will be led, coordinated and monitored by the Director of Teaching and Learning. In the first year this will be the Director of Teaching and Learning currently employed in the boys' school; by year 3 at the latest this role will also form part of the SLT responsibilities in the girls' school (Assistant or Deputy Head, dependent on the other responsibilities and the experience of the colleague in this role).

Length of the School Day

The structure will mirror the boys' school:

7:30 – 8:30am Intervention, enrichment and other activities

8:30am Tutor Time and Assemblies

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

8:50am Period 1

9:40am Period 2

10:30am Break

10:50am Period 3

11:40am Period 4

12:30pm Lunch

1:10pm Period 5

2:00pm Period 6

2:50pm Tutor Time

3:00pm End of timetabled lessons.

3:00 – 5:00pm Intervention, enrichment and other activities.

On Wednesdays a slightly modified school day will run:

7:30 – 8:30am Intervention, enrichment and other activities

8:30am Tutor Time and Assemblies

8:50am Period 1

9:35am Period 2

10:20am Break

10:40 Reading Period

11:00am Period 3

11:45am Period 4

12:30pm Lunch

1:10pm Period 5

2:00pm Period 6

2:50pm Tutor Time

3:00pm End of timetabled lessons

3:00 – 5:00pm Intervention, enrichment and other activities

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Enrichment and Voluntary Activities

Again, these would mirror the opportunities on offer at the boys' school where, by Year 11 there are a variety of enrichment opportunities available from 7:30am – 5:00pm each day, plus Saturday School, trips and residential opportunities. Our Saturday School programme encourages all its pupils to value learning beyond the normal curriculum hours. Students are targeted with comprehensive revision sessions that complement and reinforce mainstream lessons. Students are invited on a 6 week programme which targets Years 10 and 11 and attendance and impact are regularly monitored. Sessions run from 9.00 – 12.00 and are attended by around 200 students every week.

The after school intervention, enrichment and other activities (3pm – 5pm each day) would include activities such as:

- Interventions – additional lessons and small group teaching/work in subjects for students requiring additional support
- Subject specific clubs
- Homework clubs and support groups
- Enrichment clubs providing different and extended opportunities
- Cultural clubs
- Sports clubs
- Fixtures and competitions (within school and with other schools)
- Rehearsals and performances
- Short term and longer projects
- Environmental and community groups
- School magazines/newspapers
- Other activities as determined by the needs and interests of the girls in the school

The girls' school would build up to this over the 5 years, tailoring the activities on offer to both student and staff interests. We would also collaborate between the two schools to offer a joint activities week in June so that every single student benefits from trips and enhanced activities beyond the standard curriculum.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

In addition, we will run a 2 week work experience programme for all Y10 students, whether or not this is a statutory requirement from 2021/2022 onwards (when our first cohort will be in Y10).

D2 – measuring pupil performance effectively and setting challenging targets

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

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D2 – measuring pupil performance effectively and setting challenging targets

Target Setting

This will be the responsibility of the Directors of the Trust and set in conjunction with the headteacher and local governing body. Woolwich Polytechnic School for boys has a strong culture of high target setting at both individual and whole school level which will be replicated within the new girls' school. This culture sets targets which are above expected achievement levels so that significant effort is required to meet these targets. By setting all targets at such aspirational levels not all targets are met but the culture of 'success for everyone' is linked closely to the growth mind-set ideology i.e. we either meet challenging targets and set new, even greater ones, or we have not met the target yet. In addition, we use a range of long term and short term targets.

On a whole school level, this would lead to:

100% 5+ in English and maths (long term target) starting from at least 10% above National averages in our first year (2023) rising each year.

100% 5+ EBacc (long term target) starting from at least 10% above national averages in our first year and rising each year.

Attainment 8 score – starting at least 10% above national averages and rising each year.

D2 – measuring pupil performance effectively and setting challenging targets

Progress 8 score – starting from at least 1 grade above floor target (+0.5) rising up to consistently +1/top 10% of schools nationally (as Progress 8 is a new measure from 2016 and is norm-referenced the exact figures will depend on the standard deviation of this measure in order to reach the top 10% (or better).

Individual target setting will be carefully tailored to each student and their individual strengths and subjects taken. These will be reviewed and adapted but will follow the general principles:

- All targets to exceed Attainment 8 expected outcomes plus at least half a grade
- No targets below the equivalent of 4 grades/levels progress from the start of Y7 to the end of Y11 (so a student arriving at school with 100/ “Secondary Ready” would have targets of grade 5 or higher, students slightly above this grade 6 or higher etc. Again, as the KS2 measure is new, the exact boundaries we would choose for each minimum target will be determined once the full distributions are known).
- Individual subject targets would also be set according to careful assessment of each student’s potential in that particular subject, using the above principles as a floor i.e. targets will be higher where a student shows particular strength or aptitude for that subject.

Behaviour

The success of Woolwich Polytechnic School for boys is built upon an extremely rigorous pastoral system which balances support and challenge equally and actively teaches positive behaviour for learning. In order to ensure the new girls’ school is similarly successful we would mirror the pastoral structure and expectations by:

- Each year group having a Head of Year and Deputy Head of Year who would follow the year group through the school. We intend to recruit our first Head of Year from the boys’ school Heads of Year or Deputy Heads of Year and to have joint Heads of Year meetings between the two schools. Recruiting at least one pastoral lead from the boys’ school will ensure strong consistency between the 2 schools.
- Each tutor group will have 2 tutors in order to ensure that every student has personal contact with an adult who knows them well each day. At least one of these will be a teacher.
- The ‘Poly and Proud’ culture of the boys’ school will be used within the girls school, including but not limited to:
 - Smart uniform (dress for success)

D2 – measuring pupil performance effectively and setting challenging targets

- Punctuality and attendance
- Respect
- Politeness
- Helpfulness
- Apologising and restorative actions
- Reading
- Extra work: no one will work harder than me for my own education
- Caring and compassionate towards others
- Confidence
- Listening to others
- Significant use of praise, including achievement points, notes in school diaries, assemblies, postcards and letters home and awards will be used to reinforce, highlight and reward excellent behaviour. Similarly, we will mirror the sanctions used within the boys' school such as verbal warnings, detentions etc.
- Contact with home and a strong partnership between parents/carers and the school are another key element of our current school's success. In order to ensure this is transferred to the new school we will train staff and monitor the effectiveness of communication home as well as putting regular formal and informal events into the calendar such as:
 - Tutor tea parties
 - Academic Review Days
 - Parental Information Evenings
 - Celebrations and Prizegiving evenings
 - Subject specific parental information events

Assessment

Students' attainment and progress will be assessed formatively on a regular basis in order to allow for adaptation of teaching to maximise the progress of students and in line with the current Woolwich Polytechnic School practice. Data collections, allowing for whole school analysis and action where required will take place termly (6 terms in a school year).

D2 – measuring pupil performance effectively and setting challenging targets

At KS4 student assessment will be linked to GCSE (and other Level 2 Qualification) gradings, subdivided into 3 i.e. 5A = top end of a grade 5, 5B = middle of a grade 5 and 5C = low end of a grade 5. This subdivision will allow for students, staff and parents to track progress effectively and exactly mirrors the current system which is successfully in place at Woolwich Polytechnic School for boys.

Name: [Redacted] (11.W1) UPN: [Redacted]

Safe=C2

Expected Attainment 8

Score	4.2	AB Score	6.9	AB Grade	A	P8	+2.7
Grade	D+						

Year: Year 11 EBacc: Y

RAP: SAFE Next Steps... 3 AS Courses + Extended Project (Optional)

Form: 11W1

Tutor: N.Rudden, R.Workman

EAL	PP	FSM	LAC	G&T	SEN
-	F	F	F	-	N

Ethnicity SEN Notes

Any other Asian background No Special Educational Need

KS2: English	4b	CATS	VSAS	97
Maths	4b	QSAS	77	
Science	-	NVSAS	93	
APS	26.37	Average	89	
Fine Level	4.395	Reading Age	16.00	

Safe= Fine level 2

Subject	Current Grade	EOY11 Prediction	Predicted Progress	Poly Target	Set
English Language	B	-	EE	A	11x/En1 [Redacted]
English Literature	B1	A3	1	A	11x/En1 [Redacted]
Mathematics	A1	A+3	1	A	11x/Ma2 [Redacted]
Biology	A1	A+3	1	A	11x/Bi1 [Redacted]
Chemistry	A+2	A+1	1	A	11x/Ch1 [Redacted]
Physics	A2	A+3	2	A	11x/Ph1 [Redacted]
Computing	B1	A2	2	B	11z/Cod [Redacted]
French	A1	A+3	1	C	11z/Fr1 [Redacted]
Geography	A	-	EE	A	11z/Ge2 [Redacted]
Economics	C1	B2	2	A	11z/ECA [Redacted]
Astronomy	A	-	EE	-	0

Print

What If Analysis

AB Score	7.6	AB Grade	A*-	P8	3.4
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Subject	AB Grade	Count	Weight
English Literature	A2	7	14
Mathematics	A+2	8	16
Chemistry	A+1	8	8
Biology	A+2	8	8
Physics	A+2	8	8
French	A+2	8	8
Computing	A2	7	7
Geography	A	7	7
Total		76	

You can change the grades above to see what impact those movements have on the student's overall AB and P8 predictions.

The table above shows the forensic detail of assessment and tracking that will take place in the girls' school.

The curriculum at the new school will be an integrated 5 year curriculum. In years 7 and 8 ('KS3') students will study the full breadth of the curriculum with a particular focus on acquiring strong knowledge and developing fundamental skills in these years. In Year 9 - 11, students will specialise in some subjects (as per D1) and will continue their studies seamlessly in those subjects, building on their prior learning in order to achieve the highest possible grades at the end of KS4.

However, using GCSE/Level 2 Grades with students from Year 7 could prove counter-productive in terms of motivation and ambition. This is a particular concern as Woolwich Polytechnic School for boys does not currently have a balanced intake due to its location on the border of Kent where there are grammar schools. We envisage that we will have a similar intake in the new girls' school and therefore a significant number of students with low prior attainment. Our current school has been running a trial into various ways of recording, reporting and tracking attainment and progress at KS3 and will be implementing a cohesive assessment and reporting

D2 – measuring pupil performance effectively and setting challenging targets

system from September 2016. We have decided to use the Doodle software and tracking system developed by the PiXL organisation and drawing on best practice across hundreds of schools across the country. This system tracks the strengths and weaknesses of students individually, allowing specific targets to be easily set and tracked and helping to accelerate progress. It maps through from KS3 into KS4 so that we can more closely track student development across their 5 years within the school. As the system is still relatively new, we envisage refinements and improvements will be securely in place by September 2018 when the girls' school opens.

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

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

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

We have costed the staffing structure we intend to use and are confident that it is affordable based on the official DfE financial and in line with our current proportions in the boys' school.

In addition to the teaching staffing detailed below (and in the organograms following) we intend to employ a project manager (see F1b)). At this stage, non-teaching support staff will be kept to a minimum with possibly 1 Admin/receptionist, 1 Premises role and 1 IT support role. All other support roles will be through strategic and shared services for which the MAT will take a top-slice of the funding. This top-slice will be built up according to the level of services and not based on a nominal percentage. It is expected that the following services will be provided in this way:

- Business Manager
- Finance Manager

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

- Governance costs including audit fees
- Professional back office services including HR, payroll, legal Health and Safety advice, appeals, attendance, educational psychologist

Year 1 (2018 – 2019). See blue organogram. In the first year we would need staff to teach more than one subject each. However, by grouping staff in faculties we would expect each faculty to contain subject specialists in all subject areas and to lead on teaching and learning within their faculty for their area. This would enable some setting to occur in Year 1 so that teaching can be more accurately matched to student needs. Additional support from the boys' school would be bought in as necessary (this may be frequent and regular, e.g. 1 period or afternoon per week or less frequent but regular e.g. an afternoon per term or irregular e.g. a day when needed). The exact number of LSAs would be flexible depending on the needs of our intake. The head of year role may create additional teaching capacity as we would recruit the strongest pastoral lead we could regardless of subject specialism. We would expect the Heads of Year to be subsumed within the general teaching demand as the school grows and there is greater flexibility within the curriculum. Deputy head of year role would be contained within the staffing detailed below. In addition to cross-teaching within faculties, a small number of periods within the Faculty of Creative and Physical Expression (Art, Music, Drama & PE) may need to be taught by non-specialists within the school or be bought in from the boys' school.

We intend to have 2 windows of teacher recruitment only, taking advantage of the fact that we would know our staffing needs earlier and more securely than existing schools who need to wait for resignations.. This would also allow for greater efficiency in terms of cost and organisation due to economies of scale. Window 1 (around Summer 2017) would be for limited staffing during the set up period and we intend to primarily staff this using staff at the boys' school with 0.1 of their time/salary coming from the girls' school set up money. The headteacher would be appointed beforehand in order to run this window and play a lead role in the pre-opening phase.

Window 2 would take place in early Spring 2018 and would be for all remaining teaching staff, including TLRs. All advertising would occur simultaneously and there would be an interview week for all viable candidates across the entire subject range. We would then look at the entire candidate pool at the end of the week to appoint a team of teachers with the skills and flexibility to deliver the curriculum in Year 1. We envisage this team would be comprised of a mixture of applicants from within and outside the boys' school. We also envisage appointing talented staff in their 2nd – 5th years of teaching for developmental TLR roles (for example, 'Head of Maths' paid at 1/5 the HoD rate but supported by HoD maths in the boys' school increasing to 2/5 in

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

Year 2 with decreasing support etc.). This should also provide stability of staffing in the early years of the school with so many new staff joining each year.

If this innovative recruitment model proved unsuccessful in terms of finding high-quality candidates for all required roles, we would have sufficient time for additional recruitment within Spring 2018.

Shared staffing with the boys' school will be desirable in a number of subjects in order to maximise quality specialist input in the early stages of the girls' school. For example, the girls' school will employ 1 language teacher who will primarily teach at the boys' school in Year 1. In return, language lessons in the girls' school will be taught by this teacher, plus others from the boys' school to enable specialist language teaching from Year 1. The staffing of the girls' school will be planned to become self-sufficient as the school grows but we will retain the option of sharing where beneficial for both schools.

Year 2 (2019 – 2020). See red organogram. The staffing model will move from Year 1 towards a closer department structure. The recruitment and interview process used for Year 1 will be evaluated and modified. TLRs will be contained within the staffing shown. Depending on the experience of the staff employed, we will have a combination of HoDs, TLR/HoDs supported by staff from the boys' school and Heads of Faculty. HoY 2i/cs are subsumed within the general staffing. The intention is that the girls' school would employ 2 full time language teachers on-site from this year and they would take responsibility for all language lessons, however a shared arrangement with the boys' school as per Year 1 may be necessary.

Year 3 (2020 – 2021). See green organogram. Photography and/or textiles would be able to be offered without a designated teacher due to dual specialisms within art appointments. Similarly, a full range of subjects will be offered across other subjects as per the table in D1. There may a small number of hours of teaching bought in from the boys' school if the demand is there, for example Business, Latin and Economics, unless we are able to recruit suitable dual specialists within other subject areas. The exact increase in staffing for non-core and EBacc subjects would depend on the demand within our first cohort. In this year the Arts Faculty may split into individual departments (Art, Music and Drama). HoY posts will be subsumed within the general teaching demand. We would expect each department/faculty to have a HoD and the larger departments (English, maths, science, languages and humanities) to also have a 2i/c or key stage coordinator/secondary TLR role.

Year 4 (2021 – 2022). Purple organogram. Almost at full capacity. Filling new TLRs and SLT roles created by the expanding school would primarily come from internal promotion (as per Year 1 notes) but some posts will be filled externally.

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

Year 5 (2022 – 2023). Turquoise organogram. We would expect no, or almost no, job-sharing between the 2 schools at this point. The relationship would become one between equal schools in terms of sharing of resources and best practice (we expect this to occur gradually across the first 5 years).

What would we do if we only filled 70% of places and consequently only received 70% funding?

We have completed a spreadsheet analysing a school 70% of our proposed size and are confident that our model would still work with reduced staffing as follows:

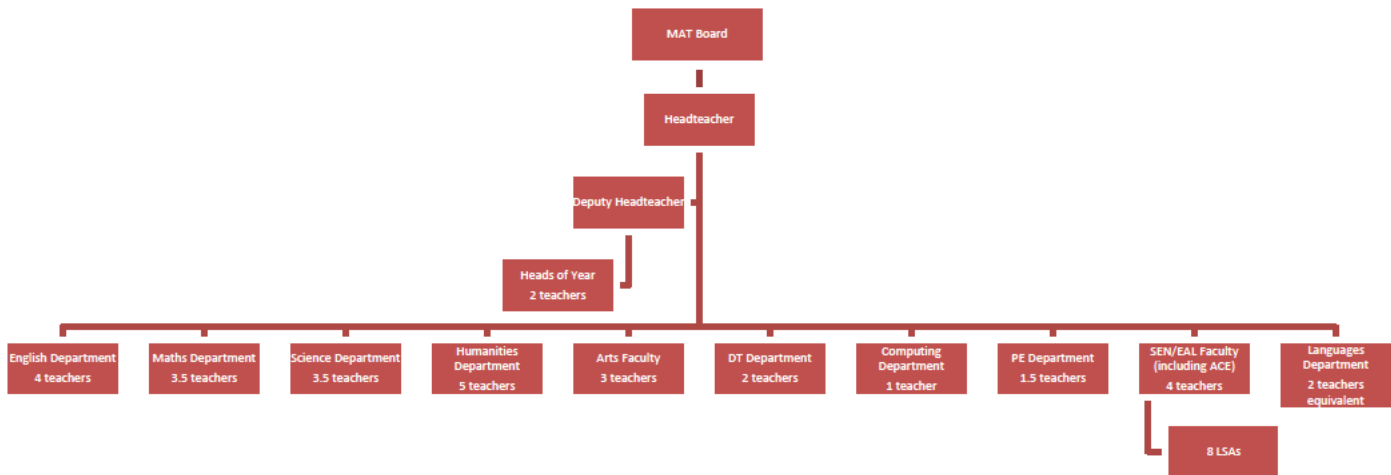
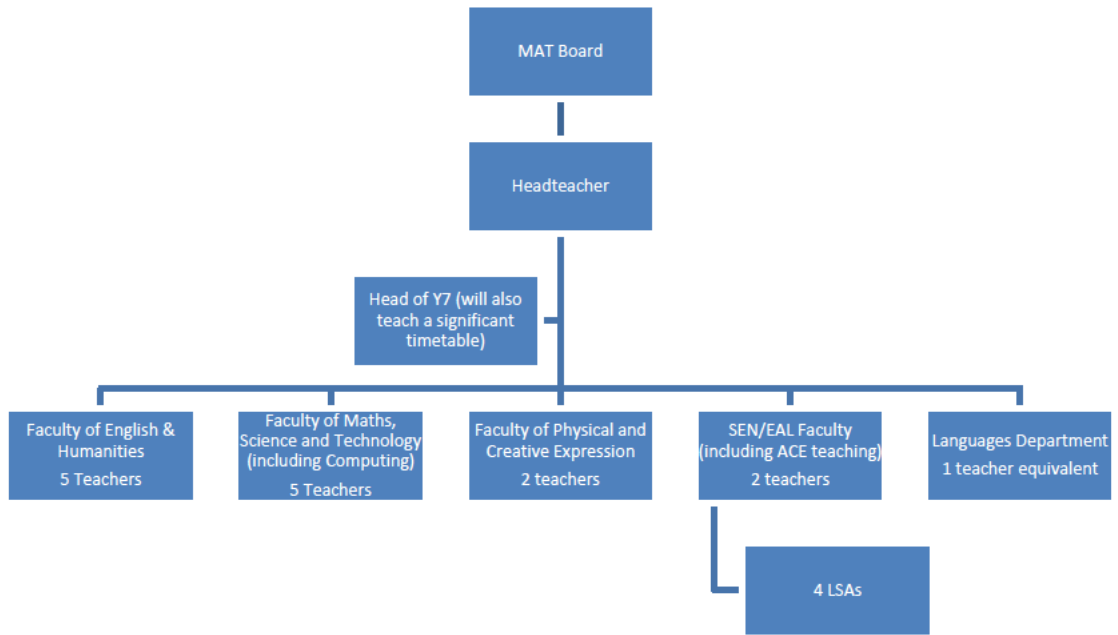
Year 1 – a total of 14 teaching staff including HoY7 and with 2-3 LSAs. The broad faculty arrangement with grouped specialisms and flexible teachers would still work here.

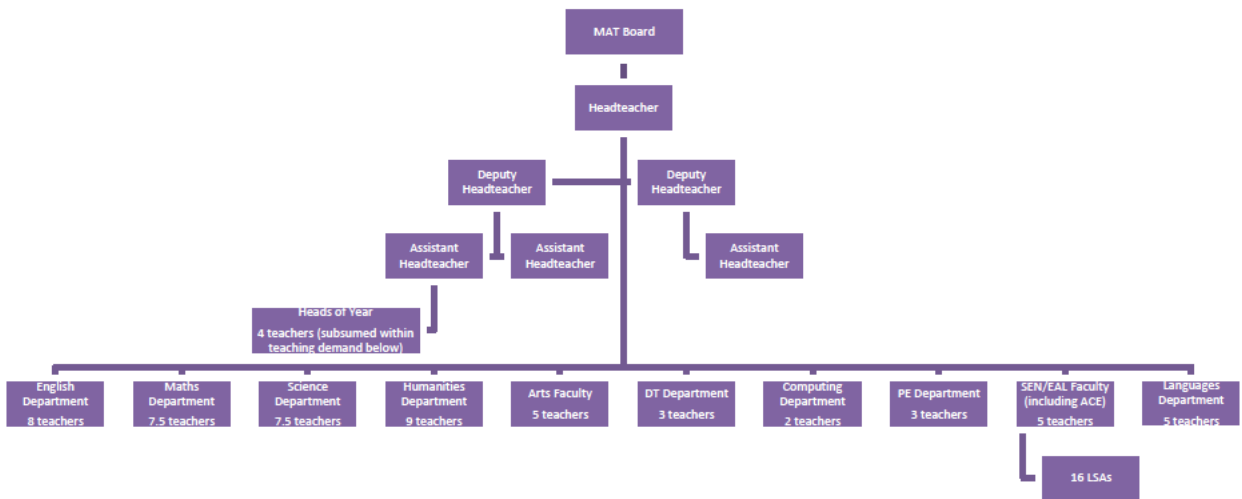
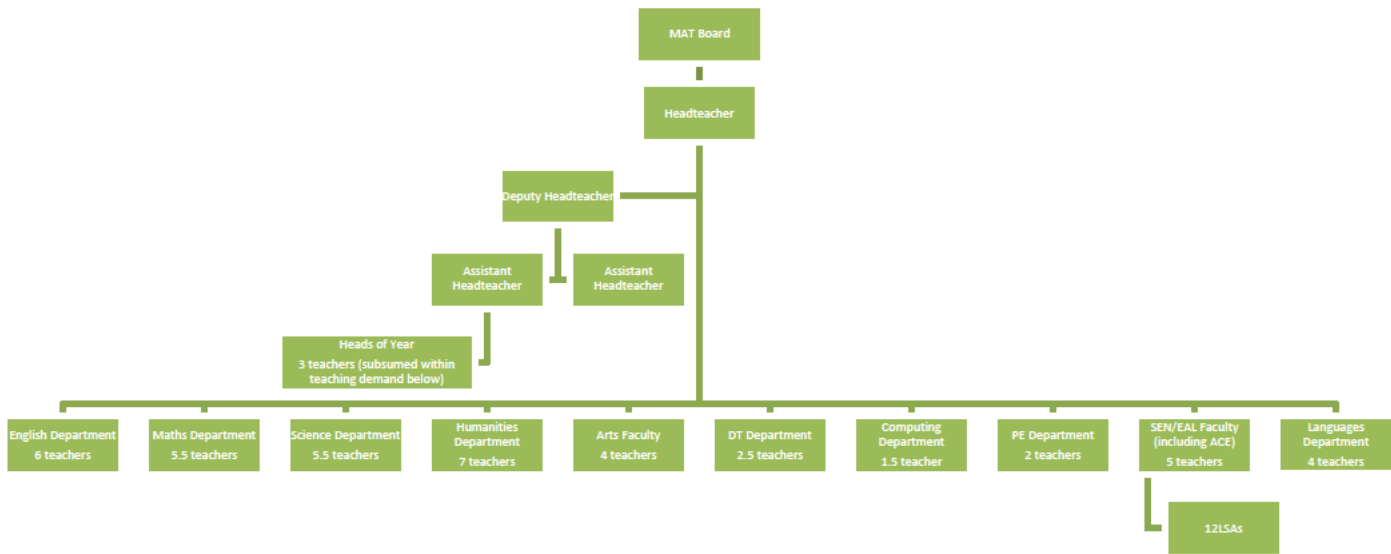
Year 2 – a total of 28 teaching staff including 2 HoY and a Deputy Headteacher with 6 LSAs. We may need to keep the faculty model from Year 1 in this instance and retain significant flexibility within the staffing.

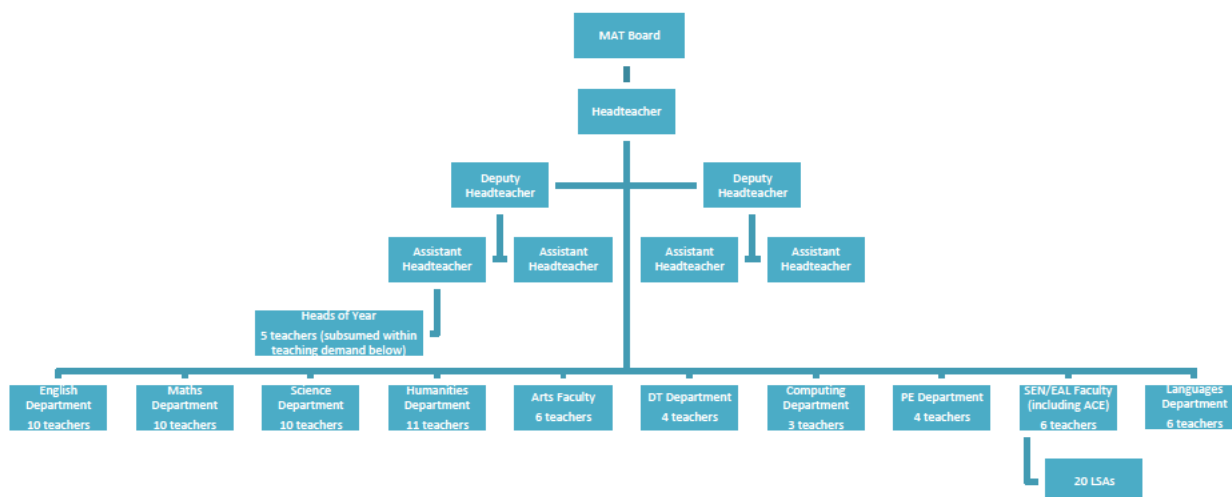
Year 3 – a total of 42 teaching staff including HoY and SLT (excluding Headteacher) and 9 LSAs. We would envisage being able to move to a departmental structure at this stage.

Year 4 – a total of 56 teaching staff including HoY and SLT and 12 LSAs.

Year 5 – a total of 70 teaching staff including HoY and SLT and 15 LSAs.







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

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

Thamesmead and the surrounding areas comprise a rich and diverse community with a variety of faiths and world views which currently feed into Woolwich Polytechnic School (for boys) to create a vibrant and inclusive environment. This is such a fundamental strength of our current school that it is imperative we mirror this community within the new girls' school. In order to ensure this occurs we intend to:

- State explicitly that all world views and faiths are welcome (including none) in all publicity and information about the new school, including staff recruitment adverts
- Ensure that assemblies and other gatherings are not centred around any one faith or creed but instead celebrate the diversity and accomplishments of the girls in the school
- Be supportive of students and staff whose religious holidays do not fall within school holidays. This will include time off where appropriate plus modification of school activities if necessary (for example, when students or colleagues are

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

fasting it would be unreasonable to expect them to participate in an outdoor or sporting event if they cannot drink water)

- Ensuring that school catering provides healthy and appropriate food for all students and staff, regardless of religious dietary requirements.
- Ensure that there is open dialogue between parents, students and the school regarding inclusion and meeting the students' needs
- Publish and adhere to rigorous Safeguarding, Prevent, Child Protection and Welfare policies so that all students feel and are safe and well-cared for at our school and to ensure that parents/carers feel confident in sending their daughters to us.

Within the school curriculum explicit and significant time has been set aside for all year groups to ensure that SMSC and PSHE are appropriately taught. This time spans tutor time and PD, with some content covered in KS3 through EBC lessons. In total this gives 3.25 hours in Years 9 – 11 and 4 hours in Years 7&8 (although not all of this additional time will be for PSHE/SMSC). In addition, we would continue the practice established within our current boys' school of inviting specialists in to run sessions for the students (particularly in sensitive areas where we are unable to provide in-depth knowledge within the school).

Woolwich Polytechnic School for Boys has a robust PSHE and SMSC programme and already does significant work on promoting British values with particular focus on tolerance and mutual respect. However, in addition to this curriculum there are topics which are more relevant, or relevant in a different way, to girls and which would either need to be amended, or enlarged or added entirely. These include, but are not limited to:

- Female genital mutilation
- Health issues related to menstruation etc.
- Body image
- Consent
- Grooming (both individuals and gangs/terrorist groups/extremist groups)
- Forced marriage
- Women in science/technology and other stereotypes
- 'Leaning In' and issues around promotion and pay gaps between genders

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

- Balancing work/studies with expectations around housework and caring for relatives
- Pregnancy, STIs and related issues
- Eating disorders

Whilst we expect a number of staff from Woolwich Polytechnic School for Boys to be part of the initial staffing team, and others within the boys' school to support the girls' school in its early years, there is a risk that female issues could be missed.

Consequently, not only will the school recruit exceptional staff from mixed or all girls' schools and provide necessary training for staff who have only worked in an all boys' school (or have worked in all boys' schools for 3 years or more) but there will also be a rigorous consultation process the year before the school opens with close communication with outstanding Pastoral Deputy Heads and SMSC/PSHE leaders in single-sex girls' schools. This process will involve:

- Consultation regarding the content of the SMSC/PSHE programme
- Staff training for Prevent, with specific reference to girls
- Staff training on safeguarding and welfare with specific reference to girls and in particular signs which all staff need to look out for
- Visting successful girls' schools to see in practice any differences between boys and girls

Alongside this thorough attention to the differences between an all girls school and an all boys school we will ensure that the similarities are also clearly defined so that best practice from the boys' school is not lost. In particular, all plans will be reviewed to ensure that negative stereotypes do not lead to narrowing or limiting experiences for the girls (e.g. 'girls don't like/aren't good at maths/science').

Throughout the preparation stage (September 2017 – August 2018) the SMSC and PSHE curriculum will also be reviewed to ensure that topical issues which arise in the intervening time are reflected within the curriculum. Once the school opens this would be reviewed and modified as necessary.

The biggest way in which we would promote mutual respect and other British values is through every interaction within the school and the constant modelling of exceptional interactions between staff, staff to student, staff to parent etc. Our girls would have the opportunity to always have their views listened to and respected; where the listener disagreed with those views, rational and courteous discussion would follow. Our girls would therefore be able to see positive examples of tolerance, debate and dissent on a daily basis and would also be expected to engage actively

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

themselves. This will be explicitly set out as the duty of all employees of the school in recruitment packs and through staff training.

In order to enhance this area of the curriculum and ensure that every girl in the school feels valued within our community we will ensure that all students have at least one opportunity every year to lead, contribute, share or develop something which aids or enriches our school. Some opportunities would be for individuals and others for groups. These opportunities would be linked to the students' strengths and individual needs but we envisage they would include:

- Various responsibilities such as form captains, sports captains and subject ambassadors
- Debating
- Presenting assemblies and talks
- School newspaper/magazine
- Fundraising for charities chosen and promoted by the girls
- Art displays
- Performances (dance, drama, music etc.)
- Representing the school (sports, maths competitions, chess etc.)
- Organising cultural celebration events
- Running activities for younger children
- School council
- Murals/displays within the school environment

Section E – evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete both sections in full for each school they wish to open.

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

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

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

Address Basic Need

Royal Greenwich is projecting a significant increase in demand for school places within the borough in the coming years. Demand for girls and boys is broadly in-line with a 49:51 split.

The choice of a single sex school is primarily for two reasons:

1. A single sex school will lead to a balanced number of places for boys and girls in Thamesmead whereas a mixed school would continue to leave fewer places for girls in the area.
2. We are experts in single-sex education and have great confidence that we can use this to ensure outstanding outcomes for girls which match those of our boys.

We envisage a strong collaboration between the girls' and the boys' schools through activities such as drama performances and concerts. The need for places in this local authority is far beyond the number of places that one school can provide and in addition local parental support suggests a girls' school is the obvious answer. Below are just a few of the comments that we have received in support of the girls' school:

“It is important for the girls to have equal access to all sorts of type of education, also technical and sporting, both of them are only available for boys in Thamesmead and vast Greenwich area. This is discrimination of gender, not equality.”

“Just to say that Woolwich Poly is an outstanding school and I always wished that there was the same school for girls. So you bring good news to our community,

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

because I believe that girls deserve the same outstanding education as boys at The Poly.”

“It's hard to recommend a new school for girls as it isn't open yet. However given the lack of decent secondary schools and the oversubscription of schools its a great idea for an outstanding school like Woolwich Poly to look at educating girls too.”

“As a father of 3 girls it's always been in my mind where to take my daughters for secondary school as there aren't many secondary schools near thamesmead, and with the growing population in the area there is definitely a need for this proposed project & I will fully support it.”

The proposed girls' school will account for roughly 10% of the predicted requirement for places by the end of 2021/22. However, rather than opening more than one new school or a much larger school, we are committed to ensuring that we deliver high quality provision upon which future expansion may be considered.

Table to show the deficit of secondary places in Royal Greenwich by year

Academic Year		Deficit Number of Forms of Entry	Forecast Number of Places Available at Capacity	Forecast Number of Places Needed	Surplus/Deficit of Places (+/-)	Forecast Number of Places Needed for Girls
2015/16		0	2,558	2,551	+7	1,264
2016/17		5	2,594	2,728	-134	1,348
2017/18		11	2,594	2,912	-318	1,439
2018/19		19	2,594	3,158	-564	1,560
2019/20		27	2,594	3,405	-811	1,682
2020/21		28	2,594	3,424	-830	1,691
2021/22		34	2,594	3,602	-1,008	1,779

- Please note that these figures are only calculated by Borough and not Ward level.

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

Table to show current capacity and demand in the local girls' schools

Single Sex Girls' Schools	Available Places in Year 7 September 2015	Number of Applicants for September 2015	Available Places in Year 7 September 2016
Eltham Hill School	180	679	180
Plumstead Manor School	240	367	240
St Ursula's Convent School	120	516	120

Shortfall = 1,022 in September 2015. This is before the predicted increase in numbers.

Why Thamesmead?

We recognise that we have a responsibility to our local community for providing the boys of Thamesmead with an excellent education and we aim to extend this excellence to the girls of Thamesmead. We understand our potential student demographic data and believe we have a compelling case for meeting both existing and future need and demand. In particular:

- The Peabody Trust have a long-term plan to build new houses in Thamesmead and currently have 103 acres of land in this area that is waiting to be developed.
- Crossrail is due to open in 2018 which will improve transport links and bring new families into the area.
- A new river crossing is planned at Gallions Reach which will put an additional 70,000 businesses and 570,000 jobs within an average commuting time of 37 minutes of Thamesmead.
- Our parents often ask why we only have a boys' school and no single sex provision for girls directly in Thamesmead.

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

- There is only one co-educational comprehensive school and one boys' school in Thamesmead. These two schools cross two local authorities, Thamesmead and Bexley.

Performance of local schools

Whilst there is other secondary provision for girls within Greenwich authority, the quality of outcomes are significantly below those of Woolwich Polytechnic School for Boys. At a national level, girls' performance is significantly above that for boys; this shows how poor local standards for girls are in Greenwich. Plumstead Manor School (the nearest girls' school with a very similar ability cohort to us) has headline attainment and progress figures significantly below ours, a trend that has continued for a number of years. The other girls' comprehensive school in Greenwich, Eltham Hill School, has delivered headline figures nearly 25% below those of our boys' school for the last two years. This is a tragic situation for parents of girls in Greenwich. We strongly believe that girls have a right to the same level of excellence that we have long delivered for boys. At present, the only option for girls is to travel long distances out of Thamesmead or apply for a faith school (which naturally limits choice for parents not of the particular religion). Similarly, the mixed comprehensive schools within Greenwich have outcomes considerably below Woolwich Polytechnic – Thomas Tallis School, John Roan School and Corelli College. The nearest mixed secondary school – The Business Academy Bexley – has outcomes over 30 percentage points below those of Woolwich Polytechnic, again with a very similar intake.

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

Table to show performance of local schools

Schools nearest to the proposed free school location	Distance from proposed location of free school in miles	Most recent Ofsted rating	% of pupils eligible for Free School Meals	% of pupils who speak English as an Additional Language	% of pupils with an EHC Plan	Expected Progress English/Maths 2014	5+A*-C including English and Maths / English Baccalaureate 2014	5+A*-C including English and Maths / English Baccalaureate 2015
Woolwich Polytechnic School (Boys' Comprehensive)	N/A	1	23.6	54.5	14.6	88 / 80	69/35	72/ 24
Plumstead Manor School (Girls' Comprehensive)	2.7	2	27.4	40.9	8.5	75 / 61	56/25	50/23
Eltham Hill (Girls' Comprehensive)	6.2	1	25.7	35.1	15.4	79/56	44/19	47/26
Thomas Tallis (Mixed Comprehensive)	6.6	2	25.1	25.8	9.4	79/53	53/21	48/22

The John Roan (Mixed Comprehensive)	6.1	2	26.5	38.4	10.9	63/59	51/25	44/28
Corelli College (Mixed Comprehensive)	5.2	3	40.5	56.2	11.1	85/66	47/12	45/8
Business Academy Bexley (Mixed Comprehensive)	2.3	2	25.1	32.9	9.9	70/56	37/8	40/17
Crown Woods Academy (Mixed Comprehensive)	6.1	2	23.0	27.0	8.7	82/65	65/28	63/28
St Paul's Academy (Mixed Catholic Faith School)	2.3	2	16.8	45.6	15.3	83 / 63	62/20	71/29
St Ursula's Convent School (Girls' Catholic Faith School)	6.8	1	10	29.9	4.7	95/96	86/65	73/53
The Greenwich Free School		3	20	18.5	5.5	No data	No data	No data

(Mixed Comprehensive)	4.6							
Royal Greenwich UTC	3.9	No rating	No data	No data	No data	No data	No data	No data

E2 – successful engagement with parents and the local community

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

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E2 – successful engagement with parents and the local community

We have taken a multi-faceted approach to the marketing campaign for our girls' school in order to reach as many people and groups of people as possible (see attached photographs in the annexe).

Social media has been a key-player through Twitter which we continually update and post information regarding event dates. This proposal has also featured heavily on our webpage: <https://polygateway.woolwichpoly.greenwich.sch.uk>

This webpage has a link to the parental survey form that we are asking to be completed.

Our design and marketing team have produced banners that are on display around the perimeter of Woolwich Polytechnic School. We also have these banners displayed on the fences of several local primary schools, (see annexe for photographs).

A flyer has been produced (see below) and displayed in local libraries.

We have been keen to meet members of our local community and as a consequence have spent several afternoons at both the local Morrisons and Sainburys handing out flyers, answering questions and getting our parental survey forms completed. We are thrilled that the response has been overwhelmingly positive.

A letter has been sent to all the parents of pupils in Woolwich Polytechnic School for Boys to ensure parents and carers are fully informed of the proposed school and to encourage them to register their interest if they have a daughter who could potentially attend the new school.

Local faith groups including [REDACTED] [REDACTED] of the [REDACTED] of the [REDACTED] have been contacted and met with to discuss the proposal in detail and answer any questions that these groups may have. [REDACTED] attended the service at St Paul's Church on Sunday 13 December and addressed the congregation at the end of the service. [REDACTED], one of our parents, handed out flyers at her local mosque. Woolwich Polytechnic School for Boys has also held parents' meetings with with some of the minority groups and the new school has also been discussed at these meetings and flyers

E2 – successful engagement with parents and the local community

distributed. Groups include: Somali, Nepalese, Romanian and Pakistan. These are the groups where we find parental engagement the most difficult.



We have strong relationships with our local primary schools and have formed a cluster with seven of the closest schools. Letters have been sent to the parents/carers of all students in Years 3 and 4 inviting them to our information evenings. We have held two information evenings one in Heronsgate and one in Windrush. We have received messages of support from the Head Teachers of the local primary schools (one such email is included in the annexe).

We have had numerous messages of support via email. Please see below for a couple of examples:

E2 – successful engagement with parents and the local community

“Dear whoever it concerns,

I saw the proposal leaflet for the opening of a Woolwich polytechnic school for girls and wanted to show my support. I'd like to know how I can sign the petition if there is one or any other way to show my support.

Thank you,

██████████

“Hi,

Just emailing to show my support for the proposal of a woolwich poly school for girls.

Kind regards,

██████████

We are still in the process of collecting support via the parental survey forms (see annexe for an example) and will keep them in school should anyone wish to inspect them. To date we have collected just under 400 surveys that show support and indicate that parents would make the new school their first choice in the secondary transfer process.

We will continue to engage the local community by emailing updates on our progress to all those that have already expressed an interest.

If we get to the position where we can finalise a site and have building plans drawn up we will invite parents to come and view them and answer any questions they may have.

Section F – capacity and capability

Please note:

If you are not an approved academy sponsor, but are interested in finding out more about this role and potentially apply to become a sponsor, please make contact with the department's [Sponsor Approval team](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.

If you do not meet the criteria set out above, please:

- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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

<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p>
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F1 (a) Skills and experience of your team

Woolwich Polytechnic School has for many years provided support to neighbouring schools in the local authority. [REDACTED] working at that school 3 days a week from January 2011 to August 2013. On a regular basis, Woolwich Polytechnic staff were drafted in to support every single aspect of the running of [REDACTED]. This ranged from the Deputies, SENCO, curriculum and financial support. We have a co-headship which means there is always capacity at this level with one Head Teacher always remaining in school. Our core Heads of Department are all supported by an experienced deputy Head of Department and in addition we took the strategic decision a couple of years ago to ensure that there are enough staff in these areas to allow for small classes and additional support for GCSE and A level groups.

[REDACTED] are both currently advisors in other schools and would cease these duties if time supporting and developing PolyMAT becomes an issue.

We have replicated the successful Co-Head model in other areas of the school: Head of Pastoral, Head of Department and Head of Learning Support. This allows additional capacity for staff to go and support other schools.

The Business Manager is supported by an HR specialist who is experienced and can work on her own initiative in all areas of staffing and recruitment. She is also supported by the Finance Officer who assumes the role of Business Manager in her absence. There are two fully qualified accountants in the finance department so all the administrative areas are fully supported. The Business Manager has been project managing a new build in the school for the last year which is now coming to an end and will allow her some additional discretionary time.

The school has worked hard to ensure that succession planning has been embedded and does not have any associate posts that cannot be covered by other members of staff.

[REDACTED] are all now retired and are willing to spend more time on the project if the need arises.

The Opening Team

The opening team will be divided into areas of responsibility and at least one person from each team will be required to attend the overall working party meetings which will meet every two weeks.

Areas of responsibility will be divided as per the attached table. There is a strong emphasis on the curriculum and pastoral aspects of the project as these will be key to the future success of the school and the outcomes of the students.

F1 (a) Skills and experience of your team

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

A number of members of the team have considerable experience in project management and the expansion/creation of new provision:

[REDACTED] was the [REDACTED] and was responsible for overseeing the PFI new build of the school. Byron was heavily involved in the planning and logistics of this £54 million project and oversaw the construction and opening phases.

[REDACTED] was instrumental in the re-designation of Woolwich Polytechnic from an 11-16 school to a 11-19 school in 2011. He wrote the application, oversaw the design of the offer and the led the opening of the new Sixth Form.

[REDACTED] led the academy conversion process of Woolwich Polytechnic and liaised with all parties including the DfE to ensure the process ran smoothly and to time. She wrote the application to create PolyMAT and gain Academy Sponsor Status. Alexa has also managed several 'new build' projects at school from writing the bid through to completion of works. In the past two years this has included over [REDACTED] of funding and the building of two new blocks of 8 classrooms each.

F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- complete the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Project Manager – experience of coordinating and monitoring the build process	Pre-Opening	<p>Recruitment on a fixed term contract to cover two months after opening to deal with unexpected issues. The Project Manager will report to the Business Manager via weekly scheduled meeting</p> <p>We will place advertisement and be ready to recruit once we receive confirmation from the DfE</p> <p>We will use our strong relationship with Peabody Developers to gain additional support for the planning and build process as well as work closely with the Planning Department of Greenwich Local Authority.</p>
Legal Advisors	Pre-Opening	We currently use the services of Judicium, an independent legal firm that provide the MAT with an HR Advisory Service which is designed to support us in complying with the legal requirements imposed upon us as Employers under the numerous sources of employment laws and regulations and in dealing with any workplace employment law and HR related issues that arise in the

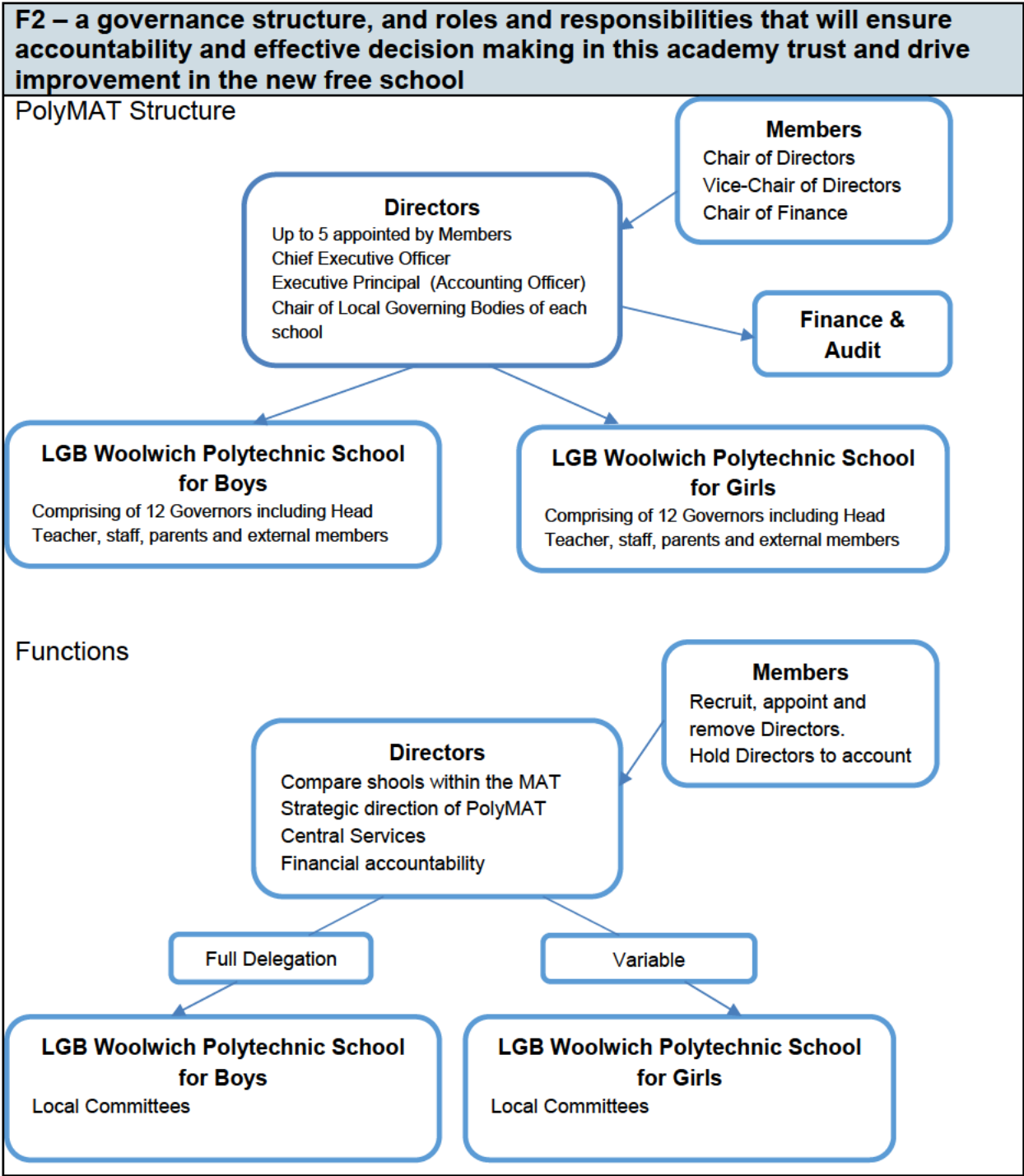
Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
		<p>running of the School. [REDACTED], is a close friend of Woolwich Polytechnic School and has expressed excitement at being involved in our new project.</p> <p>[REDACTED] will be available for any other legal issues that may arise.</p>

[Add more lines as appropriate]

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.



F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

PolyMAT was incorporated in the summer of 2014. The governance structure that was agreed with the DfE at that time was that there would be 3 Members and 7 Directors, with room for more directors as other schools join the MAT. Woolwich Polytechnic School for Girls will be operated by the multi academy trust (PolyMAT). The governance of the trust is made up of Members and Directors.

Members

The Members are considered to have ownership of the company (similar to the shareholders in a company but they have no right to profit like a shareholder would). Members also act as charity trustees and therefore must ensure that the MAT is complying with charity law requirements. On conversion to a multi academy trust in August 2014, there were three initial Members. These Members were also appointed as Directors on conversion. The Members can appoint up to 5 directors and our Members appointed 2 Directors immediately following a skills audit of the Board.

Members can wind up the Academy Trust, amend the Articles, change the name of the company, appoint and remove Directors. Members should not be involved with the day to day operation of the school.

Directors

Directors will operate at a far more strategic role, looking at the MAT as a whole, comparing schools and responsible for all the funding that is allocated to the MAT. They will decide which services should be centralised and the cost of these services to each school. They will have ultimate responsibility for any accrued working capital and how this should be spent across the schools. Directors will hold each school to account across all areas including performance and business activities. The Directors are accountable to the Members.

The executive board currently includes the roles of Chief Executive and Executive Principal, held by the co-headteachers of Woolwich Polytechnic, [REDACTED] [REDACTED]. [REDACTED] holds the position of Accounting Officer. [REDACTED] and [REDACTED] are ex-officio directors on account of holding these positions. These titles were agreed as appropriate when the MAT contained a single school. The directors will be considering how these may change and what job titles will be fit for purpose as the girls' school joins and the MAT develops. Our co-headship model has been highly effective for Woolwich Polytechnic School for Boys; the directors may consider if a similar model is appropriate at an executive level as the MAT grows. The outstanding results of Woolwich Polytechnic have occurred whilst [REDACTED] [REDACTED] have also supported a number of other schools – this has demonstrated considerable capacity in the co-headship model. The governors of Woolwich Polytechnic have worked with the co-headship model for over five years and are

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

confident that the lines of accountability are clear and effective when responsibilities are shared. The final verdict over using such a shared model at the executive level has not yet been taken but considerable thought and analysis have been committed to this decision.

Under Article 58, a Director of the Board may also appoint Co-Opted Directors but these individuals cannot vote on the appointment of other Co-Opted Directors.

The Directors of the Board will operate at a strategic level, overseeing both schools by comparing data, information and best practice between the academies. The Directors have three main functions:

- Holding the Head Teachers of each school to account by:
 - Using documents such as Raise Online to analyse the weaker areas of performance
 - Asking for plans to tackle under-performance or improvement to current results
 - Requesting SMART targets for school improvement
 - Making regular visits to school, especially in their areas of responsibility
- Setting the strategic aims and direction of the MAT within each school by:
 - Always being aware of national changes as they are announced
 - Working with the leadership team to implement changes
 - Always putting students and outcomes at the heart of everything we do
 - Clearly communicating aims to all stakeholders
- Ensuring financial probity by:
 - Attending regular finance meetings
 - Interrogating audit and finance reports
 - Agreeing budgets

Directors are also responsible for all aspects of the Trust's resources and the academic and educational performance of our students.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

It would be normal for the Board to delegate some of its responsibilities to the local governing body of each academy.

Governors

Governors will be responsible for individual schools within the MAT. Local Committees will focus on individual school matters, for example the local Finance Committees will concentrate on their own delegated funds that have been delegated from the Board. The Members and Directors of PolyMAT have given full delegation to the local governing body (LGB) of Woolwich Polytechnic School for Boys (WPSfB). There is a formal scheme of delegation which details exactly which functions have been delegated and details individual roles and responsibilities. The current LGB for WPSfB is made up of 12 governors who each have an area of responsibility within the school; these are called link governors and areas include SEN, safeguarding, pastoral, student progress and attainment and departmental. The LGB are also integral to the work that forms the SEF.

PolyMAT will devolve partial delegation to the LGB of Woolwich Polytechnic School for Girls in the initial stage of opening but will work towards full delegation as the school grows. New governors will need to go through an induction programme of training and, during pre-opening, will shadow the current experienced governors. The clerk will conduct a skills audit and record all training and delegation will grow as the skills base of the governors grow. It is anticipated that the LGB of Woolwich Polytechnic School for Girls will share some governors with the boys' school in the early stages of opening in order to share expertise and maximise the benefits of collaboration. As mentioned, there are several members of governors from the boys' school that have retired and two, Ms Perrins and Ms Freel, who have expressed an interest in joining the new local governing body in the first instance. We expect the new local governing body to follow the structure of the boys' school with the Chair joining the MAT Board as a Director as per our Articles. This body will comprise of staff, parents and external members.

Conflicts of Interest

All staff, volunteers, and management committee members will strive to avoid any conflict of interest between the interests of the school on the one hand and personal, professional, and business interests on the other. This includes avoiding actual conflicts of interest as well as the perception of conflicts of interest.

The purpose is to protect the integrity of the school's decision-making process, to enable our stakeholders to have confidence in our integrity, and to protect the integrity and reputation of committee members.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

Examples of conflicts of interest include:

1. A committee member who is related to a member of staff and there is decision to be taken on staff pay and/or conditions.
2. A committee member who has shares in a business that may be awarded a contract to do work or provide services for the school.

Upon appointment, each committee member will make a full, written disclosure of interests such as relationships and posts held, that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be updated as appropriate.

In the course of meetings or activities, committee members will disclose any interests in a transaction or decision where there may be a conflict between the school's best interests and the committee member's best interests.

After disclosure, the member concerned will be asked to leave the room for the discussion and will not be able to take part in the decision.

Any such disclosure and the subsequent actions taken will be noted in the minutes.

We do not have any conflicts of interest in the current PolyMAT Board.

In summary, the governance of the MAT will not experience any significant changes to its structure as this structure was set-up with the intention of taking on additional schools from its inception in August 2014. The trustees of the MAT will retain strong levels of control, especially in the early years of the girls' school operating. The local governing body will have reduced delegation and this will move to full delegation as and when the Board believe there is sufficient experience and knowledge at local levels.

The Chair of the Local Governing Body of the girls' school will become a director and sit on the board. This will enable the girls' school to have a voice at Board level.

In conclusion, the aim of the directors is to review overall progress, set policy, vision and direction of the entire Trust. The MAT will be flexible with its governance structure in the first instance and be prepared to adapt in order to achieve the best possible outcomes for all students.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below and

- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

[Add text here. Table expands]

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector
[Add text here. Table expands]

F5 – Independent schools have an appropriate, well-maintained, and secure site

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F5 – Independent schools have an appropriate, well-maintained, and secure site
[Add text here. Table expands]

Section G – budget planning and affordability

All applicants will need to complete this section, but you will give us different information depending on which type of group you are.

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

G1 – budget planning and affordability

Woolwich Polytechnic School for Boys operates on a robust financial framework encompassing the following principles:

- Setting and maintaining an in-year balanced budget
- Rigorous monthly budget monitoring
- Weekly senior leadership finance meetings
- Annual efficiency and effectiveness review
- Maintaining a general reserve that represents between 3-5% of GAG funding and at least one month's salary bill.
- Allocating a realistic budget to enable quality teachers to be recruited and maintained

The last point recognises how highly competitive the market for quality teaching staff is in the London area and how fundamental outstanding teaching is to educational outcomes. The average cost of a teacher employed in the boys' school equates to main pay scale 6 (M6), it is assumed that the same level will apply for the girls' school. Benchmarking provided by independent external auditors shows that the boys' school payroll ratio was 80% in 2014/15, which the school acknowledges is high compared to the sector average ratio of 75%. However, prioritising the teaching staff budgets has resulted in an exceptional educational track record and is a strategy that will be applied to the girls' school.

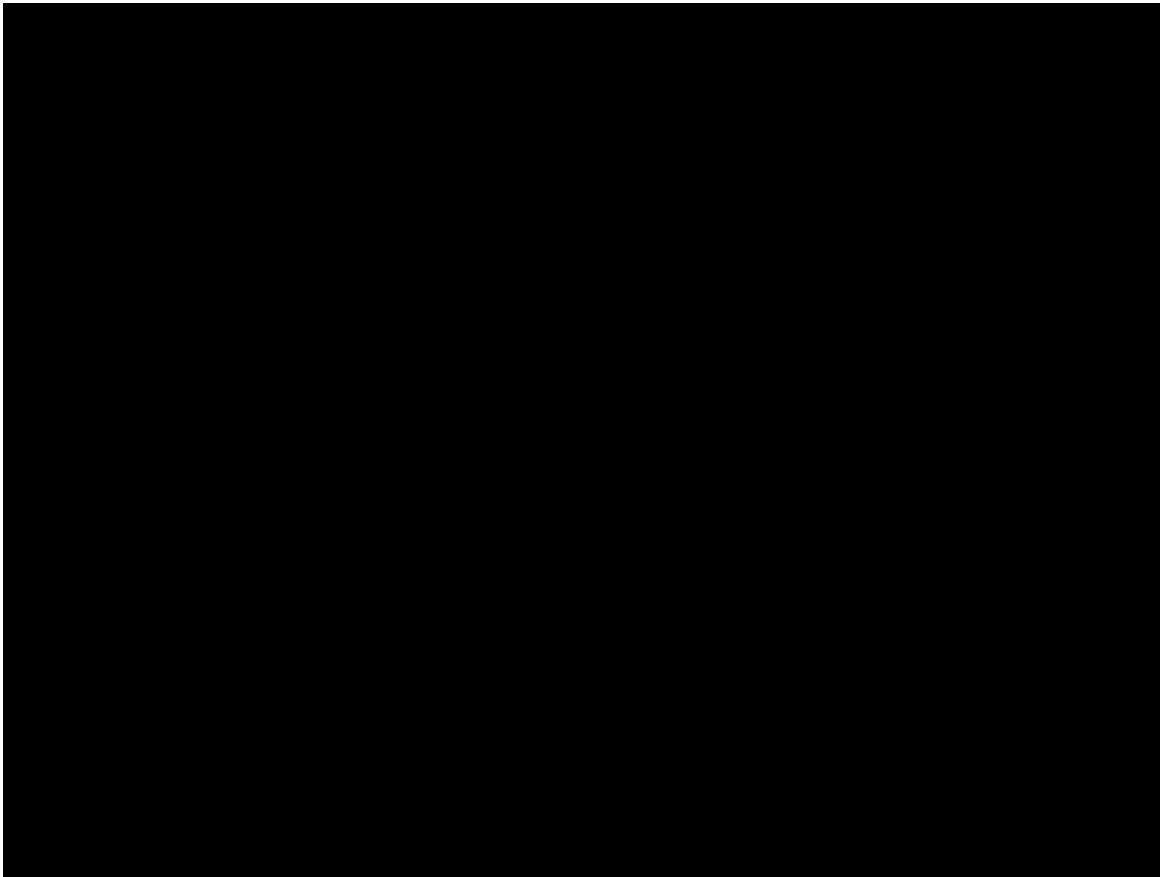
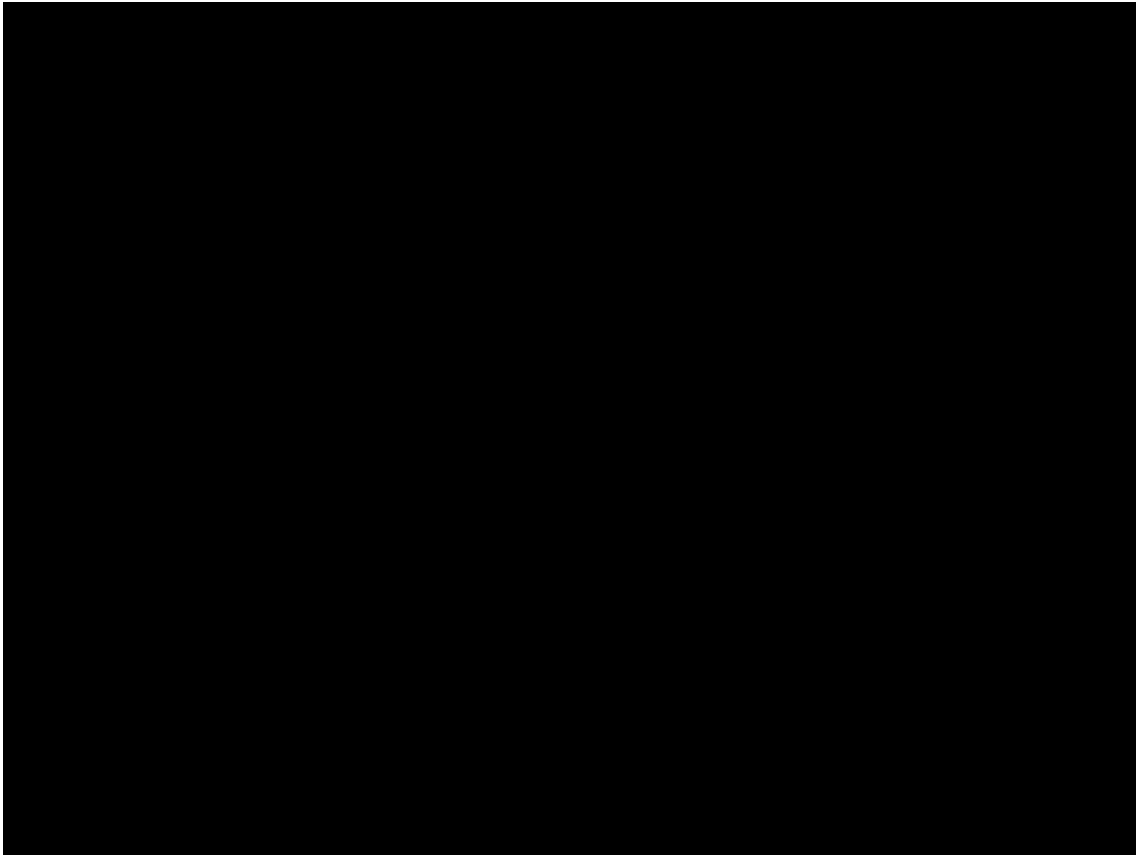
The tight financial framework described above has resulted in financial stability for the boys' school, problem areas are identified early and timely corrective action taken to protect the budget. Weekly finance meetings ensure that the headteachers maintain close control at a detailed level. This approach has meant that Woolwich Polytechnic School for Boys has maintained a general reserve over the last 10 years in line with the reserves policy described above. The same level of financial stability is envisaged for the girls' school.

Section H – premises (use Excel spread sheet)

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

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Banners on local Primary School Fences



In Thamesmead Town canvassing for local support



CV template	
8	Reference names(s) and contact details [REDACTED] [REDACTED] [REDACTED]

Self-assessment form for independent schools

Name of school						
Girls/Boys/ Co-educational		% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
Name of principal		Additional information about the school				
Chair of governors		[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]				
Number of pupils currently on roll						
Capacity						

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
Achievement of pupils at your school	[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/moderation will be essential to ensure reliability. please delete this guidance before submitting this form]		

<p>Quality of teaching in your school</p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
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<p>Behaviour and safety of pupils</p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies.</p> <p>Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
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<p>Quality of leadership in, and management of, your school</p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
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<p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all</p> <ul style="list-style-type: none"> - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package <p>please delete this guidance before submitting this form]</p>		
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<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			
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Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
1. The roles and responsibilities of the directors/ trustees	Please detail your duties as: <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer Understanding of the strengths and weaknesses of the school. Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents) Holding school leadership to account	
2. Structure of the board	Accountability system Structure of decision making	

3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	Please give details of: <ul style="list-style-type: none"> • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process-budget; • Investment policy; • Procurement including leases; • Internal control framework; • Contingency and business continuity plan; • Insurance cover 		



Department
for Education

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