

# Free Schools in 2014

## Application form

Mainstream and 16-19 Free  
Schools

# Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

**Section G** requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

**Section I** is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

**You need to submit all the information requested in order for your application to be assessed.**

**Sections A-H** and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to:

**[mainstream.fsapplications2014@education.gsi.gov.uk](mailto:mainstream.fsapplications2014@education.gsi.gov.uk)**

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

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

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

**Section I** must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team  
Department for Education  
4<sup>th</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

#### **Data Protection**

Personal data is collected on this form 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

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	yes	
2. You have provided information on all of the following areas:	yes	
<a href="#">Section A</a> : Applicant details – including signed declaration	yes	
<a href="#">Section B</a> : Outline of the school	yes	
<a href="#">Section C</a> : Education vision	yes	
<a href="#">Section D</a> : Education plan	yes	
<a href="#">Section E</a> : Evidence of demand	yes	
<a href="#">Section F</a> : Capacity and capability	yes	
<a href="#">Section G</a> : Initial costs and financial viability	yes	
<a href="#">Section H</a> : Premises	yes	
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	yes	
4. You have completed two financial plans using the financial template spreadsheet.	yes	
5. <b>Independent schools only:</b> you have provided a link to the most recent inspection report.		no
6. <b>Independent schools only:</b> you have provided a copy of the last two years' audited financial statements or equivalent.		no
7. All relevant information relating to Sections A-H of your application has been emailed to <a href="mailto:mainstream.fsapplications2014@education.gsi.gov.uk">mainstream.fsapplications2014@education.gsi.gov.uk</a> between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	yes	
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	yes	
Checklist: Section I of your application		
9. A copy of <a href="#">Section A</a> of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 <sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	yes	

## Section A: Applicant details

Main contact for this application		
1.	Name: [REDACTED]	
2.	Address: [REDACTED], London [REDACTED]	
3.	Email address: <a href="mailto:admin@maryleboneschool.com">admin@maryleboneschool.com</a>	
4.	Telephone number: [REDACTED]	
About your group		
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.	Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details:	
7.	How you would describe your group:	<input checked="" type="checkbox"/> <b>A parent/community group</b> <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else
8.	If 'Something else', please provide more details:	
9.	Is your group seeking to open more than one Free School application in this round?	Yes <input checked="" type="checkbox"/> No
10.	If Yes, please provide more details:	

11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<b>X</b> Yes No
12.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>We have had extensive advice and support from <b>the St Marylebone Church of England School</b>, [REDACTED]. We expect to continue to draw on their expertise and experience on educational, curriculum, school management and finance matters during the set up of our school.</p> <p>The Group has also consulted the <b>London Diocesan Board for Schools (LDBS)</b> who are very supportive of this school. In order to demonstrate their support, they have become a corporate member of our Company Limited by Guarantee. As a member of our company, LDBS will be a continuing source of advice for us.</p> <p>We have also consulted with <b>Westminster City Council (WCC)</b> who are supportive of our application. We have consulted with them extensively regarding the all-important issue of potential sites for our school and we will continue to discuss the site with them. They have helped us develop our draft admissions policy, and we expect them to help us manage any appeals. They have also provided us with detailed demographics and projections for demand for school places.</p> <p>We have met [REDACTED], [REDACTED] on three occasions and are grateful to him for his valuable advice and suggestions. [REDACTED] will help us informally with matters such as recruiting our headteacher. We have sought advice from teachers including [REDACTED], [REDACTED]. We will seek her advice in the future.</p> <p>We have met [REDACTED], the [REDACTED]. We have also had meetings with <b>ARK, United Learning</b>, and the <b>West London Free School</b>.</p> <p>We have been in touch by email and phone with [REDACTED]</p> <p>We have spoken to the head teachers of many local primary schools in Westminster who helped us with our demand survey. [REDACTED] We see primary schools as key partners for marketing our school to parents.</p>	

13.	Company name <b>MARYLEBONE SCHOOL</b>
14.	Company address:  33 NORFOLK CRESCENT LONDON ENGLAND W2 2YS
15.	Company registration number and date when company was incorporated: Company No. 08339142 Date of Incorporation: 21/12/2012
16.	Does the company run any existing schools, including any Free Schools? <b>No</b>
17.	If Yes, please provide details:
<p><b>Company members</b></p> <p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>	
18.	Please confirm the total number of company members:
19.	Please provide the name of each member below (add more rows if necessary):
	1. Name: ██████████
	2. Name: ██████████
	3. Name: ██████████
	4. Name: London Diocesan Board for Schools

<b>Company directors</b>			
<p>The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.</p>			
20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):		
	1. Name: [REDACTED]		
	2. Name: [REDACTED]		
	3. Name: [REDACTED]		
21.	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]		
<b>Related organisations</b>			
22.	<table border="1"> <tr> <td>Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</td> <td><b>Yes</b></td> </tr> </table>	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<b>Yes</b>
Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<b>Yes</b>		



23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> </ul> <p><b>The St Marylebone Church of England School</b>  <b>Company number 7719620</b>  <b>Charity Number 312756</b>  - informal link - advice on curriculum and pastoral care.</p> <p><b>London Diocesan Board for Schools (LDBS)</b>  <b>Company number 00198131</b>  <b>Charity Registration Number 313000.</b>  A corporate member of our company, the LDBS will provide us with advice especially in legal and financial matters and the recruitment of a bursar and a headteacher and other senior roles.</p>		
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>The LDBS is a Church of England organisation and St. Marylebone is a CofE school. We are not a faith school and have no religious affiliation.</p>		
<b>Existing providers</b>			
25.	<table border="1"> <tr> <td data-bbox="319 1243 1053 1355">Is your organisation an existing independent school wishing to convert to a Free School?</td> <td data-bbox="1053 1243 1355 1355">X No</td> </tr> </table>	Is your organisation an existing independent school wishing to convert to a Free School?	X No
Is your organisation an existing independent school wishing to convert to a Free School?	X No		
26.	<table border="1"> <tr> <td data-bbox="319 1355 1053 1512">Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?</td> <td data-bbox="1053 1355 1355 1512">X No</td> </tr> </table>	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	X No
Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	X No		
27.	<table border="1"> <tr> <td data-bbox="319 1512 1053 1668">Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?</td> <td data-bbox="1053 1512 1355 1668">X No</td> </tr> </table>	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	X No
Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	X No		
28.	<table border="1"> <tr> <td data-bbox="319 1668 1053 1780">If Yes to any of the above three questions, please provide your six digit unique reference number here:</td> <td data-bbox="1053 1668 1355 1780">NA</td> </tr> </table>	If Yes to any of the above three questions, please provide your six digit unique reference number here:	NA
If Yes to any of the above three questions, please provide your six digit unique reference number here:	NA		
29.	<table border="1"> <tr> <td data-bbox="319 1780 1053 1917">If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:</td> <td data-bbox="1053 1780 1355 1917">NA</td> </tr> </table>	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	NA
If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	NA		

30.	<p>If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>NA</p>
31.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>NA</p>
32.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>NA</p>

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

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

**Signed:**

**Position: Chair of company / Member of company (please delete as appropriate).**


**Print name:**

**Date:**

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

## Section B: Outline of the school

1.	Proposed school name:	Marylebone Boys School
2.	Proposed academic year of opening:	2014 - 15
3.	Specify the proposed age range of the school:	11-19 If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2018 - 19
5.	Will your proposed school be:	X Boys only 11-16 X Mixed 16-19
6.	Will your proposed school include boarding?  X No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.  X No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	NA
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  No	
10.	If Yes, please specify the faith, denomination, etc of the proposed school:	NA
11.	If you have a preferred site, please give details, including the post code:	██████████ ██████████

12	Please tell us how you found this site:	Local Knowledge
13	Is the site:	a private building? a public/government building? don't know? 
14	If you have <b>not</b> identified a site yet, please tell us the postcode of your preferred location:	NA
15.	Local authority in which the proposed school would be situated:	Westminster
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Camden
17.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <b><i>If this applies to your application please briefly outline the main differences below.</i></b> You will also need to address these differences in more detail in the relevant sections of the application.	

## **Section C: Education vision**

Please refer to page 19 of the 'How to Apply' guidance for what should be included in this section.

### **Marylebone Boys' School - Educational Vision**

#### **Rationale**

#### **Why are we proposing a new boys' School in Westminster?**

There is a shortfall of secondary places in Westminster and the shortage is particularly acute for boys.

Our school will be a traditional, academically rigorous school, that will cater for boys aged 11 to 16. We will offer a mixed sixth form from 16 to 18. Ours will be a relatively small and personal school with a yearly cohort of 120. This is small enough to know every pupil's name, and still achieve economies of scale.

Our plans have been formulated with help and advice from an Ofsted outstanding local girls' school, St. Marylebone Church of England School. In many respects we are benefiting from their experience, as well as adopting their tried and tested systems for monitoring pupils' progress and behaviour. Where St. Marylebone provides an outstanding "academic" school for girls - we will provide one for boys. It is important to note however that we are not a "mirror image" of St. Marylebone and our vision includes many of our own innovations.

Overall, the Local Authority recognises the need for a new maintained secondary school in Westminster because of demographic trends. Westminster's document "The Schools Capacity Survey 2012" shows the need for an extra 210 Year 7 places over the coming years (7 forms of entry). The applications for available places show an acute problem already exists. Westminster's secondary schools were heavily oversubscribed in 2012.

**Source Westminster City Report on Secondary Transfer Process 2012, and Roll 2012**

School	Size of year 7 cohort	Total Applications	First Preference	Ofsted
Grey Coat Hospital (Girls)	155	962	321	1
King Solomon Academy	64	485	415	1
Paddington Academy	179	569	418	1
Pimlico Academy	208	734	226	1
Quintin Kynaston School	215	582	122	1
St. Augustine RC School	151	441	104	2
St. George's RC School	147	526	111	1
St. Marylebone CE (Girls)	149	983	339	1
Westminster Academy	178	386	78	3
Westminster City School (boys)	129	286	77	3

Historically, St. Marylebone Grammar School offered a high quality school for boys in North Westminster. St. Marylebone Grammar School was merged into a comprehensive and finally closed down in the 1980s. Ever since then there has been an imbalance of girls' places over boys in North Westminster.

Westminster’s mixed schools show an imbalance of boys over girls that is roughly 60%-40%.

Source Westminster City 2012 Roll

School	Boys 2012	Girls 2012	Difference (“extra” boys)
King Solomon	35	29	6
Paddington Academy	469	435	34
Pimlico Academy	584	458	126
Quintin Kynaston School	598	453	145
St. George’s RC	91	56	35
St. Augustine CE School	368	290	78
Westminster Academy	462	381	81
<b>Total</b>	<b>2607</b>	<b>2102</b>	<b>505</b>

Our school will have a beneficial effect for the area overall by evening out the balance between boys’ and girls’ places. The headteacher of The St. Marylebone CofE School speaks of parents’ concerns about the shortage of boys’ places in the north of Westminster.

The anecdotal evidence that families with boys move out of Marylebone and the surrounding area is confirmed by analysis conducted by Westminster City Council:

*“The analysis suggests that boys from the Marylebone area are moving out of Westminster schooling when they cross over to secondary school from primary school.” Source: PUPIL PLACE PLANNING FOR SECONDARY AGE PUPILS IN MARYLEBONE - Westminster City Council*

**Why this school in particular?**

Our school will focus on traditional “academic” subjects rather than offering a wide choice of mainstream and vocational options. There is ample evidence that this type of school will be popular in our area. In the table at the top of this section, we show demand for local schools. It is interesting to note that King Solomon’s Academy is an unashamedly “academic” school run by ARK. It is situated in the [redacted] - an area of high social deprivation and home to several immigrant communities. It aims for top university places even naming its houses after Russell Group Universities. The School regularly puts on performances of Shakespeare’s plays. Despite being a relatively new school, King Solomon is hugely over-subscribed with 415 first choice applications for 64 places. This indicates that an “academic” school is exactly what many families want.



Map shows areas of multiple deprivation in Westminster marked in red - the Lisson Grove area including Church Street is within 22 minutes walk of St. Marylebone CofE School - source for data Office for National Statistics.



Conversely, Quintin Kynaston School, even though it has an “Ofsted Outstanding” assessment is not nearly so popular as a first choice - and its offering includes a wide range of BTEC “equivalents”. There are many factors that make a school popular - but it is at least clear that a focus on “academic” subjects can prove to be a very popular formula.

There is a gaping hole for a boys’ school in Westminster that focuses on mainstream academic subjects. One test of which schools have “academic” subjects at their heart, is to see which ones are already offering the the English Baccalaureate subjects to the majority of their pupils. The Department for Education states :

*“The English Baccalaureate was introduced as a performance measure in the 2010 performance tables. It is not a qualification in itself. The measure recognises where pupils have secured a C grade or better across **a core of academic subjects** – English, mathematics, history or geography, the sciences and a language.”*

Source: <http://www.education.gov.uk/schools/teachingandlearning/qualifications/englishbac/a0075975/the-english-baccalaureate>

From the table below it is clear that the two girls’ schools in Westminster are the only schools which are currently leading the way in this regard. For Westminster parents who want to send their boys to a school which has an ethos of focusing on the “core

of academic subjects”, there is no choice currently available. A family with a daughter can send her to either Grey Coat Hospital or St. Marylebone CofE School- but the same family does not enjoy a similar choice for their son. [REDACTED] The data below - extracted from the DfE website, shows that if you want to go to a school that focuses on the English Baccalaureate in Westminster, it’s best to be a girl.

School	Percentage entering all English Baccalaureate subjects	Percentage achieving all English Baccalaureate subjects
Grey Coat Hospital (Girls)	76%	53%
King Solomon Academy	NA - too new	NA - too new
Paddington Academy	14%	11%
Pimlico Academy	15%	11%
Quintin Kynaston School	2%	2%
St. Augustine RC School	24%	14%
St. George’s RC School	4%	4%
St. Marylebone CE (Girls)	42%	40%
Westminster Academy	14%	4%
Westminster City School (boys)	6%	3%

Looking outside Westminster, we aim to emulate the London Oratory - a non-selective boys’ school, in the neighbouring borough of Hammersmith and Fulham, that enters 88% of its boys for the English Baccalaureate and has 71% attainment. (We recognise that the London Oratory is a faith school, but we use it to illustrate the point that a state-sector boys’ school in London can do this and be very popular).

Our curriculum will include Latin and Philosophy, thus underlining our ethos of being focused on core “academic” subjects beyond even the English Baccalaureate. The school which is acting as our consultant and adviser, The St. Marylebone Church of England School, already has a long and successful record educating our local demographic and teaches both Latin and “Philosophy for Children”.

We believe that our formula will be very popular. To the west of us, the new West London Free School is offering a similar curriculum to ours (including Latin) and is heavily oversubscribed. The headmaster has told us that applications for the West London Free School were 1079 in 2012 (for 120 places) and he gives a provisional figure of 1300 for 2013. The WLFS also has a broad demographic, with 32% of children in 2012 taking Free School Meals (according to the headmaster in an email to us).

**English as an Additional Language**

In Westminster, 62% of pupils do not have English as a first language (*Source DfE*). St. Marylebone CofE School is successful at teaching children who have English as an Additional Language (EAL) . They will help us emulate their success. Our EAL coordinator will provide personal learning strategies for boys who require help with English. It will be possible for some pupils to be taken out of certain subjects (such as Latin) to spend more time focussing on English. As the school reaches full capacity, and more resources are available, we will teach English in smaller groups in order to focus on all needs. Most importantly, it is our ethos that **every teacher is a literacy teacher** and that developing spoken and written English is part of every lesson.

**Vision: our vision is to create a boys' secondary school in Marylebone that offers traditional subjects taught brilliantly.**

### **What we will teach:**

#### € **Subjects**

In KS3 students will study a core of academic subjects - English language and literature, maths, history, geography, Latin, philosophy, French, physics, chemistry, biology, religious studies, art, music, design and technology and PE. At KS4 Spanish and Computer Sciences become options. The 6th form will have access to Westminster 6F Partnership with other schools - allowing a wide range of subject choices.

#### € **Curriculum**

We will follow the National Curriculum in subjects where it is available, but we regard it as a floor rather than a ceiling to our teaching.

### **The Ethos**

#### € **Bringing Technology and Creativity together**

Pupils will make creative use of technology to present their “traditional” work in new and exciting ways.

#### € **Logical and independent thinking**

Latin and Philosophy underscore our emphasis on analysis and logic. Across the curriculum we will encourage pupils to explore, organise and express ideas clearly.

#### € **Opportunities to develop enthusiasms**

Lessons will not be the only opportunities for creativity- After School Clubs and “break out days” will be provide chances to develop enthusiasms including those with creative and social objectives.

#### € **Independence**

We will value and encourage independent work and study

- € **Resilience**  
We will challenge everyone - not just the gifted and talented - and they will learn to push themselves to go far. Setbacks will be learning opportunities and the next steps to improvement will always be clear.
- € **Every teacher is a literacy teacher**  
Every subject provides opportunities to learn new vocabulary and to present ideas in good written and spoken English. Where appropriate Numeracy will also be woven into lessons across the curriculum.
- € **Articulate Pupils**  
We will encourage presentation skills and the spoken word.
- € **Intellectual confidence**  
People who can think clearly and express themselves clearly, and possess a body of cultural and scientific knowledge, have every reason to be confident in any level of society no matter what their background.
- € **Assessment is part of the learning process**  
Everyone will always know where they are on the journey to success and what they need to do to make more progress. We will focus on individual improvement.
- € **Meeting all needs**  
As part of our “individual” approach, our specialist assistant heads (Sendco, EAL) in addition to all our teachers and teaching assistants - will focus on EAL, the vulnerable and those with special educational needs and provide them with individual plans.
- € **Behaviour is part of the learning process**  
Pupils and teachers will be dedicated to learning and to supporting everyone in the learning process and throughout school. You help yourself by helping others. Our caring culture of behaviour overlaps with our caring learning culture.
- € **Leadership by Example**  
All our teachers to “practice what they preach” and to be great role models
- € **Optimism**  
We will set high expectations for everyone, no matter their learning speed or style. You “get what you expect” - and we will expect the best.
- € **Fun**  
Our school will be a good humoured and exciting place to learn. We want pupils and teachers to arrive each day full of enthusiasm - and we will make sure that they are always actively engaged in stimulating and challenging lessons and activities. The “bigger picture” and the relevance of learning will always be clear so that everyone stays motivated.
- € **Access to the best advice**  
We are a new school, and we need advice. We will budget for teacher development leadership development and educational consulting services.

Our “friends” at St. Marylebone CofE School and the LDBS are only a phone call away.

€ **University or a great job a goal from year 7 onwards**

We will weave the skills which universities and employers seek into our teaching from the start, including articulate self expression and confident, independent thought justified by analytical thinking.

€ **For those who do not want to go to university**

All our pupils will be literate and numerate and well rounded people - employers will recognise them as having the potential to go far.

€ **Discipline**

Will be transparent, fair and consistent - and always supportive of good behaviour.

### **The benefits and flexibility**

€ **Extended day**

The school day will start at 8.30 and lessons will run until 15.30. After lessons end, we will provide a valuable period of private study which can also be used for one to one help from teachers or for planned learning interventions. Following private study, there will be a wide range of after school clubs which will end at 17.30. The school will remain open until 6pm providing a safe environment for pupils.

€ **Class sizes**

Form sizes will be no more than 30 and will form the basic units for pastoral care. Lessons will be taught in groups of 24. As the school becomes better resourced we will teach English and Maths in even smaller groups.

€ **Recruitment**

When we think it is necessary we will spend more to recruit the people we need - for instance the best head teacher.

€ **School size: big enough to count, small enough to care**

Our size - 120 per year - means our staff can know every pupil well and foster a strong sense of belonging. Nobody will feel “lost” in our school.

€ **Extra activities and sports**

Pupils will be expected to attend at least three after school clubs a week, and these will provide a diverse and imaginative range of activities. There will be plenty of opportunity to play sports in house teams as well as school teams.

## **The shape of the school Day and Week**

We will offer 29 lessons a week and one school assembly. Lessons will be 55 minutes long including some travel time. There will be 6 lessons a day. At 15.30 there will be a short break followed by a period of private study. After private study we will offer a broad range of After-School Clubs and expect pupils to attend at least three clubs a week.

## **Boys only lower school - but a mixed 6th Form**

It is a widely held belief - shared by us - that boys mature more slowly than girls. At Key Stages 3 and 4 we expect boys, in general, to be more physically energetic, outlandishly humorous, insubordinate, socially awkward, disorganised, and living for the moment than an average group of girls.

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

It is also important for younger (and immature) boys not to be corralled by peer pressure into thinking that academic work and creativity are unmasculine pursuits.

We expect these differences to be more or less ironed out by the 6th form. As boys and girls approach maturity, and have acquired confidence within the parameters of a single-sex school, it is important that they learn to understand and respect each other, and work together.

However, our association with our friends at St. Marylebone CofE school will provide opportunities for boys and girls to collaborate prior to the 6th form in areas such as music and drama.

## **Aspirations and outcomes**

- All lessons to be taught to Ofsted good or outstanding
- On any given day at least 20% of lessons to be outstanding
- 70% of pupils to achieve English Baccalauriate (as happens at London Oratory)
- 80%+ of pupils receiving 5 Grade A\*-C GCSE passes including English and Maths (as currently happens at the two girls' schools in Westminster)
- 55% of pupils receiving at least 5 Grade B GCSEs to qualify for 6th form (as currently happens at St. Marylebone CofE School).
- 80% of pupils in 6th to go to Russell Group Universities
- Everyone who leaves school to go into employment or further education
- Every parent to say they would recommend our school to another parent as a first choice for their boys

- Close to 100% of pupils to say that they look forward to coming to school and find it enjoyable and rewarding
- Close to 100% of staff to say that they find working at our school to be enjoyable and rewarding.
- Pupils to stand out as intellectually confident, resilient, caring, and happy individuals who would be a credit to themselves and to any employer.
- Always oversubscribed as a “first choice”.

# Section D: Education plan – part 1

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 to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		120	120	120	120	120		
Year 8			120	120	120	120		
Year 9				120	120	120		
Year 10					120	120		
Year 11						120		
Year 12				120	120	120		
Year 13					120	120		
Totals		120	240	480	720	840		

## D1 – Curriculum rationale: the rationale for your chosen curriculum, including an explanation of how it will improve outcomes.

### A traditional foundation - taught in a creative and engaging way

As technology and opportunities evolve so fast, it is difficult to predict which specific skills will be required for future success. Rapid change makes our “classical” approach more valuable than ever. We will not jump on fashion or trends but will focus on the skills that are always in demand in any age.

We will focus our resources on mainstream academic subjects , rather than providing an array of vocational options. We believe that other schools in London already



provide a broad selection of vocational subjects and there is room for a school that directs its resources into “traditional” subjects.

- We will teach pupils to explore, organise and express ideas in a logical and articulate fashion. In every sector of the modern economy, clear thought is at a premium. Good thinkers can adapt to different jobs. Ironically a classical education is the best preparation for a rapidly evolving high-tech society.
- We will foster creativity and original work. There is a danger in a world that is flooded with electronic devices such as smartphones and tablets that many people are passive consumers rather than creators. We aim to encourage creativity, in particular creative use of technology.
- We will foster a culture of “learning skills” such as reflection, self-assessment, presentation, collaboration, resilience, and independence.

### **Top priorities are Maths and English**

Maths and English will never go out of fashion - and our aim is that 80% of pupils are brought up to at least GCSE Grade C. We aim for over 55 % to receive at least Bs in Maths and English.

- Maths and English classes will take place four times a week.
- Maths and English will be taught in smaller groups when school matures

It is important that **literacy, numeracy, and clear articulation** of ideas are developed in all our lessons. Pupils should learn specialist vocabulary in every subject, but more than that, every teacher must help pupils with spelling and grammar and numeracy as it comes up in their subjects (and be very careful about their own use of literacy and numeracy).

Our Assistant Deputy Heads Sendco and EAL will coordinate a strategy of providing individual “catch-up” programmes for those who need extra support for English and Maths. This may mean taking pupils out of some lessons (in most cases Latin) to provide extra support.

We will use after-school private study periods for further interventions (See section D2 - Curriculum plan and structure of learning) We will be obsessive about these two subjects.

### **Academic Subjects Best for those with English as an Additional Language**

65% of Westminster pupils do not have English as a first language. Pupils who need the most practice with their English will benefit from an academic curriculum. Subjects such as History, Geography and Philosophy are excellent opportunities to practice written and spoken English. Equally those who already have more than one language will have a head start at learning yet another language (such as French or Spanish).

## **Analytical thought in Lessons**

**Maths and English** will go beyond literacy and numeracy, and form important foundations for our aim of producing pupils who can “explore, organise and express ideas clearly.”

In **English Literature** we will encourage pupils develop opinions about texts and to justify them.

In **Maths**, we will develop pupils’ ability to calculate, reason logically, algebraically and geometrically, to solve problems and to read and interpret data.

**Latin** is a highly structured language that promotes structured thought. It increases English vocabulary because Latin words are at the root of so many English words. The language develops a pupil’s understanding of syntax and grammar, which are essential for clear expression.

**Philosophy** is a chance for pupils to think about a subject such as ethics, to listen to different sides of a debate, and to write down and justify their own ideas with careful thought and language. It also teaches pupils to spot a logical fallacy. These are important skills for both employers and universities. We will use “Philosophy 4 Children” which we believe has the following benefits which are transferable skills:

- Giving reasons for opinions
- Valuing the views of others
- Thinking about what words really mean

In **History and Geography** we will ask pupils to research topics, sift evidence, and draw conclusions. We will be asking why something happened as well as when it happened. What were the consequences? How could things have turned out differently?

We will teach the three sciences , **Physics**, **Biology**, and **Chemistry**, separately, but in each science pupils will learn scientific method -

- Ask a question
- Do background research
- Construct a Hypothesis
- Test a Hypothesis by doing an experiment
- Analyze data and draw a conclusion
- Communicate results

There is evidence that learning a second language such as **French** or **Spanish** or (even English if is not a first language) has wider cognitive benefits. Learning other languages helps people to understand their native language better - by making them

more aware of syntax and the roots of words. Learning a language also develops transferable skills for learning yet another language.

We aim for at least 80% of our pupils to achieve at least grade C in a Modern Language. A modern language opens up vistas to other cultures which is essential in the globalised economy.

We expect our demographic to do well at languages as many of them already have two languages from early childhood (with English as an Additional Language) and this will provide a good foundation for learning a further language.

### **Where we are more vocational, we are still developing core skills**

Where we do have more “vocational” subjects, we are still interested in laying foundations for future development, rather than trying to “train” pupils for specific jobs.

We include **Design and Technology** because the ability to express thought graphically is as important as the skill of writing down ideas. It is also a subject that naturally brings together creativity and technology. Many boys in particular love making things and this can be taught as a practical hands-on subject, but can also use the best of technology. Pupils can see the practical application of mathematical problems - and we will put a particular focus on problem solving.

We include **Computer Science** as an option in KS4 as all the indications are that this will soon be available as a GCSE. Computer languages are a way of expressing ideas, abstracting them, classifying them, and organising them - these skills are all central to our approach of emphasising logic and analysis.

A walk through the offices of Google or Microsoft will quickly demonstrate that the majority of “geeks” are still men. Of course there may be strong arguments to offer Computer Science to girls as well, but it definitely seems an appropriate choice for a boys’ school.

### **Bringing Technology and Creativity together**

Despite our classical approach, we are ambitious about the use of technology across school. We hear the criticism of Google’s Eric Schmidt in his MacTaggart Lecture when he says : *“Over the past century, the UK has stopped nurturing its polymaths. You need to bring art and science back together.”*

We will “bring art and science together” by students using creative computing or media to present their ideas across the curriculum.

Students can use computer programmes to produce their own art and music, both in lessons and after school clubs. In **humanities** they can use graphics to create original, and perhaps interactive, maps, timelines, quizzes and graphics. In **Maths** they can use computers to generate graphs. We plan to have a small audio studio

so that students can record podcasts, scenes from plays or **French** or **Spanish** conversation. There are many possibilities - but the point is that teachers and children will think about the “creative” use of technology - rather than simply consuming it. For example, it’s fine to listen to French tapes, but it is great to record them yourself.

When using technology we will also encourage students to work in teams, as collaboration is an important aspect of projects in a multi-media world where people have different talents and have to work together. Even if somebody is not a natural technologist they have to be able work with people who are. As Mr. Schmidt said:

*"If the UK's creative businesses want to thrive in the digital future, you need people who understand all facets of it integrated from the very beginning. "*

Where possible we will encourage the use of Open Source computer packages that are free and therefore more likely to be available to pupils when they are outside the school. Examples of packages that can be used creatively include OpenOffice, Gimp, Inkscape, Processing, Ardour, Audacity, Blender, and many more.

### **Creative Subjects**

Art and Music provide a particular chance to bring technology and creativity together. We also expect our teachers in the arts to play a leading role in After School Clubs and be a source of expertise and advice for other teachers in the use of creative technology in all lessons.

### **Physical Education**

Physical Education will engage and enthuse students, foster teamwork and competitive spirit. We will focus on “traditional” boys’ games including football, cricket, athletics. We will also use local facilities for swimming, judo, and tennis. After school clubs will extend our two periods a week of PE.

## Improving Outcomes - The current picture in Westminster

School	Percentage achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs	Percentage achieving all English Baccalaureate subjects
Grey Coat Hospital (Girls)	85%	53%
Paddington Academy	69%	11%
Pimlico Academy	60%	15%
Quintin Kynaston School	58%	2%
St. Augustine RC School	60%	14%
St. George's RC School (boys)	58%	4%
St. Marylebone CE (Girls)	93%	40%
Westminster Academy	46%	4%
Westminster City School (boys)	61%	3%

The information above (compiled from the DforE website) shows that the two girls schools in the area lead the way for pupils achieving the English Baccalaureate subjects. They also have by far the best results for five GCSEs including English or maths or equivalent (85% or over).

What other schools offer in the area

It is not apparent from the data how many "equivalent" vocational subjects are included in the "GCSE or equivalent" measure. However we do know that other schools in the area do an excellent job of offering vocational BTEC qualifications (equivalents). For instance Quintin Kynaston offers BTEC Level 2 qualifications in Animal Care, Health and Social Care, Hospitality and catering, and sport. Paddington Academy has a wide range of subjects at Key Stage 4 that includes Health & Social, Care, Home Cooking Skills, Hospitality, Media Studies, Performing Arts, Photography, Resistant Materials, Sociology, Travel and Tourism and Social Enterprise.

Our school is more focused on the academic subjects that we think really count for employers and universities (see arguments above). We believe that by offering academic subjects we are improving equality of opportunity by increasing pupil's employability and chances of university places. In addition numeracy and literacy are vital skills for entrepreneurs.

We have already argued the case for academic subjects above, but it can be further made by looking at the rationale for the English Baccalaureate.

### **Focus on English Baccalaureate**

The case for concentrating on the English Baccalaureate is made well on the website of the Department for Education. One of the most important rationales is that it increases equality of opportunity.

Our table above (The current picture in Westminster) shows that in some schools in Westminster the percentage of pupils taking all the English Baccalaureate Subjects is as low as 3% or 4% . Only the two girls schools in the area are putting significant numbers of pupils into the subjects.

For the general picture, we quote from the DofE Website:

<http://www.education.gov.uk/schools/teachingandlearning/qualifications/englishbac/a0075975/the-english-baccalaureate>

The number of non-academic qualifications taken up to age 16 had risen from about 15,000 in 2004 to about 575,000 in 2010, with a higher take-up of vocational qualifications by young people from deprived backgrounds. Many of these qualifications do not carry real weight for entry to higher education or for getting a job.

There had also been a decline in the opportunity to take some core subjects, such as modern foreign languages, history and geography at Key Stage 4. This decline disproportionately affected pupils from the poorest backgrounds or attending schools in disadvantaged areas. For example, in 2009 just four per cent of pupils qualifying for free school meals took chemistry or physics, fewer than one in five did history and fewer than 15 per cent took geography or French.

When we look at achievement in the English Baccalaureate we see a similar picture of inequality – in 2010, only eight per cent of pupils qualifying for free school meals (FSM) took the English Baccalaureate, with four per cent achieving it, whilst 24 per cent of non-FSM pupils took the English Baccalaureate and 17 per cent achieved it.

This measure enables parents and pupils to see how their school is performing in these key academic subjects. We want to encourage more students to take these core subjects and to bring about greater fairness of opportunity so that all students have the chance to study for the English Baccalaureate.

## **Social Deprivation**

The argument made above for fairness of opportunity is particularly relevant to Westminster which has such a diverse population including the richest and the poorest in society.

Westminster has a very mixed demographic with areas of concentrated social deprivation within walking distance of Marylebone - for instance in the [REDACTED]. According to the 2007 Index of Multiple Deprivation the entirety of Church Street Ward is in at least the top 15% most deprived areas in England, and two out of the four Super Output Areas are in the top 10 most deprived areas in England.

Deprivation levels involving children are a clear concern. Wards with the highest concentration of children, are also the most deprived and overall almost 2 in 5 Westminster children live in a household reliant on benefits.

<http://www.westminster.gov.uk/workspace/assets/publications/APPENDIX-3-Westminster-People-1261657943.pdf>

## **Improved Results**

Our table showing The current picture in Westminster reveals that mixed and boys' schools are lagging behind the two girls schools in the area. The two girls schools also have the most academic focus (as revealed by performance in English Baccalaureate). By keeping our focus and a variety of other strategies we aim emulate the success of the girls' schools.

## **Teachers leading by example**

It is important that all our teachers lead by example. We expect them to dress smartly, be punctual, well prepared for lessons, careful about their own literacy and numeracy, kind, supportive, caring, optimistic, good humored, and respectful. They should be open-minded, willing to take risks, and try out new things (such as technology). They should also be creative, analytical, and have a sense of fun. These are skills which we wish our pupils to imbibe in the atmosphere of the school.

## **Learning Skills**

Great teachers will teach in their own style and we do not wish to be too prescriptive about pedagogy. However we expect teachers overall to be incorporating learning skills into lessons. This will be achieved by teachers often (and where appropriate) standing back to a degree and facilitating the pupils actively engage in work. "Softer" skills are increasingly seen as important by employers and even universities. Above we have discussed Analytical Thought and Creative use of Technology. We have also said that literacy, numeracy, and clear articulation of ideas should be woven into every subject. In addition we encourage:

Goal Setting - pupils should be aware of the progress they expect to make in a lesson as well as longer term goals

**Assessing progress** - both pupils and teachers should assess what progress has been made in a lesson

**Time for reflection** - Lessons should have time for reflection on what has been learned and progress made.

**Seeing the bigger picture** - Teachers should ensure that pupils are aware of the relevance of what they are learning, how it fits in with other subjects and enthusiasms, and how it will help them in life.

**Team Spirit** - Pupils should learn to help each other, give encouragement, and set a positive upbeat tone. They should always be courteous. Where appropriate, lessons and After School Clubs will include team work to practice working together. This is important for our overall vision of a “caring” school”.

**Leadership skills** - There should be opportunities to plan and to lead assignments in class and outside (in After School Clubs, for instance).

**Organisation** - We are told (████████) that boys are inclined to “live in the moment” and be disorganised - a boys’ school needs to help boys get organised. Organisation skills are particularly important for work and for University where students take responsibility for their own study - we need to foster these skills early on. Larger assignments at school, for example, provide opportunities to “get organised.”

**Optimism** - We should never underestimate pupils. Teachers should foster an atmosphere of high expectations and “everyone can do it.” Pupils should soak in this positive spirit and aim high.

**Fun** - Learning is serious but it should also be fun. Teachers tell us that boys especially respond to humour (though it should always be “kind” humour). Sarcasm about individuals should be highly discouraged. Wit should be encouraged as a high form of expression.

**Resilience** - Set backs should be seen as opportunities to learn. Even discipline should be seen as a chance to “start again”.

**Enquiring Minds** - Pupils should practice researching and investigating topics themselves. Research skills are very important for work and university.

**Challenging Minds** - Pupils should be encouraged to challenge received wisdom and to argue cogently and respectfully (and know when to admit that they are wrong!).

**Self Motivation** - Pupils should be ready to start lessons right away and be able to get on with work themselves. Teachers can encourage this by having the classroom



ready for immediate work (task or question written on the board for instance). Positive initiatives by pupils should be highly valued and praised by the school.

**Presentation Skills** - Pupils should become used to presenting their work clearly and confidently in class and even before the whole school.

**Individualism** - Everyone should be seen as an individual, and teachers must be aware of how different pupils learn and different ways and at different speeds and have different motivations. Progress should be measured on an individual basis.

**Healthy Competitive spirit** - Boys in particular respond to a degree of competition. Competitions and quizzes (often organised in houses or teams) can be fun and motivating for learning.

### **Respect for facts and knowledge**

Something that is often left out of “softer” skills - yes learning to learn is very important - but knowledge is still integral to education and facts are needed to understand the world. Knowledge should be respected and aspired to.

**Focus upon individual improvement** Pupils will receive regular timetabled feedback on their progress to ensure that success is understood and that intervention to overcome obstacles to learning is triggered. Parents will share this feedback process. We will set targets individually for pupils and focus on their improvement.

We will use the following principles:

1. High expectations are key to securing good progress.
2. Accurate assessment is essential to securing and measuring pupil progress.
3. Age and prior attainment are the starting points for developing expectations of pupil progress.

We describe our system for monitoring pupil progress in detail in section D5. We are closely following systems and controls that have been successfully developed by St. Marylebone CofE School over many years.

### **Enrichment via After School Clubs**

Our extended school day (see section D2) allows time for us to provide a diverse range of after-school clubs. This offering will be a distinctive part of school life, allowing for a broader cultural enrichment and a chance to take part in more sport than would otherwise be available.

### **Sixth Form**

In the Sixth form we will be looking for subjects that form a broad base for future career and life decisions. For instance, economics is more about the clear expression of ideas than say “sports management” (which we would not offer). We give a detailed view of subjects offered in the next section (D2) where we also explain how we plan to participate in Westminster’s 6F Partnership with other schools to offer a wide range of subjects in the 6th.

## **Rationale for choosing the National Curriculum**

We explained above why we plan to improve outcomes by focusing on traditional subjects taught in an imaginative and inspiring way along with a broad set of “softer” skills. The basis for our curriculum will be the National Curriculum. Reasons include”

- **Provides the core baseline for learning**  
We consider the National Curriculum to be the foundation for our pupils and teachers to build upon. We expect our teachers to plan imaginative lessons that go beyond it.
- **Teaching and learning support materials**  
The majority of online or digital content for learning support has been designed with the National Curriculum in mind. There are existing mappings between the content and the learning objectives included in the content metadata.
- **Linked to Examinations**  
The core curriculum is linked to the examination syllabi in ways that are well understood.
- **Managing change**  
The National Curriculum continues to evolve. By adopting it at the core, changes in learning expectations can be managed across the whole school in an ordered way, in line with other schools, educational content providers and examination boards

## **Keeping Options Open for University**

Our curriculum academic subjects keeps options open for specialisation later on.

The subjects we offer are “facilitating” subjects for more specialised choices. “The Russell Group guide on making informed choices for post-16 education states the following:

“If you are not sure about what course you want to study at university, have you tried to choose at least two **facilitating subjects** (Maths, English, Physics, Biology, Chemistry, Geography, History, Languages)? “

<http://media.education.gov.uk/assets/files/pdf/r/the%20russell%20group%20guide%20on%20making%20informed%20choices%20for%20post%2016%20education.pdf>

## **Expectations for 6th Form**

We plan to open our mixed 6th form in year three of operations. This will help us attract top quality teachers who will enjoy the intellectual challenge of teaching A levels.

We will join the Westminster 6F Partnership with other school in the area, which allows students to study an wider range of A Level Subjects. Entry to the 6th form will require 5 GCSE B or better grades. We will expect 80% of our 6th formers to gain places at Russel Group Universities.

## **D2: Curriculum and Organisation of Learning**

### The School Calendar

The school calendar will run in six terms from September to July. The proposed term dates for 2014-15 have not yet been proposed by Westminster Local Authority. The likely term dates will be:

- Term 1: Thurs 4th September 2014– Friday 24th October 2014
- Term 2: Monday 3rd November 2013 – Friday 19th December 2014
- Term 3: Wednesday 7th January 2015 – Friday 3th February 2015
- Term 4: Monday 23rd February 2015 – Friday 10th April 2015
- Term 5: Monday 28th April 2015 – Friday 22nd May 2015
- Term 6: Tuesday 2nd June 2015 – Tuesday 21st July 2015

The local authority calendar is a “family friendly” choice for families who have children attending more than one school in the area.

### **The Structure of the School Day**

There will be six periods in the school day, totaling 30 periods in a week including one assembly.

The periods last 55 minutes. In practice this will include 5 minutes of “travel time”. The fairly generous length of the periods will give classes time to understand a lesson’s objectives, carry out learning activities, reflect on what they have learned, and assess the progress they have made. Teachers and Teaching Assistants will have time to work with different groups of pupils or individuals and address all needs. Many lessons will benefit from being planned in stages.

### **Private Study**

The end of the school day provides a 45 minute period of private study. Private study is one of the distinctive features of our school and is an important part of our strategy for improving outcomes. Features of private study time:

- In most cases, pupils will use the private study period to get on with their homework and develop a habit of settling down quietly and concentrating on work.
- The form teacher will be on hand to help out with questions - and in this way the form teacher (who has an important role in pastoral care) will get to know pupils better.
- Private study time can also be used for planned learning interventions to support individual pupils in various ways - this extra time for support may make a big difference to the progress they make.

When private study finishes at 16.30 we will offer a variety of stimulating after school clubs which are described in more detail later in section D2. We will expect boys to take part in at least three clubs a week.

## School Day

Start	End	Session	Duration
8.30	8.40	Form Period	10
8.40	9.35	Lesson 1	55
9.35	10.30	Lesson 2	55
10.30	10.50	Morning Break	20
10.50	11.45	Lesson 3	55
11.45	12.40	Lesson 4	55
12.40	13.40	Lunch	60
13.40	14.35	Lesson 5	55
14.35	15.30	Lesson 6	55
15.30	15.45	Afternoon Break	15
15.45	16.30	Private Study	40
16.30	17.30	After School Clubs	60

## Curriculum Models

### Key Stage 3

Our priorities are English, Maths and Science which receive the largest allocations in the timetable.

The Sciences will be taught separately as three subjects (Biology, Physics, Chemistry).

Religious studies and Philosophy for Children will be taught on alternative weeks.

There are no options in Key Stage 3, however those requiring extra help in core subjects (especially in English and maths) will drop out of some lessons to receive extra support. In most cases we expect Latin periods to be used for learning interventions, but final decisions will be left to appropriate specialists such as Head of EAL and Sendco working in consultation with subject teachers.

### Method

Each subject is taught in sets (usually 5 sets of 24 boys). We multiply Periods per Week by Number of Sets to calculate the Total Groups Taught per Week which will show our teaching requirement.

## KS3 Model

Subject	Periods per Week	Number of Sets	Total Groups Taught per Week
English	4	5	20
Maths	4	5	20
Science	6	5	30
History	2	5	10
Geography	2	5	10
Latin	2	5	10
French	3	5	15
RS Philosophy	1	5	5
PE	2	5	10
D&T	1	5	5
Art	1	5	5
Music	1	5	5
Assembly	1		

As the school grows, and we reach full capacity we aim to teach English and Maths in smaller sets - as smaller groups allow for greater targeting of needs.

### Key Stage 4

At Key Stage 4 we are not only aiming for GCSE but for the majority of pupils (80%) to take at least five English Baccalaureate subjects - English, Maths, a modern language, three sciences and a humanity (History or Geography).

The model is designed for 100% of pupils to take the English Baccalaureate, but flexibility can be provided for individuals on advice from specialists such as Sendco.

At this stage pupils will do fewer subjects, but with more time to learn in depth - for instance, if a boy opts to do Art he will now have three periods a week devoted to the subject. We also now provide three periods per Science subject (listed here as 9 periods of Science).

Options are marked in orange and "options buckets" are explained further down.

## KS4 Model

Subject	Periods per week	Number of Sets	Total Groups Taught per Week
English	4	5	20
Maths	4	5	20
Science	9	5	45
History*	3	2	6
Geography*	3	3	9
Latin*	3	1	3
French*	3	4	12
RS Philosophy	1	5	5
PE	2	5	10
D&T*	3	3	9
Art*	3	2	6
Music*	3	2	6
Spanish*	3	2	6
Computer Science*	3	2	6
Assembly	1		

We introduce two new subjects at Key Stage 4 - Spanish and Computer Science. Good linguists can now do two modern languages if they wish. The rationale for Computer Science is explained in Section D1. Boys can get a taste of computer programming in an after school club at KS3 (which will help them decide if they wish to take it as an option at KS4).

We expect the majority of pupils to take three sciences, although this is an area where flexibility could be provided on a case by case basis. Some pupils might strongly want to do both Music and Art (for example) and in that case they may take Core and Additional Science to qualify for the English Baccalaureate.

It is important that form teachers help boys (with their parents) make decisions about options in the final term of year 9. They must now choose from each of the option buckets listed below.

## Option Buckets

<b>Options 1 Languages Choose 1</b>	<b>Options 2 Humanities Choose 1</b>	<b>Options 3 Free Choice Choose 1 (provided you have not picked it in options 1 or 2)</b>
Spanish	History	Spanish
French	Geography	French
		History
		Geography
		Computer Science
		Art
		D&T
		Latin
		Music
		Philosophy
		Religious Studies

The majority of pupils will take 8 GCSEs ( English, Maths, French or Spanish, History or Geography, three sciences, plus one further option).

Some boys may take one or two GCSEs a year early and then take one or two extra subjects the following year. A decision to take examinations early will be made in consultation with Heads of Learning, form teachers, and subject teachers.

The choice at Key Stage 4 is not wide - which is one reason the After School Clubs play a very important role in the school to allow pupils who do not select Art or Music (for example) to pursue them more informally but with the support of the school.

### **Key Stage 5 (6th Form)**

In years 12 and 13 we offer the 6th Form (starting in year 3 of operations). This will be a mixed 6th form that will admit girls as well as boys.

We will concentrate on teaching our core subjects and extended subjects that can feasibly use the same teacher (e.g. A history teacher may be able to teach politics). However, we will be able to offer a very wide range of choices by partnering with other schools.

Our 6th form will apply to join Westminster's 6F Partnership <http://www.6f.org.uk/index.asp> which allows pupils to take subject options at any of the schools and colleges that belong to the partnership. Our 6th Form subject timetable blocks are designed for participation in 6F.

In order to go through to our 6th Form pupils will need to achieve at least 5 Bs at GCSE (a 6F requirement).

The experience of St. Marylebone CofE school is that around 55% of pupils move up to the 6th form from the lower school. English and Maths are the most popular subjects. The remaining places will be filled by both boys and girls from outside the school (Entrance requirement 5 Bs at GCSE with distance from the door as tiebreaker).

Provided that we secure a site within easy walking distance of St. Marylebone School (e.g. [REDACTED]) we will explore ways of collaborating closely with St. Marylebone in the 6th form. For instance, we would look at ways of sharing science facilities and teachers in the 6th form.

### **KS5 Model / Subject blocks**

Subject	Periods per week	Number of Sets	Total Periods Taught
English	6	3	18
Maths	6	3	18
Sciences	6	3	18
History	6	1	6
Geography	6	1	6
Latin	6	1	6
French	6	1	6
Philosophy	6	1	6
PE	2	5	10
D&T	6	1	6
Art	6	2	12
Music	6	1	6
Spanish	6	1	6
Computer Science	6	2	12
Geology	6	1	6
Greek	6	1	6
Govt & politics	6	1	6



Ancient Civilisations	6	1	6
Music tech	6	1	6
Assembly	1		

## Organisation of Pupils

### Pastoral Care

Forms and houses will be the main units for pastoral care.

Each year group will be divided into four forms which will move vertically up the school. The form teacher will have the front-line responsibility for pastoral care of members of his or her form. He / she will have an opportunity to assist and get to know pupils individually during the 45 minute period of private study each day.

The school will have four houses. Pupils will get to know their House Leaders through sports and other activities including competitions. Controlled competition through houses provides a way for boys to bond in teams and get to see teachers in a different setting. House Leaders will provide an alternative adult for pupils to turn to if they are looking for help and guidance.

A deputy head will be appointed as “Pastoral Leader” and who will coordinate between form teacher, subject teachers, parents and pupils on issues of pastoral care (see section D7, Behaviour, Attendance and Well Being, where our reporting systems are described in detail) . All important issues of pastoral care will be reported straight up to the Pastoral Leader with the form teacher copied in by email.

### Academic

As shown in the curriculum models above, subjects will normally be taught in five groups of 24 pupils.

Heads of Learning in each subject will be responsible for organising the learning groups. In most subjects, the learning groups will be based on ability. It is important to stress that by “ability” we are mainly talking about “speed of learning.” Lower sets do not mean lower expectations for final outcomes. We will also allow for movement between groups.

The advice we have received from St Marylebone School is that students benefit from being taught along side pupils of roughly the same ability. The pupils who are able to grasp the concepts quickly are able to move through the curriculum at a faster pace when they do not have to wait on the rest of the class to catch up. The ones who need more time or practice can be given the extra support they need without being rushed along at a pace that does not fit their learning style.

## **PSHE**

PSHE will be coordinated by an appointed teacher. Pupils will be taught in form groups during lessons that break out of the normal curriculum.

### **After School Clubs**

After School Clubs will be organised in Key Stages - for instance there could be two Comedy Clubs, one for Key Stage 3 and one for Key Stage 4. This will give older children a chance to help younger ones - an important aspect of maturing.

We expect 6th formers to play a leading role in organising their own clubs, with help from teachers. 6th formers will also be encouraged to help with and even to run clubs for pupils lower down the school.

### **Enrichment Activities**

#### ***Breaking out of the Timetable and Curriculum***

A creative school should not allow the timetable to become a straightjacket. Teachers and senior staff should have the freedom for some flexible and creative scheduling.

On occasions, pupils need more time to complete an original assignment either individually or in teams. Our teachers will plan for forms to take entire days or even several days out from lessons to focus on an assignment. Typically these “breakouts” will take place towards the end of term.

Pupils might explore any aspect of a topic in depth, and produce a creative, multi-media report or prepare a presentation with other media. Equally they might undertake a social outreach assignment or any “enrichment” activity judged by staff to be challenging, fulfilling and worthwhile.

At the creative end of the assignments, there will be opportunity to use technology to produce original work - examples would include films, 3D artwork, simple animations, computer games, music partly produced on the computer, audio interviews, websites, blogs, coded computer programmes.

There would also be opportunities to research a subject in depth - for example local history or social trends - and use analytical skills to sift the evidence and draw conclusions.

Equally students may wish to take part in a community project with a social aim. If they can organise the project themselves and work in a team, so much the better.

At the end of the assignment, pupils will present their work in front of the class or year group or school. We expect “assignments” to foster creativity, team-work, confident presentation, social awareness, and passion for subjects and other pursuits.

Our Senior Leadership Team and form teachers will allocate time for special PSHE lessons or visits to the many world class locations that London has to offer -

Parliament, Museums, Theatres, Cathedrals, Mosques, Synagogues, businesses - to name just a few examples.

### **Work Placement**

We will work with Westminster Education Business Partnership which brokers links between schools and businesses in the borough.

<http://www.westminster.gov.uk/services/educationandlearning/westminster-education-business-partnership/why-work-with-schools/>

### **Wallace Collection**

Marylebone's local and world-renowned Art Gallery, the Wallace Collection, has been working with local schools encouraging painting and art appreciation. We would join their social outreach programme.

### **Westminster Volunteer Bureau**

The Bureau already works with schools to provide volunteering opportunities for students.

### **Guest Speakers**

Many of the world's leaders in Culture, Academia, Politics, Business and Sport either live in, or work in, or often visit London. Leading private schools (such as Westminster) invite prominent figures to speak to pupils and we will run a similar programme. People who are outstanding in their field can motivate and encourage young people to believe that "anything is possible". Lesser known, but inspiring local figures, can also be invited. We recognise that attracting speakers will become easier and more frequent as the school grows and opens a 6th Form.

Our team members have experience of contacting public figures through journalism, political and charitable fund raising events.

### **After School Clubs**

We recognise that our focus on academic subjects is demanding, and that pupils need freedom to pursue their interests outside the curriculum. Our after-school clubs have an important role in creating a stimulating and exciting environment for young people.

Our teachers will have to play a big role in the clubs, and we also hope that some parents will be willing to play a part in sharing their skills and expertise. The clubs mean that our teachers will spend a long day at the school - but we also believe that they will make the school a much more rewarding place in which to work and study.

We see After School Clubs as playing an important role in building understanding between teachers and pupils. They will allow pupils to see teachers in a less formal setting and to work together in different ways.

We will expect pupils to attend three or more clubs per week. In some cases, if boys can demonstrate that they are pursuing an interest outside the school, we can be flexible about the number of clubs attended.

We will have see which skills our teachers and parents can provide before we can draw up a final list of after-school clubs, but these provisional suggestions give an idea of the breadth that we are looking for by the time the school has grown to full capacity.

**Sport** - a chance to improve skills at football, cricket, or tennis or to keep fit with circuit training. Westminster has a number of local facilities for sports like swimming and badminton and indoor-rock climbing (some of these need to be paid-for, but will negotiate suitable prices for groups). Boys may also wish to learn a disciplined martial art.

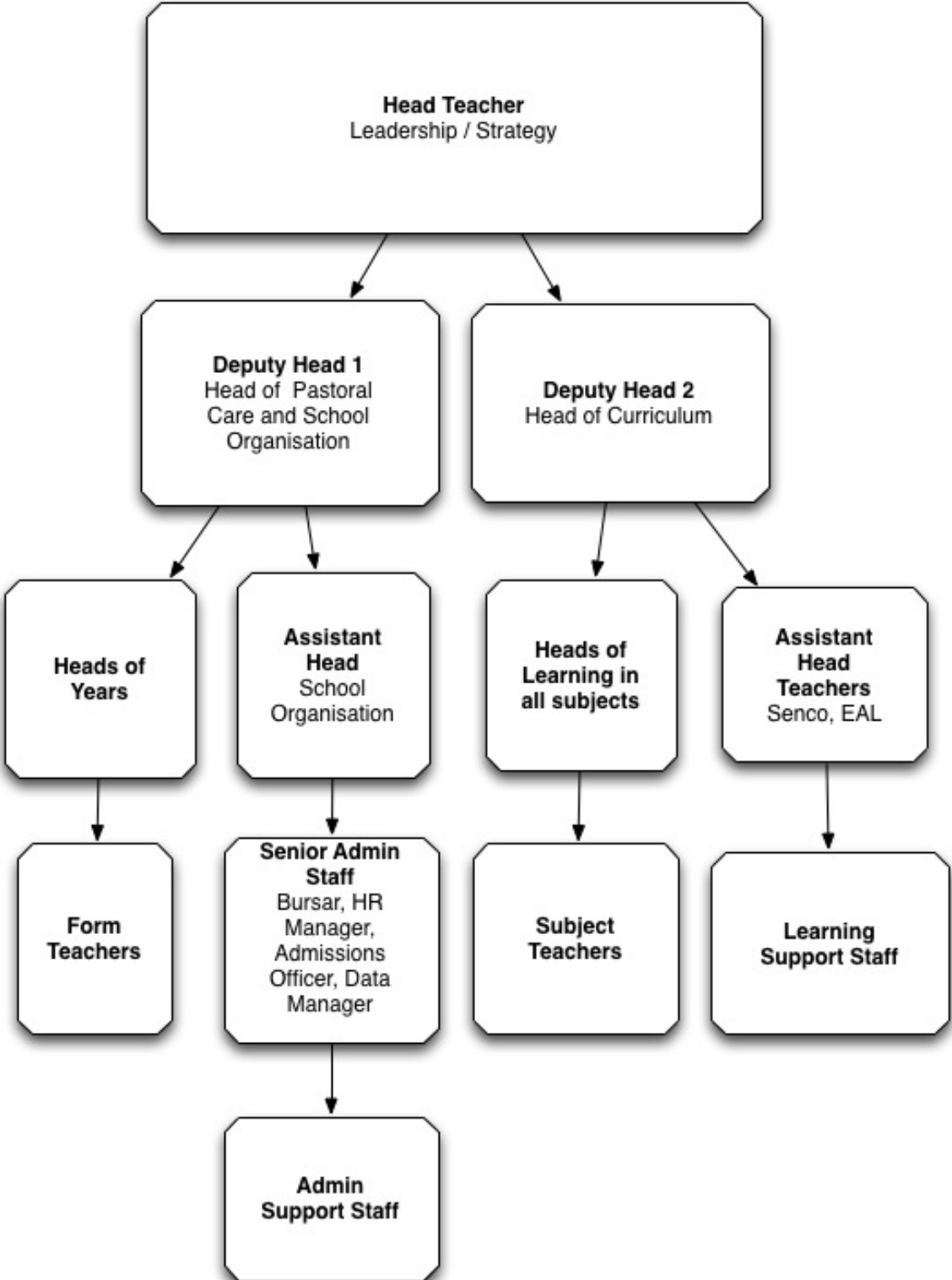
**Creative** - photography, painting, sketching, image processing, graphic design, pottery, animation, podcasting (audio production), social journalism (blogging), computer game development, website development, screen-writing, film production, animation, song-writing, installation art, design and technology.

**Performance** - (sometimes in collaboration with girls from St. Marylebone), orchestra, jazz, rock, circus, dance (of various styles), drama, reviews, stand-up comedy.

**Academic** - French conversation, philosophy, art history (not so many academic options as clubs provide contrast to school day)

**Other** - cooking (boys make the best chefs), debating, politics, meditation and wellbeing, chess, various strategy games.

# D3 Organisation of Staff



House Leaders not included in the diagram as they will play a more informal role.

## **Senior Leadership Team**

### **Head Teacher**

The Head Teacher is in charge of leadership and Strategy. He / she will take ultimate responsibility for the schools performance in all areas. The first task of the head teacher will be to implement the founders' vision. The head teacher will bring his / her own convictions over and above the vision, but which do not conflict with it. He / she will have a strong sense of moral purpose. The head teacher will consult where appropriate with governors, teachers, parents, pupils, the Local Authority and the Department for Education, and outside agencies.

### **Deputy Head for Pastoral Care and School Organisation**

The deputy head for pastoral care will be in charge of behaviour, attendance and well-being. See section D7 for how student behaviour will be reported directly up to the head of Pastoral Care. The same deputy head will also be in charge of the school organisation and will have an assistant to help with these duties.

### **Deputy Head for Curriculum**

The deputy head for Curriculum will work with department heads to ensure that the curriculum is being delivered. He / She will also be in charge of teacher development and ensuring that all teaching is good to outstanding. He / She will also be in charge of Monitoring Pupil Progress (See section D5).

### **Assistant Head (Sendco)**

Sendco will ensure that individual support programmes are provided for all pupils who need extra assistance with learning. Sendco will work with Learning Support Assistants and the external Educational Psychologist as well as teachers to deliver the required support.

### **Assistant Head (EAL)**

Given that Westminster has a high number of pupils with EAL, this is an important role to ensure that individual support programmes are provided in learning English for all pupils who need assistance. The head of EAL will also make sure that all teachers and Learning Support Assistants are aware of EAL in every lesson. He / She will also work with the Speech and Language therapist.

### **Assistant Head for School Organisation**

The assistant head for School Organisation will assist the deputy head with organisational matters such as the school timetable, visits, and organisation of school clubs.

### **Heads of Years**

Heads of years will also help with organisational matters (such as the timetable for their year) and with pastoral care.

### **Heads of Learning in all Subjects**

Heads of Learning will work with subject teachers to set priorities. They will work on teacher development. They will ensure that adequate resources are available for

teaching their subjects. They will oversee the organisation of teaching groups and sets. They will be responsible for ensuring that pupils make required progress in their subjects (see section D5) .

### **Build Up of Staff**

There is a big jump in numbers in year 3 when we open the 6th form (with students entering from outside the school). Opening the 6th form early means that we build up the school numbers in 5 years of operation.

In section D2 we show model curriculums with the number of groups/ sets taught in each subject. In most subjects we will be teaching in 5 groups of 24 pupils. The greatest allocation of time (and therefore teachers) is given to English, Maths and Science.

The Classics department will also be teaching RS, Philosophy and Ancient Civilisation (in 6th Form) and is therefore comparatively well staffed.

D&T, Art, and Music will be employed half time in early years - although in year 1 the teaching requirement for them is considerably less than half time. We will expect them to play a leading role in setting up the After School Clubs.

Computer Science only begins in Key Stage 4 and therefore we recruit a teacher in year 3 of operation.

In year 2 we recruit a deputy head who will take a teaching role.

In year 3 our minimum timetable requirement shown below is for 26 teachers. However our budget includes a total of 31 teachers including two deputy heads and 12 heads of department. This will allow us flexibility - for instance to teach some subjects in smaller groups. This also will allow for the 6th form to be successfully established.

In year 4, our minimum timetable requirement is for 41 teachers. In our budget we have 49 teaching staff - still allowing for flexibility.

In year 5 our minimum timetable requirement is for 47 teachers. In our budget we have 59 teachers - giving us a great opportunity to teach in smaller groups and to accommodate the longer school day.

### Build up of minimum staff over years of operation

TEACHERS:	Year 1	Year 2	Year 3	Year 4	Year 5
English	1	2	3	5	6
Maths	1	2	3	5	6
Science	1	3	5	7	9
Humanities	1	0	0	0	0
History / Govt&Pol	0	1	2	3	3
Geography / Geology	0	1	2	3	3
Latin/Greek/Anc Civ/Phil/RS	1	1	3	4	5
French / Spanish	1	1	2	4	4
PE	0.5	0.5	2	3	3
D&T	0.5	0.5	1	2	2
Art	0.5	0.5	1	2	2
Music / music tech	0.5	0.5	1	2	2
Computer Science			1	1	2

### Build up of Teachers by Grade

For Grades See Teachers Pay in Inner London Area Appendix F2.

Again please note that we open the 6th Form in year 3 of operations causing a jump in staff levels.

Grade	Lessons per week taught		Year 1	Year 2	Year 3	Year 4	Year 5
L34+	0	Headteacher	1	1	1	1	1
L18+	0	Deputy 1		1	1	1	1
L18+	0	Deputy 2			1	1	1
L7+	24	Assistant headteacher			3	3	3
U1-U3	24	Head of Dept	0	0	12	13	13
U1-U3	24	Head of Year	0	0	1	6	7
M1 - M6	24	Teachers FTE	8	13	14	25	34



### Build up of Support Staff

<b>SUPPORT STAFF</b>	Year 1	Year 2	Year 3	Year 4	Year 5
LSAs	1	2	4	6	7
Learning Mentors			1	1	2
Speech & Language therapists	0.5	1	1	1	1
Science Technicians	1	1	2	3	3
D&T / Art technician	1	1	2	3	3
School Keepers	1	1	3	3	3
School Bursar	1	1	1	1	1
Finance Assistant		1	1	1	1
Admissions Officer		1	1	1	1
Clerk to the governors	0.3	0.3	0.3	0.3	0.3
Exams / Cover officer				1	1
Receptionists	0	2	2	2	2
Data Manager	0	0	1	1	1
Administrator	1.5	2	2	2	2
Sixth Form Administrator			1	1	1
HR Manager				1	1
Librarian	0	0	1	1	1
Educational Psychologist	0.1	0.2	0.3	0.4	0.4

## **D4 – Meeting All Needs: the strategies and means by which the school will meet the various needs, both SEN and others, which various groups of pupils may have.**

Our vision is to take an “individual” approach to pupils. This means supporting the spectrum of ability in our school. This will include stretching the most gifted and supporting those who learn at a slower speed. It will also include those with Special Educational Needs, English as an Additional Language, and those with disabilities.

Our specialist assistant heads (Sendco and EAL) will play a pivotal role in our strategy. Our SEND and EAL and G&T policies would apply to the Headteacher and to all staff employed by the school. We will also closely work with families and carers and outside agencies.

Our vision is for every pupil to either go into full time employment or higher education, and this naturally includes those with special needs and disabilities.

### **Special Educational Needs and Disabilities**

The underlying principles of our SEND Policy will be:

To ensure the relevant legislation and guidance are implemented effectively across the school. To provide full access to the curriculum through differentiated planning by class teachers, SENDCO, and support staff as appropriate. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND at School Action or School Action Plus. To enable pupils to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of adult life and learning. To continually monitor the progress of all pupils, to identify and respond to needs as they arise and diminish, and provide support as early as possible. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers, and discrimination and prejudice are eliminated. To ensure that we are able to meet the needs of as wide a range as possible of pupils who live in our local area. To involve parents/carers at every stage in plans to meet their child’s additional needs. To involve the pupils themselves in planning and in any decision making that affects them. To allocate sufficient resources to adequately cater for the needs of pupils with SEN.

We will provide high quality SEND training and CPD for all staff where necessary.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## **Responsibilities of SENDCO**

The SENDCO will be a member of the Senior Leadership Team, reflecting the importance we place on supporting our SEND pupils. The SENDCO will have a 50% teaching timetable, with significant capacity to be taking both tactical (inspecting classroom provision, dealing with SEND pupils directly) and strategic (planning SEND provision, liaising with external support and agencies) actions to support our SEND pupils.

The SENDCO will co-ordinate provision for pupils with special educational needs, liaise with staff, pupils and parents over special educational needs issues, working closely with Heads of Department, advise staff on appropriate strategies to be used with individual pupils, liaise with external agencies, monitor the provision made for pupils with special educational needs, liaise with the examinations officer regarding pupils who require exam access arrangements, ensure statutory duties are met such as reviews of statements, report to the senior leadership team on matters relating to special educational needs and make recommendations about training needs, report to the appropriate governors' committee on special educational needs issues. Use the school's data management system to proactively diagnose problem-areas and track progress of the pupils on the SEND register.

Additional Teaching Assistants will of course be hired to support pupils where statements require it.

Staff will be encouraged to extend their own professional development and the SENDCO will ensure tailor-made training where appropriate.

## **Partnerships**

The school will make use of external partners to support SEND pupils effectively, involving support agencies as necessary: in particular the Educational Welfare Service, Educational Psychologist and Specialist Teaching Service, and CAMHS

## **EAL**

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English. In Westminster 65% of pupils have English as an Additional Language. Our vision is for every teacher to teach literacy and spoken English. As the school reaches full capacity we plan to teach English in smaller groups than other subjects.

EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

## **Strategies**

We will have a positive and effective language ethos:

There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue. We appreciate and acknowledge a pupil's ability in her/his own culture is crucial for her/his self-esteem. The language development of all students is the responsibility of all teachers and teaching support staff. Diversity will be valued and classrooms will be socially and intellectually inclusive. Support will be provided in various forms, including induction classes for complete beginners in English; the provision of in-class support and work in small groups where appropriate.

## **Teaching and Learning**

In order to ensure that we meet the needs of EAL students, staff will:

- assess the pupil's fluency level as soon as possible
- show differentiated work for EAL pupils
- employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
- have high expectations, expect pupils to participate in all classroom activities/tasks
- monitor progress carefully and ensure that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended tasks
- recognise that EAL pupils need more time to process answers and to complete extended work
- allow pupils to use their mother tongue to explore concepts when appropriate give newly arrived pupils time to absorb English bearing in mind that there is a "silent period" when those new to the language understand more English than they use
- group pupils so that EAL pupils hear good models of English
- use collaborative learning techniques

Spoken and written communication between the students and teaching and nonteaching staff, and between the School and parents and the local community, will be positive and appropriate.

**Gifted and Talented G&T:** The school will aim to provide the following opportunities for pupils showing a gift or a talent in particular subject(s). For example

Each subject will use a range of test scores and subjective criteria to identify a talent pool in their area. The top 10% of pupils will be monitored once or twice a year by a deputy head. Within the curriculum structure, extra staffing and space will be found for the provision of extension classes or early entry GCSE classes and A-Level.

In line with our vision there will be a wide range of after school clubs, trips, talks from outside speakers and workshops, which are ideal for those wishing to develop further a skill or a talent. In addition subject teachers can create new short term projects aimed at the more able pupil. These might include projects in photography, music theory, designing computer games, debating, Latin, science, podcasting, newspaper-production and jazz – amongst others. We will collaborate with other local schools and universities, museums (such as the Science Museum) and art galleries (such as Marylebone' Wallace Collection) on such projects.

Through local partnerships, we will provide pupils with opportunities to attend free one or two week summer schools at prestigious universities and also send pupils to day courses at local universities.

#### **Looked After Children:**

The Pastoral Leader will coordinate this provision, which may include workshops and areas such as confidence, safety and communication.

Where realistic, and in the vast majority of cases, we expect pupils from these groups to achieve in line with their counterparts.

#### **How will we use ICT based resources to maximise our pupils' access to the curriculum, ensuring they are getting maximum benefit from school?**

ICT will be integrated into lessons across the curriculum from Year 7 to GCSE level and school will provide a wide range of resources to ensure that pupils are proficient at using software programs.

The Music department will use a variety of software (perhaps on Macs) to enhance the teaching of music, the Modern Foreign Languages department will use ICT software to record pupils' speaking and listening and help improve pronunciation, the Science department will use data logging and all other departments will use video and sound to enhance the quality of teaching and learning.

The school will be equipped with computers and interactive whiteboards in each classroom. Flip charts, webcams, digital cameras and camcorders will be available for staff to borrow and use for their lessons.

The school will have a Virtual Learning Environment, which will enable pupils to download and upload their work and resources, and provide an easy, 'user friendly' means of communication between staff, pupils and parents/carers.

For those with SEN, we will need to consider which kind of computer programmes are most suitable to meeting their needs. For example:

- ASD pupils, who may work well independently, should be given opportunities to use technology, such as iPads, to support their learning wherever possible
- Dyslexic pupils will certainly use computer programmes, such as 'Touch, Type, Read and Spell' to support their learning, especially in Literacy lessons
- Computer programmes should be 'reward oriented'. They should be colourful and bright, with messages that flash 'well done' and other such types of reinforcement. Teachers will be encouraged to create their powerpoint and other resources in a similar fashion.

Computer Science will be taught as an option as computer languages extend our core themes of maths, logic and syntax. At least one after school club will encourage computer languages, focusing on the more fun aspect of game development. Computer animation will be offered as an after-school club.

## D5 Monitoring Pupil Progress

Our vision is that Assessment is part of the learning process. Everyone will always know where they are on the journey to success and what they need to do to succeed.

### TARGETS PROPOSED

#### Aspirations and outcomes

Marylebone Boys' School will set measures of success for the whole-school and for individual pupils which foster a culture of high expectations in our pupils' academic achievements, in their social and cultural life, and personal well-being.

- On any given day, 100% of lessons being delivered will be either good or outstanding, according to the new Ofsted Framework.
- Of these, at least 20% will be outstanding.
- All teachers will be expected to demonstrate teaching which is at least good if not outstanding in order to progress up the pay scale and / or to pass threshold or receive promotion.

Targets for successful acquisition of HARD SKILLS:

- 70% of pupils to achieve English Baccalauriate (as happens at London Oratory)
- 80%+ of pupils receiving 5 Grade A\*-C GCSE passes including English and Maths (as currently happens at the two girls' schools in Westminster)
- 55% of pupils receiving at least 5 Grade B GCSEs to qualify for 6th form (as currently happens at St. Marylebone CofE School).
- 80% of pupils in 6th to go to Russell Group Universities
- Everyone who leaves school to go into employment or further education any employer.

Each pupil will have his individual targets, comprising of personalised and challenging targets for both hard and soft skills. These targets will be recorded in his Individual Education Plan (IEP) and reviewed and evaluated termly by the pupil, subject teacher and Senior Leadership Team (see below for further detail on the IEP and Annual Review cycle). Progress towards these targets will be reviewed termly by the SLT. The extent to which whole-school targets are met will be evaluated in the yearly Examination Report which will be reported to the Board of Governors by the Senior Leadership Team (SLT). The SLT will be ultimately accountable for the school's ability to meet these targets.

#### Targets for successful acquisition of SOFT SKILLS:

It is more difficult to set whole-school targets for the acquisition of soft skills since every pupil's development needs will be different. Soft skills include speech, language and communication skills, inter-personal skills, social, emotional and health skills, self-confidence, self-awareness, moral development and work-related learning. With this in mind, the whole school targets for our pupils' acquisition of these skills will be:

- 1 All pupils will improve their speech, language and communication skills by increments specified in each individual's IEP.
- 2 All pupils will make a positive contribution to the school community by taking part in at least one assembly weekly, and three extra-curricular enrichment clubs termly.
- 3 All pupils will develop social, emotional and health skills, and self-confidence/
- 4 All KS4 and KS5 pupils will all take part in relevant work-related learning placements or work experience with a view to fulfilling individual targets on their IEPs.

### **Individual soft skill targets:**

Each pupil's Individual Education Plan will include targets for the development of his or her soft skills in precise, measurable, attainable terms.

### **On a whole-school level, these targets demonstrate:**

- € our commitment to the pursuit of excellence
- € our ability to differentiate and personalise within our curriculum to enable all pupils to make progress
- € our recognition of the relationship between the development of the whole child in terms of soft-skills and the academic progress and attainment of the pupil in terms of hard-skills.

**On an individual target-setting level, these sample targets demonstrate our intention to break progress down into specific, measurable, realistic yet challenging individual steps.**

- € attain nationally accredited qualifications
- € be functionally literate, numerate and ICT literate
- € enjoy, achieve and participate fully in school life
- € develop confident life skills with which to succeed as independent adults
- € be able to participate successfully in the world of work and adult society

### **What strategy will enable us to achieve these targets?**

Our strategy is one which places assessment at the heart of our curriculum.

*Assessment is at the heart of an effective curriculum and is a fundamental part of good teaching and learning. It enables learners to recognise achievement and make progress, and teachers to shape and adapt their teaching to individual needs and aspirations.*

### **Systems**

Data on pupils' progress in the form of teacher-assessments will be entered into the school's central assessment database. These systems will enable the school to:

- € monitor progress
- € evaluate learning experiences
- € improve planning

- € diagnose difficulty
- € see progression
- € allow for individual differentiation
- € plan and adapt support and intervention appropriately for each pupil
- € improve the quality of teaching and learning
- € evaluate the impact of interventions and support on learning
- € evaluate attendance and punctuality and the impact this has on learning
- € provide information in formative and summative terms to the pupil, parents, teachers, governors, involved external professionals as appropriate, the Local Authority and the DfE

### **Assessment and monitoring progress:**

The School Database will be used for whole-school attainment-tracking and reporting home. Each HoL will be expected to review attainment data after it is collected as part of their evaluation of pupils' progress, prompting intervention and standardisation where appropriate.

Each teacher and each department will want to keep more detailed, subject and class-specific records of pupils' progress:

All teachers keep records of the progress of all pupils they teach. This may be kept in a written register or electronically in (eg) an excel spreadsheet.

Each department will have its own department-wide tracker of pupils' progress in that subject.

HOLs will review and analyse assessment data after it is collected. From this, pupils making slow or no progress can be identified and effective action taken.

### **Marking, assessments and written feedback:**

- All marking and feedback is personalised to the attainment and demonstrated skill of the pupil. To make marking matter, teachers should ensure that pupils have time to read, respond to and act upon the marking.
- Pupils are also encouraged to track their own progress against the success criteria of the piece of work / scheme of work / course.
- Each department has its own subject-specific systems for formal assessment of work AND for pupils' tracking of their own progress in that subject.
- All pupils receive diagnostic feedback on their progress at least once a term (six times a year) in all subjects except those where pupils only have one lesson a week. In these subjects, pupils should receive diagnostic



- feedback at least once a long term (three times a year).
- Diagnostic marking includes a grade or level, a (“what went well”) constructive comment about the strengths of the work and an (“even better if”) prompt for how to improve.
- Between formal assessments, pupils’ written work should receive acknowledgment marking, commenting on effort, presentation, interesting ideas and other relevant skills and knowledge.
- Marked books will show progress over time: pupils should be responding to and building on their teachers’ comments.

Pupils learn best from marking when (1) they are given time to read it and (2) they have to write a response or actively do something in response to the teacher’s comment or question.

### **Reporting to parents:**

- Pupils receive three reports home yearly, of which one is a full written report. The other two reports vary according to the significant landmarks for each year group.

All reports and attainment-data for reports is recorded by teachers in SIMS.

- -Full reports give a personalised overview of each pupil’s attainment, strengths and areas for development in each subject. As such, they are written clearly, without jargon, are specific to the subject, personalised to the pupil, and use correct spelling, punctuation and grammar. Reports say as much about the teacher and department as they do about the pupil.

### **The full report-writing cycle is three weeks:**

In order for reports to be timely and relevant, it is very important that deadlines are met. Deadlines are set out in the Academia. Staff are expected to plan their time ahead to ensure they have time for report-writing.

Full reports include and detailed and clear and include

1. **Teacher-assessed grade / level**
2. **Comments:**
3. **Action points**

### **Assessment for Learning strategies (including pupil involvement in assessment):**

Effective Assessment for Learning (AfL) will underpin Marylebone Boys’ School’s success in setting personalised, challenging yet realistic targets for our pupils, measuring their progress and closing the gap between the achievement of these pupils and their counterparts in mainstream education. AfL is, essentially, making

maximum possible use of all opportunities for assessment - and the results of this assessment – in order to promote further, greater learning and progress.

The Annual Review process, the planning and reviewing of IEPs, the planning and implementing of effective teacher assessment and the gathering, monitoring and evaluation of assessment data are all essential processes to support AfL. These processes are further supported through a school-wide Marking Policy, Parents' Evenings, Reporting Home and Academic Review Day.

### **Marking Policy:**

Our approach to marking will:

- value positive attitudes to learning
- promote trusting relationships between pupil and teacher
- encourage and builds self-esteem
- show pupils how to improve
- comment on the pupil's progress in relation to previous attainment, rather than in relation to other pupils
- encourage pupils to reflect on and take responsibility for their own learning
- demonstrate faith in pupils' ability to make the expected progress and sensitivity towards pupils' anxieties about failure

### **How the progress of students will feed into CPD of Staff**

In order to ensure high standards of teaching and excellent outcomes for pupils, staff performance will be managed through rigorous Staff Appraisal following the new DfE "Teachers' Standards" guidelines published in January 2012.

### **Reporting home (see Assessment Calendar above):**

Pupils and their parents / carers will receive three reports a year.

### **Parents' evenings:**

Parents evenings will be held every term. Parents will attend appointments with each subject teacher and, where appropriate, SALT and / or Link LSA. Pupils will also be invited to attend the appointments and to be an active voice in the discussion.

### **Academic Review Days:**

Three times a year, each pupils will have an appointment with a professional in school to discussion his / her learning and progress so far that school year and sets targets for his / her future progress. ("his / her" anticipates the mixed 6th form)

### **D6 Admissions**

The school will admit 120 boys to Year 7 and 120 in the 6th form (after the 6th opens in year 3 of operations).

## **A note on appeals**

██████████, ██████████, ██████████ and we are aware of our responsibility to run appeals panels which are accessible to parents and young people who do not gain a place at our school if it is oversubscribed.

## **Admissions criteria for age 11-16 (*developed in consultation with ██████████, ██████████, Westminster City Council*)**

### **Admissions Criteria including Oversubscription**

Places will be first allocated to children with statements of special educational needs who name the school with the agreement of Westminster City Council. Then, if there are more applicants than places for the school, the remaining places will then be offered in the following order of priority:

1. Looked After Children and previously Looked After Children. For the purposes of admissions previously Looked After Children are defined as children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order) immediately following having been looked after.
2. Children with exceptional medical, social, or other needs that can only be met by providing a place at the particular school concerned rather than any other school.
3. Children with a sibling at the school at the time of admission. A sibling is defined as a brother, half brother, or step brother, whose main residence is at the same address.
5. 50% of the remaining places to be offered to boys living closest to the school (regardless of which primary school the child attends).
6. The remaining places to be offered to children who attend a primary school in the borough of Westminster as at the final closing date for applications for places in the admissions year.

Within categories 5 and 6 above, priority will be given to those children who live nearest to the school. Distances are measured by a straight line from the address seed point (determined by Ordnance Survey data) of the child's home address to the nearest school entrance for pupils, as measured by the Local Authority's computerised measuring system. Where it is necessary to differentiate between applicants living in flats using the same street entrance, priority will be given to the applicant(s) living closest to the ground floor and then by ascending flat number order.

Applications made under criterion 2 will only be considered if supporting evidence from an appropriate professional or other suitably qualified person (eg doctor or social worker) is attached to the home local authority's application form.

## **Appeals**

Unsuccessful applicants have a right of appeal to an Independent Appeal Panel.

## **D7: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.**

Our vision states:

### **Behaviour is part of the learning process**

Pupils and teachers will be dedicated to learning and to supporting everyone in the learning process and throughout school. You help yourself by helping others. Our caring culture of behaviour overlaps with our caring learning culture.

Our detailed policy for managing pupil behaviour is also about improving academic outcomes. It is modeled on the established and successful policy which exists at St. Marylebone CofE school.

Good behaviour will be more likely which is inspiring and relevant and in which everyone is challenged and stretched. We expect our teachers to lead by example and to set the positive tones.

Behaviour management, pupil wellbeing and attendance are of paramount importance, both inherently to the vision and as a means of achieving it.

Our Behaviour for Learning policy aims to be simple, clear and precise, encouraging structure, routine and consistency at all times.

For rules/routines to have any chance of success it is vital that:

- Teachers explain them to pupils
- Teachers enforce them
- Teachers create positive 'can-do' rules
- Teachers limit the number of rules
- Teachers positively enforce rules
- Teachers ensure that rules are congruent with other school rules

### **Aims and Strategies**

- To provide a rationale for a whole school approach to rewards and sanctions.
- To create a positive ethos in which all pupils can achieve to the best of their ability.
- To ensure that expectations throughout the school with regard to behaviour are consistent.
- To ensure that all members of the school community are aware of the school's expectations.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills; this will promote responsible behaviour, encourage self-

discipline and encourage in children a respect for themselves, for other people and for property.

- For all staff members to model positive values.
- To encourage 'good' behaviour rather than to simply punish bad behaviour.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- To aim to develop the pupils' self-regulation skills, and support them in developing strategies for dealing with anger, frustration, worry and anxiety, which may be the root cause of behavioural manifestations.
- There will be a strong focus on developing the individual's self awareness in terms of his or her difficulties and how these might manifest in school.

### **Rationale:**

The policy seeks to use rewards, in particular, and also sanctions to influence pupil choices and conduct.

The focus on positive correction encourages consistency within the school community, which will foster confidence amongst pupils and staff.

There will be clarity of the structure and the clear communication.

The school's standards for "Behaviour for Learning" will be based on a consensus of agreed rights and responsibilities. Rights are an expectation of how things ought to be. These are non-negotiable, fundamental rights.

### **All pupils have the right to:**

- Respect and fair treatment
- Learn, without being distracted by others
- Feel safe and be safe

The responsibilities go with rights: we all need to care about ourselves, other pupils, parents, teachers, belongings, our school and equipment. There is a requirement for all members of the school community to share the responsibilities. Rules exist in order to help protect our rights & to encourage responsibility.

### **The Marylebone Boys' School Code Of Conduct**

#### **Every pupil is expected to pursue *excellence* in the following ways:**

- All members of the school community are asked to respect each other.
- All pupils are expected to respect staff members, other adults and fellow pupils.
- All pupils are expected to respect their own and other people's property and to take care of books and equipment.
- Pupils are expected to be well-behaved, well-mannered and attentive, relative to their needs.
- Pupils should walk (not run) when moving around school.
- If a pupil has a grievance against another pupil, it must be reported to a member of staff who will deal with the matter.

- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents may lead to exclusion.
- Foul or abusive language is not acceptable.
- Pupils are expected to be punctual, although they need support with transitions between lessons.
- Pupils must not bring sharp or dangerous instruments to school, or any item that might cause a problem.
- Pupils should wear the correct school uniform, in line with the school's Uniform Policy.

### **Standards for Behaviour:**

#### **Praise:**

At The Marylebone Boys' School, we strive to foster an approach to Behaviour For Learning which is primarily based on encouragement and praise.

#### **Incentive Scheme:**

A major aim of the school policy will be to encourage pupils to practice good behaviour by operating a system of specific praise and reward.

Individual certificates celebrating achievements will be awarded throughout the year. All members of staff should give verbal, descriptive praise as often as possible. Staff will be directed to do this in a manner appropriate to the age and individual needs of the pupil. This is also the case for the development of individual policies and behaviour plans.

There will also be a House Point reward system operating across Marylebone Boys' School. This involves pupils earning points in every lesson for showing respect, participation, co-operation and organisation. These are signed by a member of staff in each individual's diary. Members of staff will record any specific achievements or efforts into a document which will then be read out during assemblies or celebration assemblies when appropriate by the Head of School. This could be related to academic, social and/or emotional achievements, relative to the individual. The House Point system creates a strong sense of allegiance and social bond, with 'micro-communities' operating throughout the school.

<b>Procedures for managing praise</b>			
Pupil Action	Response	When	Whom
Positive contribution to the lesson. <input type="checkbox"/> E.g. attentiveness, good organisation, being ready to learn	Verbal Praise	Immediately	Class teacher
Pupil displays positive behaviour throughout lesson or/ and produces good classwork or homework.	House Points	Immediately	Class teacher signs space in diary and records 'Praise', or 'P' in mark book
Positive contribution to school life e.g. Performing in productions, help with functions. Constant positive behaviour in lessons. Vastly improved behaviour in lessons. Also excellent coursework	End of Month Praise <input type="checkbox"/> Pupil is entered into end of month 'Praise' by staff. Pupils informed by tutors and 'Praise Board' If 3 or more 'Praise' pupil receives a certificate and a letter of congratulations. Most 'Praise' and no 'Concerns' gets 'Pupil of the Month' certificate, letter home and prize.	End of the month	Information logged on monthly praise for tutor and Pastoral Leader.
Pupil collects a number of rewards, makes outstanding contributions in subject area.	Prize at Prize Giving services and a congratulatory letter sent to parents	As appropriate	Pastoral Leader
Consistent mature/improved behaviour or good work.	Postcards, letters, phone calls home. <input type="checkbox"/> This is to be encouraged, fostering good relationships with parents and pupils.	As appropriate <input type="checkbox"/> As appropriate	Information to Pastoral Leader who will log.
A number of praises received in one month	Letter of Congratulations When a certain number of Praises have been logged		Letters to be signed by tutors and Pastoral Leader

## **Procedures for managing sanctions:**

A Behaviour Policy must state boundaries firmly and clearly. Staff are directed to make these boundaries explicit to groups of pupils and individual pupils throughout the school day.

Minor breaches of discipline will generally be dealt with by the staff involved at the time. Minor sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, significantly disrespectful behaviour towards other pupils and staff, bullying behaviour, and disruptive behaviour in class. These are dealt with by the Head of School, the Pastoral Leader, or a senior member of staff. Each incident is assessed carefully, and a strategy developed. This may include 'time out' or spending time away from the group and earning the right to be back with the other pupils. The staff involved in directing sanctions or consequences ensure that the pupil understands that this is a result of a particular behaviour. Serious acts of aggression may result in the pupil being collected by their parents/guardians and possibly followed by a period of exclusion. The aggressor's own needs, reasons for the act, and any extenuating circumstances would also be taken into account, as well as any impact upon the other pupil/s involved.

If a pupil is significantly physically aggressive towards another pupil or member of staff then his or her parents will be contacted and he or she will usually need to go home, or not come into school the next day.

For a certain level of behaviour over a length of time, the relevant staff involved, alongside the individual's parents, may need to implement a 'behaviour contract'. Close contact with parents is always involved. Other agencies such as CAMHS, LA and Social Services are involved if appropriate (refer also to the Child Protection policy).

Good classroom management and appropriate lesson preparation, structure and learning materials will immediately minimise the need to issue sanctions. Before any sanctions are issued, assertive discipline techniques and the language of choice must be employed. They should continue to be employed when issuing a sanction. It may be appropriate for a 'Time Out' to be given as an opportunity for the pupil to reflect on and change their behaviour. The language of choice should be employed throughout the process and every opportunity given for a pupil to adhere to the rules.

## **Classroom Management**



<b>Pupil Action</b>	<b>Response</b>	<b>When</b>	<b>Who</b>
Rudeness shouting out, inappropriate behaviour.	Verbal Warning Teacher informs pupil their actions have led to a first verbal warning.	Immediately	Class teacher
Pupil persists in inappropriate behaviour	Second Verbal Warning With Half hour detention. Teacher makes clear that pupil is to stay for a detention, preferably on the same day. This is recorded in the pupil's diary and an incident form filled in and passed to the Pastoral Manager.	To be issued immediately and carried out ASAP	Class Teacher
Pupil persists in inappropriate behaviour after detention has been given.	Other Member Of Staff Called Class teacher gives 'RED CARD' to a trustworthy pupil to take to Reception. Duty teacher called to speak to and, if appropriate, withdraw pupil from the class. Letter is sent to parents. Detention b		Staff 'on call'
Pupil persists in inappropriate behaviour consistently in a subject area.	Pupil is placed on Subject Report. If this fails, meeting with parents is arranged with involvement of Pastoral Manager and Class teacher	To be monitored for a fortnight	Subject teacher, copy to be given to Pastoral Leader and parents on completion.
Pupil persists in inappropriate behaviour as revealed by Exclusions, monthly 'Concerns', withdrawal from lessons, incident reports.	Pupil is placed on Pastoral Manager report. The pupil could spend time in the Behaviour For Learning Centre and may be placed on a Pastoral Support Programme with the involvement of school Governors.	When the appropriate LC, who has oversight of all the data, recommends it.	Pastoral Leader instigates the report
Serious breaches of discipline e.g. Swearing at teacher, violent or dangerous behaviour	Internal/ External Exclusion. Teacher sends pupil to reception to request support. Internal exclusion can last from 1 to 3 days and will be carried out in Internal Exclusion room. For serious incidents pupils will have a fixed term exclusion.	Immediately	Type and duration to be decided by Pastoral Leader and Head of School.

### **Detentions and Reports**

If a pupil fails to attend a half hour detention set by a subject teacher without a valid excuse then the teacher or Pastoral Leader will contact home and arrange a one hour detention. If a pupil fails to turn up to this, the school will write home and re-arrange the detention. A copy of the letter should be passed to the Pastoral Leader for the pupil's file. The pupil should then be placed on departmental report for one week.

If a pupil is consistently disrupting lessons, he or she should be placed on report, to be managed by the tutor or the Pastoral Leader. Parents need to be contacted and involved in this process.

### **Target Reports**

After an accumulation of incident reports, concerns registered on Cause for Concern, or after a serious incident has taken place the tutor or Pastoral Leader will place a pupil on target report; with the targets to be determined by the nature of the incidents. Target reports are signed by staff at the end of each lesson and by parents at the end of the day. If the pupil persistently fails the target report, the Pastoral Leader will arrange a meeting with parents/carers. If further escalation is required, the pupil could be referred to the Behaviour For Learning Centre.

### **Pastoral Support Programme (PSP)**

A pupil who is consistently exhibiting poor behaviour with the possibility leading towards an exclusion may be placed on a PSP. This programme aims to support a pupil through difficult times with the aim of changing their behaviour. The Pastoral Leader will involve relevant members of the inclusion team, outside agencies, and the parents/carers. The PSP will devise a number of targets that are achievable by the pupil and will be monitored by the Pastoral Leader and appropriate support within school. Regular meetings will be arranged by the Pastoral Leader with the pupil and relevant staff to discuss progress. The PSP should last for at least half a term. Continual failure of the PSP could lead to referral to a panel of school governors and the possibility of permanent exclusion.

### **Outside Agencies**

There are a number of outside agencies that can be consulted if a pupil is experiencing behaviour difficulties, examples of these – YOT/YISP (Youth Offending Team), EPS (Educational Psychology Service), EWO (Educational Welfare Officer) and SS (Social Services). Connexions/careers are also involved in the School and have a timetabled slot in the BLC. Connexions have knowledge of and access to a wide range of outside help that can be made available.

### **Roles and responsibilities:**

#### **Physical Restraint**

Physical restraint should not be attempted without specific training except in an emergency situation. Restraint is here defined as the restriction of an individual's movement. It is the positive application of physical force with the intention of

preventing a pupil from harming his/herself or others or causing serious damage to property.

Staff will ensure that pupils are at all times treated with dignity. All restraints must be absolutely safe for the pupil.

#### Prohibited Forms of Physical Intervention

- Corporal Punishment
- Restriction of liberty
- Deprivation – of drinks or meals
- Intimate physical searches

#### **Staff Training**

Appropriate support and advice will be given to teaching staff and teaching assistants involved.

## **ATTENDANCE**

### **Aims**

The school is working to maintain the excellent standards of attendance and punctuality which exist in the school. We aim to work with pupils, parents and carers and where necessary outside agencies, to achieve 95% attendance and no unauthorised absences across the school.

The form teacher will take the register twice a day - in the form period and in the period of private tuition.

#### **Form teacher's responsibilities are to:**

- Complete the register accurately on the system and return the Tutor folder to the office at the end of each registration
- where a pupil fails to attend registration, complete a slip and give it to the relevant Administrator in the school office.
- ask the Administrator to call home if an absence note is not brought in.

#### **Pupils' responsibilities are to:**

- arrive punctually to school every day or attend the appropriate late detention to make up any time missed due to late arrival
- sign in the late book in accordance with Health and Safety requirements.
- give a note covering absence to their form teacher at the first registration on their return from illness.
- sign out at the school office before leaving to attend an appointment. No child can leave school without permission from their form teacher or a senior member of staff.

#### **Parents/Carers' responsibilities are to:**

- encourage their son to attend school and have a positive attitude to attendance and punctuality

- ensure that their child leaves home in time to arrive punctually for school
- inform the school on the first day of absence by calling the school office. Write a note to authorise an absence stating the dates and reason for absence. This is to be sent with the child on her return to school
- not book holidays in term time.

## **WELL-BEING**

### **Safeguarding**

The Governing Body and staff of Marylebone Boys' School fully recognise the contribution the School makes to safeguarding children, and the importance of School as a source of stability in the lives of children who have suffered or who are at risk of harm. The School is required to publish a detailed policy based on government regulation and London Child Protection Procedures that gives details of how we intend to fulfil these responsibilities in practice.

*The Children Act (1989), Education Act (2002), and Safeguarding Children in Education (2004)* all outline the duties and responsibilities of educational establishments in regard to safeguarding and promoting the welfare and protection of children. This policy has regard to these, to the *Every Child Matters* agenda, and is in compliance with the DfE guidance given in *Safeguarding Children and Safer Recruitment in Education (2007)*.

### **Underpinning values**

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.
- Children, parents and other carers should be made aware of their responsibilities and their rights, as well as advice about the power of professionals to intervene in their family circumstances.
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings.
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare.
- Open-mindedness and honesty must guide each stage of assessment and of operational practice. The strengths of individual family members, as well as their needs, should be given due consideration.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned, or unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.

- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.
- Early intervention in providing support services under Section 17 of the Children Act (1989) is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

**Guidance on ‘Whether this is a Child Protection Matter’:**

**If staff have significant concerns about any child they will make them known to the schools Designated Child Protection Teacher, the Pastoral Leader. These concerns may include:**

**Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

**Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Neglect**

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape, or oral sex) or non penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing, They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

There are three thresholds for and types of referral that need to be considered: Is this a child with additional needs where their health, development or achievement may be adversely affected?

### **Practitioners will complete a Common Assessment Framework (CAF) when:**

- Age appropriate progress is not being made and the causes are unclear
- The support of more than one agency is needed to meet the child or young person's needs. As this is a child with additional needs discuss the issues with the CAF trained practitioner in your school, the child and parents. You will need to obtain parental consent for a CAF to be completed. Is this child in need? Section 17 of the Children Act 1989 says:
  - they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
  - their health or development is likely to be impaired, or further impaired without the provision of such services.
  - they are disabled.

### **Is this a child protection matter?**

Section 47 of the Children Act 1989 says:

- children at risk or who are suffering significant harm.
- children suffering the effects of significant harm
- serious health problems.

If this is a child in need, teachers will discuss the issues with the designated child protection teacher (the Pastoral Leader) and parents. If a matter is deemed to be Child Protection issue, the Pastoral Leader will refer it to First Response team as soon as possible. It is the 'significant harm' threshold that justifies statutory intervention into family life. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development. In order to both understand and establish significant harm, it is necessary to consider the family context, together with the

child's development within their wider social and cultural environment. It is also necessary to consider the child's special needs that may affect the his or her development and care within the family. The nature of harm, in terms of ill treatment or failure to provide adequate care, also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

### **Making referrals**

Where a child is registered at school, consultation must take place with the school's designated teacher or Child Protection co-ordinator who will often be the most appropriate person to initiate any referral. A written record of teachers' concerns will be made using the schools internal recording form. This should then be given to the Pastoral Leader who will then make the decision if a referral is needed to Social Services, and follow up with written confirmation on the multi-agency referral form.

### **Confidentiality**

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation. Practitioners can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children will be provided to all practitioners at the school, as follows:

"I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to."

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, included social service departments, must always have regard to both common and statute law. Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8). The school will therefore follow the principle that wherever possible consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

### **Talking to and listening to children**

If a child chooses to disclose, teachers SHOULD:

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that you must pass this information on;
- make a careful record of what was said.

Teachers should NEVER:

- take photographs or examine an injury;
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions;

- make promises to children about confidentiality or keeping 'secrets';
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the persons allegedly involved;
- forget to record what you have been told;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure.

As our pupils will have SLCN, teachers must take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns will be reported in exactly the same manner as for other children in the mainstream school.

### **Record keeping**

Well kept records are essential in situations where it is suspected or believed that a child may be at risk from harm.

Records should:

- state who was present, time, date and place;
- use the child's words wherever possible;
- be factual/state exactly what was said;
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation;
- be written in ink and signed by the recorder;

### **Attendance at Child Protection Conferences**

The Pastoral Leader will attend the initial Child Protection Conference and subsequent core group meetings if a child is made subject to a Child Protection Plan.

### **Protecting staff against allegations of abuse**

Teachers should seek to keep their personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- work in a room where there is a glass panel in the door or leave the door open
- make sure that other adults visit the room occasionally.
- avoid working in isolation with children unless thought has been given to safeguards.
- do not give out personal mobile phone numbers or private e-mail addresses
- do not give pupils lifts home in your cars
- do not arrange to meet pupils outside of school hours
- do not chat to pupils on the social websites

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent. Any use of physical force or restraint against pupils will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed. Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.



### **Allegations of abuse against a professional**

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer should therefore be taken seriously. If an allegation is received by the Head of School or Chair of Governors the following should be considered

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children. Allegations of abuse made against staff, whether historical or contemporary, should be dealt with by the Head of School, not the designated child protection teacher (if the allegation is against the Head of School then it should be dealt with by the Executive Head or the Chair of Governors). The Head / Chair should contact the Local Authority.

### **Supervision and training for staff**

Newly appointed staff will have initial training in Child Protection as part of their induction programme. They will be given a copy of the school's Safeguarding Policy and "*What to do if you are worried a child is being abused*".

### **E-Safety**

The growth of different electronic media in everyday life and an ever developing variety of devices including PCs, laptops, mobile phones, webcams etc place an additional risk on our children. Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships.

Marylebone Boys' School will make pupils aware of the dangers through curriculum teaching particularly PSHE and sex education. We will also monitor online use.

## **SAFE RECRUITMENT**

To ensure the recruitment of both permanent and temporary (including voluntary) staff is conducted in a fair, effective and economic manner.

To achieve this purpose, those that are responsible for each stage of the recruitment process will demonstrate a professional approach by dealing honestly, efficiently and fairly with all internal and external applicants.

### **Aim and Objective**

- to ensure that the safeguarding and welfare of children and young people occurs at each stage of the process;
- to ensure a consistent and equitable approach to the appointment of all school based staff;
- to ensure all relevant equal opportunities legislation is adhered to and that appointees are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, sexual orientation;
- to ensure the most cost effective use is made of resources in the recruitment and selection process.

## **Principles**

The following principles are encompassed in this policy:

- all applicants will receive fair treatment and a high quality service;
- the job description and person specification are essential tools and will be used throughout the process;
- employees will be recruited on the knowledge, experience and skills needed for the job;
- selection should be carried out by a panel with at least two members. At least one panel member should have received Safer Recruitment training;
- selection should be based on a minimum of completed application form, shortlisting and interview;
- monitoring and evaluation are essential for assessing the effectiveness of the process;
- all posts will normally be advertised;
- the Disability Discrimination Act (DDA) makes it a requirement to make reasonable adjustment to the recruitment process if an applicant makes the employer aware that they have a disability. This applies to the entire recruitment process, from advertisement to appointment.

## **Equal Opportunities**

The School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, sexual orientation. The School acknowledges that unfair discrimination can arise on occasion and therefore will ensure that the Equal Opportunities Policy is the foundation for all its activities.

## **Application Form**

A standard application form should be used to obtain a common set of core data from all applicants. Job Description and Person Specification. An accurate job description is required for all posts. A person specification is a profile of the necessary requirements for the post.

## **References**

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They should always be sought and obtained directly from the referee.

## **Interviews**

The interview should assess the merits of each candidate against the job requirements, and explore their suitability to work with children. The selection process for people who will work with children should always include a face-to-face interview even if there is only one candidate.

## **Interview Panel**

A minimum of two interviewers will form the interviewing panel, but preferably three. For appointments to the Senior Management Team the interview panel should include a governor. Governors may be invited to be on the interview panel for other posts where appropriate.

The members of the panel should:

- have the necessary authority to make decisions about appointments;
- be appropriately trained (one member of the interview panel should have undertaken training 'Safer Recruitment' training);
- meet before the interviews to:
- reach a consensus about the required standard for the job to which they are appointing;
- consider the issues to be explored with each candidate and who on the panel will ask about each of those;
- agree their assessment criteria in accordance with the specification.

### **Scope of the Interview**

In addition to assessing and evaluating the applicant's suitability for the particular post, the interview panel should also explore:

- the candidate's attitude toward children and young people;
- his/her ability to support the authority/establishment's agenda for safeguarding and promoting the welfare of children;
- gaps in the candidate's employment history;
- concerns or discrepancies arising from the information provided by the candidate and/or a referee; and,
- ask the candidate if they wish to declare anything in light of the requirement for a CRB check.

### **Conditional Offer of Appointment: Pre Appointment Checks**

An offer of appointment to the successful candidate should be conditional upon:

- the receipt of at least two satisfactory references;
- verification of the candidate's identity (to include name, date of birth, address and photographic identity);
- verification of the candidate's medical fitness;
- verification of qualification
- verification of professional status where required e.g. GTC registration, QTS status (unless properly exempted), NPQH;
- a check of DCSF List 991 and a satisfactory CRB Enhanced Disclosure;
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999); and, (for non teaching posts) satisfactory completion of the probationary period
- Verification of eligibility to work in the UK;
- Overseas Police Checks: information should be sought from countries where individual have lived and worked.

The school will liaise with the local authority in order to follow relevant CRB guidance if a Disclosure reveals information that a candidate has not disclosed in the course of the selection process.

All checks should be:

- confirmed in writing;

- documented and retained on the personnel file (subject to certain restrictions on the retention of information imposed by CRB regulations); and,
- followed up where they are unsatisfactory or there are discrepancies in the information provided.

Verification of qualifications must be originals.

Where:

- the candidate is found to be on List 99 or the PoCA List<sup>1</sup>, or the CRB Disclosure shows s/he has been disqualified from working with children by a Court; or,
- an applicant has provided false information in, or in support of, his/her application; or,
- there are serious concerns about an applicant's suitability to work with children with regard to safeguarding issues,

the facts should be reported to the police and/or the Children's Safeguarding Operations Unit (formerly the Teachers Misconduct Team). If this should be the case, the school should liaise with the local authority.

### **Post Appointment Induction**

There should be an induction programme for all staff, governors and other volunteers newly appointed in an establishment, including teaching staff, regardless of previous experience.

## **BULLYING**

### **Aims**

The aim of this policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able fully to benefit from the opportunities available at Marylebone Boys' School. This policy, if correctly implemented, should help both staff and pupils to deal effectively with bullying when it occurs, but even more importantly to prevent it.

This Policy is to be known and followed by all teaching staff, and it is made known to new staff as part of their induction. It is provided to parents of new boys in the Parents' Handbook and on request. A summary is provided to new boys, and is discussed with their Tutors, and is displayed in all Houses. The policy is reviewed and updated annually by the Deputy Headmaster

### **Definition of Bullying**

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically and/or emotionally. It can take place in or out of school, and can be carried out by adults or pupils.

No form of bullying will be tolerated at Marylebone Boys' School. Bullying is extremely serious and dangerous in that it can cause the victim lasting psychological

damage. All pupils and staff must be aware that, although bullying is not specifically a criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

It is important to distinguish between a one-off comment and what has become bullying. This policy, therefore, largely concerns itself with persistent bullying rather than the occasional breach of good manners. However, even in minor situations children should be reprimanded so that no example of unkind behaviour towards another goes unchecked.

It is important that a consistent approach is used when dealing with instances of bullying. It is also important that reaction to unpleasant incidents be immediate and that even minor incidents should not be ignored.

### **Examples of Bullying**

Examples of bullying are:

- I. Threats of violence, actual physical intimidation, verbal harassment, deliberate exclusion, personal fagging and interference with others' personal possessions.
- II. Activities of any kind which are motivated by racial, religious, cultural, sexual or sexist, homophobic or anti-disability prejudices, and which hurt, threaten or frighten others.
- I. Bragging and over-confident showing off
- II. An assertive tendency to shout down or intervene in class or any other group
- III. A tendency to 'behind the hand' sniggering or comments
- IV. An inclination to gather 'disciples'
- V. All the above, can take the form of Cyber Bullying - see our Social Networking Policy below

### **Bullying and Children with Special Educational Needs**

Reports show that children with SEN and disabilities are more likely to experience bullying than their peers.

For all children with SEN and disabilities discrimination based on their needs can be a challenge. Children with SEN and disabilities may:

- I. Be adversely affected by negative attitudes to disability and perceptions of difference
- II. Find it more difficult to resist bullies
- III. Be more isolated, not have many friends
- IV. Not understand that what is happening is bullying
- V. Have difficulties telling people about bullying.

Therefore staff should be particularly vigilant and sensitive when the victim is a pupil with SEN or a disability. However it is important to recognise that all children are potentially vulnerable to bullying and that learners with SEN and disabilities maybe bullied for a range of other reasons too.

### **Detection of Bullying**

All members of staff should always be on the lookout for signs which may point to bullying of one sort or another. It is imperative that staff keep their eyes and ears open, be conscious of what is going on around them and what is being said. Staff must never allow one pupil to sneer at another, to laugh at another's failure to answer a question, and so on.

The pupils will, generally, inform staff if there is anything unpleasant going on. However, staff should always be on the lookout for signs of bullying. These may also be symptoms of other problems which will normally also require pastoral attention.

Such signs are:

- I. A decline in work effort or standards
- II. A growing lack of interest or commitment in some or all areas of school life
- III. Withdrawal in class or from other groups
- IV. Disturbance of or loss of possessions
- V. Unexplained bruises, scratches, etc
- VI. Evidence of poor sleeping habits
- VII. Frequent visits to the school nurse or the matrons for minor or non-existent ailments
- VIII. Any extremes of distress, e.g. easy tears

### **Detecting the Bully**

Whilst it is natural to concentrate on looking for victims, we should also look for signs which might identify the bullies themselves. These signs will not necessarily indicate bullying but they may be surface symptoms:<sup>4</sup>

- I. Bragging and over-confident showing off
- II. An assertive tendency to shout down or intervene in class or any other group
- III. A tendency to 'behind the hand' sniggering or comments
- IV. An inclination to gather 'disciples'.

### **Actions to Discourage Bullying**

The main aim here is to create an anti-bullying ethos which needs to be constantly reinforced by all adults. Pupils need to be aware that both staff and parents disapprove of bullying behaviour and will act if it is brought to their notice. All pupils must be encouraged to bring such behaviour to the notice of the staff

Some courses of action to discourage bullying are:

- I. Frequent discussion at staff, House and prefect meetings, to try to achieve a common approach to what bullying is and why it occurs.
- II. Discussion of particular cases, when there are signs of bullying, is important and enlisting the advice and support of other adults involved,.
- III. Keeping a close eye on vulnerable pupils, looking out for particular instances of bullying.
- IV. During the normal patrolling of school spaces by duty staff and prefects, care should be taken to look closely at those areas where bullying behaviour might be expected to occur.
- V. Above all, a constant reminder to all pupils that bullying is unacceptable and that it is totally acceptable to report cases of it and not to hope that it will go away and to encourage open discussion.

### **Openness of discussion and confrontation of bullying behaviour is half the battle.**

Occasions when bullying issues should be discussed are:

- I. Full school assemblies
- III. Tutor periods
- IV. PSHE lessons
- VI. Whenever the occasion demands

## **Measures to Deal with Detected Bullying**

The following approach will be adopted when incidents of bullying are reported:

- I. Find out all the facts. Normally, this will be done by speaking to both the victim and the perpetrator, and witnesses if available, separately and as soon after the event as possible.
- II. The bully/bullies must be spoken to firmly to make sure that they understand why their behaviour is bullying and unacceptable. Under no circumstances must the bully be bullied as this will make the situation worse.
- III. Report the incident to the Pastoral Leader .
- IV. Consultation will take place between the Pastoral Leaders and form teachers to coordinate an appropriate course of action for investigation.
- V. The first stage is likely to get all parties involved to write a statement of what has occurred.

Once a clear understanding of what has happened has been established the incident will be reported to the Headteacher.

If the same person is involved in a further incident, the matter will be taken up by the deputy headteacher, or if appropriate by the Headteacher, who will take one or more of the following steps:

- I. Again the bully will be spoken to in an attempt to find out why he or she is behaving in an antisocial manner. Some form of written explanation will be asked for if necessary.
- II. A Restorative justice meeting with both the bully and the victim will take place. The tutors or Housemasters of both may be asked to join the discussion. Other pupils who have witnessed unpleasant incidents may also be involved. The purpose behind these discussions is to help the bully to come to terms with what he has been doing.
- III. Some form of punishment may be given.
- IV. If outside agencies become involved the deputy head teacher will coordinate.
- V. The parents of both the bully and the victim will be informed. It may be necessary to have a full discussion with all parties concerned. It is important, without being alarmist, to keep parents informed. Parents may be invited into school.
- VI. A report of the incident and any communication with parents will be kept by the Housemasters and copies kept in the boys' files in the Headteacher's office. .
- VII. In extreme cases, a persistent bully may be suspended for a short period of time. If he fails to respond to positive efforts on the part of the school, he may be asked to leave the school.

## **The Victim**

While every effort must be made to help the bully to modify his behaviour, one must not lose sight of the victim and the fact that he may also need help. We should try to help those who are likely to be victims to minimise the characteristics which make them susceptible. There are, generally, two sorts of victims:

- I. The passive – he is unassertive in the peer group
- II. The provocative – he draws unwelcome attention upon himself through certain patterns of behaviour, e.g. hyperactivity

Victims should be helped through discussion to realise why they may be victims and how they can help themselves with assistance. It may be a case of helping them to be more positive or assertive, or less selfish or aggressive. Above all, they need to think about relationships and how to maintain friendships.

Victims must be given as much support as possible both from staff and from their peer group. They must be encouraged to say no to bullies and to tell if they are bullied.

As much as possible should be done to raise the victim's self-esteem. (Frequently, the bully, too, may have low self-esteem.)

### **Outside agencies**

Childline 0800 1111

NSPCC (Child Protection Helpline) 0800 800 5000

OFSTED Helpline 0800 528 0731

Childnet [www.childnet-int.org](http://www.childnet-int.org)

CEOP [www.ceop.gov.uk](http://www.ceop.gov.uk)

### **Conclusion**

Children will always test the boundaries of what is acceptable and unacceptable behaviour. Staff should always be aware, therefore, that unpleasant incidents will take place as they are inevitable. It is important for staff not to turn a blind eye, to be vigilant, to be constructive in dealing with all incidents of unpleasantness, and then there will be a very low incidence of bullying at Marylebone Boys' School.

### **Personal Social Health Education and Citizenship (PSCHE)**

- PSCHE Will cover :
- Citizenship
- Healthy lifestyles
- Physical / emotional changes
- Target setting / goals
- Difference / diversity / age
- Careers / jobs
- Applications and Interviews
- Gang Culture
- Bullying
- Sex Education
- Skills

### **Personal Social Health Education and Citizenship (PSCHE)**

PSCHE helps pupils develop their understanding of themselves as individuals in a wider society. It is imperative that our pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others.

PSCHE will offer pupils opportunities to:

- make choices and decisions
- develop personal autonomy by having a degree of responsibility and control over their lives
- make a difference or make changes through their individual or collective actions
- find out that there
- are different viewpoints which lead to a respect for the opinions of others.



PSCHE will be studied at all Key Stages and all pupils will have two timetabled PSCHE lessons weekly. The PSCHE programme will introduce all pupils to a range of ideas that encourage their development into well-rounded individuals. Our aim will be to equip young people with the knowledge, skills and understanding to play an effective role in public life, and encourage them to take an interest in topical and controversial issues and engage in discussion and debate. Our pupils will learn about their rights, responsibilities, duties, freedoms and about laws, justice and democracy. They will learn to take an active role in decision-making and explore different forms of action and media. We hope they will progress to play an active role in the life of their schools, neighbourhoods, communities and wider society as active global citizens.

The PSCHE programme will encourage all pupils to share their ideas and feelings on a variety of issues in an environment where they feel safe to do so.

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Wellbeing

### **Careers**

This area of the PSCHE is primarily for Years 10 and 11. At KS3 part of the PSCHE programme will cover careers in the context of the world of work and economic well-being. It is part of our vision that everyone should leave to either a job or further education.

Careers education will aim to:

- provide pupils with the knowledge needed to make informed decisions about their futures.
- deliver a relevant and individual careers course to each pupil over five years at school.

We aim to do this by:

- allowing all pupils to access the careers programme by studying a wide range of subjects, specifically during the summer term of Year 10 and Autumn of Year 11.
- helping pupils to embark on work experience in Year 11 and college link days
- inviting all parents to attend a careers evening each year which will be attended by local colleges and careers services.
- advising Year 9 parents and pupils in choosing their KS4 options
- inviting external careers advisors to run interactive workshops on the world of work, such as 'The Real Game', in which pupils participate in workplace role plays.
- ensuring that careers education integrated across the curriculum; wherever relevant to topic or skill, careers will be highlighted by teaching and support staff, thereby **raising aspirations**.

## D8 Ethos

As we are not a faith school, we are not required to complete Section D8. However, we wish to briefly clarify some points about our association with St. Marylebone Church of England School and the London Diocesan Board for Schools. St. Marylebone has helped us enormously with our application. The LDBS has become a member of our Company Limited by Guarantee to show its support for us.

In the light of our working relationship with two faith based organisations we point out the following principles of our school

- We of course respect all faiths and are sensitive to the faiths of our pupils and staff.
- Faith will never be a factor in the admissions policy of our school.
- Faith will never be a factor in the recruitment of our staff.
- We will always be a non-denominational school.

# Section E: Evidence of demand – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e.  $D = (B/A) \times 100$ .

	2014				2015			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	120	132		110%	120	134		112%
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	120	132		110%	120	134		112%

## Section E: Evidence of demand – part 2

Please refer to pages 27-29 of the 'How to Apply' guidance for what should be included in this section.

The complete figure for support of pre-secondary school boys is currently 510 from 384 families.

Background:

### *General oversubscription*

All Westminster's secondary schools are oversubscribed in terms of total applications. Half of them are oversubscribed in terms of first preferences.

*Source Westminster City Report on Secondary Transfer Process 2012, and Roll 2012*

School	Size of year 7 cohort	Total Applications	First Preference	Ofsted
Grey Coat Hospital (Girls)	155	962	321	1
King Solomon Academy	64	485	415	1
Paddington Academy	179	569	418	1
Pimlico Academy	208	734	226	1
Quintin Kynaston School	215	582	122	1
St. Augustine RC School	151	441	104	2
St. George's RC School	147	526	111	1
St. Marylebone CE (Girls)	149	983	339	1
Westminster Academy	178	386	78	3
Westminster City School (boys)	129	286	77	3□□

Westminster's Schools Capacity Survey 2012 shows the need for an extra 210 Year 7 places over the coming years.

The January 2012 School Organisation Strategy states that the statistics are currently being refreshed. Essentially the rise in primary level demand will feed

through to secondary. The previous assumption that the new Westminster and Paddington Academies, plus UCL Academy in Camden and North Kensington Academy, would meet demand now looks out of date (Source: Triborough analysis: “Marylebone area - pupil places demand” ).

### **Places do not match parental demand**

Despite the general shortage of secondary places in London, Westminster schools are not uniformly highly regarded by Westminster residents. Of the 1244 applicants in 2012, only 913 made the borough’s schools their first choice.

However, Westminster schools with a good academic record and emphasis on discipline *are* sought after.

Grey Coat Hospital, an Ofsted-outstanding single sex school, attracted 321 first preference applications for 155 places. Crucially, single sex St Marylebone CE (Girls), whose head is our consultant and whose success we wish to emulate, attracted 339 applications for 149 places. Its sixth form was oversubscribed by an even larger factor. Our experience at the school gate has been that parents from all backgrounds are aware of St Marylebone’s reputation.

One of key targets is to enter the majority of pupils for the English Baccalaureate subjects. Our partners at St Marylebone enter 42% of its pupils for all of the English Baccalaureate subjects and 40% achieve them. Grey Coat Hospital enters 76% and achieves 53%. None of the other Westminster schools comes close to these levels. Westminster City School enters 6 % and 3% succeed.

However, London boys’ secondary schools can of course achieve much higher levels of attainment: London Oratory, whose headmaster has advised our group, enters 88% of its boys for the English Bacc and has 71 % attainment. We believe these are the levels parents want to see.

Source: [http://education.gov.uk/schools/performance/geo/la213\\_all.html](http://education.gov.uk/schools/performance/geo/la213_all.html)

School	Percentage entering all English Baccalaureate subjects	Percentage achieving all English Baccalaureate subjects
Grey Coat Hospital (Girls)	76%	53%
King Solomon Academy	NA - too new	NA - too new
Paddington Academy	14%	11%
Pimlico Academy	15%	11%
Quintin Kynaston School	2%	2%
St. Augustine RC School	24%	14%
St. George's RC School	4%	4%
St. Marylebone CE (Girls)	42%	40%
Westminster Academy	14%	4%
Westminster City School (boys)	6%	3% □ □

Finally, another indication of parental dissatisfaction with schools in the area is that use of independent education is high - around 30% of secondary age children, with many of the secondary schools used by Westminster parents being single sex.

**Families tend to leave Marylebone at secondary age, especially those with boys**

In the Marylebone area there is specific evidence that parents of boys move out of the area at secondary age. The Triborough Paper on demand states: “The analysis suggests that boys from the Marylebone area are moving out of Westminster schooling when they cross over to secondary school from primary school. There is a more gradual decline for girls from this area”. The problem is likely to be greater looking forward as the same document predicts a much larger number of boys than girls in the area through to 2021.

The picture of Marylebone parents leaving the area around secondary school age is strongly supported by the evidence in our letters of support. This phenomenon is difficult to show statistically because those leaving do not give reasons to the local authority, and they are hard to contact thereafter. But it is the reality experienced by parents at the school gate, and it is a large part of what has motivated the group to make this proposal.

**Choice is limited for boys**

However, there is only one single sex boys’ school in the borough. It is rated only satisfactory by Ofsted. It is therefore not in demand by Westminster parents. Only 77 parents made it their first choice, despite the impressive new buildings funded by BSF. Westminster parents are demanding something different from what is on offer here. Many of the single sex boys’ schools outside the borough are faith based, including the London Oratory.

**The damaging impact of gender imbalance on other Westminster schools**

The absence of a high quality boys’ school since the closure of St Marylebone Grammar in the 1980s has a negative impact on gender balance at other Westminster schools.

There is a marked 60-40% per cent excess of boys over girls in Westminster’s mixed schools, *including* the new academies. This is not popular with parents, according to evidence presented at the appeals process.

***What parents say***

Our survey shows the extreme frustration felt by parents at the lack of an academically focused state secondary in central London for boys.

The quantitative analysis of demand from year Four and Five parents of boys follows in Section E1 but here we give examples of parents’ views as expressed to the survey. The following comments are sourced directly from the parental survey analysis (see Appendix) where details of the individual source, including name and postcode, can be found.

- ██████████
- ██████████
- ██████████
- ██████████
- ██████████

### **Support from local stakeholders**

Local heads and community leaders support our plans because they have long been aware of the gap in provision for boys and of the effect of the gender imbalance on mixed Westminster schools.

The letter of support attached in the appendix:

Cllr Nickie Aiken, Cabinet member for Children and Community Protection in Westminster.

██████████ from ██████████.

██████████

██████████.

██████████, ██████████ in Marylebone.

██████████, the ██████████

██████████ of ██████████

██████████.

Plus additional letters from various residents (not attached).

### **E1: Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as the first choice for their child.**

The Marylebone Boys' School group only formed in October 2012 so has not yet been able to implement all its marketing plans. We began marketing the school in earnest on in the last week of November.

However, within this short period of a just over a month, a survey has been produced to comply with DfE specifications as closely as possible and it has met the target number of parents of year Four and Five, the relevant age for September 2014 entry.

We used both an online survey and printed forms to gather the data.

The survey describes the school as “a new free secondary school which will be boys-only from 11 to 16, with a mixed sixth form”, and gives the intended opening date as September 2014. It briefly describes the aims and ethos.

Online respondents can click through to the vision statement from the home page via a highlighted link or the side navigation bar.

The survey asks for the respondent's number of sons who have not yet started secondary school, and which year they are in.

Then the survey asks: “Do you support the aims and ethos of the school?” for a yes or no answer. Recipients were then asked for their name as a required field.

The next question is “Would you select Marylebone Boys' School (if it opens) as the first choice for your sons?”



The subsequent questions asked respondents for their postcode and email addresses. Postcodes were a required field but email addresses were not. Then respondents were asked whether they would like to be kept in touch with the application via email, and finally whether they would like to fill in a comment box with thoughts, suggestions or clarifications.

### ***Map of Survey Results***

The map of our survey results show that those selecting our school as a first choice are concentrated in the Marylebone area.



The comments were overwhelmingly supportive, as described above. They typically made reference to the need for “a good boys’ school”. None suggested that a co-educational school would be better. Several specifically endorsed the idea of single sex. Some of the parents referred to the fact that they were considering moving out of the area because of the lack of good schools. One recalled the high quality of the previous St Marylebone Grammar boys’ school which closed in the 1980s. The comment which described private schools in Westminster as unduly academic need not be read as a criticism of our proposed ethos, but simply as a comment on the ultra-selective examinations for the well-known private secondaries such as Westminster School.

### **How we collected evidence**

Because of the extremely tight timetable, the website was central to the collection of evidence of demand. It was created in mid November with a vision statement, names and descriptions of the core group and contact information. These sections were subsequently updated in order to create a full picture of the proposed school’s values and ethos, in language as close as possible to the DfE’s requirements. Frequent additions were important as some parents told us they did not understand what a free school was or how ours was different from the alternative Marylebone proposal.

Wherever possible, enquiries about the school were directed to the website because it held the most information. Media coverage was posted there and all those for whom we held email addresses were sent links to this coverage whenever possible.

As described in more detail in E2, all heads of Westminster primaries, a series of local residents’ associations, such as the Marylebone Association and Marylebone Bangladeshi Association, and local places of worship were contacted by email or in person.

This process was logged as thoroughly as possible using a spreadsheet. These

records are likely to be very useful for the further marketing campaign following application.

### **Media Coverage**

We obtained Media Coverage in local press including The Wood and Vale and West End Extra. We were mentioned in an editorial in the Evening Standard. We were interviewed by the French Expatriate online portal, Avenue des Ecoles.

**E2: Demonstrate how you intend to reach out to the wider community including, where relevant, children from a range of backgrounds, faiths and abilities.**

**Background and activities undertaken before the submission of the bid**

The core group, all of whom have lived, worked and volunteered across Westminster for many years, have used their various personal and local connections to publicise their vision. Despite the extremely short window before the end of the winter term and the final deadline of January 4, 2013, a large number of approaches have been tried.

This means that the post application marketing process has a basis of local knowledge, institutional backing and media coverage on which to build, as well as experience of different methods of online and face to face contact.

At the beginning of the campaign all state primary school heads in Westminster were contacted by emailed letter. This was partly because we wanted to work in partnership with them as closely as possible, especially given the importance we place on St Marylebone's help. It was also important as there is expected to be an application from an alternative group with a very similar name (Marylebone Free School) but a different ethos and approach.

Hard copies of the survey and vision document, and flyers with a brief version of the same information were distributed to school secretaries and heads at primary schools including Gateway, Hallfield, CET, Christchurch Bentinck, St. George's, St. Josephs, St. Mary's, Hampden Gurney, All Souls, Paddington Green, Burdett-Coutts, St. Vincents, St. Peters, Wetherby, and others.

The group also wrote during late November and December to local residents' associations: the Marylebone Association, Harrowby and District Residents' Association, Hyde Park Estate Association, Connaught Village Forum, SEBRA-South East Bayswater Residents' Association and Marylebone Bangladeshi Association. Further to reach out to the large Bangladeshi population in the area, a trustee of the London Tigers, a 3,000 member sports charity, was asked to distribute surveys. An interview was conducted with the French expatriate website, Avenue des Ecoles.

Wherever possible emails were sent to PTA members and class parent lists in London primaries, including Hampden Gurney, St George's, Hanover Square, St Peter's Eaton Square and Soho Parish Schools, although this was a patchy process relying on personal contacts. Formal or informal parent email lists for parents at other London primaries were also used wherever possible

Flyers were placed in Westminster libraries and sports centres and supermarkets where possible.

Local media in the form of the Wood and Vale, West End Extra and London Evening Standard were contacted with a pre-written story based on the competing visions for free schools in central London. On December 4, 2012, the leader column of the Evening Standard referred to our proposal when commenting on that day's announcement of further funding for free schools.

Google Adwords has been used for a period beginning on December 4, 2012 using key words such as "free school in central London", "boys' secondary school in central London", "boys' state secondary in London" and so on.

Meetings were held with a series of councillors and officers, (see below) with Mark Field, the local MP and with the London Diocesan Board for Schools. A public meeting was held to explain the vision to interested parties. Further meetings are envisaged using the Marylebone Association's community use space located in W1.

Within a three mile radius of St Mary's Hospital, Paddington, close to Marylebone, it has been established that 150 languages are spoken. We considered translating some documents into Arabic, the borough's first language after English, and into French and Sylheti but so far do not have the resources to do so.

### **Further marketing post-application**

If this application is successful, the core group envisages a much more extensive marketing plan would build on the contacts and experience recorded during the initial phase. Important community centres such as the Regent's Park Mosque would receive speakers from the group. Local media will be offered regular updates on the progress of the school, building on the interest already shown.

### **Making the most of local authority support**

Our group enjoys warm support at the highest level from Westminster City Council. The confidence shown by some senior Triborough officers could extend this further into RB Kensington and Chelsea and LB Hammersmith and Fulham.

The "Westminster Reporter", which goes to **all** council taxpayers in the borough, could feature the plans, alongside appropriate mentions of the existing provision. A specialist council publication targeted at parents with children in the borough could also feature the plans.

### **Using analytics and additional social networks to extend online presence**

Online communications would continue to be important. We have analytical information for the results of the Google Adwords purchase and could adapt the keywords accordingly. We developed 112 Twitter followers. Mumsnet and Netmums are also likely to be interested in conducting webchats which could drive traffic to the school site and raise awareness.

### **Working with the Community**

A location in central London can bring in a wealth of community relationships because of the sheer quantity and richness of civil society and commercial organisations here.

Contact has already been made with **International Students House** in the area, as its [REDACTED]. The potential exists for volunteering in schools by the students, whether it is talks on their home countries or more in-depth volunteering which could enrich their experience of London life. ISH and one of our group's members have links with Age Concern Westminster, which could bring some intergenerational volunteering work and be a focus for fundraising events by the school.

**St Marylebone Bridge** school for SEN would offer opportunities for understanding those with disabilities. We would also hope to work with a primary school from one of the more disadvantaged areas where older boys could help with reading and writing, musical and artistic projects. There could be joint fundraising activities which could take place by way of competition between houses as well as on a form by form basis.

**BNP Paribas**, the French-owned bank, is to be contacted because it already has a Corporate Social Responsibility programme which sends volunteers into local primaries such as St Mary's Bryanston Square to help with literacy and numeracy.

**The Royal Parks Foundation** has recently invested in their LookOut ecology teaching centre in Hyde Park. We have made contact about participation in their learning programmes [REDACTED]. Other organisations such as Heath Hands, on Hampstead Heath, also take young volunteers for intergenerational gardening work.

Bearing in mind the requirement for promoting democratic British values, we would work with **Parliament's Education Service** to take advantage of their visit programmes, outreach and classroom materials.

We are also seeking contact with **Marks & Spencer**, a major employer in Paddington, and potential source of work experience, through one of its directors who lives in Marylebone. As Westminster is home to the headquarters of dozens of major multinationals and to the CBI and Institute of Directors, we are confident we can create valuable links via their CSR and other programmes.

It is envisaged that the school will operate the Duke of Edinburgh's Award scheme which would give many opportunities for engagement with the local community and far beyond. It would be expected that the boys would have at least 2 weeks work experience, and this would be a prime way of engaging with local businesses and forging on-going and meaningful relationships within the community.

We also plan to take part in the schools outreach programme run by the Wallace Collection in Marylebone.

# Section F: Capacity and capability

Please refer to pages 30-33 of the 'How to Apply' guidance for what should be included in this section.

## F: Capacity and Capability

Our Vision as regards capacity and capability:

- The importance of opportunities for all (Stretch and Support) is key to our vision and we will ensure that the governance structure and processes support this 100%;
- Academic excellence - the importance of teaching to help every pupil grow and flourish;
- As a parent and community group, we recognise the need to ensure top quality educational and financial support, via working together with St Marylebone School, and planning to bring in the specialist expertise we will need.

**Our team have the following experience and expertise:**

[Redacted]

- [Redacted]

[Redacted]  
[Redacted]

[Redacted]  
[Redacted]

[Redacted]  
[Redacted]

### London Diocesan Board for Schools

LDBS is a corporate member with considerable experience of managing schools. It is acting as project manager for Fulham Boys School, a new free school. It will advise us on matters including recruitment, finance, procurement, governance, legal and HR. Its subsidiary Grow Education Partners would be interested in offering one or more of its paid-for support packages. It would have to offer best market value to

do this. LDBS will be a minority member of the company with no board representation thus minimising potential conflicts of interest.

**F1: Demonstrate a clear understanding of, and describe, the respective roles of the company members, governing body and principal in running your school.**



**Responsibilities of members**

Academy Trust members (or owners) have high level responsibilities which are largely set out in the Articles of Association. These Articles are determined by the Department of Education (DfE) and cannot be amended without consent from the DfE. Members can appoint or remove other Members (subject to the Secretary of State being able to appoint a member), and they need to ensure - together with the Governors - that neither the Members nor the Governors are influenced by having 20% or more of their number associated with the Local Authority. They need to ensure that an Annual General Meeting is held. Most importantly, the members can appoint directors and subsequently Governors.

**General responsibilities of directors/Governors**

As a charity and company limited by guarantee, the company is governed by a board of directors who are responsible for, and oversee, the management and administration of the company and the academy run by the company.

It is possible that those who are directors of the Academy Trust Company may not eventually be on the Board of Governors, but as Directors they will have a right to attend the meetings of the Board of Governors.

The company's directors (subsequently governors and trustees of the Academy Trust) have responsibility for ensuring that the Trust fulfils its object of advancing education for the public benefit and it does not exceed its permitted activities. The Articles set out the responsibilities and restrictions of governors in financial matters, for example concerning employment by the Trust or receiving other kinds of income from the Trust.

The Articles also specify restrictions on those who are closely connected with Governors (relatives and connected businesses). The Governors can make rules and by-laws which regulate some matters to do with the Members (admission, rights and privileges, conduct in relation to each other, etc) provided these do not conflict with the Articles. Governors must disclose any conflicts of interest to the Governing Body as soon as they become aware of it, and must be absent for any discussions where a conflict of interest may prevent him or her acting solely in the interests of the Academy Trust.



The Governors need to prepare Accounts, an Annual Report and an Annual Return as required by company law and charity law. The Academy Trust enters into the funding agreement with the Secretary of State, and as such there are strict requirements for the Governors to follow in terms of investment of funds and delegation to a financial expert.

It is the responsibility of the Governors to appoint the Principal, and can delegate to the Principal the powers required to organise, manage and control the Academy. They also have the power to delegate to individual Governors or committees (which can include non-governors), and to require these people or committees to report back.

Governors must hold at least 3 meetings per year and the Articles give details of how these meetings would be convened and managed. They must appoint a Secretary to the Governors who is neither a Governor nor the principal, and they must elect a Chairman and a vice-chairman. The Secretary must keep minutes of all meetings and committee meetings, and the minutes must be signed by the chairman.

### **Eventual composition of the Board of Governors**

We envisage that eventually, the Board of Governors will comprise the following:

- the Principal (ex officio)
- a staff representative
- a Westminster City Council nominee
- 2 elected parent representatives
- 2 co-opted governors, one from St Marylebone School and one from another London school - private or state.
- 2 or 3 foundation governors
- the Secretary

### **Plan to appoint Governors during the initial set-up period**

Upon formation of the Academy Trust, the only Governors will be the directors of the company. We expect to appoint a Secretary (so that proper meetings can be held and documented), and to co-opt governors from St Marylebone School and a well-regarded London school, as soon as possible. The Principal will join the governing body when they are appointed and the others will join in due course once the school opens. We understand also that the Chair of Governors should be a Member of the Trust.

Not all of the foundation governors/directors would necessarily continue as governors, since we believe that this would make the governing body too large and potentially unwieldy. However, they commit to remaining until a point where their services are not needed for the successful launch and running of the school. As noted above, as directors of the Academy Trust Company they would have a right to attend governors' meetings.

The Principal has responsibility for implementing the Academy strategy in partnership with the senior leadership team of the school and the Governing Body. He or she will advise the Governing Body on the formulation of policies and their implementation. The Principal provides the vision and leadership needed to realise the intentions of the Academy Trust in providing a high quality of education to all students.

In particular, in the context of the establishment of a new Academy, the Principal will be responsible for:

- Leading and managing the Academy to enable all pupils and staff to recognise and achieve their potential
- Developing and sustaining high quality teaching and learning throughout the Academy
- Developing a very strong pastoral care system
- Ensuring that the curriculum is appropriate for all students and is supported by high quality teaching
- Ensuring that suitable strategies are implemented to raise standards continually
- Establishing and maintaining effective assessment and recording systems which track progress and achievement
- Lead the recruitment and selection of teaching and support staff
- Create and maintain good working relationships among all members of the school community
- Promote and implement strategies which secure good order, pastoral care, discipline and high morale throughout the school
- Lead the performance management of all staff
- Ensure strong distributed leadership so that all can be effective
- Provide advice to the Governing Body on the formulation of the annual and projected yearly budgets
- Set appropriate priorities for expenditure and allocation of funds
- Plan and manage the school's finances and resources to ensure maximum benefits for pupils
- Ensure effective administration and audit control
- Be responsible for the school site and equipment

- Make a significant contribution to the specification of any new buildings so that they will best support the objectives set out in the educational vision
- Be accountable for health and safety requirements
- Work closely with the Academy Trust and the Governing Body to ensure that the development of the Academy is successful
- Secure strong links with all partners who are supporting the Academy's development
- Promote good relationships with the local community

### **Managing conflicts of interest**

We are aware of the requirements laid out in the model Articles of Association and the need to be seen to be independent, and to act in the best interests of the Academy. Being seen to act in the best interests of the Academy means to be manifestly acting solely in the interests of the Academy. We are also conscious of the need to identify and be aware of any potential conflicts of interest not specifically mentioned in the Articles. Specifically we intend to maintain a Register of Business Interests for the governing body.

We believe that the business and professional backgrounds of the team will enable us to identify such conflicts, and to seek advice from outside the team if need be. As a small example, when preparing the bid, we discussed whether one of our number might be seen to have a conflict of interest because his business is in educational audio stories for children. However, given that the stories are aimed at primary age children, we concluded at this point that there is no conflict, but we are aware of the need to be vigilant in case this situation changes.

In any case where a conflict of interest might arise during a discussion or decision, the conflicted party will leave the room and his or her absence will not effect the quorum.

### **Accountability and methods of escalation**

Once the school is operational and the full Governing Body is in place, there are good examples of best practice which we can turn to for ensuring accountability. We intend to take full advantage of the material and training produced by the National Governors' Association. Their Code of Practice recommends that for example, governors should be willing to evaluate their own performance, both individually and collectively, and that they should be prepared to share information with parents, pupils and the community. We are aware that the Governor Mark is an approved quality standard which can be used to evaluate governing body effectiveness, and we wish to adopt either this or its equivalent.

We also regard confidentiality as key to maintaining accountability, both generally and also specifically as regards individual members of staff, or pupils.

## **F2: Show how you will access appropriate and sufficient educational expertise to deliver your vision**

We believe that the educational expertise required in due course to run a school is significant and wide-ranging. It will include, for example:

administration

admissions

curriculum planning and design

curriculum mapping and timetabling

data analysis

data systems

IEP design and delivery, management of annual review, KS5 interventions, support for inter-KeyStage transition

EAL support

examinations administration

leadership of Assessment for Learning

leadership of SEN specialism

leadership of whole-school assessment procedures

line management and performance management of staff

reception

staff cover

staff INSET and CPD

strategic and practical pastoral experience

whole-school monitoring, evaluation and review

We understand and acknowledge that as a parent/community group, we do not have sufficient educational expertise within the team to set up and run a school. Members of the team have worked in businesses connected with education, and have had Governing Body experience, but not as education professionals. We have sought to mitigate this as follows:

In preparing this bid:

We have taken advice and guidance from a number of prominent educational sources. In particular we have had detailed advice from the [REDACTED]

We have also had guidance from the head of a leading London boys' school. We have spoken to a number of organisations who have set up and run Free Schools, and to [REDACTED]

**After the bid is submitted:**

London Diocesan Board for Schools has become a corporate member of our company limited by guarantee to show its continuing commitment to our school. They bring with them considerable experience in all aspects of educational management which we will be able to access.

We will continue to work closely with the St Marylebone School, to develop and refine the educational side of our plan. We recognise that it may be necessary to seek more formal assistance, for example from a freelance consultant.

We will seek to co-opt a Governor from St Marylebone CofE School and from an other leading London School as soon as possible after the Academy Trust is formed from the company. In this way we will have access to strategic advice and guidance so that we can be sure that we are getting the detailed support that we need.

Our first recruitment priority will be to select an experienced headteacher and bursar. St. Marylebone CofE school and the LDBS will help us with selection process and we have budgeted for further advertising and recruitment costs. Once the headteacher and bursar take up their appointments in January 2014 the schools capability to plan, recruit and procure will be significantly increased.

### **F3: Show how you will access appropriate and sufficient financial expertise to manage your school budget**

We believe that the financial expertise needed to run a school will include the following:

- budget monitoring and reporting
- financial management
- knowledge and expertise in academy funding
- payroll, personnel, invoicing and accounts

During the pre-opening phase there will be significant financial input required in order to monitor and minimise the funding needed.

As a parent and community group, we do not have the financial expertise needed within the team. Our members have experience of managing budgets and setting up businesses, but they are not qualified accountants nor experienced in Academy funding.

We have sought to mitigate this as follows:

#### **In preparing this bid:**

We have received guidance and support from the [REDACTED], which converted to

Academy status in 2011. They have also prepared and submitted a successful Free School application (For a Special Free School due to open in 2013).

We have also received help from [REDACTED], [REDACTED], [REDACTED].

**After the bid is submitted:**

We will continue to work closely with the St Marylebone School, to develop and refine the financial side of our plan. We recognise that it may be necessary to seek more formal assistance, for example from St Marylebone, from a freelance consultant, or from the LDBS.

Certain financial processes will be more efficiently and cost-effectively delivered by outsourcing - typically payroll, for example - and we would seek to procure these in accordance with best practice to obtain value for money.

We will seek to recruit an experienced school bursar who will take up his or her post in January 2014.

We will aim to make sure that one of the governors that we recruit for the board has significant financial experience.

**F4: Show how you will access other relevant expertise to manage the opening and operation of your school**

We believe that the other expertise needed to set up and run a school will include:

- community liaison
- e-communications, website and intranet
- governance and trustee experience
- health and safety
- human resources including recruitment of staff
- marketing
- premises management
- procurement and obtaining value for money
- project management
- setting up and running an enterprise
- site specification

Within our group, we have some relevant expertise in these areas (please see the team's CVs at the beginning of Section F):

[REDACTED]

[REDACTED]

Where there are specialist fields where we need additional resources or advice (health and safety, legal advice, specialist human resources input), we will seek them as needed. We may be able to obtain some help from - for example - the London Diocesan Board for Schools.

**F5: Provide realistic plans for recruiting a high quality principal, other staff and governors in accordance with your proposed staffing structure and education plans**

Our first and most important priority will be to recruit a principal for the school. This is a specialist activity where we recognise that we will need some assistance in terms of the process, and in terms of interviewing. However, we believe it is also key that the Principal shares the vision of the group for secondary education in this part of Westminster, and therefore we intend that the core group will play a significant part in the recruitment process.

We will follow best practice in recruitment and seek advice from our “sister” school, St Marylebone Church of England School, from other prominent educational figures, and from the London Diocesan Board for Schools.

We have also consulted the National Governors’ Association’s “Guide to Recruiting and Selecting a new Headteacher”, which advises 7 stages in the process of recruitment:

**Preparation**

The Governing Body (as constituted at the time) should meet to prepare and plan the recruitment. An interview panel of governors should be selected, and agreement should be reached about exactly who has a vote on the decision.

We would seek professional HR resources to advise on and help manage the process, including timetabling; the advertisement and application pack; devising shortlisting criteria and establishing a sifting process; agreeing appropriate assessment exercise and interview questions; ensuring compliance with equalities and recruitment legislation; following best practice in recruitment; and producing the relevant paperwork to support the process and to act as a record.

We will also seek top educational advice from our co-opted Governors, to help tailor the job description and person specification; to shape the assessment exercises in accordance with the specific educational challenges; and to provide professional experience and ability to judge candidates’ relative strengths.

We do not underestimate the administration required for the recruitment process, at a time when we will have neither premises nor staff, and we expect that the core team

will handle or arrange this aspect with advice from the HR and educational resources as needed. This will include: placing the advertisement; issuing packs directly and making them available online; handling expressions of interest; issuing invitations to interview and managing queries; arranging accommodation for interviews; and meeting and greeting candidates on the day.

### **Definition**

The job description and person specification are key, and should be carefully defined by the Governing Body on taking the relevant advice.

In particular, the pay level is a critical decision, and should be high enough to attract suitable candidates, while also being sustainable over time from the school budget. Local benchmarking data will be needed to support decisions made.

### **Attraction**

It would be naive to assume that this particular headship will be irresistibly attractive to candidates. A marketing approach will be needed which acknowledges the competitive field of headteacher recruitment. We will assume that we need to sell our school to the right pool of candidates, rather than vice versa.

A key part of this approach will be to exercise diligence in handling all contact with potential candidates, including enquiries, interview arrangements, feedback and follow up. Potential candidates should feel valued and sought-after at all stages of the process.

We will carefully consider all potential routes to market, and will especially ensure that the school website is attractive and detailed. We will prepare a professional and detailed application pack.

### **Selection**

The recruitment panel of Governors and the advisors will see the applications and shortlist them according to agreed criteria. We must be able to justify our differentiation between candidates. The assessment activities planned in the first stage must be professionally carried out and must recognise that candidates will have taken considerable time and effort to prepare.

We will also need to take account of the fact that the school is not operational when we select our assessment activities - this will limit our options, and we must ensure that we are still getting the opportunity to assess the key items.

In-depth interviews will certainly be part of the process, and they must be conducted consistently and professionally. The interviewing panel must also assemble suitable



feedback information for candidates after the interview, and provide it on a timely basis.

### **Appointment**

The full Governing Body must approve the recruitment choice. The offer process needs to be informed by best practice and any legal constraints.

### **Induction**

The Governing Body should ensure that there is a proper structured programme of induction, even taking into account the fact that the school is operational. The new Principal should be introduced to stakeholders and be appraised of the full details of the actions taken so far in the establishment of the school.

We will also investigate relevant training for a new Principal if it is considered appropriate.

### **Evaluation**

The process should be formally evaluated, especially if there have been difficulties in appointing. In the case of a new Academy, this would be a critical block on progress, and it is therefore essential that this early hurdle is successfully passed.

### **Recruitment of high quality members of staff**

Following successful recruitment of a Principal, recruitment for all the roles in the proposed staffing structure required for Year 1 will begin immediately. Job specifications will be written and advertisements placed on the school website and in the Times Educational Supplement.

All posts will be recruited according to rigorous criteria: we will use best recruitment practice, underlined by safeguarding legislation and with a careful evaluation of candidates' skills, aptitude and ethos. The panel for interviews will include members of the Governing Body; questions will be planned to ensure we recruit according to Safe Recruitment procedures and that we recruit high calibre people offering:

- suitable qualifications and (where appropriate) subject specialism
- drive to raise standards
- flexibility and creativity
- a community spirit
- a genuine interest in improving outcomes for young people.

### **Aim and Objectives**

- to ensure that the safeguarding and welfare of children and young people occurs at each stage of the process;
- to ensure a consistent and equitable approach to the appointment of all school based staff;

- to ensure all relevant equal opportunities legislation is adhered to and that appointees are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, sexual orientation;
- to ensure the most cost effective use is made of resources in the recruitment and selection process.

### **Principles**

- all applicants will receive fair treatment and a high quality service;
- the job description and person specification are essential tools and will be used throughout the process;
- employees will be recruited on the knowledge, experience and skills needed for the job;
- selection should be carried out by a panel with at least two members. At least one panel member should have received Safer Recruitment training;
- selection should be based on a minimum of completed application form, shortlisting and interview;
- monitoring and evaluation are essential for assessing the effectiveness of the process;
- all posts will normally be advertised;
- the Disability Discrimination Act (DDA) makes it a requirement to make reasonable adjustment to the recruitment process if an applicant makes the employer aware that they have a disability. This applies to the entire recruitment process, from advertisement to appointment.

### **Equal Opportunities**

The School will be committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, sexual orientation. We acknowledge that unfair discrimination can arise on occasion and therefore will ensure that the Equal Opportunities Policy is the foundation for all our recruitment activities.

### **Pre-recruitment Process**

The objective of the recruitment process is to attract, select and retain staff who will successfully and positively contribute to the future development of the school. The first experience an individual has is important, therefore the experience should be positive and all those responsible for recruiting should:

- leave a positive image with unsuccessful applicants who may currently be involved in the school, future employees or members of the local community;
- give successful applicants a clear understanding of the post and what is expected of them;

- reduce the risk of a bad selection decision that can be expensive and may cause line management problems in the future or may not meet our commitment to safeguard children.

### **Application Form**

A standard application form should be used to obtain a common set of core data from all applicants.

### **Job Description and Person Specification**

An accurate job description is required for all posts. A person specification is a profile of the necessary requirements for the post.

### **References**

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They should always be sought and obtained directly from the referee. Ideally, references should be sought on all short listed candidates, and should be obtained before interview so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview. One reference should be from the candidate's most recent employer and in the case of those working in a school this should be from the Headteacher.

### **Interviews**

The interview should assess the merits of each candidate against the job requirements, and explore their suitability to work with children. The selection process for people who will work with children should always include a face-to-face interview even if there is only one candidate.

### **Interview Panel**

A minimum of two interviewers will form the interviewing panel, but preferably three. For appointments to the Senior Management Team the interview panel should include a governor. Governors may be invited to be on the interview panel for other posts where appropriate.

The members of the panel should: have the necessary authority to make decisions about appointments; be appropriately trained (one member of the interview panel should have undertaken training 'Safer Recruitment' training); meet before the interviews to:

- reach a consensus about the required standard for the job to which they are appointing;
- consider the issues to be explored with each candidate and who on the panel will ask about each of those; agree their assessment criteria in accordance with the person specification.

Where a candidate is known personally to a member of the selection panel it should be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

### **Scope of the Interview**

In addition to assessing and evaluating the applicant's suitability for the particular post, the interview panel should also explore:

- the candidate's attitude toward children and young people;
- his/her ability to support the authority/establishment's agenda for safeguarding and promoting the welfare of children; gaps in the candidate's employment history;
- concerns or discrepancies arising from the information provided by the candidate and/or a referee; and, ask the candidate if they wish to declare anything in light of the requirement for a CRB check.

If, for whatever reason, references are not obtained before the interview, the candidate should also be asked at interview if there is anything s/he wishes to declare/discuss in light of the questions that have been (or will be) put to his/her referees.

### **Recruitment of Governors**

We do not believe that we will have a significant requirement to recruit new governors. Along with our core team, identified co-opted governors, and those governors required by our Articles of Association, we are conscious that we do not wish to have a Governing Body that is too numerous and therefore unwieldy.

However, in the event that recruitment is required, we are aware of the SGOSS which can provide advice and support if needed.

**Section G: Initial costs and financial viability**



# Section H: Premises

Please refer to pages 39-40 of the 'How to Apply' guidance for what should be included in this section.

**Our Guiding Principles of Premises Location**

We have made clear throughout this bid that the close linkage with St. Marylebone CE Girls' School it is essential in order to benefit from the efficiencies afforded by the sharing of resources, and also to benefit from the expertise that exists within this existing National Teaching School. Proximity too is also key to achieving a linked 6<sup>th</sup> form to offer the additional Further Maths and Science A-level which we envisage.

For this reason our preference is to locate the school close to the existing St. Marylebone CE Girls' School. We also would prefer to avoid opening next or close to any existing mixed secondary school in Westminster in order to prevent unnecessary competition between the two schools.

**Describe the steps you have taken to search for suitable property?**

We began our search by first understanding and defining our requirements, both for temporary and permanent premises. We then reviewed the land area taken up by existing secondary schools in Westminster. See "Site Area Comparison" figure below. We then conducted a city block by city block search for suitable premises or sites to draw up a long list of potential options. This was then evaluated for value for money, then suitability and then timing and risks.

**Area Requirements**

**Guidance**

	No Pupils	sqm/pupil	sub total	add on factor	Total sqm	
11-16 yrs	600	6.5 sqm	3,900 sqm	1,050 sqm	4,950 sqm	
16-18 yrs	240	7 sqm	1,680 sqm	350 sqm	2,030 sqm	
					<b>6,980 sqm</b>	<b>(Net or Gross?)</b>

Source: DfE Free School "Rule of Thumb"

	No Pupils	sqm/pupil	sub total	add on factor	Total sqm	
11-18 yrs	840	4.9 sqm	4,116 sqm	1,600 sqm	<b>5,716 sqm</b>	Total <b>Net</b> Building Area
11-18 yrs	840	7 sqm	5,880 sqm	2,250 sqm	<b>8,130 sqm</b>	Likely <b>Gross</b> Building Area

Source: Building Bulletin 98 Revision of BB82: Area Guidelines for Schools (Secondary section) Apr 2004

We know that in all likelihood a purpose built buildings (which the above figure relate too) will be smaller and more efficient than occupying an existing building. We have factored this consideration into our evaluation.

[REDACTED]

**Possible site options:**

- A. [REDACTED], Marylebone, [REDACTED] - 0.97ha Site (Buildings 12,000 sq m)
- B. [REDACTED], [REDACTED] (Building 6,000 sq m) former NHS
- C. [REDACTED], Marylebone, [REDACTED]
- D. [REDACTED], Marylebone, [REDACTED]
- E. [REDACTED], Marylebone, [REDACTED]
- F. [REDACTED], Marylebone, [REDACTED]
- G. [REDACTED], [REDACTED]
- H. [REDACTED], [REDACTED], [REDACTED]
- I. [REDACTED], [REDACTED], [REDACTED]
- J. [REDACTED], Marylebone, [REDACTED]
- K. [REDACTED], St John's Wood, [REDACTED]
- L. [REDACTED] and [REDACTED], Marylebone, [REDACTED]
- M. [REDACTED], Paddington, [REDACTED]
- N. [REDACTED], Mayfair, [REDACTED]
- O. [REDACTED], [REDACTED]
- P. [REDACTED], [REDACTED]
- Q. [REDACTED], [REDACTED]
- R. [REDACTED], Marylebone, [REDACTED] - 0.34ha [REDACTED]

**Details of our preferred sites.**

[REDACTED]: [REDACTED] The site is currently being offered to the market by [REDACTED].

**Reasons for our choose**

- Right location.
- Large enough site
- Clear brownfield land
- Offers value for money for tax payers.
- Compulsory purchased for education purposes
- Long held education designation
- Owned by the public sector
- Favourable Planning – Schedule 2 of the UDP identifies redevelopment for community purposes to be a preferred use of the [REDACTED] site.
- Rights of light issue which depress the land value are irrelevant if appropriate power are used for good planning, such as school.

**Address and Postcode:** [REDACTED], Marylebone London [REDACTED]

**Outline Current Use:** Off street Car Park, temporary weekly farmers market and temporary street sweepers' depot.

**Details of Freeholder:** [REDACTED]

**Brief Description of the site including size (sqm & pupil numbers)**

Land area: 3,400 sq m

Pupil Numbers: 840

Rectangular shaped site measures 102 meters and 33 meters in width. The site is bounded by [REDACTED], [REDACTED], [REDACTED] and [REDACTED], it is approximately 2 meters below street level.

We do not require the whole site and other uses such as retail and residential can assist in making the overall development economical.

**Outline of its availability and the nature of the tenure**

Currently available, freehold or leasehold

**Explanation of why it is suitable for our school and how it will support delivery of our education vision.**

Proximity to St Marylebone CE Girls School, the school is deliverable within a realistic timescale and offer value for money.

Map showing sites and walking distance from St Marylebone CE Girls School

[REDACTED]

[REDACTED], Marylebone,

v

Land Area: 0.97ha Building Area: 12,000 sq m

Current Use: [REDACTED]

Planning [REDACTED]

Status: [REDACTED]

Cost Est: [REDACTED]

Owner: [REDACTED]

Timing:

Currently on the market as a residential redevelopment opportunity

Issues/Risks:

Cost is prohibitive, D1 element is too small for a secondary school and loss of residential accommodation is contrary to planning policy - UDP Chap 6 Policy SOC 1 (C).

Suitability:

**Temporary solution MAYBE**

**Permanent solution REJECTED – cost, planning**

[REDACTED], [REDACTED], [REDACTED]

Land Area: 0.15ha Building Area: 4,152 sq m

Current Use: [REDACTED]

Planning B1a Office

Status: [REDACTED]

Cost Est: [REDACTED]

Owner: [REDACTED]

Timing:

Let until 01/05/2023



Issues/Risks: Excellent location next to St.Marylebone CE Girls School. Issue of size and timing and redevelopment not possible due to Colt Telecoms technical switch facility in the basement

Suitability: **REJECTED – timing, cost & size**

Land Area: 0.15ha Building Area: 5,584 sq m

Current Use: [REDACTED]  
Planning Status: B1 Office conversion to C3 Residential application pending consideration (6 floors)

Cost Est: [REDACTED] Owner: [REDACTED]  
Timing: Planning application currently in to convert to 24 residential units

Issues/Risks: Excellent location next to St.Marylebone CE Girls School. Building and site too small for permanent solution

Suitability: **Temporary solution MAYBE**  
**Permanent solution REJECTED – overall size and cost**

**Marylebone,** Land Area: 0.16ha Building Area: 7,093 sq m

Current Use: B1 Office (13 floors)  
Planning Status: B1 Office conversion to 55 Residential units, application permitted

Cost Est: [REDACTED] Owner: [REDACTED]  
Timing: Let until July 2014 then subject to residential redevelopment

Issues/Risks: Cost to purchase and residential scheme already consented

Suitability: **REJECTED – timing, cost and unavailable**

**Marylebone,** Land Area: 0.27ha Building Area: 18,000 sq m planned

Current Use: [REDACTED] – demolition in progress  
Planning Status: 60 Residential units and retail and D2 Gym 1,412 sqm

Cost Est: [REDACTED] Owner: [REDACTED]  
Timing: Development in progress

Issues/Risks: Former Council asset already sold off for commercial redevelopment

Suitability: **REJECTED – cost and unavailable**

**Marylebone,** Land Area: 0.17ha Building Area: Unknown

Current Use: [REDACTED]  
Planning Status: Sui Generis

Cost Est: [REDACTED] Owner: [REDACTED]  
Timing: Distance from St.Marylebone CE Girls School an issue,

Issues/Risks: Alternative uses planned by owner

Suitability: **Temporary solution MAYBE**

W

Land Area: 0.33ha Building Area: 6,762 sq m  
Current Use: [REDACTED]  
Planning Office and Library  
Status:  
Cost Est: n/a Owner: [REDACTED]  
Timing: Let to London Business School from August 2013 for 35 years  
Issues/Risks: Let to private sector higher education provider  
Suitability: **REJECTED – unavailable**

**St Marys C of E Primary School**

Land Area: 0.32ha Building Area: Unknown  
Current Use: Primary School for 244 children  
Planning School  
Status:  
Cost Est: n/a Owner: [REDACTED]  
Timing: n/a  
Issues/Risks: Existing state primary school, hard to redevelop with existing school in situ. Loss of outdoor place existing space would be controversial and contrary to planning policy, surrounding buildings are low rise and large scale redevelopment would be inappropriate .  
Suitability: **REJECTED – existing primary school, cost of building two new schools**

[REDACTED], [REDACTED], [REDACTED]  
Land Area: 0.09ha Building Area: Unknown  
Current Use: [REDACTED]  
Planning Sui Generis  
Status:  
Cost Est: n/a Owner: [REDACTED]  
Timing: Grade II listing  
Issues/Risks: Building is too small for permanent solution and its' listed status make redevelopment in practicable  
Suitability: **REJECTED – too small and building listed**

[REDACTED], [REDACTED], [REDACTED]  
Land Area: 0.14ha Building Area: Unknown  
Current Use: [REDACTED]  
Planning B1  
Status:  
Cost Est: n/a Owner: [REDACTED]  
Timing: [REDACTED]  
Issues/Risks: Proximity to tube line make redevelopment or refurbishment difficult  
Suitability: **REJECTED – unavailable**

[REDACTED], **Marylebone**, [REDACTED]  
Land Area: 0.20ha Building Area: Unknown  
Current Use: [REDACTED]

Planning Status: D2 – Education and Community Use  
 Cost Est: n/a Owner: [REDACTED]  
 Timing: Deal currently being done with Free School Primary School by City of Westminster College, remain site will be too small.  
 Issues/Risks: Distance to St.Marylebone CE Girls School. Planning issues - publicly accessible playground for under 5s. Building height restricted to 14 metres. Linked with Phase 1 [REDACTED] Masterplan and approved Housing Renewal Strategy an Secondary School is not part of these plans.  
 Suitability: **REJECTED – unavailable due to primary Free School permanent home.**

[REDACTED], **St John’s Wood** [REDACTED]  
 Land Area: 0.36ha Building Area: 2,500 sq m D2 + resi  
 Current Use: [REDACTED]  
 Planning Status: D2 – Community Use  
 Cost Est: n/a Owner: [REDACTED]  
 Timing: Existing users and homes would need to be relocated first.  
 Issues/Risks: Distance to St.Marylebone CE Girls School. Planning issues - publicly accessible playground for under 5s. Loss of residential accommodation is contrary to planning policy - UDP Chap 6 Policy SOC 1 (C). Time taken to clear site and move residents and find replacement facilities. Linked with Phase 1 [REDACTED] Masterplan and approved Housing Renewal Strategy an Secondary School is not part of these plans.  
 Suitability: **REJECTED – unavailable due to timing and residential elements**

[REDACTED] [REDACTED]  
 Land Area: 0.36ha Building Area: n/a  
 Current Use: [REDACTED]  
 Planning Status: D2  
 Cost Est: n/a Owner: [REDACTED]  
 Timing: Existing users and homes would need to be relocated first.  
 Issues/Risks: Distance to St.Marylebone CE Girls School. Planning issues The sheltered housing, and the nursery and vacant ground floor social and community floorspace, is protected by planning policy CS33 and CS15. Linked with Phase 1 [REDACTED] Masterplan and approved Housing Renewal Strategy an Secondary School is not part of these plans.  
 Suitability: **REJECTED – unavailable due to timing and shelter housing elements**

[REDACTED], **Paddington,** [REDACTED] [REDACTED]  
 Land Area: 0.7ha Building Area: n/a  
 Current Use: [REDACTED]

Planning Status: Permission Granted for 434 Residential Units and 2,807 sq m of social and community space  
 Cost Est: [REDACTED] Owner: [REDACTED]  
 Timing: Owner no prepared to do a deal with a Primary Free School  
 Issues/Risks: Planning permission obtain for other uses. Owner sitting on the land and not developing it.  
 Suitability: **REJECTED – unavailable**

[REDACTED], **Mayfair** [REDACTED] [REDACTED]  
 Land Area: 0.2ha Building Area: Was 7,000 sqm  
 Current Use: Cross Rail Development formerly University of the Arts London  
 Planning Status: Westminster stated in 2007 that residential space, replacement office space, hotel and retail space could also be created  
 Cost Est: [REDACTED] Owner: [REDACTED]  
 Timing: Post 2017 development  
 Issues/Risks: Owner will seek to obtain permission for high value uses like residential, retail and offices.  
 Suitability: **REJECTED – unavailable**

[REDACTED], [REDACTED] [REDACTED]  
 Land Area: 1.3ha Building Area: n/a  
 Current Use: [REDACTED]  
 Planning Status: [REDACTED]  
 Cost Est: n/a Owner: [REDACTED]  
 Timing: Requires a Parliamentary change to Royal Parks and Other Open Spaces Regulations 1997 and Crown Lands Act, 1851 Act of Parliament required and Planning permission and new Maintenance Area  
 Issues/Risks: Act of Parliament required and Planning permission and new Maintenance Area  
 Suitability: **REJECTED – unavailable**

[REDACTED], [REDACTED], [REDACTED] [REDACTED]  
 Land Area: 0.9ha Building Area: n/a  
 Current Use: [REDACTED]  
 Planning Status: Office use  
 Cost Est: [REDACTED] Owner: [REDACTED]  
 Timing: Unknown  
 Issues/Risks: Distance to St.Marylebone CE Girls School. The site and location is more suitable for offices.  
 Suitability: **REJECTED – unavailable**

[REDACTED] [REDACTED]  
 Land Area: 1.2ha Building Area: 71,000 sq m planned  
 Current Use: [REDACTED]  
 Planning Status: Permission Granted for 476 Residential Units and 29,000 sq m of office space and only 179 of education space.  
 Cost Est: Sold 2006 for £200m Owner: [REDACTED]  
 Timing: Site already being development and forward sold  
 Issues/Risks: Development already underway.

Suitability: **REJECTED – unavailable**

██████████, Marylebone, ██████████ ██████████

Land Area: 0.34ha Building Area: n/a

Current Use: ██████████

Planning Status: Long standing zoned for Education Use

Status:

Cost Est: Owner: ██████████

Timing: Site currently on the market

Issues/Risks: Risk that the planning brief and planning policy is ignore in favour of higher value uses to generate higher receipts for the council.

Suitability: **PREFERRED SITE**

## Annexes

The annexes:

- are included within the page limit and restricted to documents relating to your evidence of demand (e.g. questionnaires and maps) and relevant CVs;
- should be submitted as part of your application i.e. as one Word document; and
- do not include the financial templates (which should be submitted separately in Excel and are excluded from the page limit).

**COUNCILLOR NICOLA AIKEN**  
**Cabinet Member for Children,**  
**Young People and Community Protection**  
**Ward Member for Warwick**

Direct line: (020) 7641 8574  
Fax No: (020) 7641 3156  
e-mail: fminshall@westminster.gov.uk

13 December, 2012

Dear [REDACTED]

I am writing in support of the proposal to establish Marylebone Boys School as a secondary school for boys. The Council acknowledges the need for additional places for this group of pupils who are unable to secure secondary school places at schools of their choice due to growing over subscription, and is in agreement with the outline proposals for the education offer contained in your initial paper.

The Council would encourage you to develop your proposal in conjunction with the London Diocesan Board for Schools and the St Marylebone CE School for Girls which as you know is a successful and popular school in the area.

As you are aware the Council is unable to make any of its property assets available for secondary free school development at the present time. The Council's assets in Marylebone are already committed to other purposes. This may have an impact on your ability to open a school before September 2014 at the earliest. Nevertheless if your proposal is accepted, we would work closely with you and other organisations to identify a suitable site as soon as possible, on both an interim and permanent basis.

Yours sincerely,



**Cllr Nickie Aiken**  
**Cabinet Member for Children, Young People and Community Protection**

**The St Marylebone Church of England School**

64 Marylebone High Street  
London W1U 5BA

Tel: 020-7935 4704 Fax: 020-7935 4005

Headteacher: [REDACTED]

December 2012

**To whom it may concern**

**I write in support of the Free School application for the Marylebone School for boys.**

Historically, since the closure of St. Marylebone Boys Grammar School in the Eighties there has been a pressing need in the area for an academic boys' school. Within Westminster there are two successful girls' schools, but no similar school for boys in the North of Westminster. I am frequently asked by the parents of my pupils where I suggest they send their boys. I am obliged to recommend a school well out of the area.

The exciting part of this Free School bid to set up a Boys' School is the plan for an academic sixth form which will be organised in partnership with St. Marylebone CE School. This would allow a wider range of academic subjects, taught to a very high standard, to be offered to more pupils than is currently possible.

This would create a flagship Boys' school in the North of Westminster

Yours sincerely,

[REDACTED]

[REDACTED]

The St Marylebone CE School

**Specialist Arts, Maths and Computing College**

The St Marylebone Church of England School is a charity and an academy trust company, limited by guarantee, and registered in England and Wales. Company number: 7719620.  
Registered office: 64 Marylebone High Street, London, W1U 5BA. Website: [www.stmaryboneschool.com](http://www.stmaryboneschool.com)



# ST MARY'S

LONDON

The Marylebone School  
33 Norfolk Crescent  
London  
W22YS

27<sup>th</sup> November 2012

Dear Sir/Madam

I'm just writing to offer our support in your exciting venture of establishing a Church of England boys secondary school in Marylebone. I am married to the Revd. John Peters, the Rector of St Mary's Bryanston Square which is the adjacent parish to Marylebone Parish. We run many different activities that connect with families in the locality as well as working in close co-operation with our linked school, St Mary's Bryanston Square CE Primary School.

I think that there is a crying need for a good boy's secondary school in Marylebone and would love to help you any way we can.

I would love to hear more about your plans and how we could help at this stage.

My email is [REDACTED] and it would be great to hear from you.

Yours faithfully

[REDACTED]

[REDACTED]

[REDACTED]

St Mary's Bryanston Square



## Christ Church Bentinck Primary School

*the parish school of St. Paul's Church*  
Cosway Street, London NW1 5NS  
Tel: 020 3351 4135 Fax: 020 7641 5442  
e-mail: office@ccbprimary.co.uk  
website: www.ccbprimary.co.uk

*We are all unique in the eyes of God and together we enjoy, aspire and achieve*

20<sup>th</sup> December 2012

██████████  
33 Norfolk Crescent  
London W2 2YS

Dear ██████████

Thank you for coming into the school to address our parents' at the coffee morning. The parents were very pleased to hear about your plans to open a new boys' secondary school in Westminster.

I am writing to let you know that we fully support the proposal for a boys' secondary school in the Marylebone area. A school of this nature increases parental choice. There is certainly a need for more secondary options for boys. Due to the lateness of the proposal it has not been possible to get full parental responses. However, with the support of our Arabic and Bengali translators we will be able to capture further views in the New Year.

Kind regards,

████████████████████  
████████████████████

██████████



# HAMPDEN GURNEY

## Church of England Primary School

Nufford Place London W1H 5HA  
Tel: 020 7641 4195/4193 Fax: 020 7641 5468  
E-mail: office@hampdengurney.co.uk  
Website: www.hampdengurney.school.org.uk



Dear [REDACTED]

### Proposal of the Free School Application in Marylebone

I am delighted to have met you yesterday to discuss your exciting proposal to set up a Boys' Free School in the Marylebone area. It has been widely acknowledged that girls seeking secondary school placements are better served by several outstanding girls in Westminster but the boys are less fortunate in their search for secondary schools with similar quality.

Over the years, we have noticed a sharp increase in academic performance of pupils, especially the boys, in many our local primary schools. Disappointedly, this promising academic trend is not always sustained when boys at Hampden Gurney leave to begin their secondary schooling. The secondary schools offered are often not the first choice of preference or pupils inappropriately allocated to meet their academic needs. Parents have had to seek further afield or on known occasions, relocated the family to secure a secondary school with similar academic challenge.

Raising standards and performance is imperative if we are to safeguard the educational future of our young people. The proposed Marylebone Boys Free School will be a welcome option for many parents in North Westminster and complement the limited number of boys' schools in Westminster. Organised in partnership with of a well established outstanding secondary school, the sharing of good practice, facilities and resources will provide a sound basis for the Marylebone School to succeed.

We look forward to supporting your application of a Marylebone School for Boys in any capacity as your local primary to serve the interest of pupils in this locality.

Yours sincerely



**61 MONTAGU SQUARE  
LONDON W1H 2LU**

1<sup>st</sup> December, 2012

RE: A New Free Secondary School for Boys

To [REDACTED]

I would like to add my support and that of my wife to the above campaign. Having been a resident in Montagu Square since August 1986, we have come to know the area well.

The District has many excellent schools at primary level and an excellent girls' school with St. Marylebone but there is no secondary equivalent for boys. We have many friends with young children and those with boys about to leave primary education are at a loss to identify the appropriate school and complain of an acute shortage of boys' places.

We sincerely hope that this can be overcome by establishing a new Free Secondary School for boys. Incidentally, this is not an issue that will be of benefit to us as our children are now adults.

Yours sincerely,

[REDACTED]

[REDACTED]

MARK FIELD MP  
Cities of London & Westminster



HOUSE OF COMMONS  
LONDON SW1A 0AA

5 December 2012

**To whom it may concern  
Free School application for the Marylebone School for Boys**

While the Marylebone area of my constituency has been served exceptionally well by the excellent St Marylebone Church of England School for Girls, boys have had to look further afield for good state provision since the closure of St Marylebone Boys Grammar School in the 1980s. This disparity has for some time been reflected in constituents' correspondence to me, much of which has flagged as a serious concern the absence locally of an academically rigorous boys' school.

I was therefore delighted to learn that an active and engaged group of local people has been seeking to address this imbalance through a proposal to set up a free school. I understand that the hope would also be to organise an academic sixth form in partnership with St Marylebone Church of England School for Girls, offering a wider range of academic subjects, taught to a very high standard, to more pupils than is currently possible.

Provided a suitable location for any new free school can be found that commands the support of local residents, and Westminster City Council's figures confirm demand for a new facility, I support the extension of choice and excellence in the state education sector through the application of a Marylebone School for Boys.

A handwritten signature in blue ink, appearing to read 'Mark Field', with a horizontal line underneath.



██████████  
33 Norfolk Crescent  
London W2 2YS

07 December 2012

Dear ██████████

**Proposal for a free school in Marylebone**

It was fortuitous to meet you today and I confirm that the London Diocesan Board for Schools will be delighted to support your bid which has the working name of Marylebone School.

We have already identified the need for a new secondary school in the Marylebone area as a number of our local Church of England primary schools are becoming increasingly concerned at the difficulty in finding secondary school places and our St Marylebone School is heavily oversubscribed. This need is particularly evident with boys as there are a number of girls schools in Westminster and Camden within the maintained and independent sectors.

We discussed ways in which the London Diocesan Board for Schools could give you practical support as we have considerable experience in setting up academies and free schools. It is my belief that a close relationship with the London Diocesan Board for Schools and our outstanding St Marylebone Church of England School would be of great benefit to all parties.

We look forward to continuing our dialogue.

Yours sincerely,

██████████  
London Diocesan Board for Schools  
36 Causton Street, London SW1P 4AU

Tel: 020 7932 1165 Fax 020 7932 1111 mobile 0780 166 5291

website: [www.london.anglican.org/schools](http://www.london.anglican.org/schools)

The LDBS is a Company limited by Guarantee, registered in England, Number 0198131, Charity Registration Number 313000. Registered Office as above.

# Marylebone Boys' School Parents' Petition

## The School

Marylebone Boys' School will be a new free secondary school catering for 11 to 18 year-olds. It will be a boys-only school from 11 up to age 16, with a mixed 6th form.

We are applying to the Department of Education for free school status. If successful, spaces will be available for students from September 2014.

## Aims and Ethos

We believe that all children can benefit from a rigorous education, regardless of background or ability. Our students will be expected to study a core of academic subjects – English language, English literature, maths, history, geography, Latin, French, philosophy, physics, chemistry and biology .

## How you can help

To get approval, we need parents to indicate that the school would be the first choice for their children - this is not a binding commitment on your part. You can support more than one free school.

**Please fill in our short petition below. We need your support now!**

**\* Required**

**How many boys in your family are yet to start secondary school? \***

0 1 2 3 4 5



**If you have boys, what year are they currently in at school? \***

*You can tick more than one box.*

- Year 6 (aged 10-11)
- Year 5 (aged 9-10)
- Year 4 (aged 8-9)
- Year 3 (aged 7-8)
- Year 2 (aged 6-7)
- Year 1 (aged 5-6)
- Reception (aged 4-5)
- Nursery and below (aged 0-4)

**Do you support the Aims and Ethos of Marylebone Boys' School ? \***

*Please read the introduction to see our aims and ethos*

- Yes

No

Your Name \*

Would you select Marylebone Boys' School (if it opens) as the first choice for your sons? \*

*This declaration is in no way binding, nor is a guarantee of a place. Expressing support now will not prejudice your position in your secondary school application.*

Yes

No

Your Post Code \*

Your Email

Would you like us to keep you up to date with our application via email?

Comments

*Use this box to add any thoughts or suggestions or to clarify any of your answers above*

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