



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated August 2014)

83311 BULLERS WOOD SCHOOL FOR BOYS

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Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

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

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

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

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

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

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

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

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

Section I, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.



Data Protection

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is

processed in accordance with the terms of the Act. The department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the free school application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.


Application checklist

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

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

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

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

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

Declaration

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

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

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

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

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

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

Signed: [REDACTED]

Position: [REDACTED]

Print name: [REDACTED]

Date: 10/10/2014

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

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



Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.



SECTION A: APPLICANT DETAILS

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

[Jump to about the company](#)

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

[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	83311
Name of proposed school:	Bullers Wood School for Boys
Is this a route one application or a route two application?	Route 2
Name of lead applicant: Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
Address of lead applicant:	Bullers Wood School, St Nicolas Lane, Logs Hill, Chislehurst, Kent BR7 5LJ
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A single academy
If 'Something else' please describe your group:	NA
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	NA
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Bullers Wood School
Company address:	St Nicolas Lane, Logs Hill, Chislehurst, Kent BR7 5LJ
Company registration number:	7588478
Date when company was incorporated:	01 April 2011
Please confirm the total number of company members (must be a minimum of 3):	11
	<Redacted>
	<Redacted>

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

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

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

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	No
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Are you an approved academy sponsor?	Yes
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How many existing free schools or academies are run by your group?	1
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	Bullers Wood School
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	NA
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	NA
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	NA
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	NA
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How many free schools are you seeking to open in this application round?	1
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Links to other organisations

<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	No
<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. 	NA
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	NA
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	NA
<p>Have you received help and support from the New Schools Network (NSN)?</p>	NSN Development Programme
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	No
<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>	NA



SECTION B: OUTLINE OF THE SCHOOL

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

[Jump to use of freedoms](#)

This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.	NA
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In which local authority is your preferred location?	Bromley
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Proposed opening year:	2016
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Age Range:	11-16
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If 'other' please specify	NA
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Will the school have a sixth form?	No
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Will your school be co-educational or single sex?	Boys only
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Is your school a hybrid type?	Not a hybrid
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	Please select
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	NA
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	NA
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Maximum capacity of proposed free school:	900
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	180 pupils in each year group building to full capacity of 900 in year 5
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Please say which year groups the school will have in first year and the PAN for each	The school will open to 180 Yr 7 students
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Date proposed school will reach expected capacity in all year groups:	2020
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	NA
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	NA
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	NA
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Please say how many people will sit on your governing body:	11-15
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Use of freedoms

Will you operate a non-standard school day?	No
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	Yes
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Will you adopt non-standard terms and conditions for teachers?	No
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Do you plan to make employ teachers without QTS?	No
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Please list any other freedoms you intend to use	NA
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Section C: Education vision

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

Section C1

Section C: Educational Vision for Bullers Wood School for Boys

Bullers Wood School for Boys will be a thriving six form secondary school for boys which will form part of the Bullers Wood Multi-Academy Trust. This school will share all of the core values, structural support and academically high aspirations that makes our existing school, Bullers Wood School for Girls, one of the most successful non-selective secondary schools in the Country. Bullers Wood School for Girls has been the top performing GCSE state school in the country for the last two years (source DfE performance tables – similar schools measure) and has received three letters of congratulations from the Rt. Honourable David Laws; as well as qualifying for two SSAT Educational Outcome Awards by being in the top 20% of schools nationally for progress made between KS2 and KS4.

We have a passion and commitment to single sex educational provision and have a proven track record of demonstrating that young people make outstanding progress in this academic educational environment. Therefore, we consider a boys non-selective comprehensive school to be the natural next step for the Bullers Wood Multi-Academy Trust. This will be a place where we can continue to build upon and develop our expertise in ensuring successful outcomes for young people, as well as meeting the need and demand in the locality for additional school places for boys.

The intended location of Bullers Wood School for Boys, subject to planning permission, is [REDACTED]

Rationale – Understanding Our Potential Student Demographic

We have a wider responsibility to our local community in providing not just an excellent academic education for girls in a single sex environment but for boys through the establishment of a new school in the area. We understand our potential Student demographic and believe we have a compelling case for meeting both need and demand.

Addressing Basic Future Need - The London Borough of Bromley's Pupil Place Working Group has identified that there will be a significant increase in demand for school places within the local authority area. The bulge is currently at Year 5 in the primary phase. These children will transfer to secondary school in September 2016 when Bullers Wood School for Boys will open. Bromley consultants for Pupil Planning and

Future Projections indicate that there is a broad balance in basic need for places for boys and girls (see table 1). This is a conservative estimate as, at the time of writing, the Pupil Place Working Group is revising its data with new numbers and is predicting a significant hike.

1. The table below demonstrates 2013 Bromley LA figures for year 7 FE and capacity with 5% uplift including the deficit number of places for boys based on the gender balance being roughly equal.

Academic Year	Deficit Number of Forms of Entry	Forecast Number of Places Available at Capacity	Forecast Number of Places Needed	Surplus/Deficit of Places (+/-)	Forecast Number of Places Needed for Boys
2016/2017	-11	3543	3862	-319	159
2017/2018	-12	3543	3895	-352	176
2018/2019	-22	3543	4203	-660	330
2019/2020	-29	3543	4403	-860	430
2020/2021	-29	3543	4402	-859	429
2021/2022	-31	3543	4486	-943	471

Current Need for Pupil Places – There is a dearth of current educational provision for boys in Bromley. The table below demonstrates the number of places available in single sex boys schools compared to the number of applications received for September 2013 & 2014.

Single Sex Boys Schools	Available Places in Year 7 sept 2014	Number of Applications for Sept 2013	Number of Applications for Sept 2014
Kemnal Technology School for Boys	210	297	328
Langley Park School for Boys	210	720	767
Ravens Wood School	224	850	771
St Olave's & St Sav-	124	851	1,021

our's Grammar School			
TOTAL Plac- es/Applications made	768	2,718	2887

Source: *Gamma 97*

Add to Choice/Diversity of Provision Locally - Within our immediate proposed catchment area (similar to that of Bullers Wood School for Girls), there exists only one local mainstream non-selective boys' school (Kemnal Technology School for Boys) and one mainstream co-educational school (Coopers Technology School), compared to two mainstream schools for girls (Chislehurst School and Bullers Wood) and two independent schools (Bromley High and Farringtons).

Our current track record of securing successful outcomes with all groups of students, as well as being one out of six Outstanding schools in the Borough, means that we are confident of replicating and building on this success at Bullers Wood School for Boys.

Respond to Parental Demand

We know from conversations with the parents of the students at the Girls school, feedback from our consultation events and local residents that there is demand for a boys' school within the Chislehurst and Bromley area. This is because they feel that there is limited choice of single sex schools or outstanding educational provision for boys in the immediate catchment area. For example: the parents of male students in our sixth form have said that their sons were educated out of Borough or attended independent schools due to the lack of local provision for boys.

Why Chislehurst and Bromley need this School

We know our community and our parents and they need a highly aspirational mainstream non-selective school for boys that will deliver an outstanding academic education. Thus enabling them to achieve success in EBacc and other high value GCSE subjects. This in turn will provide boys with either the qualifications to study facilitating subjects further, at Bullers Wood Mixed Sixth Form, therefore enabling them access to the top Universities and Colleges in the country or to successfully access quality FE provision and employment. There is no other provider in the locality, therefore we believe that we can meet what our community needs through Bullers Wood School for Boys.

To demonstrate how much our area needs this school, to date, we have 237 parental first choice signatures for 180 places in 2016 and 178 signatures for 2017. This is for a school that does not yet exist.

School Vision & Ethos

Bullers Wood School for Boys will have an unremitting focus on learning, a genuine conviction that each boy has the potential to achieve and enjoy success within a culture of high aspiration and traditional values of courtesy and respect. It will engender a 'Can – Do' culture in both staff and students. It will have the following:

Key Characteristic 1: *To provide high quality teaching & learning experiences in a modern technologically rich environment within a culture of traditional values, courtesy & respect.*

- ✓ The appointment of high calibre staff - This will be achieved through a rigorous selection and interview process supported by an experienced and well established BWMAT HR team who have the expertise to deliver this.
- ✓ High expectations of teaching & learning – This will be achieved through a process of rigorous self- evaluation by continually benchmarking all aspects of the school's work including teaching and learning against the Ofsted criteria for Outstanding. Teaching and learning will be continually underpinned by explicit systems and procedures that set out clear expectations allowing teachers to teach and learners to learn.
- ✓ Collaboration & sharing of best practice across schools - The continuing development of teaching and the monitoring of standards will be supported by experienced and successful lead practitioners in the BWMAT who will develop the capacity, along with the Executive Head and Head teacher of BWSfB to support, collaborate and share best practice. An ongoing programme of Induction, CPD, Teaching and Learning trios (including 360⁰ observations) and good to outstanding programmes across both the Girls' and Boys' Schools, will establish a culture of high expectation and high quality teaching in order to secure the best outcomes for boys at the School.
- ✓ Extensive IT systems – These will be supported by the experience and expertise of the IT technical team in the BWMAT and organised and implemented in such a way so as to support and aid teaching & learning.
- ✓ A supportive and caring pastoral system and personal development programme that enables boys to develop into confident, independent, courteous and respectful young men

Key Characteristic 2: *To provide an academic education with an emphasis on the EBacc subjects and Sport.*

The curriculum at Bullers Wood School for Boys will have an emphasis on the EBacc and other high value subjects. The philosophy behind this is to enable boys to achieve the qualifications they need to progress successfully to some of the top H.E. institutions in the country.

It is also our belief that being literate and numerate is key to accessing the curriculum - and as a non-selective mainstream boys' school with a comprehensive intake, we will

create a curriculum to address these needs quickly and from the outset. The curriculum will be flexible to the needs of students by providing support and stretch where necessary. For example, we will place a greater emphasis by enhancing curriculum time for the teaching of English and Maths for those entering Year 7 who are not yet 'secondary ready'. The aim of this will be to increase their opportunities for success, as well as access to the wider curriculum. For the brightest of students, we believe in testing when ready and therefore students will sit their GCSEs when they are at their optimum performance. This will mean that some boys can achieve the highest of GCSE grades early and will attain AS Grades of A or B by the end of Year 11 thus progressing on to A2 courses in Year 12.

Our curriculum will be responsive to the changing needs, abilities of individuals and each cohort, and will be personalised to provide support and stretch where necessary. No boy will fly under the radar.

Key Characteristic 3: *To provide extensive extra-curricular opportunities beyond the academic curriculum so that boys can find their niche, experience success and develop self-confidence.*

Our aim is for every boy to participate in at least one enrichment/extra-curricular activity, sporting or otherwise. There will be scope to offer all the traditional sports such as athletics, football, rugby and cricket and the potential location of Bullers Wood School for Boys, adjacent to playing fields owned by the BWMAT, will allow for easy access to these facilities.

All boys will participate in activities that challenge and stretch their intellect as well as supporting their academic studies such as the Mock Magistrates Trial, Debating and Public Speaking, Model United Nations, STEM activities, Moon Watching and Young Enterprise. We also intend to run a Cadet Corps.

Although we are passionate exponents of single sex education, we also recognise the benefits of boys and girls working together on occasions. Therefore, there will be some opportunities for boys and girls across the BWMAT to develop physical and mental agility in a co –educational environment. Some of our enrichment, social, performance and sporting events will take place across both schools in the BWMAT.

Our offer will also include the Duke of Edinburgh's Award Scheme - Bullers Wood School for Girls is currently the largest provider in the London Borough of Bromley for the Bronze, Silver and Gold Award Schemes. We have the scope to develop the Award Scheme across both the Boys' and Girls' schools. Similarly, we are able to offer World Challenge across both schools. We have recently organised biannual expeditions

where students have enjoyed life enhancing and character building experiences in China and Madagascar.

All these activities will ensure that our boys leave the School confident, independent, resilient, culturally and socially aware and thoroughly prepared for life beyond the School whether at university or work (This is explored further in Section D1).

Key Characteristic 4: For boys to excel and exceed their predicted educational outcomes.

Students at Bullers Wood School for Boys will exceed their predicted outcomes as estimated by FFT (Band D) for all individuals, cohorts and groups of students through an unremitting focus on teaching and learning, underpinned by rigorous monitoring systems that are benchmarked against Ofsted criteria for Outstanding, supported by clear procedures for exemplary behaviour, target setting and tracking.

Key Characteristic 5: A strong and caring pastoral system that underpins and supports boys' academic progress.

This will be achieved through a team of pastoral leaders and tutors who will provide high quality care, guidance and support to boys on a daily basis and throughout their time at the School. We are confident that by sharing the expertise of the pastoral leaders across the BWMAT, we can establish an effective structure and programme at the Boys' school. This will involve a personal development programme that addresses not just QCA requirements, but also develops self-confidence, critical thinking and resilience in boys.

Part of this will be to create a number of opportunities for student leadership so that boys can share in the decision making processes of the School (School Council, Governor Meetings and Committees), act as role models (senior prefects, Head Boy, Mentors); and support others academically and interpersonally (Sixth formers supporting GCSE English/Maths/Science students, Reading Buddies, Peer Mentoring, Listening ears etc...).

We will have a clear system of Rewards and Sanctions with a focus on celebrating academic and non-academic success, endeavour and achievement; complemented by a sanction system that is shared, fair and based on the values of courtesy and respect which is transparent and clearly understood by all.

One of the first provisions will be to have a primary/secondary transition team that will create and establish links with feeder primary schools, students and their families. We will initiate a full induction and extended summer school programme beyond that of the current DfE's remit to involve a greater number of students in a broader range of aca-

ademic and non-academic activities so that they can land running in September 2016 (See Section D1 for further explanation).

Aspirations and Outcomes

The vision for Bullers Wood School for Boys is based upon the need and desire in the area for a school that delivers an academic curriculum that will enable boys to excel in the EBacc, STEM and facilitating subjects. We are committed to ensuring that through this curriculum offer (explored further in Section D1) boys will have the suite of qualifications that will enable them to access courses at the best universities in the country and/or secure the best employment/career opportunities that they can.

Key Performance Indicator 1: Outstanding academic achievement (See Section D2 for a further explanation).

- 90% of students in Year 7 who are the equivalent of below level 4 in English and/or Maths on entry are beyond 'secondary ready' by the end of Year 7
- 90% of all students and 80% of disadvantaged students make at least expected progress in English by the end of Year 8
- 90% of all students and 80% of disadvantaged students make at least expected progress in Maths by the end of Year 8
- At least 80% of students achieve GCSE qualifications in the EBacc suite of subjects
- At least 88% of students achieve GCSEs in both English and Maths
- To achieve an Attainment 8 Score of at least 6.5 at GCSE
- To achieve a Progress 8 Score of at least +1.0 at GCSE
- 90% of disadvantaged students to make at least expected progress with 70% making more than expected progress in English
- 90% of disadvantaged students to make at least expected progress with 70% making more than expected progress in Maths
- 80% of students to achieve at least 2 or more GCSE Science qualifications
- 80% of students to achieve at least one GCSE in a classic or modern foreign language
- At least 70% of students to achieve 3 A' Level subjects at A* - B
- At least 25% of students to achieve 3 A' Level subjects at grades A,A,B or higher in at least 2 Facilitating subjects

Key Performance Indicator 2: An unremitting focus on teaching and learning (D2)

- 100% of lessons at least Good to Outstanding with at least 80% in the Outstanding category
- To achieve at least 95% of students enjoying lessons and considering that they are well taught
- To be graded as Outstanding by Ofsted, overall and in each separate categories

Key Performance Indicator 3: A genuine conviction that each boy has the potential to achieve and enjoy success within a culture of high aspiration and traditional values of courtesy and respect (D2)

- To achieve at least 96% attendance record
- At least 80% of Year 11 students to successfully progress to Bullers Wood shared sixth form
- At least 80% of students to secure their first or second choice University with at least 70% securing places at Russell Group and 1994 Universities
- 100% of boys participate in a least one extra-curricular activity with 70% participating in two or more

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 more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2016, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		180	180	180	180	180	180	180
Year 8			180	180	180	180	180	180
Year 9				180	180	180	180	180
Year 10					180	180	180	180
Year 11						180	180	180
Year 12								
Year 13								
Totals		180	360	540	720	900	900	900

Bullers Wood School for Boys will be a six form entry School which on opening in September 2016 will admit 180 boys into Year 7. Its planned growth will be for the School to admit boys each successive academic year until it reaches its full capacity for years 7 – 11 in September 2020. Although, this application is for an 11 – 16 Boys school, we expect a similar proportion to that in the Girl’s School - approximately 80% of our Year 11 cohort to continue their education into Bullers Wood Sixth Form from September 2021. Therefore, our curriculum and pathways from 11 to 16 are designed to provide students with the qualifications and qualities that will enable them to successfully access and meet the requirements of the courses on offer

Section D: Education plan – part 2

Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section.

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

11 – 16 Curriculum			
Programmes of Study for Years 7, 8, 9, 10 & 11			
All Year Groups			
Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
SMSC (Spiritual, Moral, Social and Cultural Development)	30 minutes per day – 20 minutes in the morning – 10 minutes at the end of each day x 5 = 2 hours & 30 minutes per week	Mandatory	This will be promoted across the entire school curriculum and through all aspects of school life. Our vision and our practice will be to ensure that all students have the opportunities to develop an understanding of right and wrong and practise the skills and attitudes required for them to participate fully in a democratic society. SMSC will be promoted through activities such as tutor time, year and school assemblies as well as through our Per-

			<p>sonal Development and Religious education programmes.</p> <p>Each day during tutor time students will consider a daily thought with a spiritual, moral, social or cultural theme followed by a minute's silence to reflect or pray.</p>
Years 7 – 11 -Personal Development (Personal, Social, Health, Sex & Relationships; Enterprise, Economic Education including Citizenship Work Related Learning and Careers)	50 minutes per week	Mandatory	This will be delivered via a rolling programme where the timetable will be suspended for one period per week. Students will return to their tutor bases to have the programme delivered via their tutor. The time table will be collapsed for the delivery of Enterprise, Careers, Personal Finance, Keeping Safe and Health and Well Being immersion days.
Programme of Study for Years 7 & 8			
Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	<p>Year 7 & 8 = 5 x 50 minute lessons = 4 hours, 10 minutes</p> <p>Year 8 - Higher performing students in top sets will drop down to 4 x 50 minute les-</p>	Mandatory	<p>In Year 7 & 8 our students will study English daily in order to develop the reading, writing and communication skills to access and achieve success not only in English but in a range of other subject disciplines.</p> <p>The exception to this will be students who at the end of year 7 are highly proficient in both English & Maths and who are also talented linguists. They will go down to 4 lessons of English & 4 lessons of Maths in order to pick</p>

	sons = 3 hours 20 minutes per week		up 2 x 50 minute lessons of a second modern foreign language.
Mathematics	5 x 50 minute lessons = 4 hours, 10 minutes Year 8 - Higher performing students in top sets will drop down to 4 x 50 minute lessons = 3 hours and 20 minutes per week	Mandatory	In Years 7 & 8, our students will study Mathematics daily in order to develop the mathematical concepts and mechanical skills to access and achieve success not only in Mathematics but in a range of other subject disciplines. The exception to this will be students who at the end of year 7 are highly proficient in both Maths & English and who are also talented linguists. They will go down to 4 lessons of Maths & 4 lessons of English in order to pick up 2 x 50 minute lessons of a second modern foreign language.
Science	5 x 50 minute lessons = 4 hours, 10 minutes	Mandatory	In Year 7, our students will study Science daily - this is because we believe that in order to develop scientists of the future, our students need to study the subject in depth. Two double lessons and a single. Double lessons to allow time for 'hands-on' learning and experimentation
History	2 x 50 minute lessons = 1 hour 40 minutes per week	Mandatory	We want our students to have a good grounding in the Humanities subjects in preparation for GCSE Ebacc

Geography	2 x 50 minute lessons = 1 hour 40 minutes per week	Mandatory	We want our students to have a good grounding in the Humanities subjects in preparation for GCSE Ebacc
MFL – Spanish only to be offered in Sept 2016 (see Section D3)	2 x 50 minute lessons = 1 hour 40 minutes per week	Mandatory	All students will study a modern foreign language probably Spanish as part of our Ebacc core. Year 8 – Higher performing students will pick up a second language in Year 8 – possibly German.
Computing	1 x 50 minutes per week	Mandatory	This will be a programming approach
Religious Studies	2 x 50 minute lessons = 1 hour 40 minutes per week	Mandatory	The study of the 5 key world religions contributes to SMSC as well as a student's personal development.
Physical Education	2 x 50 minute lessons = 1 hour 40 minutes per week	Mandatory	1 x double lesson per week + extra-curricular sports activities & clubs
Design & Technology including Catering	2 x 50 minute lessons = 1 hour 40 minutes per week on a carousel basis	Mandatory	The study of these subjects contributes to students' preparation for living in a diverse, contemporary society
Expressive Arts (Art,	2 x 50 minute les-	Mandatory	Provides opportunities to devel-

Drama, Music)	sons = 1 hour 40 minutes per week on a carousel basis		op socially, emotionally as well as academically and aesthetically.
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Programme of Study for Years 9, 10 & 11

GCSE Subjects	Hours per week	Mandatory/ Voluntary	Comments
GCSE English & Literature	5 x 50 minute lessons = 4 hours and 10 minutes	Mandatory Core	Outcomes = 2 GCSEs A high proportion of curriculum time is dedicated to these subjects so that students can develop, enhance their skills and deepen their learning.
GCSE Mathematics	5 x 50 minute lessons = 4 hours and 10 minutes	Mandatory Core	A high proportion of curriculum time is dedicated to these subjects so that students can develop their skills and deepen their understanding.
GCSE Combined Science GCSE Triple Science: Chemistry, Biology, Physics	5 x 50 minute lessons = 4 hours and 10 minutes 7 x 50 minute lessons = 5 hours and 50 minutes	Mandatory Core Mandatory Core for Top Set Science Groups	Outcome: 2 Science GCSEs. Triple Scientists will have an additional two lessons of Science in order to study the three sciences in greater depth. The 2 additional lessons will be taken from one of their Option choices.

			A high proportion of curriculum time is dedicated to these subjects so that students can enhance their skills and deepen their learning.
GCSE History	3 x 50 minute lessons = 2 hours and 30 minutes	Mandatory Core Ebacc for Pathway 1 Also available as an option	Can also be taken as an option choice for those students wanting to take History & Geography
GCSE Geography	3 x 50 minute lessons = 2 hours and 30 minutes	Mandatory Core Ebacc for Pathway 1 Also available as an option	Can also be taken as an option choice for those students wanting to take Geography & History
GCSE Modern Foreign Language	3 x 50 minute lessons = 2 hours and 30 minutes	Mandatory Core Ebacc for Pathway 1	It is likely that the first modern foreign language will be Spanish or German
Religious Education	1 x 50 minutes per week	Mandatory Core	All students have 1 x lesson of Religious Education per week as part of the compulsory core curriculum.
GCSE Religious Studies	2 x 50 minute lessons = 1 hour & 40 minutes	1 of 2 choices for non-core Ebacc pathway Can also be chosen as an option choice by Ebacc route	GCSE Religious Studies can be chosen as an Option choice. For those not following the EBacc route, who are on Pathway 2 – GCSE RS can be taken instead of a modern foreign language. Where this is the case, students will benefit from 3 lessons a week as they will also be taught it within the core.
Computing	1 x 50 minutes	Mandatory	All students have 1 x lesson of

			they would be more successful following this programme of study.
GCSE Catering	3 x 50 minute lessons = 2 hours 30 minutes 2 x 50 minute lessons = 1 hour & 40 minutes	1 of 2 option choices in Non – Ebacc Core Optional	GCSE Catering can be chosen as an Option choice. For those not following the EBacc route, who are on Pathway 2 – GCSE Catering can be taken in place of a Humanities subject. Where this is the case, students will benefit from 3 lessons a week.
GCSE Additional Modern Foreign Language	2 x 50 minute lessons = 1 hour & 40 minutes	Optional	This is likely to be German or Spanish in 2018.
GCSE Art & Design	2 x 50 minute lessons = 1 hour & 40 minutes	Optional	Students will be expected to have an interest and/or aptitude for Art as demonstrated via their progress and extra-curricular and enrichment profile
GCSE Media Studies	2 x 50 minute lessons = 1 hour & 40 minutes	Optional	Students will be expected to show an interest in the media and digital literacy.
GCSE Business Studies	2 x 50 minute lessons = 1 hour & 40 minutes	Optional	Students will need to be competently literate and numerate to access this course.
GCSE Drama	2 x 50 minute lessons = 1 hour & 40 minutes	Optional	Students will be expected to have an interest and/or talent for Drama as demonstrated via their progress and extra-curricular and enrichment profile

GCSE Music	2 x 50 minute lessons = 1 hour & 40 minutes	Optional	Students will be expected to have an interest and/or talent for Music as demonstrated via their progress and extra-curricular and enrichment profile
GCSE Statistics	2 x 50 minute lessons = 1 hour & 40 minutes	Optional	Optional or could be taken alongside GCSE mathematics as an additional GCSE

All Year Groups

Enrichment & Extra-Curricular Activities

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Years 7 -11 - Sports Clubs & Fixtures including: <ul style="list-style-type: none"> • Football • Cricket • Rugby • Athletics including Running Club • Gymnastics • Trampolining • Badminton • Golf • Tennis 	At least 1 x 1 hour. Fixtures & events take longer	Voluntary	Some activities operated across the MAT

<ul style="list-style-type: none"> • Judo 			
Years 7 -11 - Music & Performance <ul style="list-style-type: none"> • Soul Band • Rock Band • Choir • Concert Orchestra • Music Technology • Drama Club • Street Dance 	1 x 1 hour after school	Voluntary	Some activities operated across the MAT
Years 7 -11 – Creative <ul style="list-style-type: none"> • Media & Animation Club • Art Club • Design Club • Cookery Club 	1 x 1 hour after school	Voluntary	Some activities operated across the MAT
Years 7 -11 - Academic & Communication <ul style="list-style-type: none"> • Debating Club • ICT Club • Young Scientists • Chess Club 	1 x 1 hour after school	Voluntary	Some activities operated across the MAT

Years 7 -11 - Homework Club	1 x 1 hour after school	Voluntary	Voluntary with some students being guided to attend.
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Section D1:

Curriculum Principles

Our curriculum is guided by our aim of providing an outstanding academic education for boys. We know that, whatever their ability, boys will need to achieve GCSEs in the EBacc suite of subjects, especially English, maths and science, along with other high value GCSE qualifications, in order to progress onto the next phase of their education and/or training. As part of Raising the Participation Age, our curriculum is designed to ensure that all boys at the School will have the qualifications to meet the criteria for Bullers Wood Sixth Form and other 16-19 providers. Therefore, our proposed curriculum is designed to support this, including the pursuance of facilitating subjects at A Level.

We will also ensure that we offer a broad and balanced curriculum, as well as a programme of after school extra - curricular and enrichment activities where boys can develop their moral, physical, creative and aesthetic sides. This will allow them to find their niche.

Our ultimate aim is to produce well rounded, confident and successful individuals who enjoy learning, make ambitious progress and achieve high quality and meaningful qualifications. We want them to become emotionally resilient and responsible citizens who make a positive contribution to society, including both their local community and the wider world in which they live.

We firmly believe that there is a need and demand from parents within the locality for this traditional type of educational offer. It is expected that the profile of our pupil anticipated intake will reflect that of schools within the proposed catchment area and will also be similar to that of Bullers Wood School for Girls.

We are robust in this belief as so far evidenced by the considerable amount of support provided by the parents of Year 4 and 5 boys in the local community. To date, **237** parents have registered their preference for Bullers Wood School for Boys being their first choice of school for their sons for September 2016 and so far **178** for 2017. We are confident that in the next few months we will exceed this.

Expected Pupil Intake

We expect Bullers Wood School for Boys to serve a similar demographic to that of the existing Girl's school in the BWMAT. The table below is taken from the London Borough of Bromley website, which produces an analysis of secondary school performance and also provides a breakdown of schools by their characteristics (September 2013). The average percentage of secondary pupils eligible for free school meals in the London Borough of Bromley is lower than the National figure (28.3%) at **22.1%**, slightly higher than the National figure for SEN students at **9.1%** (Nat 7.7%), but significantly below the National (13.6%) for students whose first language is not English at **7.6%**.

Schools nearest to BW for Boys (2 mile radius)	Number of Pupils	Boys	Girls	% Pupils Statemented & SAP	% of Pupils English not first language	% Eligible Free School Meals	Number FSM at any time in last 6 years	% FSM at any time in last 6 years
Bullers Wood School for Girls	1523	63	1460	4.4%	5.9%	7.6%	188	17.3%
Bromley LA (all secondary schools)	22197	10762	11435	9.1%	7.6%	10.3%	3708	22.1%

We anticipate that the new school is likely to draw from a similar catchment area to that of the existing school within the BWMAT, with the majority of the intake coming from the same if not similar socio-economic and cultural backgrounds. This is because our proposed site for the School is 0.2 miles away from Bullers Wood School for Girls. Therefore, we would expect the percentage of boys eligible for Free School Meals ('Ever 6'), SEND students and EAL to be between that of Bullers Wood School for Girls (17.3%, 4.4% & 5.9%) and that for the London Borough of Bromley. (22.1%, 9.1% & 7.6%). For the purposes of this application, we will use the figures for Bromley as our benchmark. One of the reasons for this is that the figures vary so widely between schools within the local area that it is difficult to make a comparison. 27.2% of students at Bullers Wood School for Girls are identified as Gifted and Talented. Therefore, we will use this as a guide for the Boys School.

Proposed Curriculum Model

Our curriculum model is based on a 30 period week. Each lesson will be 50 minutes in length. The reason for this is because we know that this structure works well at Bullers Wood School for Girls. Adopting this format across the BWMAT will provide us with opportunities to work across both schools in a structured, creative and co-ordinated way.

Proposed Structure of the School Day

- 8.25** 'Get Moving Bell'
- 8.30** Registration/Main or Year Group Assembly
- 8.50** End of Registration
- 8.55** Lesson 1

9.45	Lesson 2
10.35	Break
10.50	End of Break ‘Get Moving Bell’
10.55	Lesson 3
11.45	Lesson 4
12.35	Lunch
13.15	End of Lunch ‘Get Moving Bell’
13.20	Lesson 5
14.10	Lesson 6
15.00	Registration
1510	End of Registration
15.20	Targeted Group Enrichment/Extra-Curricular Activities
16.20	End of School Day

Curriculum Content Rationale

We are committed to the notion that our boys will need to achieve high value and meaningful qualifications. Therefore, in Years 7 and 8 students will follow the National Curriculum and focus on traditional EBacc subjects.

Our curriculum will provide an excellent grounding in the core subjects (English, Maths, Science, Computing, Religious Education, Personal Development and Physical Education) as well as the Humanities, a Modern Foreign Language, the Arts and Design and Technology. It is through this study that our students will develop the range of skills and competencies as well as a substantial body of knowledge to ensure that they are able to progress onto GCSE programmes of study in Year 9. A three year GCSE programme of study will allow our boys to develop and enhance their skills as well as deepen their learning.

Effective communication and mathematical skills and ultimately good GCSE qualifications in both **English** and **Maths** ‘opens doors’, as well as allowing young people to access and achieve success across other subject disciplines. Therefore we place significant emphasis on the teaching of these subjects throughout our 11 – 16 curriculum. As both are high priority subjects, we have allocated a high proportion of curriculum time to them.

In order to ensure that our boys have a firm grasp of Reading, Writing, Communication and Mathematical skills (Literacy and Numeracy), these skills will be reinforced in every single subject with a sharp focus on Spelling, Punctuation, Grammar and Maths.

A high proportion of curriculum time is also allocated to the study of **Science**. This is so that our boys will have the curriculum time to develop scientific concepts and skills in depth and have the opportunities to problem solve through experimentation. Our aim is to ensure that boys enjoy and attain successful outcomes in two or more Sciences at GCSE. This will also equip them with the grades to go on to successful study at A Level and beyond. There continues to be a need for people with science skills: engineers, chemists, doctors, computer scientists, physicists and countless others who will contribute to the world's future.

All students will have the opportunity to study a **Modern Foreign Language**. One reason for this is that boys will be arriving at secondary school having had some experience of learning a language at primary school. Additionally, Bullers Wood School for Girls, a former Specialist Language College, is committed to the notion that far from interfering with language development, learning a modern foreign language stimulates its development. It also gives students the opportunity to revisit concepts and linguistic skills that might have been poorly understood in their English speaking and writing.

Although we eventually intend to offer a range of modern foreign languages including French, German, Spanish and Italian with the possibility of Mandarin and a classical language such as Latin, it is likely that we will only be able to offer one language in the first year of opening.

The reason for Spanish being our preferred choice is that we see it as the language that allows students of wide ranging abilities to make progress relative to their starting points. It has a much clearer letter sound system and fewer irregularities. The British Dyslexia Association state that compared to French: *'Spanish, Italian and German..... are much more transparent languages with clear letter-sound correspondence. This facilitates spelling and pronunciation. German has the additional advantage of having a sound system that is very close to that of English. German and English also share a large number of words (such as 'Bank', 'Hand', 'Park' and 'Arm'). However, dyslexic learners may struggle with other aspects of German such as cases, gender of nouns, multiple consonant combinations, long multisyllabic words and unfamiliar word order'*.

The KS2 Framework for Languages also states that: *'Children with special educational needs tend to respond very positively to language learning. Many enjoy the practical and interactive nature of language learning. They feel a sense of achievement in being able to communicate in another language alongside their peers.'*

The study of the Humanities subjects **History** and **Geography** will form part of our core curriculum offer throughout our 11 – 16 Curriculum as these are rigorous, high value qualifications that allow for student progression beyond GCSE.

Although we are committed to offering an academically based curriculum, we want our students to develop their practical and aesthetic talents. Therefore we include **Art, Music, Drama** and **Technology** including **Catering** in our curriculum offer. As less curriculum time is devoted to these subject areas, our extra-curricular and enrichment offer will allow students to develop their skills further in these areas.

Our **Computing** curriculum will teaching programming. This is important for two reasons: firstly, it is a form of digital literacy that is of growing importance within society; and secondly, it promotes intellectual development as well as the development of problem-solving skills in a way that is applicable to many other subjects and in many other areas of life.

How it works

The figures in the following tables represent the number of 50 minute periods allocated to the subject in the weekly timetable

Year 7

	En	Ma	Sc	Hi	Ge	MfL1	Comp	RS	PE	Te/Ca	Ar/Mu /Dr
	5	5	5	2	2	2	1	2	2	2	2

Year 8

Pathway 1	En	Ma	Sc	Hi	Ge	MfL	RS	Comp	Tech/ He	Mf L2	Mu/Dr/Ar	PE
	4	4	5	2	2	2	2	1	2	2	2	2
Pathway 2	En	Ma	Sc	Hi	Ge	MfL	RS	Comp	Tech/ He		Mu/Dr/Ar	PE
	5	5	5	2	2	2	2	1	2		2	2

Years 9, 10 & 11

Pathway A	En/Lit	Ma	Triple Sc	Hi or Ge	P E	R S	C S	MfL1	Opt 1	Opt 2	10/11 GCSEs
	5	5	6	3	2	1	1	3	2	2	
Pathway B	En/Lit	Ma	Sc	Tech/Ca t	P E	R S	C S	RS/C S	Opt 1	Opt 2	8/9 GCSEs
	5	5	6	3	2	1	1	3	2	2	

We will always design our curriculum around the strengths and needs of each Cohort and will be flexible in our approach to grouping students by aptitude. We recognise that one size does not fit all. The Core and Ebacc subjects will operate some form of setting in order to ensure individual progress is maximised and that individual needs are met. A student's group is never static and individual progress will be reviewed half termly and if necessary, movement to a more appropriate group will take place. Intervention strategies will be put in place for any student falling behind or who requires more specialist provision.

Presently, our thinking is that all students will follow 'high value' GCSE courses. It is expected that the vast majority of our students will follow Pathway A and study an EBacc core of English, Maths, Combined or the separate Sciences, a Humanities subject and a modern foreign language plus mandatory subjects and two option choices (one if following the separate science route).

Pathway B is designed for those students who, based on prior attainment and progress data, may benefit from having the option of studying a Technology based GCSE in place of a Humanities subject and Religious Studies or Computer Science in place of a modern foreign language. Although we want all of our students to follow a modern foreign language at KS3, we recognise, that for a small number of students, it may not be appropriate for them to follow it to GCSE. As it is statutory for students to follow Computing and Religion & Philosophy at KS4; Pathway B students will have their one lesson per week plus their three lessons in place of a modern foreign language giving them more curriculum time in order to achieve in these subjects. This curriculum also has added flexibility in that, if a student had the aptitude to study a Humanity but not a modern foreign language and vice versa, they would be able to do this in this model. For example they could study History and Computer Science in place of a language.

Evidence of success of this curriculum model

We have some experience of success of this model, albeit quite recent. This is the model that the current Year 10 students are now following at BWSfG. It was well received by students and their parents. No complaints or challenges from parents, including fewer student requests to change courses or pathways, indicates to us that they are happy with their choices and pathways. We have successfully run similar academic pathways at BWSfG for the last two years and students have performed above the national averages on all measures. However, these routes and pathways have been tweaked slightly to meet the requirements of the DFEs technical guidance.

Extra - Curricular and Enrichment

Our curriculum is largely academic because we are firmly believe that qualifications in these subjects are essential to a successful career. However, we want our students to become well-rounded individuals who are able to develop their talents and find their

niche. Therefore we will offer a full programme of enrichment and extra-curricular activities. Our target in the first year of opening is to have 100% of students participating in at least one extra-curricular activity.

In our primary/secondary transition phase, we will talk to our parents about what their child's strengths and interests are so that we can tailor our offer appropriately.

Assessing & Meeting the Needs of All Students

We want all our students to achieve success and in order to do this we will put specific interventions in place to ensure that boys can achieve their best and we will seek out and provide opportunities for them to excel in areas where they have potential, a gift or talent.

Based on the current school in BWMAT we expect the characteristics of each cohort at BWSfBs by prior attainment band to be roughly 12% Low (< level4), 53% Middle (> level 4) and 35% High (Level 5+). We would also expect the percentage of Pupil Premium students on roll to be somewhere around 17% with SEND students at about 4.5% and EAL at 6%.

Building on information from their previous setting, the skills and levels of attainment of all students will be assessed on entry to provide us with a baseline. We will use a variety of sources such as information from parents, CATs test scores, standardised literacy tests as well as subject baseline tests. These will be used to triangulate and provide us with a comprehensive picture of a child's strengths and areas for development including those who may have a special educational need. This will enable us to make personalised provisions, implement personalised learning checklists and progress targets for each student.

We strongly believe that competency in literacy and numeracy is key to accessing the curriculum and to success in life. This will be achieved in several key ways.

English and Maths lessons have a strong priority with a high amount of curriculum time allocated to them. We recognise that students acquire Literacy and Numeracy skills at different times and at different rates – and will therefore operate “setted” classes to enable all students to push themselves to achieve their personal best. Literacy and Numeracy will also be promoted in Personal Development and tutor time with such activities as the Maths Challenge and Spelling Bee. We will also run Parent Sessions providing advice and resources on how parents can best support their child. However, if boys arrive not yet having met the ‘secondary ready’ thresholds, they will have additional literacy and numeracy intervention.

This might take numerous forms based on individual needs. For some students, this may involve Breakfast Booster classes as a short term ‘catch-up’ measure. For other students, it could involve a more long term programme, where their curriculum is adapted/changed to ensure that they receive the most appropriate intervention for

them. These may be delivered by the SEND and EAL teams via highly specialised programmes including Phonics and Reading Recovery or by the English and Maths teams.

A rigorous system of progress monitoring across the school will take place on a half termly basis. This will identify students who are not making expected progress. At every data collection point, we will analyse the progress of all groups of students and ensure that there are strategies in place in, as well as outside of the classroom to support or to extend their progress.

We recognise that other factors may influence a child's progress and attainment. These might be:

Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress

The Head of Year and SENCO will work with the student and his family to ensure that adjustments are made so that the student has full and proper access to the curriculum and broader aspects of school life in order that he can take full advantage of opportunities for his own personal, social and academic growth and development. We embrace and will comply with the Equalities Act 2010.

Attendance

BWMAT Education Welfare provider and the BWMAT Student Support Officer, along with the Head of Year, will work with the student and his family to secure good levels of attendance and make appropriate provision where necessary. This might include home visits, target setting and incentives to improve attendance. (See section D2)

Health and Welfare

We will support students with medical conditions in order to enable them to make the best progress. The BWMAT's Student Support Officer and School Nurse will work closely with the families of these students to ensure that their needs are met and Health Care Plans will be put in place.

Where the welfare of a student is of concern, this will be referred to the BWMAT's designated Safeguarding and Child Protection Officer who will intervene and guide staff at the school as to the best way to meet that child's needs to ensure that they can continue to make progress.

English as an Additional Language

In line with BWSfG, we expect that a relatively small number of EAL students will be at Stages A or B in their English Language acquisition. However, we are aware that there are increasing numbers of families moving into the London Borough of Bromley who have children at these stages. Where this is identified and also to support those students at Stage C, our BWMAT EAL specialist will provide bespoke and personalised support to those students, (sometimes an intensive 1:1 programme). She will also ad-

vise teaching and learning support assistants on classroom strategies to support these students in making progress. For those students who are literate in their home language, we will encourage them to take GCSE examinations early in their language so that they can experience a sense of success and achievement

Being in receipt of Pupil Premium Grant

This is a deprivation indicator and we will ensure that the money is directed at ensuring that these children thrive and succeed. In the first few years of running the School, the Head teacher will be responsible for ensuring and assessing the impact of this funding on Pupil Premium students' progress, including LAC. However, it is likely that a Deputy Head teacher will take on responsibility for this at a later stage. The money will be used in a variety of ways:

- Provide breakfast (food and a hot drink)
- Individual 1 to 1 and small group support related to Literacy and Numeracy
- In-class support and withdrawal sessions
- Revision and immersion sessions directly linked to final examinations, including the provision of resources
- Homework clubs before and after school
- ICT resources to support learning, including hardware and software programs
- Sound Training for Reading
- Alternative curriculum provision
- Resources for personalisation of the curriculum
- Subsidies for trips and visits
- Subsidies for equipment
- Rewards to recognise and celebrate success
- Peer Mentoring Programme
- Holiday School
- Support provided by the Raising Achievement Support Co-ordinator
- Support provided by the Student Support Officer
- Extension and enrichment activities
- Gifted and Talented initiatives
- External agencies where necessary
- Other bespoke requirements

The Head of Year will map the spending against the child and will also liaise with parents to ensure that the child's needs are met. The impact of the spending will be measured against students' progress and reported on at Governors' meetings. There will be a designated Pupil Premium Governor who will hold the school to account on its Pupil Premium spending and also ensure that the gap is closing between non Pupil Premium and Pupil Premium students.

Being a Looked after Child

The Lead Child Protection and Safeguarding Officer will have overall responsibility for LAC students at the school. They will liaise with the child's social worker and ensure that the Pupil Education Plan is up to date and implemented. They will monitor progress and attendance and allocate additional funding ensuring that it is spent wisely. The Child Protection and Safeguarding Governor will hold the school to account.

SEND Provision

In the early years of opening, Bullers Wood School for Boys will be supported by the SENCO and Learning Support Department at the Girls' School. They will work across both schools until the School employs its own SENCO. However, support and roles will be arranged along the same principles as at Girls' School. Our view of SEND is that every teacher is a teacher of every student including those with SEND.

Objectives in relation to SEND

1. To identify and provide for students who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To operate a "whole student, whole school" approach to the management and provision of support for special educational needs through high quality teaching
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work to implement the SEND Inclusion Policy
5. To provide support, advice and training for all staff working with students who have special educational needs

Identifying Special Educational Needs

We recognise the importance of early identification and will aim to identify children's special needs as early as possible through information from their feeder school and assessment on entry. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. As part of this process the needs of the whole child will be considered, not just the special educational needs of the students. On entry, all students will be assessed using a range of standardised literacy

tests to ensure that those students who need extra support are identified as early as possible. These tests will be repeated yearly.

Before special educational provision is made, the SENCO and subject teachers will consider all the information from within the school about the student's progress, alongside national data and expectations of progress and in consultation with parents. The Bromley Banded Funding Guide will be used to aid identification of need within the four categories identified by the Code of Practice 2014 (cognition and learning, communication and interaction, social emotional and mental health and sensory difficulties) with additional guidance for autism and specific learning difficulties. This can also be used to identify appropriate strategies to meet need. The SENCO may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. General advice from outside specialists may be sought.

- Assess:** If the student continues to face difficulties a more detailed formative assessment, facilitated by the SENCO, may take place and
- Plan:** Interventions based on the outcome of the assessment are planned.
- Do:** Delivered by appropriately trained staff. Support may take the form of additional in-class provision or an intervention group to address a particular need.
- Review:** The effectiveness of the intervention will be monitored regularly by the class teacher. Individual student targets will be reviewed as part of the school's cycle of progress monitoring.

If, despite support, children fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place children on the SEN register, in formal consultation with parents. Advice from external agencies such as Educational Psychologists, Specialist Teachers, CAHMS, and Physiotherapists may be sought.

Managing Pupils on the SEN Register

Where longer term support is required or children have a diagnosis of need from an outside professional, parents will be formally informed that the child has been placed on the SEN register. The SENCO, in consultation with the subject teachers, student and parents will draw up a support agreement.

All interventions will be planned and monitored by the subject teachers and the SENCO and delivered by staff who have had appropriate training. Records of interventions will

be kept through whole school, class and individual provision maps The effectiveness of interventions will be regularly monitored on a half termly basis, or more frequently for certain interventions. Each individual student's targets will be assessed as part of the school's cycle of progress monitoring.

While the needs of the majority of students will be met from within the school's own resources, some children will have a higher level of need. Additional funding to support children is available from the LA High Needs Block. To receive additional funding, the school must provide a 'costed' provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the student in achieving desired outcomes. Where additional funding is agreed, a Student Resource Agreement will be put in place by the school's Educational Psychologist or Specialist Teacher, in consultation with parents and pupil. Thresholds for funding are related to need and can be found in the Banded Funding Guide.

Where students require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority.

Supporting Students at School with Medical Conditions

The school recognises that students with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some students may also have special educational needs and may have a statement or EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0 – 25 (2014) will be followed.

Monitoring and Evaluation of SEND Provision

Regular and careful monitoring and evaluation of the quality of provision offered to all students will be ensured by regular audits and sampling of parent, student and staff views.

The SENCO will regularly attend the LA SENCO Forums in order to keep up to date with local and national updates in SEND. The SENCO will also attend local cluster group meetings to share good practice.

Roles and Responsibilities of the SENCO

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND

- Liaising with the relevant Designated Teacher where a looked after student has SEND
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local Authority and its support services
- Liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- Working with the Head teacher and Governors to ensure that the school meets its responsibilities under the Equalities Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all students with SEN up to date

More Able, Gifted and Talented Provision

Students will be identified as more able, gifted and/or talented from each new cohort of Year 7 students and will be added to the School's list by the end of their first academic year. The top 5% very able students in each year group will be identified through KS2 data and other base line testing.

Year 7 parents will be invited to complete a questionnaire about their son's achievements outside school, to ensure all talents and gifts are recognised and celebrated.

We recognise that students with Special Educational Needs can also be gifted, talented or very able, and that the identification of these students can be difficult as their specific learning difficulties (e.g. dyslexia) can mask their abilities.

Students will be made aware of subject specific skills and qualities needed for success by means of teacher discussion and student self-evaluation. End of term and year certificates will be used to identify students who show good use of their ability and talents in particular subject areas, or across a number of areas.

Many subjects will be taught in groupings by ability or achievement (sets). It will be School policy to set students not only by achievement but also by recognised potential, on the basis that some students will not perform to their full potential unless they are in a challenging environment. All groupings will be flexible and students may be moved at

any point during the school year should a need become apparent. Work in higher sets will be more conceptually challenging, move at a more rapid pace, and assume a higher level of prior knowledge, understanding or skill.

Within both ability groupings and mixed ability groupings teachers will cater for the full range of ability of the class. This will include a variety of differentiation strategies such as questioning, group work, independent research, differentiated or acceleration materials, differentiated homework, extension activities, etc. In many subject areas thinking skills and problem solving techniques will be explicitly developed (eg Science and Mathematics). "To teach is to learn twice": many subjects will use the gifted and talented as mentors for other students or groups of students.

In KS4 there will be some specific opportunities for the gifted or talented to opt for a curriculum specifically adapted to their needs. For example, there will be a range of performance or creative subjects available as GCSE courses (Physical Education, Drama, Music, Art), or students who are scientifically gifted may opt for three separate science GCSEs. In Mathematics, the highest groups will take Higher Tier GCSE Mathematics, alongside a Free Standing Mathematics Qualification, and for the linguistically gifted two languages at GCSE will be available.

Those students who are capable of achieving Grades 8 or 9 by the end of Year 10 will sit their exams in that subject and will complete an AS level if appropriate. These students should achieve at least a Grade B allowing them to progress to A2 in Year 12 should they wish to.

Promoting Social, Emotional and Mental Well-Being:

Students need to feel valued, confident and secure to make maximum progress in their learning. The school will be committed to promoting the social, emotional and mental well-being of our students through a range of activities. These will include:

- Friendship buddies
- Social skills groups
- Counsellor
- A Graduated Response to SEN Support

Subject teachers will be responsible and accountable for the progress and development of all the students in their classes. High quality teaching, differentiated for individual students, is the first step in meeting the needs of any student who has or may have special educational needs.

Transition

Primary Secondary Links:

The BWMAT has well established links with local feeder primary schools through Bullers Wood School for Girls. As with the Boys' school, our staff will continue to liaise and work with primary schools in order to create a year 7 curriculum in English, Maths and Science that builds upon and provides progression from Year 6 to Year 7.

For example, Some teaching staff in the BWMAT are currently planning to work with Year 6 teachers in our local primary schools and are forming clusters to moderate English and Maths work at the end of Year 6 as well as to plan transition schemes of work and modules for the beginning of Year 7, based on students learnt skills and progress. Thus ensuring that Year 7 students continue to make progress from the outset of Year 7.

BWMAT staff already go into our local primaries and deliver sports and games via our Sports Leaders Award Programme, and local schools receive language learning support from our linguists.

Year 6 into 7

In September 2015, we will hold a **Year 6 Open Evening** where parents and their sons will have the opportunity to find out about the new school and the proposed curriculum as well as having an opportunity to meet key staff such as the members of the MAT Board, the Head teacher Designate, Assistant Head teacher and Head of Year 7.

Once Year 6 students have been allocated their place at Bullers Wood School for Boys for September 2016, the Head teacher Designate, Assistant Head teacher and Head of Year 7 (to be appointed for September 2015), supported by the MAT SENCO, will visit all students, who have been offered a place, in their primary schools.

For boys who are the only ones in their primary school coming to Bullers Wood School for Boys a 'Onesie' Day' will be held. This day will be based around making friends and establishing relationships with other students who are also the only ones in their year group coming to Bullers Wood School for Boys. It will also allow them to orientate themselves with the school site and familiarise them with key staff and male sixth form students who will act as buddies.

We expect to build upon the success of our current summer school programme. A summer school for the Boys' school will take place each August and will be offered to all students. This will be free of charge for those who are not yet secondary ready, Pupil Premium and SEN and will be promoted heavily to their parents by the Head of Year 7 and SENCO. Most of the activities will be around Science, Technology, English and Maths. Alongside boosting attainment, the aim of the summer school's programme will be to develop interpersonal social and team building skills to ensure that all students are confident and can 'land running' in September 2016. The BWMAT already has a successful track record of running a summer school for Year 6 girls.

As the School grows our intention will be to develop even stronger links with our feeder primaries. This will aid planning for groups such as G&T, PP and SEN and will be in place before the students arrive in year 7. We will also be able to reciprocate with supporting primaries with specialist teaching and facilities such as in Science, Technology and Computing.

Transition day will take place on the allocated 'Bromley date' and this will include tasks to familiarise students with the school environment, expectations and the timings of an average school day. The day will have an academic structure in the form of STEM and social activities, encouraging students to form friendships with students in their form groups. Whole school initiatives, such as the Language for learning structure will be covered and linked to the tasks set for each form to complete. Sixth Form prefects from Bullers Wood School Sixth Form will support students throughout the day, they will act as role models for the younger students.

This evening will be followed by a Parents Information Evening, where parents will be provided with information about the School, the curriculum, extra-curricular activities and enrichment. Again, there will also be an opportunity meet with key staff and have questions answered.

During the first half term, a year 7 Meet the Tutor Parents' Evening will take place. The event is likely to cover friendships, attendance, show examples of work, and discuss with individual parents how their son has settled in.

Male Sixth Form Student Mentors will be allocated to nurture any student who is having difficulty with the transition from primary to secondary. Sixth form students will also provide support through the 'Listening Ear' programme

Years 8 into 9

Because of a narrowed key stage 3 national curriculum framework and significant crossover between the learning of topics, concepts and skills at KS3 and GCSE, our students will make their option choices in the spring term of Year 8 and will begin their GCSE programmes of study at the beginning of Year 9. We believe, firmly, that in order to attain the best outcomes possible, our students will benefit from a three year GCSE programme of study.

In February 2018, we will hold our first Year 8 Information Evening for students and their parents explaining the curriculum, progression and the option process. Using progress and attainment data, including KS4 estimates, we will talk to students and parents about their strengths and guide them with their choices. We will also ensure that each child's curriculum pathway allows for progression post KS4. Each student (with their parent) will have an interview with a member of the senior leadership team in order to decide and confirm the choices that are best for them.

Year 11 into Post 16

We have set ourselves an ambitious target of 80% of our Year 11 cohort meeting the entry criteria and progressing onto Bullers Wood Sixth Form in order to take up academic A Level courses. Throughout their time at Bullers Wood School for Boys, students will have come into frequent and regular contact with both male and female members of the sixth form. Students will be familiar with sixth form students as their lessons will be shared across both sites. Sixth form prefects will be on duty during break and lunch times and will act as role models, providing our boys with aspirations and goals to work towards.

In addition, male sixth form students in particular, will have supported, mentored and buddied our students at different points in their school lives, whether it be at the primary/secondary transition phase, summer school, booster classes, Year 7 and 8 in class and small group support, GCSE mentoring or through extra-curricular, sporting and enrichment activities.

Courses and wider opportunities and criteria for entry will be promoted to students as early as in Year 8 where students and their parents will be introduced to sixth formers at Year 8 Information Evening who will speak about their GCSE courses and how success in these has enabled their progression. Assemblies and a Sixth Form Open Evening along with opportunities to be a 'sixth former' for a day in Year 11 will also promote this next stage of education.

For those who wish to follow another route, we will provide them with the careers support and individual support to ensure that they continue their education and/or training at another FE institution or apprenticeship. We will also continue to work with our established partnerships with Bromley College.

We also want our students to aspire to Higher Education, prior to sixth form and therefore we will offer a full range of opportunities to access Higher Education Institutions. For example, our students will attend STEM Conferences and workshops at Imperial College, attend the Black Minority Conference at Oxford University and Oxbridge Conferences.

Section D2

Our **key performance indicators** are based on what we consider the potential intake to be in terms of ability, Pupil Premium, students who are SEN or EAL. As the Boys' School will serve a similar catchment area to Bullers Wood School for Girls, we are assuming that the student profile will be similar. The high performing Girls' School in the BWMAT already has a strong track record in understanding what is required for students to achieve these outcomes.

Targets for Academic Achievement including Qualifications:

End of KS3 (Year 8)

- 90% of students in Year 7 who are the equivalent of below level 4 in English and/or Maths on entry are above 'secondary ready' by the end of Year 7 **(KPI 1)**
- 90% of all students and 80% of disadvantaged students make at least expected progress in English by the end of Year 8 **(KPI 1)**
- 90% of all students and 80% of disadvantaged students make at least expected progress in Maths by the end of Year 8 **(KPI 1)**

End of KS4

- At least 80% of students achieve GCSE qualifications in the EBacc suite of subjects **(KPI 1)**
- At least 88% of students achieve GCSEs in both English and Maths **(KPI 1)**
- To achieve an Attainment 8 Score of at least 6.5 **(KPI 1)**
- To achieve a Progress 8 Score of at least +1.0 **(KPI 1)**
- 90% of disadvantaged students to make at least expected progress with 70% making more than expected progress in English **(KPI 1)**
- 90% of disadvantaged students to make at least expected progress with 70% making more than expected progress in Maths **(KPI 1)**
- 80% of students to achieve at least 2 or more GCSE Science qualifications **(KPI 1)**
- 80% of students to achieve at least one GCSE in a modern foreign language **(KPI 1)**

Beyond KS4

- At least 80% of Year 11 students to successfully progress to Bullers Wood shared sixth form **(KPI 3)**
- At least 80% of students to secure their first or second choice University with at least 70% securing places at Russell Group and 1994 Universities **(KPI 3)**

Assessment and Data Tracking

At the start of Year 7, we will triangulate KS2 data with CAT test results, adaptive reading scores and subject based testing to create individual baselines for all of our students. From this baseline we will set targets for the end of Year 11 and break this down into steps. The expectation will be that at each data capture, students should be making the appropriate progress in their learning to move up this ladder towards their final target grade. These target grades will be aspirational and as Fischer Family Trust data becomes available on each individual, as well as the cohort, we will refine our targets in light of FFT (Band D) data. We would expect our students to at least meet if not exceed these estimates.

Over time, especially if a student continues to exceed his target grades, it will be necessary to adjust the target upwards in order to ensure motivation and challenge towards continuous improved attainment.

Through the employment of the Assessment and Marking Policy, teaching staff will undertake both formative and summative assessments of students' work, including standardisation activities at different points in the academic year. Each student will have a Personalised Learning Checklist where the acquisition and demonstration of different concepts and skills will equate to assessment steps. This will highlight what the student can do, what he needs to be able to do in order to progress to the next step and an explanation and an understanding of how to get there. As well as this, creating a dialogue with students through the use of formative feedback and dedicated improvement time will be two further drivers in the classroom for moving student progress forward.

There will be assessments and/or unit tests at the end of each half term where teaching staff will use the information from these to enter data into the School's data tracker.

Due to the demise of KS3 levels we have devised a system where by students in Years 7 & 8 will be given a benchmark and an end of Year 11 target in the form of steps from 1 – 9. Each step equates to a range of QCA scores. These steps will be fine graded and broken down further into End of Year targets, if a student had a baseline of 30 QCA points at the start of year 7, we would be saying that he is on track to achieve at least a Grade 6 (Current GCSE Grade B) in the subject at the end of Year 11, but our aspirational Grade for that student would be a Grade 7 as we would expect him to exceed expected progress.

Monitoring and Evaluation

After each data entry point, there will be an analysis of student performance by subject. This will be broken down further into an analysis by student groups.

For example in Years 7 and 8 we will produce an analysis of:

% of all students at or above target in each subject

% of MA students who are at or above target

% of G & T students who are at or above target

% difference between LAC and non- LAC students who are at or above target

% difference between non- PP and PP students who are at or above target

% difference between SEND students and non- SEND students who are at or above target

% difference between EAL and non EAL students who are at and above target

In Year 9, 10 & 11 we will produce an analysis of:

% students who on target to achieve the 'Best 8'

% students on track to achieve 5 and 3 Grades at 8 & 9

% students who are making at least expected progress to ascertain the Progress 8 measure

% students who will achieve grades 1 – 9 in English and Maths

% difference between PP and non PP, LAC, SEND MA and EAL on all of the above measures.

After each data entry and using the current analysis, the Raising Standards Leader (a member of the leadership team) will meet with each Head of Subject to discuss those students not making the appropriate progress. Class teachers will target these students using the students' Personalised Learning Checklists and other information to identify the skills/concepts that the students need to acquire in order to make appropriate progress. Additional interventions may be put in place. Progress and Attainment targets will be stated in the Improvement Plan and monitored closely by Governors on the Achievement and Curriculum Committee as well as Link Governors for LAC, PP and SEND.

The BWMAT Board will monitor progress towards these targets at each meeting. External support in the form of PiXL will also monitor progress against targets particularly at KS4. Shared moderation and standardisation across the BWMAT will also support this. Raise online and FFT information when available will also be used as a predictor of student performance.

Attendance Targets

- To have an average attendance record of at least 96% **(KPI 3)**
- To have an average punctuality record of at least 98% **(KPI 3)**
- To ensure that Persistent Absenteeism remains below 4% **(KPI 3)**

Monitoring and Evaluation

There will be a high profile strategy to ensure that attendance and punctuality are excellent at the School. Targets for attendance will be stated in the School Improvement plan and monitored throughout the year by a member of the Leadership Group and progress towards this target reported on at Governors' meetings. Both will be celebrated in year group and main school assemblies. Individual students will keep a weekly record of their attendance and their levels of attendance will be discussed with their form tutors in tutor time. The School will use an attendance diamond where 96% will be the norm. Students will be rewarded for good attendance. Parents will be expected to inform the school on each morning of their child's absence and all unauthorised absences will be swiftly followed up; a Late Gate Procedure will be operated in order to ensure this. We will work closely with parents to ensure that their sons secure good levels of attendance and punctuality as we know from experience that there is a strong correlation between good attendance and high achievement. The Governor with responsibility for attendance will conduct monitoring visits to quality assure the strategies in place to secure good attendance with targeted students and sit on the school attendance panel.

Behaviour Targets

- To achieve 98% parental satisfaction rates in relation to behaviour at the School in Parent Feedback surveys **(KPI 3)**
- To achieve 95% student satisfaction rates in relation to behaviour and bullying at the School in student feedback surveys **(KPI 3)**
- Student Council inquiry into Behaviour demonstrates that at least 95% of students feel safe and enjoy their learning **(KPI 3)**
- To have a permanent exclusion rate of 0% **(KPI 3)**
- To achieve a fixed term exclusion rate of 0% in the first year of opening **(KPI 3)**
- At least 95% of lessons observed demonstrate at least grade 2 for behaviour and safety **(KPI 3)**

Monitoring and Evaluation

Behaviour points and effort grades will be evaluated every half term along with Rewards. Detention and 'Walkabout', Exit Room and Seclusion area statistics will also be analysed to identify patterns for individuals and groups. As a result, intervention strategies including behaviour modification programmes, parental meetings, pastoral support programmes will be put in place for identified students. For groups, behaviour for learning support will be provided for appropriate teaching staff. Targets for behaviour will be published in the School Improvement Plan and progress towards them reported on at Governors Meeting. External providers such as Challenge Partners will provide feedback to the school on Behaviour for Learning and Pastoral Reviews across the BWMAT will provide information and feedback on the quality of behaviour and safety around the School.

Pastoral Care and Student Well Being

The well-being of every single student will be our prime concern and our structure, combined with establishing parental partnerships, will ensure that each boys' individual needs can be addressed. Our students will be organised into year groups and form groups. Students will remain in these groups as they move through years 7 – 11 thus giving continuity of pastoral care and allowing relationships to be developed. The Year Head will be responsible for the well-being of students and their curriculum progress, supported by the AHT for that year group. Together, they will ensure that boys are able to fulfil their potential, at the same time as supporting them.

Targets

- Feedback from Parental satisfaction surveys indicate that at least 90% of boys enjoy coming to school and feel safe **(KPI 3)**

- Feedback from Pastoral Review Interviews with students indicate that at least 90% of boys enjoy coming to school and feel safe **(KPI 3)**
- Fewer than 5% of students require early intervention for poor behaviour **(KPI 3)**
- 95% of Personal Development lessons are at least good to outstanding **(KPI 2)**
- 95% of Year assemblies are at least good to outstanding **(KPI 2)**

Monitoring and Evaluation

Pastoral Reviews will enable us to make a judgement as to the effectiveness of our pastoral provision. These will include the sampling of student case studies for LAC and PP students, records of phone calls and meetings with parents, student interviews, walkabouts during break and lunch times, learning walks and observations of form times, personal development lessons and school assemblies. We will also monitor the number of complaints and compliments not just from our parents but from people in the local community about the conduct of students both in and outside the School.

Quality of Teaching

- 100% of lessons at least Good to Outstanding with at least 80% in the Outstanding category **(KPI 2)**
- 100% of parents' rate the quality of their child's lessons as good with 80% as excellent in parental satisfaction surveys **(KPI 2)**
-

Monitoring & Evaluation

From the outset we expect to recruit high calibre teaching staff and use the Lead Practitioners and the AHT with responsibility for NQT training and Teaching and Learning in the BWMAT, to support with the standards of teaching. Observations and work sampling will be central to our Performance Management system, (these will be conducted by line managers), as well as Senior Leadership monitoring and Subject Reviews. We will use Ofsted Criteria as a benchmark. In the early years of opening, teaching staff will draw upon the support of Subject Leaders and experienced members of staff at the Girls' school by attending joint departmental meetings. We will share CPD at subject and whole school level when appropriate in order to ensure that staff at the Boys' school can develop and grow.

On opening, the Head teacher will be responsible for monitoring and improving the quality of teaching and teaching staff can expect to be observed up to three times per year, once for the purposes of Performance Management and on two other occasions, which could be during a subject, SEND, PP or year group review. We will keep a record of the standard of teaching and will intervene when and where there are concerns. The Lead Practitioners in the BWMAT will provide initial support and monitoring - moving staff from 'Requires Improvement to Good'. They will also lead on 'Good to Outstanding' programmes and 360° Trios where teaching staff work collaboratively on aspects of improving teaching and learning through a peer observation process. External provid-

ers such as Challenge Partners will also provide us with robust feedback as to the quality of teaching and learning.

Pupil and Parental Satisfaction

- At least 90% of parents to agree or strongly agree that their child enjoys school in parental satisfaction surveys **(KPI 3)**
- At least 90% of students to agree or agree strongly that they enjoy school in response to School Council surveys **(KPI 3)**

Monitoring and Evaluation

We will survey our parents annually in order to gauge their feedback, as well as seeking evaluations from parents at School events. In the first few years the Head teacher will hold a morning surgery once a week in order to gain feedback and to listen to the views and ideas of parents. The Governors' Pupil & Parents Committee will continue to seek ways of engaging parents, including those that may be hard to reach. We will also keep records of complaints and Good News and act upon these when necessary. Governors will attend Parents Evenings in order to engage with our parent community and to seek information about our strengths and where we might improve our school. We will also monitor 'Parent View' regularly and use it to address issues when identified.

Staff Morale, Development and Retention

Targets

- To have an average staff attendance record of at least 98%
- 100% of all NQTs to complete their NQT Year with at least 80% at Outstanding
- 80% of teaching staff to achieve their performance management targets which will be set annually and linked to pay progression
- 100% retention at the end of Year 1
- 98% of staff surveyed to agree that they are well informed about the school's direction
- 98% of staff to agree that they are involved in shaping the direction of the School
- 98% of staff surveyed to agree that communication between leadership and staff is good
- 98% of staff surveyed to agree that behaviour is good
- 98% of staff to agree that morale is high
- 98% of staff to agree that training and CPD meets their needs and allows them to progress professionally onto the next stage of their careers

Monitoring and Evaluation

We will keep a record of staff absence and leavers and these will be reported on at Governors Meetings. Exit interviews will provide information as to what we do well and what we could do better. We will celebrate the achievements and hard work of staff e.g. by providing them with personal 'thank-yous' publicly, via letters and cards and tokens of appreciation such as providing free refreshments where the leadership team serve the staff. Leadership will provide staff with behavioural support and will intervene and deal swiftly with students who disrupt the learning of others so that teachers are able to teach. We will have high standards relating to the school environment and expect all to respect it so that everyone experiences excellent working and learning conditions. Leadership will have a high profile around the school site at all times so as to provide all staff with support and reassurance should they need it. There will be clear and transparent systems and procedures in place so that staff clearly understand protocols.

We will survey our staff annually and on Governors' Days staff will have the opportunity to meet with Governors and express their views. We will evaluate the quality of the CPD that we deliver in order to glean its impact on staff. The Performance Management process will be rigorous and targets will be SMART. Staff and governors will work in partnership in working groups, to enable the School to grow and move forward.

Student Participation in Various Activities

- 100% of all Year 7 students participating in an extra-curricular activity with 70% participating in at least 2 per week **(KPI 3)**
- 100% of students attend at least one school visit or trip in their first year **(KPI 3)**

Monitoring and Evaluation

We want all boys to find their niche and understand that some will achieve academic success whereas others will achieve success in a wide range of other areas such as sports, the Arts, Music and Drama. Other students will demonstrate leadership, team and problem solving skills and we want to nurture and develop these. We will actively seek out by talking to boys, their parents and teachers what their interests and strengths are. We will hold an extra-curricular fayre, where all boys will have the opportunity to sign up to at least one extra-curricular after school event. A record of attendance will be kept and their participation and achievements tracked alongside their academic progress.

Liaising with and Reporting to Parents and Carers

As soon as an issue or concern is identified the tutor or subject teacher will make contact with the parent to discuss it. This may be via a phone call or a meeting. Regardless of the issue, the school and the parent/carer will work together in supporting the child to resolve it.

We will also make a point of communicating good and positive news about children to their parents via letters, postcards home, invites to awards event etc...

Within the first term of opening we will hold a Meet the Tutor Evening, where parents will have the opportunity to meet their son's tutor and receive his first progress report. How the report works and what it means will be explained to parents. The report will contain, for each subject, an effort grade, a baseline, a current grade and an end of Year 7 target. It will also contain information on attendance, the number of achievement and behaviour points accumulated and participation and achievements in extra-curricular activities.

There will be a similar second report in the second part of the spring term followed by a full written report to parents in the summer.

Section D3

Staff/Year	2016	2017	2018	2019	2020	2021	2022
Students on Roll	180	360	540	720	900	900	900
Leadership Team							
Executive Head	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Headteacher	1	1	1	1	1	1	1
Deputy Headteacher		1	1	1	1	1	1
Deputy Headteacher			1	1	1	1	1
AHT	1	1	1	1	1	1	1
AHT		1	1	1	1	1	1
AHT			1	1	1	1	1
AHT				1	1	1	1
Total Leadership	3.4	4.4	6.4	7.4	7.4	7.4	7.4
Head of English & Media	1	1	1	1	1	1	1
Head of Maths & Business	1	1	1	1	1	1	1

Head of Science	1	1	1	1	1	1	1
Head of Humanities		1	1	1	1	1	1
Head of Modern Foreign Languages			1	1	1	1	1
Head of Expressive Arts			1	1	1	1	1
Head of Technology & ICT			1	1	1	1	1
Head of PE	1	1	1	1	1	1	1
SENCO	0.5	1	1	1	1	1	1
Head of Year (Pastoral)	1	2	3	4	5	5	5
Main Scale Teaching Staff	9	15	23	31	40	40	40
Non – Teaching Staff							
Finance, HR, Site, IT, Admin & Exams, Data Management, Reprographics will come from Centralised Services and will be deployed across BWMAT but we have included the numbers we expect to be deployed and have included them in the financial template							
Learning Support Assistant	2 x 0.5	3 x 0.5	5 x 0.5	5 x 0.5	5 x 0.5	5 x 0.5	5 x 0.5
Raising Achievement Support Co-ordinator				1	1	1	1
PA/Admin	0.5	0.5	1	1	1	1	1
Reception/Admin	1.5	1.5	1.5	2	2	2	2
Site Staff	1.5	1.5	1.5	1.5	1.5	1.5	1.5
IT Technician	1	1	1	1	1	1	1
Science Technician	1	1	2	2	3	3	3
DT Technician	1	1	1	1	1	1	1
Art Technician	1	1	1	1	1	1	1
Cover Supervisors	0.5	0.8	0.8	1	1	1	1
Midday (Dining Hall Supervisor)	1	1	1	1	1	1	1

Please note that all staff will be employed by the BWMAT and may be deployed across both sites. In the early years, staff at BWSfB will work with and receive support and guidance from more experienced staff including Lead Practitioners at the Girls' school in the MAT. Teachers of minority/smaller subjects e.g. Music and Business Studies are likely to work more frequently across both sites.

Our thinking is that the Executive Head teacher will also be the Head teacher of Bullers Wood School for Girls and will work closely with the Head teacher of Bullers Wood School for Boys on setting up and establishing the School as well as being accountable for performance and standards across the BWMAT. We believe that we have the capacity to do this given the strong senior leadership base at the Girl's school. The Executive Head teacher will, along with the MAT Board, have a supervisory and strategic role. The Head teacher of BWSfB will be accountable to the Exec Head but will be responsible for the operational, as well as sharing in the strategic running of BWSfB.

We expect two members of the senior leadership team to be appointed in the pre-opening phase. These are the Head teacher and one AHT.

The expectation is that as we appoint high calibre staff to the MAT, they will grow and develop into their roles and should successfully achieve promotion. For example, an Assistant Head teacher may be in a position to apply for a Deputy Headship post in their third year, a teacher in their second or third year of teaching could go for a TLR second in department position.

Sept 2016 Year 7

In the first year, based on our curriculum model and the assumption that the Head of Year, Assistant Head teacher and Head teacher will teach, we require 9 main scale teachers. The Assistant Head teacher will be the Raising Standards Leader for Year 7. All staff will contribute to the delivery of our extra-curricular offer and will lead on various aspects of it. We have also taken in to account that staff will be able to provide literacy and numeracy intervention and support. As the school grows each year, we will appoint a greater number of teaching staff in order to deliver the curriculum effectively. In the early years, some teachers will be expected to teach a second subject. For example a linguist could deliver Literacy, a scientist could provide numeracy support and a computing specialist could deliver technology.

We would require two part time Learning Support Assistants who will be line led by a part time SENCO. The SENCO will ensure that effective screening takes place and that the needs of SEND students are met. This person would also lead and support teaching staff in meeting the needs of these students.

We have also included in our model, three Core Heads of Department: English, Maths and Science. These are key as we place heavy emphasis on these subjects and therefore, not only do we require high calibre staff to lead on these areas but also middle leaders who can develop their subjects and drive standards. They will also shape the direction of the core curriculum as well as design and plan for subsequent years. A Head of PE is also to be appointed. This is so that we are able to deliver the PE Curriculum to an all-male cohort and can also develop and co-ordinate the delivery of extra-curricular sport. For example, our current thinking is that the Boys' school could lead on the delivery of extra-curricular sport across the MAT and the Girls' could lead on Music and Performance.

The Pastoral Head of Year 7 is also a key appointment and we would expect this person to be appointed in the pre-opening phase and to have been involved in the promotion, recruitment and primary/secondary transition activities along with the Head teacher designate and Deputy Head teacher. We will appoint an additional Head of Year, each successive year until we reach a steady state.

At this stage there will be no blocking of subjects. However, students would be set based on their literacy data.

Sept 2017 Years 7 & 8

We will require 15 teaching staff including two Heads of Year and 3 part time LSAs to support. At this point, we believe there is scope to have a full time SENCO in post. The intention is to appoint a Deputy Head teacher and an additional Assistant Head teacher as well. The reason for increasing the Leadership team at this point is so that we can continue to develop, embed, monitor and quality assure our systems and procedures; as well as to prepare and build our programmes of study for our three year GCSE stage. The Deputy Head will be in charge of the Curriculum and also the Raising Standards Leader for GCSE and will do much of the planning, preparation and liaison with students and their parents for their GCSE programmes of study. This will take place during the spring term of Year 8. The Deputy and Assistant Head teachers will also have subject line leadership responsibility as well as pastoral responsibility.

A Head of Humanities will be appointed in preparation for designing and co-ordinating GCSE programmes of study for Year 9 as History and Geography will form part of our Core Ebacc curriculum offer.

Two year groups will allow us to put some timetable blocking in place. We would have the benefit of subject specialists and the opportunity for some subjects to be set by ability.

Sept 2018 Years 7, 8 & 9

Here we will require an additional Assistant Head teacher, Head of Year and also a second Deputy Head teacher in order to continue to develop and strengthen the work

of the School. As our students will begin their GCSE programmes of study at the start of 2018, we will also appoint Heads of Department for MfL, Expressive Arts, and Technology & ICT. This will make our middle leadership team complete. 8 additional teachers and a further 2 part time LSAs will be appointed to cover the needs of the curriculum and our students.

Sept 2019 Years 7, 8, 9 & 10

Here we will appoint our fourth Assistant Head teacher. This will make our Leadership model of one Head teacher, two Deputies and four Assistant Head teachers complete. This team will be responsible for developing and implementing systems, procedures and improvement plans, quality assurance, student progress, line leadership and student behaviour and safety. Added to this will be a fourth Head of Year and 8 teachers to cover the curriculum offer. We also think that at this point we would also appoint two teaching staff as lead Practitioners to join the Lead Practitioner team of the MAT and share in the continuing development and improvement of teaching and learning across the two sites. We would also want to appoint a Raising Achievement Support Coordinator. This is a model that we have used at the Girls' school and has proved very successful in supporting underachieving students and their families. This person would support the Deputy Head teacher responsible for standards at GCSE.

Sept 2020 Years 7, 8, 9, 10 & 11

The School will be a much more complex institution and as it continues to grow we will employ additional teaching staff, LSAs and pastoral leaders. At capacity, we would expect staff to apply for TLR posts to support the work of their Head of Department in the Core and Ebacc subjects plus Technology and ICT.

Non-Teaching Staff

The majority of support and administrative staff will be deployed to the site via the Centralised Services team. The number of staff or the time spent on the site will increase as the School grows. There may be some variation to this as needs change at different points over time. Our diagram shows our expectation of the numbers and kinds of non-teaching staff allocated to work at the Boys' school.

Section E: Evidence of need – part 1

Please complete the table on the next page, 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. $D = (B/A) \times 100$.

If your school is an existing independent school applying to become a free school:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e. $D = ((B+C)/A) \times 100$.

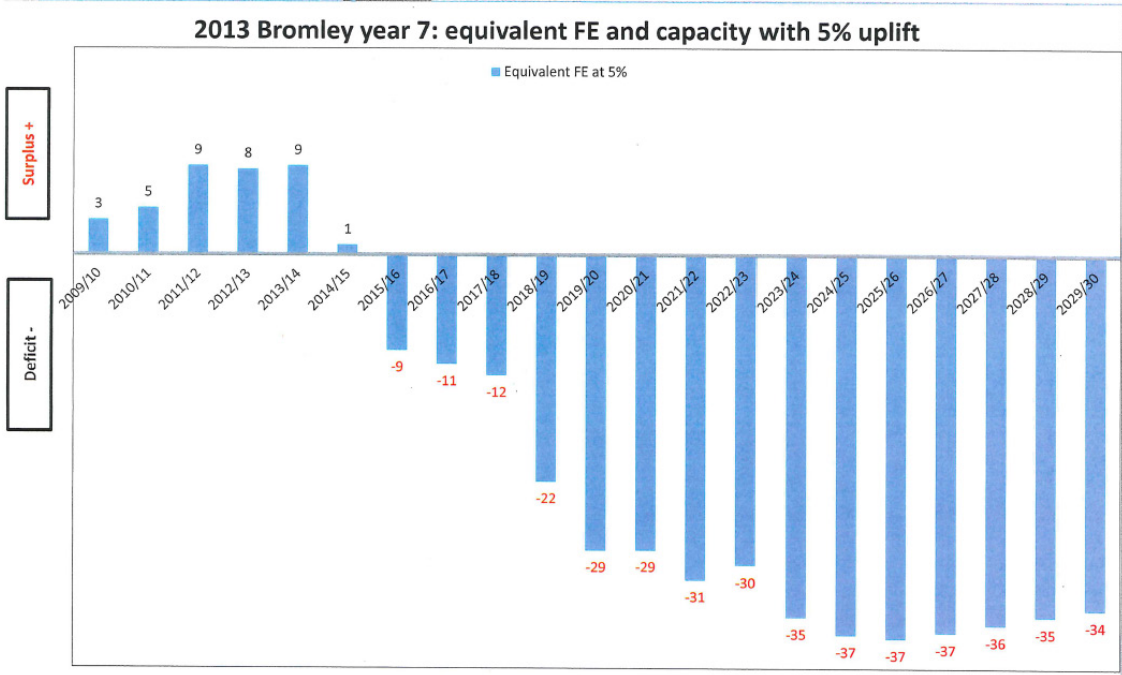
	2016				2017			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	180	237		132%	180	178		99%
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of need – part 2

Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section.

Section E1

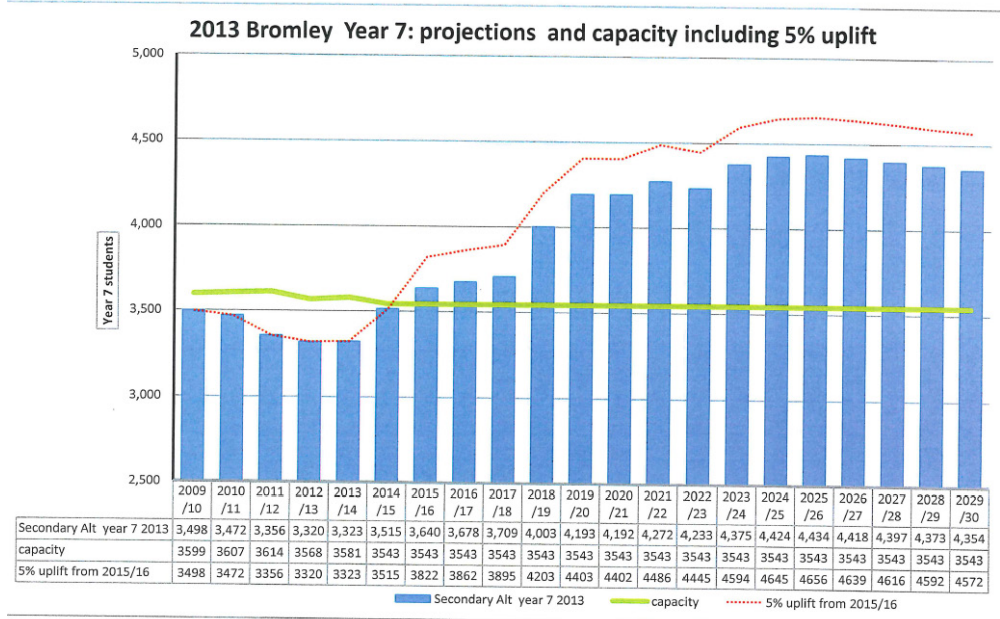
The graph below shows the deficit of secondary places for year 7 from 2015/16 onwards in Bromley. The numbers are shown as number of forms (presuming approximately 30 students per form) in 2017/18 during year 2 of the proposed new school there is a deficit of -12 (12 forms 360 students).



Pupils of secondary school age 2011/12 and pupil forecasts 2012/13 – 2019/19

	Actual	Forecast						
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Bromley	22,280	22,425	22,358	22,415	22,558	22,803	23,044	23,449

The table above shows the numbers of year 7 students increasing steadily year on year in Bromley. The graph below incorporates a 5% uplift. The Green line indicates the current capacity for Bromley schools. This would indicate that the need for this school is evident in year one and two of opening and certainly for future years.



Copy of Secondary rolls and projections +5%

Appendix 4

A copy of the survey used to collect evidence of demand:



Bullers Wood School for Boys Survey

We value your views. Please help us to meet local families' education needs by completing this survey.

Please fill in and answer all questions. Thank You.

Parent/Carer Name *

First Last

Email *

Post code *

Your child's DOB *

 / /

MM DD YYYY

We need a new Secondary Boys' School in the local area. *

A special focus on traditional academic subjects with a rich extra-curricular provision, will be helpful to my child's success. *

Bullers Wood School for Boys will allow parents more choice and diversity. *

Would Bullers Wood School for Boys be your first choice of secondary school for your son? *

I would like to receive more information about Bullers Wood School for Boys. *

Quotations from parents in support of the school.

Quotations taken from survey at INTU shopping centre Bromley:

“ [REDACTED] ” [REDACTED] ([REDACTED])

“ [REDACTED] ” [REDACTED] ([REDACTED])

“ [REDACTED] ” [REDACTED] ([REDACTED])

“ [REDACTED] ” [REDACTED] ([REDACTED])

“ [REDACTED] ” [REDACTED] ([REDACTED])

“ [REDACTED] ” [REDACTED] ([REDACTED])

“ [REDACTED] ” [REDACTED] ([REDACTED])

Quotations taken from ‘comments’ section of the online survey:

“ [REDACTED] ” .

“ [REDACTED] ” [REDACTED] 22.07.14

“ [REDACTED] ” . [REDACTED] 15.07.14

“ [REDACTED] ” . [REDACTED] 07.07.14

Quotations taken from e mails into Bullers Wood Girls School:

“ [REDACTED] ” . [REDACTED] [REDACTED]

“ [REDACTED] ” . [REDACTED]

Year 7 intake 2016 map to show where the community demand is coming from (Yellow dot indicates Bullers Wood School)

[REDACTED]

[REDACTED]

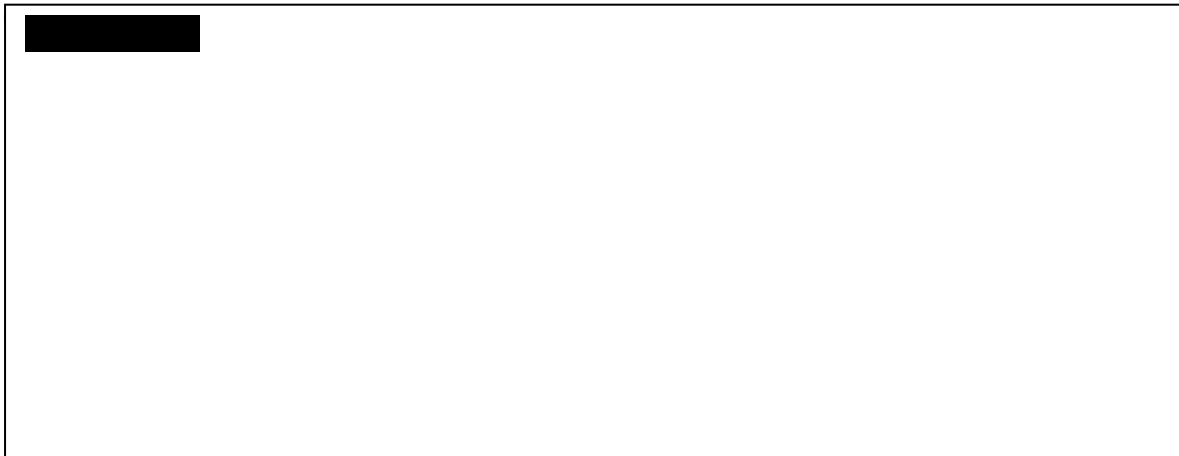
Year 7 intake 2017 map to show where the community demand is coming from (Yellow dot indicates Bullers Wood School)

[REDACTED]

[REDACTED]

E2 – Successful engagement with the community

In order to engage with a range of people from the community we held two information evenings with staff, Governors, students and parents from Bullers Wood School in attendance. On the 10th July 362 people attended the evening. On the 27th August 2014 80 people attended the evening. The Head teacher gave a 10 minute presentation to parents and local residents in our main hall to describe the vision and ethos of the school and our hopes for the future. After this, parents were invited to a reception by the Friends of Bullers Wood and a display to show potential proximity, site and Bromley admissions statistics. Bullers Wood staff were on hand to answer questions (Head of English, Maths, PE, Media, Languages and teachers of Maths, Physics Geography). The staff talked passionately about the proposed school, feedback after the event was that most people were asking about proximity and if they would be able to get their son into the school. Many visitors stayed on site until 10pm in order to ensure they had their questions answered.



Bullers Wood Boys School Website has been designed and implemented by a Bullers Wood Senior IT technician. The website holds a link to the parental survey. 803 people have now completed the survey. The parental survey is managed by an administrator at the Girls' school who monitors and responds to questions via this survey. She regularly e mails interested parties inviting them to events and keeping them informed of the progress of our application.

Bullers Wood School for Boys – Information

Bullers Wood School for Boys



Bullers Wood School will be making an application to set up a free school, Bullers Wood School for Boys.

We have held information evenings on the 10th July and also 27th August. We have also hosted a stand at Intu, Bromley, on the 15th and 27th August throughout the day. We will post details of any further events on our Bullers Wood School for Boys website and also our Twitter pages.

For some time we have been aware that in the years ahead there will be a significant increase in need for school places in the borough. In addition, many of our parents have bemoaned the fact that whilst they have sent their daughter to Bullers Wood, there is not the same single-sex option available for their son. Moreover, there is only one comprehensive secondary boys' school locally and one mixed comprehensive school, compared to 2 comprehensive schools for girls plus an independent selective school for girls.

We believe that we have a wider responsibility to our community, to provide an excellent education to both girls and boys in a single-sex environment. We will therefore be making an application to set up Bullers Wood School for Boys, which will be a thriving comprehensive school providing an academic education for boys within Chislehurst and Bromley. At the outset it will meet the needs of this area by providing a greater choice for parents (single sex boys' education). It will also allow for boys within the community to be educated within the borough of Bromley.

If our application to set up a free school is successful, Bullers Wood School for Boys will be an 11-16 four-form entry school, with a shared Sixth Form with the Girls' School.

We are aiming to open in September 2016; this will mean boys who are in Year 4 during the academic year 2013/14 will be eligible. If you know anyone who wants to register an interest in securing a place for their child, please call the Headteacher's PA, Mrs K McCarthy on 020 8467 2280 ext 305 or alternatively email: kmccarthy@bullerswood.bromley.sch.uk or complete the survey on our website [here](#)

or www.bullerswoodboys.co.uk (live from 30th June)

Important documents

Click [here](#) to access our Press Release

Click [here](#) to access our FAQs document.

Click [here](#) to complete our survey

Click [here](#) for letter for parents

Social media is an important part of our campaign, Twitter is regularly updated with progress on our survey and information regarding forthcoming events. Facebook has been used by our parents and interested parties to 'spread the word' and keep the campaign live. We have registered on Mumsnet local in Bromley Lewisham and Bexley, displaying information on their campaign and notice board sections of the website also registered at Netmums local on their notice board in Bexley Bromley and Lewisham

Banners have been designed by a Bullers Wood Art teacher and displayed on the fences around the proposed site. These are around proposed site and outside school. We have also displayed posters advertising the proposed school in local shops in

Bromley, Grove Park, Downham, Lewisham, Lee and Bexley. Laundrettes, charity shops, local libraries, health clubs, supermarkets and school uniform shops to name a few have agreed to display the poster and raise the profile of the campaign. 13% of responses to the online survey were from SE9 residents where deprivation indicators are higher. (See information below from www.postcodearea.co.uk)

Deprivation - SE9

No deprivation	1 Dimension	2 Dimensions	3 Dimensions	4 Dimensions
39.1%	34.8%	19.6%	5.7%	0.9%

Taken from the 2011 Census, these dimensions of deprivation used to classify households are indicators based on four selected characteristics. Employment, Education, Health and disability and Housing.

We have produced a detailed flyer for the proposed school which details of all forthcoming events.

Bullers Wood Boys School flyer

BULLERS WOOD SCHOOL FOR BOYS

BULLERS WOOD SCHOOL FOR BOYS INFORMATION EVENINGS
 10th JULY at 7.30PM
 27th AUGUST at 7.30PM

Bullers Wood School will be making an application to set up a free school, Bullers Wood School for Boys. We believe this will:

- Meet the need for school places in the borough
- Provide greater choice for parents

We will be holding Information Evenings on: Thursday 10th July at 7.30pm
 Wednesday 27th August at 7.30pm
 Bullers Wood School (St Nicolas Lane, Chislehurst, Kent, BR7 5J) - there will be no on site parking

We will provide information on the:

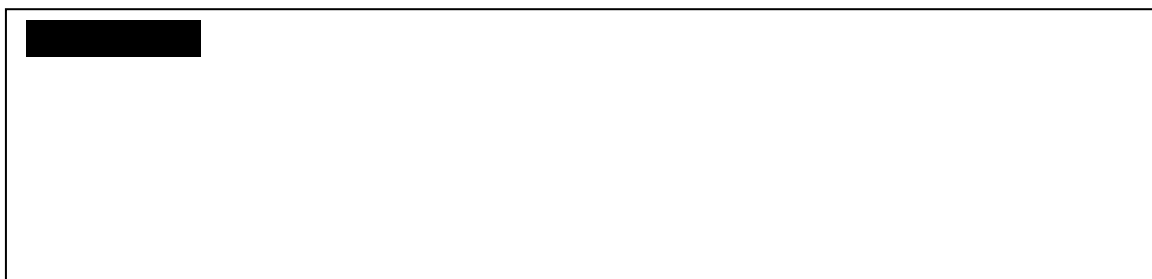
- Proposed location
- Rationale for the new school
- Timescales
- Admissions process

We welcome parents of boys in Years 3 & 4 and any interested parties.

If you wish to register an interest in securing a place for your child, please complete the survey on our website: www.bullerswoodboys.co.uk or contact Mrs K McCarthy on **020 8467 2280** or kmccarthy@bullerswood.bromley.sch.uk

We currently have strong relationships with our local primary schools and have over 40 feeder schools. We have been in direct contact with several primary head teachers in Bromley; Bickley Park Primary, Scotts Park Junior, Redhill Junior School, Parish Primary school, Pratts Bottom Primary and St James Primary School. Letters have been sent to all year 3 and 4 parent/carers inviting them to our two information evenings and asking them to register their interest if they feel the school would be something they would consider for their son.

We have a number of links to organisations in our local community, including the Chislehurst Society. This group of local residents have contributed to a number of projects at the school and take a keen interest in the history of Bullers Wood, helping to sort historical documents held at the school to share with other local residents. We have been to the houses of our local residents to talk in person about the proposed school and to try and alleviate any concerns that they may have. We have a strong relationship with our neighbours and would continue to promote this with the new school.



We have ensured that part of our marketing campaign goes out to a variety of faith groups. When we launched our campaign we contacted our local Church to explain the rationale behind the idea and we visited Mottingham Methodist Church and The Kent and South London Mosque in Lewisham to give our flyers and posters in order to reach this community and request responses to the survey to register interest. Having been successful in receiving funding from the New School Networks we issued two press releases which were taken up by the local News Shopper and Bromley Times. These also advertised the information evenings.

Social Media is an important part of our campaign but not the only part. We also feel that a personal approach speaking to prospective parents directly ensures that we access our local community. We presented at a stand for two days 15th and 27th August at INTU Bromley (the local shopping centre in close proximity to the proposed site, which is well served by transport routes and attracts people from Lewisham, Penge, Catford, Chislehurst and other surrounding areas). Staff and students (head girl and senior prefects) approached local people describing the proposed school and asking them to reg-

ister their interest. Both days were extremely successful. Comments such as: “ [REDACTED] [REDACTED] ” and “ [REDACTED] ” were frequent during our INTU pitch.

INTU shopping centre Bromley (9-6pm 15th and 27th August 2014)



Completed survey at INTU Bromley event



Bullers Wood Girls School alumni (set up in December 2014) has been used in the marketing campaign, including ex-students who now work in the INTU Bromley publicising team and a designer with Pad Creative. The promotion of the potential Boys' school has increased the number of ex-students joining our alumni, further evidence that this is a school that people want to keep in touch with.

The Head teacher has written a letter to all of our current students in order to ensure parents are fully informed of the proposed school and also to encourage parents and carers to register their interest if they have a potential sibling for the school. At school events such as awards evening and parents evening – parents have commented in support of the application – often having a daughter and a son and wanting an equivalent local school for their son.

We have informed the ward councillors and invited them into school for a tour of the proposed site and presentation on the proposed school. This opportunity was taken up by Councillor Stephen Wells, the portfolio holder for Education, who was extremely positive about the application and encouraged the school to make an application for a 6 form entry school rather than a 4 form entry school. We have been in touch with the Mayor of London Boris Johnson and City Hall and had a response from [REDACTED],

New Schools for London, GLA. We invited [REDACTED] into school to present our plans and show her the proposed site.

We have set up a student campaign group at the Girls School with the head girl and boy taking the lead. Our students have also helped by displaying posters and giving out flyers to friends and family. Finally, we have displayed posters advertising the proposed school in staff cars and the school's mini bus to raise the profile even further and to try to ensure a wide area is covered.

Section F: Capacity and capability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

All applicants must complete sections F1-F8 as set out in the table below:

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for one free school in this round	F1-F4*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F8

* If you are an approved academy sponsor the department will already hold material that would be relevant to your free school application and will therefore not expect you to provide this information for a second time. As a result at this point do not fill in sections F5 and F6 of the application relating to your educational track record until we have assessed whether we already have enough information on these aspects of your

performance. If required, we will make sure that we give you sufficient time to provide any clarification or additional material to help us take a view in regard to these factors.

In addition if you are not an approved academy sponsors but are interested in finding out more about this role and potentially apply to become a sponsor please make contact with the department's [Sponsor Approval team](#). In doing so please quote your free school application [unique registration number](#).

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

There are some tables below which you must also complete. These relate to F1, F3 and F6. Please feel free to add additional lines to these tables as required.

F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Y	██████████	██████████	██████████	10 hours
██████████	Y	██████████	██████████	██████████	10 hours
██████████	Y	██████████	██████████	██████████	6 hours
██████████	Y	██████████	██████████	██████████	6 hours
██████████	Y	██████████	██████████	██████████	6 hours
██████████	Y	██████████	██████████	██████████	1 day
██████████	Y	██████████	██████████	██████████	10 hours

██████████	Y	██████████	██████████	██████████	1 day
██████████	Y	██████████	██████████	██████████	1 day

F1 (b) Skills gap in pre-opening

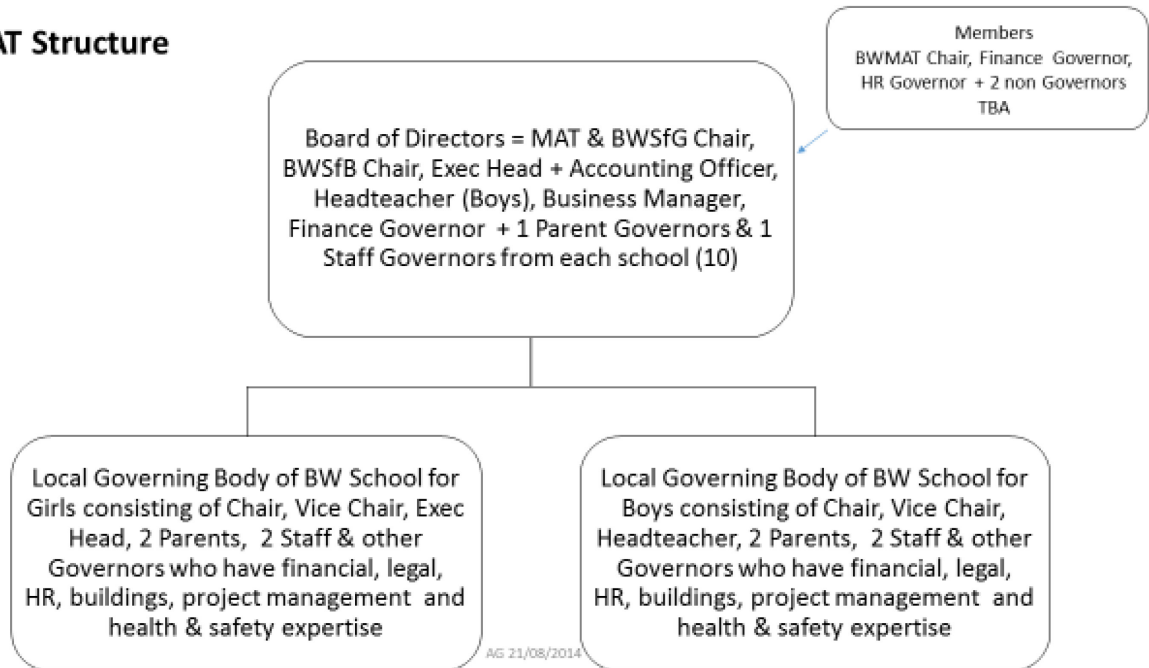
Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

Skills/experience missing	How you plan to fill the gap
Marketing	Intend to use the services of iPAD Creative
Business Manager	Intend to recruit a Business Manager in the pre-opening phase who will be a member of the BWMAT board. This person will have proven experience of project management and will provide strategic direction of finances, site, personnel, administration, legal & IT functions across both schools. Salary will be funded by BWSfG & BWSfB

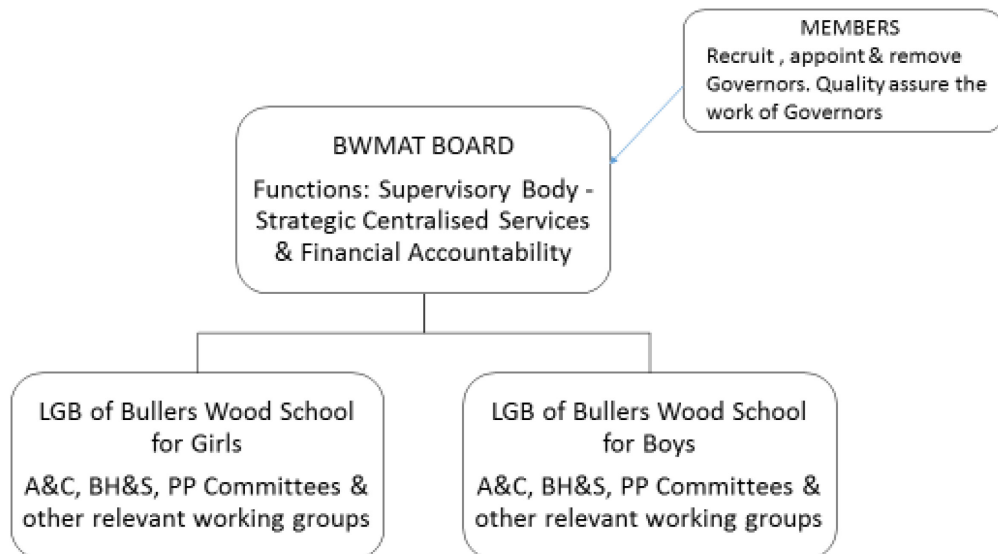
Section F2

Governance model showing how MAT will operate

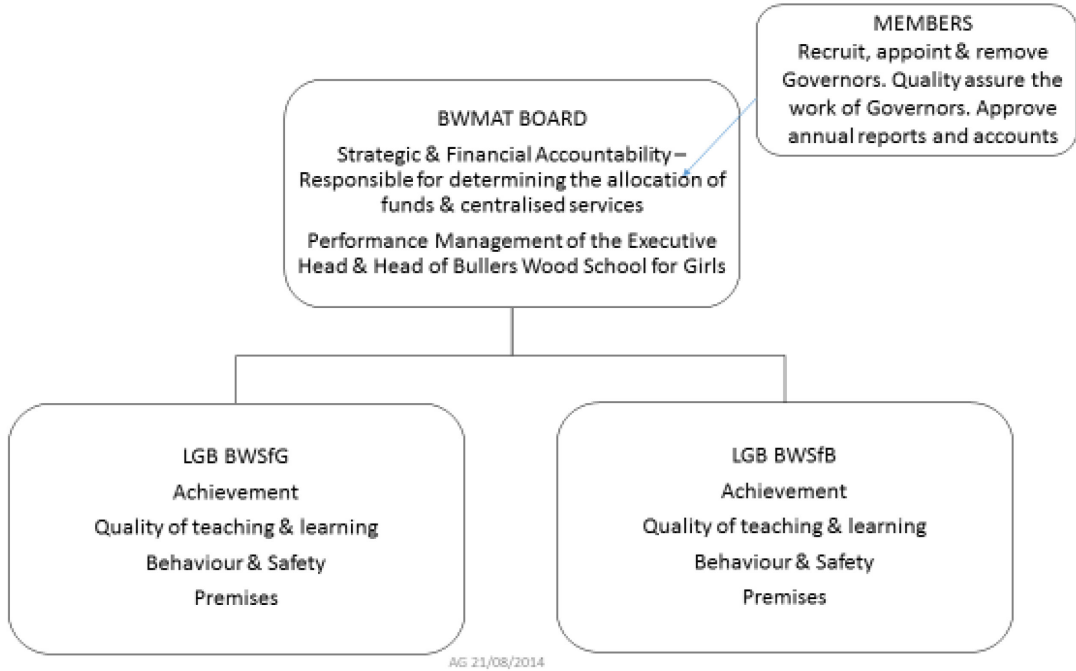
MAT Structure



Functions



Accountabilities



Members

There will be five Members, two of whom will also sit on the MAT Board. These will include the Chair of BWMAT, the Finance Director and the Chair of the Achievement & Curriculum committee at the Girls’ school. In addition, two more members will be appointed, who are not Governors, preferably people with educational and finance expertise.

In order to ensure that the BWMAT Board and Local Governing Bodies of both schools are working effectively, Members will receive and scrutinise reports on finance, educational progress and strategy. They will also monitor progress against School Improvement Plans. Members will keep a regular audit of Director/Governor skills and will actively seek to fill gaps in the skills base for the benefit of both schools.

Working with the Clerk to BWMAT, Members will advertise locally and within the Boys’ School for Governors with the required skilled sets. They will also consult SGOSS, the government recruitment charity, should they need to. They will ensure that new Governors receive an effective induction as well as training and development to assist them in their new roles and they will use some of the more experienced Governors at Bullers Wood School for Girls to mentor and support new governors at Bullers Wood School for Boys. It is anticipated that two of more experienced Governors on the local governing body of the Girls’ school will transfer over to the Boys’ school.

The Members will meet at least 3 times per year. They will take part in annual and extraordinary meetings; approve the MAT's financial accounts and annual report; have the power to amend the Articles of the MAT; and may remove Governors.

BWMAT Board

The MAT Board will be formed from some of the Governors of the existing Governing Body of Bullers Wood School for Girls and the Governing Body of the Boys' School. The BWMAT will be accountable for the strategic and financial direction of the schools ensuring that money is well spent. It will support the Schools in setting and maintaining their ethos of high standards within a culture of courtesy and respect, and will agree to the medium strategy of the MAT.

The Finance Committee will function at this level and will include the Finance Governor, the Executive Head teacher, the Head teacher of BWSfB and a member of each School's governing body with appropriate financial expertise. This committee will set the budget for each school, determine the allocation of funds for centralised services and across both schools as well as monitoring, ensuring best value, providing efficiencies and economies and risk management to ensure financial probity. There will be a separate Audit Committee which will exclude the Executive Head teacher and the Head teacher of BWSfB.

The MAT will also be responsible for the Performance Management of the Executive Head & Accounting Officer who will also be the Head teacher of Bullers Wood School for Girls. The Governors of the Girls' School are in the process of appointing a new Head teacher with interviews scheduled to take place during the week beginning 20th October 2014. The successful candidate will join the school as soon as possible.

The Chair of Governors at the Boys' school, as well as a parent and staff governor from each school will sit on the MAT Board thus ensuring that the MAT Board is fully aware of the work of each. Each year the BWMAT Board will set targets for the schools in the MAT through School Improvement Plans and will monitor the progress towards and achievement of targets. It will receive copies of all papers sent to the committees of local governing bodies as well as the minutes of all meetings, and intervene (drawing on the expertise of more experienced governors in the MAT) when there are issues concerning the governance, progress and performance of its schools.

It will meet at least three times per year and six times in the first year of opening.

The Local Governing Body

Bullers Wood School for Boys will have its own Local Governing Body whose aim will be to ensure that every child gets the best possible education. The LGB will drive standards by monitoring:

- student attainment and progress
- behaviour, attendance and safety
- Teaching quality and staff development.

The targets (KPIs) will be contained within the School Improvement Plan set each year by the MAT Board. The Governing Body will work in partnership with the Executive Head teacher and the Head teacher to ensure that the targets in the Plan are achieved. It will also contribute to the strategic plan for the BWMAT. It will provide regular progress reports to the BWMAT via the Chair, the Head teacher, one of the parent and staff governors of the Boys' School.

The Local Governing Body will mirror that of Bullers Wood School for Girls by having a similar committee structure i.e. Achievement & Curriculum, Premises, Health & Safety and the Pupils Parents Committee. This committee structure has worked well in the Girls' school, as having quite a large Local Governing Body with up to 15 Governors, ensures that there are sufficient Governors to undertake detailed scrutiny of the School. The Local Governing Body will also have the freedom to organise its own committees in order to undertake more detailed work on specific issues appropriate to its own context. The Local Governing Body and the committees will have some powers to make decisions that are relevant to the School in these areas but all financial decisions will be taken by BWMAT.

In addition, individual Governors will have specific responsibilities for Attendance, Literacy & Numeracy, Gifted and Talented, Pupil Premium, Special Educational Needs and Child Protection.

It will meet 6 times per year.

In order to ensure that Governors understand their roles and responsibilities, all new Governors to the school will engage in a Governor Induction Programme planned and delivered by the Executive Head teacher, the MAT Board and Governors from Bullers Wood School for Girls who have experience and expertise in these areas.

The Clerk to the Governors will produce a calendar of training events that is bespoke to the needs and requirements of the Local Governing Body. The Clerk will also conduct a regular skills audit and keep a record of training.

We will also access training from our own staff and Governors within the BWMAT as well as the NGA and other external providers such as the NCTL

In the first year of opening we envisage more experienced Governors at Bullers Wood School for Girls 'buddying up' with less experienced Governors to provide support and training.

At each meeting, Governors will expect to see progress updates on work conducted towards meeting the targets (KPIs) in the School Improvement Plan which will include statistics on attendance, progress and achievement for different groups of students. These reports will include actions, progress updates and their impact thus far.

In order to ensure that data and information is accurate and objective, and that they know how well the school is doing, Governors will:

- Monitor different aspects of the School Improvement Plan or other identified areas of priority by conducting monitoring visits throughout the year, where they will meet with key staff and have the opportunity to engage with students.
- They will also engage with stakeholders at school events and Parents Evenings, meet with the Student Council and access Parent View
- Conduct staff, student and parental surveys in order to obtain feedback.
- Receive, discuss and raise questions about Staff Reports
- Receive and question internal data on attendance, performance management, staff absence, student progress and achievement
- Triangulate this data and information by scrutinising Ofsted Reports, Raise online information and other specialist feedback e.g. Challenge Partners – particular emphasis will be placed on data which is externally reliable and on the performance of other similar schools.

Senior Leadership Team

The Executive Head will line lead and performance manage both the Business Manager and the Head teacher of Bullers Wood School for Boys. Centralised services will include Site and Premises, Finance, Administration, Personnel, HR and IT Services; and the Business Manager, who will be a member of SLT, will line lead these. Deputy Head teachers will also form part of the SLT in each school, although in the first few years of opening the Boys School's leadership team will consist of the Head teacher and Assistant Head teacher until it reaches sufficient capacity to warrant a Deputy Head teacher appointment.

The SLT of each school in the BWMAT will be responsible for:

- Setting targets for student achievement in conjunction with the MAT Board and local governing bodies
- Providing a broad and balanced curriculum
- Ensuring all needs are met
- Behaviour and discipline

- Safeguarding
- Careers Guidance

This will be co-ordinated by the Executive Head teacher and the Head teacher of the Boys' School, who will work in partnership to create consistency across both sites.

The Executive Head teacher, Head teacher of the Boys' School and the Business Manager will meet weekly. Additionally, the SLT of each school will meet weekly to ensure progress towards the objectives and KPIs related to the above.

Conflicts of Interest

The BWMAT Memorandum and Articles of Association sets out that Governors may not receive any benefits. When a conflict exists, the Governor who is the subject of it will absent themselves from any decision-making process relating to it. Further, if a decision results in benefit to a Governor, such a decision will be recorded and proper monitoring processes and performance measures put in place that are transparent and demonstrates that the decision represents good value for money.

The Clerk will collate Governors' and staff interests at the beginning of each academic year and they will have a duty to alert the Clerk during the year of any changes. Declaration of Interest will be a standing item on all agendas and any Governor deemed to have a conflict of interest must withdraw from the meeting whilst the item is discussed.

F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body or advisory group, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████	██████████	██████████	██████████	10 hours
██████████	██████████	██████████	██████████	██████████	3 hours
Executive Head teacher & Head of Bullers Wood School for Girls (and Accounting Officer) <i>To be appointed as soon as</i>	██████████	██████████	██████████	TBC on appointment	2 days

<i>practicable</i>					
██████████	██████████	██████████	██████████	██████████	1 day
Head teacher of Bullers Wood School for Boys <i>To be appointed as soon as practicable after the application is approved</i>	██████████	██████████	██████████	TBC	5 days a week from date of appointment
██████████	██████████	██████████	██████████	██████████	5 hours
██████████	██████████	██████████	██████████	██████████	5 hours per week

F3 (b) Skills gap for governing body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
Executive Head teacher	Currently recruiting
Head teacher of Designate	Advertise & recruit as soon as school is approved
Business Manager for BWMAT	Advertise & recruit in pre-opening phase
Staff Governor	Recruit on opening in 2016
Staff Governor	Recruit on opening in 2016
Parent Governor	Recruit on opening in 2016
Parent Governor	Recruit on opening in 2016

Section F4

Recruiting a High Quality Executive Head

Our plan is for the [REDACTED]. However, since embarking upon this application, the [REDACTED]. In spite of this, we are confident that we have the leadership experience and capacity to continue with the Free School application. At the time of writing, we have already advertised and are in the process of shortlisting for the Head teacher of the Girls' School. We envisage making an appointment this term and hope to have the successful candidate in post as soon as possible.

Recruiting a High Quality Principal

We have yet to recruit our Head teacher Designate. However, as soon as we receive approval for Bullers Wood School for Boys, we will be looking to recruit a Head teacher that has at least the following qualifications:

- Qualified teacher status
- Degree or equivalent
- Evidence of further professional leadership development such as the NPQH

This is because we believe that these qualifications demonstrate the capacity to drive teaching, learning and leadership forward, as well as to demonstrate an individual's commitment to their own continuing professional development as a school leader.

We would expect to recruit a Head teacher with the following experience:

- Senior Leadership experience as a Deputy or a Head teacher
- Be an excellent classroom practitioner
- Have experience of working in one or more 'Outstanding' secondary schools

We believe that the head teacher should lead by example and therefore understand what it is to be an outstanding classroom practitioner by being one themselves. Additionally, as we aspire to provide an outstanding education for students as well as benchmarking ourselves against Ofsted criteria for this grade, we would expect our Head teacher Designate to have some experience and understanding of what working in an Outstanding educational environment looks like.

That person will also need to demonstrate that they:

- Understand School Governance, finance and funding streams
- Have an excellent understanding of diversity and inclusion and Safeguarding
- Have an excellent knowledge of current educational and behaviour management developments
- Have experience of the development, implementation and evaluation of policy and practice.
- Have a proven track record for raising and sustaining achievement
- Have an unremitting focus on teaching and learning
- Have successful experience of primary/secondary transition

These will be key as the Head teacher Designate's initial role will be the pre-opening phase of the School in terms of organising admissions and the transition process, setting out the educational plan, policies and procedures. Once open, the Head teacher Designate must ensure that students make the progress that they should; and if they don't, know what to do in order to address this.

We would want our Head teacher Designate to have the following personal characteristics, skills and attributes in order to successfully meet the challenges of the role and to ensure that it grows and develops into an outstanding school:

- Have a passion, commitment and belief that all boys can achieve success in a traditional academic environment
- Be willing to be fully engaged in the whole life of the school including extra-curricular activities
- Have a commitment to team work
- Have highly effective organisational skills with the ability to prioritise
- Able to plan, monitor, evaluate, review and lead by example
- Excellent management and interpersonal skills
- Excellent change management and conflict resolution skills
- Excellent data analysis and interpretation skills
- Possess clear and effective communication skills to a wide range of stakeholders
- Have sound judgement and creative and innovative problem solving skills
- Maintain and promote a healthy work/life balance for staff
- Commitment to high standards and expectations
- Be flexible and resilient
- Have warmth and an ability to empathise with others

Time line for the Appointment of Head teacher Designate

Date	Action
January 2015	Draw up person specification and job description including applicant pack in anticipation of approval from DfE. Application pack to include vision & ethos of the school
March 2015 (or as soon as approval decision is made)	Advertise in the Times Educational Supplement and across BWMAT
April 2015	Applications received - long list to shortlist
	Interviews & Presentations take place.

	Head teacher Designate appointed for September 2015
September 2015	Head teacher Designate begins

We are confident that we can recruit a high calibre candidate to the role of Head teacher. This is because of the current success of BWSfG and its reputation for being an excellent place to learn and work. We believe in growing and developing our own staff through effective CPD and career opportunities and we generally receive ample applicants for advertised posts.

In order to attract a Head teacher Designate of the calibre that we are looking for and who is able to fulfil the experience, knowledge, skills and attributes as outlined above, their starting salary should reflect that of the school at its full capacity. This would mean an ISR range of 6. We would also need to consider the location of the School which is in the London Borough of Bromley, an outer London Borough. Therefore, the salary should be around L30. This would provide scope, based on the achievement of performance management objectives for the Head teacher to move up the Leadership pay spine in Group 6.

Section F5 Educational Track Record

Key people that will provide school improvement support:

- [REDACTED] – [REDACTED].
- [REDACTED] – [REDACTED].
- [REDACTED] – [REDACTED].
- The organisation: Challenge Partners of which BWMAT is a member will provide support in improving the quality of teaching and learning and outcomes for young people.
- We will continue to use our colleagues in PiXL who will continue to support and monitor progress and impact at KS4 and KS5

The current school (BWSfG) within BWMAT has a strong track record of success and the individuals who will provide school improvement support at the Boys' school, have contributed to its continued success and most recent Ofsted rating of Grade 1 (June 2011) Source (<http://www.ofsted.gov.uk>)

In 2014 BWSfG qualified for two SSAT Educational Outcome Awards by being in the top 20% of schools nationally for progress made by pupils between KS2 and KS4 and in the top 20% nationally for high attainment. It has received three letters of congratula-

tion from the Rt. Honourable David Laws, Minister of State for Schools. BWSfG has been the top performing state school in the country for the last two years (Source: DfE Performance Tables – similar schools measure).

We have a proven track record of significant progress and attainment for all students including FSM, CLA and SEND.

Source: (<http://dashboard.ofsted.gov.uk/dash.php?urn=136709>)

In 2014 our students made good progress relative to their starting points and our in school gap between Non Pupil Premium and Pupil Premium students has closed significantly in comparison to 2013.

English	2012	2013	2014
All Pupils	45.4	44.6	43.5
PP	41.6	40.6	41.3
Non - PP	46.2	45.4	44.1
	-4.6	-4.8	- 2.9

Maths	2012	2013	2014
All Pupils	46.6	45.3	41.8
PP	38.9	39.1	38.6
Non - PP	48.2	46.6	42.6
	-9.3	-7.5	- 4.0

Under the new headline measures our 5A* - C is 82% with our 5A* - C incl E/M is 71%. Our attendance for 2013 -2014 is above the National average at 96%

2014 KS5 Results

- At A2 the percentage of grades secured at A*/B was 57% (28% A8/A including BTEC subjects)
- 61% of students achieved one A8/A
- APS per entry increased to 227 (222.1 2012/13) increasing the APS grade equivalent to B- (C+ 2012/13)
- 28% of all exams taken were in Maths and Sciences with 38 A grades achieved in these subjects
- High performance in Languages 100% A* - C in French, Italian, German and Spanish
- Other high performing A*/B subjects include: 74% Media Studies, 72% History & 72% RS

Ofsted – our last OFSTED inspection for BWSfG was in May 2011 with the formal report being published in June. The overall effectiveness of the School was Outstanding, Grade 1.

“Bullers Wood School is an outstanding school, with an outstanding sixth form. It is led by a close-knit, ambitious senior team that is determined to improve outcomes for students. Their clear and well-communicated vision of success for all gives a common sense of purpose to students and staff. Students achieve very well throughout Key Stages 3 and 4 to attain high standards at the end of Year 11. The GCSE examination results have improved rapidly as a result of precisely targeted interventions and strengthened teaching. Students’ positive attitudes contribute strongly to their achievement and high attendance. The warm and supportive relationships throughout the school are an important factor in their enjoyment of school. Mutual respect and tolerance underpin the ethos of the school. Students’ spiritual, moral, social and cultural development is outstanding and is encouraged by the school’s emphasis on valuing and trusting one another.”

Grades for Teaching

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant through partnerships	1
The effectiveness of care guidance and support	1

Grades for Leadership and Management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
--	---

Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

In the last three years, BWSfG has done much to address the areas highlighted as grade 2 in the Ofsted Report by implementing an action plan and ensuring that these form part of the School Improvement Plan. Governors have held the School to account and monitored progress towards these. In our current SEF, we have rated ourselves outstanding in these areas.

F6 (existing providers and any new applicants seeking to open more than one free school)

As a single Academy Trust, the School Improvement Plan and progress towards it is monitored at each Governors Meeting. It is scrutinised and evidence is presented including information from Governor monitoring visits and reports from committees including finance. There is also a Governors page whereby, the Governing Body set targets for its own improvement and development as a Governing Body.

Contingency Planning & Risk Management – The School holds a financial risk register and this is scrutinised regularly at Finance Committee Meetings. The [REDACTED], [REDACTED] works closely with [REDACTED] and [REDACTED] who are [REDACTED] with [REDACTED].

As we move towards a multi academy trust model we will grow our shared centralised services team as indicated in the financial template to cover services on both sites. A track record of successful, high calibre financial leadership of the Girls' school means that we are confident that we can translate this across both sites. Our shared services model will also allow us to intervene quickly in any areas of underperformance by ensuring that we have experienced staff who can identify issues early and intervene should we need to.

Robust financial track record and good value for money – opened as an Academy in May 2011

No adverse audit opinions recorded

1 st May 2011 – 31 st August 2012	Total restricted/unrestricted – surplus of [REDACTED] (excluding pension actuary losses)
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1 st September 2012 – 31 st August 2013	[REDACTED]
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F6(a) Shared services

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost per annum including on costs
TBA	Business Manager – to co-ordinate all aspects of Central Services.		14.4	██████████
██████████	Finance Officer		14.4	██████████
██████████	Human Resources Manager		14.4	██████████
██████████	Premises and Site Manager	Project management of capital projects	14.4	██████████
██████████	Administration Manager		14.4	██████████
██████████	IT Services Manager		14.4	██████████
██████████	Data Manager		14.4	██████████

F6 (b) Shared services

Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

	Budgeted contribution to MAT shared service			
	2016/17 BWSfG	2016/17 BWSfB	2017/18 BWSfG	2017/18 BWSfB
Finance	██████████	██████████	██████████	██████████
HR	██████████	██████████	██████████	██████████
IT	██████████	██████████	██████████	██████████
Admin	██████████	██████████	██████████	██████████
Data Collection	██████████	██████████	██████████	██████████
Visits & Trips	██████████	██████████	██████████	██████████
Clerk to Governors	██████████	██████████	██████████	██████████
TOTAL	██████████	██████████	██████████	██████████

Section F7 (Independent schools)

Insert text

Section F8 (Independent schools)

Insert text

Section G: Budget planning and affordability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included.

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. You must provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan.

In addition you should complete the Excel budget templates.

Sections G1 - Overview of Decisions made in Financial Plan

██████████:

G3 Financial resilience to reductions in income

You should include an overview explanation of how you approached making 30% savings and your rationale for suggesting the changes that you have. You must show how you made 30% savings for each year up to and including the year your school reaches steady state. As part of this, you should explain how your amended plans would continue to support delivery of your education vision and plan.

Please add additional lines as required. The boxes will expand as you enter text.

In the table below you should explain in detail the actions you would take to reduce costs, the reasons for these and the approximate savings that would result.

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████

Section H: Premises

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

Please complete the Excel application form.

The preferred site for the Bullers Wood School for Boys is on [REDACTED], [REDACTED], Bromley, Kent [REDACTED]. The site is owned and used by [REDACTED].

A large portion of the site is unused scrub land and a surveyors report and a full exploration of the area would be needed to ascertain the most suitable place to build the school. The access arrangement for the school is to have a main opening on [REDACTED], as this would cause the least congestion.

The reasons for choosing [REDACTED]. The land is already owned by [REDACTED] and is situated conveniently for local railway stations and bus routes. The site has ample space to provide outdoor areas for students during break and lunch time and to participate in sporting activities.

SECTION H: LOCATION AND PREMISES

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

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.	<Redacted>
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If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:	NA
--	----

Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i> .	6720 m2
---	---------

Any comments on your calculated building space:	Proposed site has scope to build something larger than the minimum above
---	--

Preferred site

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

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

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

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

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

Please tell us how you found the site:	<Redacted>
--	------------

Please confirm the tenure:	<Redacted>
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If other, please explain further:	NA
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Please Include information on purchase or lease price if known:	NA
---	----

Who owns the site?	Privately owned
--------------------	-----------------

Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	No
---	----

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

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

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

What kind of site is it?	Cleared site requiring new build
--------------------------	----------------------------------

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

If government building or 'other' - please describe:	<Redacted> and scrub land that is not used
--	--

Why have you chosen this site? What makes it suitable for your free school?	The land is owned by <Redacted> and is large enough to <Redacted>
---	---

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

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

Second choice site

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

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

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

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

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

Please tell us how you found the site:	N/A
--	-----

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

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

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

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

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

Name and contact details of owner:	NA
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Name and contact details of agent or local authority representative where available:	NA
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

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

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

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

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

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

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

Third choice site

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Fourth choice site

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For independent school convertors

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

if yes, from what to what?	NA
----------------------------	----

Please confirm the size of your existing site:	NA
--	----

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

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

Annexes

Any annexes you add:

- are excluded from the page limit and restricted to CVs for key individuals;
and
- should be submitted as part of your application, i.e. as one Word document.

CV template


CV template	
1.	<p><i>Name</i></p> <p>██████████</p>
2.	<p>Area of expertise (i.e. education or finance)</p> <p>██████████</p>
3.	<p>Details of your last three roles including:</p> <p>██████████</p>
	<ul style="list-style-type: none"> ▪ name of school/organisation <p>██████████</p>
	<ul style="list-style-type: none"> ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p> <p>██████████</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained

CV template		
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, 	

CV template		
	as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
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CV template		
	<p>isation</p> <ul style="list-style-type: none"> ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name:</p> <p>Position:</p> <p>Dates:</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	<p>none</p>
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CV template		
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CV template		
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
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		<p>Name:</p> <p>Position:</p> <p>Dates:</p>
		<p>Name:</p> <p>Position:</p>

CV template		
	additional roles	Dates:
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
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CV template		
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CV template	


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CV template		
	are maintained	
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	ages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
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CV template		
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	<ul style="list-style-type: none"> ▪ name of school/ organ- 	Name:

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CV template		
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CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
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		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	

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CV template		
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CV template		
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2.	Area of expertise (i.e. education or finance)	██████████
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		██████████

CV template		
	<p>bilities held</p> <ul style="list-style-type: none"> length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	
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CV template		
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6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none"> ██████████
7.	Optional: brief comments on how the role you played helped to raise standards in	

CV template	
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CV template	
1.	Name
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4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number

CV template

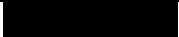
	<ul style="list-style-type: none">▪ how your qualifications are maintained	
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CV template

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6.	Brief comments on why your previous experience is relevant to the new school	██████████
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CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
		██████████
		██████████
		██████████
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CV template

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CV template		
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		██████████

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CV template		
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CV template		
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CV template		
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2.	Area of expertise (i.e. education or finance)	██████████
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		Name:
		Position:
		Dates:
		Name:
		Position:
		Dates:
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CV template

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CV template

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CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
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		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]
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CV template		
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		██████████
		██████████

CV template	
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CV template		
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1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	

CV template	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including

CV template		
	English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	██████████

CV template		
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CV template	
	contact details



Department
for Education

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