



THE FULHAM BOYS SCHOOL

A Church of England School

The Fulham Boys School

SERVICES



A flagship Free School in London setting new standards for publicly funded education



An Introduction to FBS Services

The Fulham Boys Schools has a vision to be among the very best schools in this country – state or private – in the next ten years. Furthermore, we believe in our brand of education and want our reach to extend further than Fulham. Our plan is to set up new schools and take on existing schools, to make a real difference to the educational landscape.

As part of that, we want to offer services to others to give a flavour of what we are about. These are the areas of the school we feel are particularly strong. These services may encourage you to be part of our Multi Academy Trust, or may simply be services you want to tap into. Most of the services we are offering have been externally verified by Ofsted, SIAMS, DfE or the Tri Borough as being first class.

Our services

- Understanding and embedding school ethos
- Developing a school with a genuine Christian ethos
- Making every boy a linguist
- Developing a happy and safe school for staff and pupils
- Bringing out the best in boys
- Getting the best from Google in schools – anywhere anytime learning
- Making Marking Work
- Real Boys Read
- Sport
- Science

“The headteacher has created a school which aims to achieve academic and personal excellence for all. Pupils are aspirational for their futures. They are encouraged to be enterprising and independent through a range of activities both in school and in the wider community.”

Ofsted, May 3-4 2017

Course 1: Understanding and embedding school ethos

Our primary service is one that outlines our ethos. At FBS a culture of high expectations is not only present in the classrooms but in every aspect of the school, its staff and its students.

Staff are very proud to work at the school and are fully committed to the aspirational ethos. They recognize the strong support from senior leaders in the development of their teaching and in recognition of their personal well-being.

A can do attitude is in the very DNA of FBS. Behaviour in lessons is exemplary. Pupils have excellent attitudes to learning. Through the mixed-age form group structure, older pupils model exemplary standards of behaviour to younger pupils.

Course length: 3 sessions **Where course is held:** at FBS

Course dates: November 10th 10am-2pm, November 14th 10am-2pm, November 22nd 6-8.30pm. Lunch will be provided on both days, with refreshments during the evening.

An outline of what the course will look like:

- Vision and ethos
- Standards
- Approach to Leadership and Management
- Planning and Self-Evaluation
- Staff recruitment and retention
- Teaching and Learning at the heart
- Benefits of a truly comprehensive intake

“The behaviour of pupils is outstanding. Staff are consistent in their high expectations of pupil behaviour.”

“Boys live and breathe good manners and courtesy. Boundaries are very clear and there is an unwavering expectation that all pupils will follow the school rules. Typically, they do.”

“FBS Staff engage with ways to improve their practice, there is a culture of collaboration and staff are keen to receive feedback. There is an extensive coaching programme and staff collaborate to share best practice.”

Course 2: Developing a school with a genuine Christian ethos

There are thousands of schools in the United Kingdom that would identify themselves as faith schools with a Christian character. It is often a struggle, however, to develop this Christian ethos in a way that impacts the whole of school life and community, that is faithful to the central beliefs of Christianity, relevant for pupils and staff and sensitive to the culture we live in. This course will allow school leaders to consider ways in which their school's Christian character can be more clearly defined and embedded in every area, including the pastoral system, subject teaching and amongst a staff team. There will be time to think through strategies, discuss possible problems and look at practical examples of how a clearly embedded Christian ethos would work.

Course length: approximately 2 hours **Where course is held:** at your school

Course dates: 2-4pm on Oct 2nd, Nov 2nd, Dec 3rd, Jan 8th, Feb 5th, Mar 6th, Apr 2nd, May 7th, June 4th or July 2nd.

An outline of what the course will look like:

- Introduction: what does it mean for a school to have a Christian ethos?
- Schools with a Christian ethos in 2018/2019: the challenges and opportunities
- Back to the Bible: getting the foundations right
- Developing a clear vision for your Christian ethos
- Developing a whole school Christian ethos programme
- Developing the Christian ethos in lessons / subjects
- Developing the Christian ethos in pastoral care systems
- Developing the Christian ethos in a staff team
- Developing the Christian ethos in partnership with local churches

Course 3: Making every boy a linguist

We are offering the opportunity of a joint-venture between Primary schools and The Fulham Boys School, to help students be better prepared for MFL at secondary school. In order to bridge the gap during the transition from primary to secondary schools, students need the continuity factor. We would therefore like to offer help and support to primary teachers who are delivering MFL lessons, to help bring a more consistent approach from KS2.

Course length: 3 sessions, each run termly for ½ day at FBS for feeder schools, and 3 additional sessions, each run termly for ½ day at feeder schools.

An outline of what the course will look like:

- An introduction to the University of Cumbria methodology, highlighting the benefits of the near-immersion method
- Primary colleagues would then be given the opportunity to observe UoC lessons at FBS
- FBS MFL staff to teach sample lessons to year 6 classes in main feeder schools
- FBS MFL staff to support in-house with lesson and teaching resources + required supporting scaffolding to help roll the methodology

Course 4: Developing a happy & safe school for staff and pupils

Wellbeing is at the heart of The Fulham Boys School and we invite visitors to come to the school to gain an understanding of the systems that are in place to ensure that staff and students are happy and safe in school. We offer you the opportunity to see what we do as a school to consider our staff wellbeing and the benefits that we as a school see from having staff that feel valued day-to-day in work.

The ethos of The Fulham Boys School is for every boy to 'be known' and in order to facilitate this FBS has developed a strong pastoral system that is at the heart of all elements of the school. Visit the school and gain an insight into the wide range of systems in place to support staff and students across the school.

Course length: Half day. **Where course is held:** at your school and visit to FBS.

Course dates: After October 2018 half term. Flexible on dates subject to FBS approval.

An outline of what the course will look like:

- Ethos: Get an idea of the strong school ethos by observing one of the school's assemblies
- Being a shining light: What does The Fulham Boys School do that makes it a shining light for student and staff wellbeing? Meet with Deputy Head Teacher (Safeguarding Lead) for introduction to school and get overview of systems in place.
- Staff wellbeing: Meeting with School Chaplain to consider systems in place at FBS to maintain a healthy staff body
- Heads of House: Meeting with one of the school's pastoral leads to get an understanding of the systems that they oversee to enable students wellbeing

"If ever someone wanted to see a school where staff and students were happy, safe and well I would send them to The Fulham Boys School."

Hilary Shaw, Tri-Borough Safeguarding in Schools Officer.



Course 5: Bringing out the best in boys

Boys' underachievement has been a much discussed and debated topic and poses as a major challenge to the education system. For a variety of reasons boys have fallen behind girls in terms of educational outcomes. This course will address these issues and offer practical solutions to help motivate and engage boys with their learning. From the nuances of forming relationships and providing role models, to the pedagogical specifics of engaging boys in the classroom, we will build up a toolkit of methodology to help redress the trend of boys' underachievement.

Course length: Half or whole day, depending on requirements.

An outline of what the course will look like:

- Introduction: why is bringing out the best in boys an issue?
- Expectations - A behaviour system geared towards boys
- Building a boy-friendly curriculum
- Engaging boys in lessons - how to hook boys and keep hold of them
- Using technology to support, engage, stretch and challenge boys
- Addressing boys' literacy needs in the classroom and beyond
- Building relationships for learning - what makes boys tick?
- Developing the influence of male role models inside and outside school
- Contextualising learning - giving boys the big picture
- Using competition to motivate and engage boys
- Best approaches to AfL for boys
- Getting boys to engage with marking so it results in clear progress

Course 6: Getting the best from Google in school

The Fulham Boys School has developed a successful 1:1 Chromebook scheme over the last 2 academic years. Becoming a 'Google' school and embedding use of G-Suite and Chromebooks across the school has given staff, students and parents a wide range of benefits. If you are a school that is considering increasing your use of technology, is keen to find out more about the benefits of G-Suite for Education in schools, or has questions about difficulties faced launching a 1:1 device scheme.

Course length: Half a day or full day, as required. **Where course is held:** at FBS

Course dates: After October 2018 half term. Flexible on dates subject to FBS approval.

An outline of what the course will look like:

- Introduction: What does a 1:1 device scheme at The Fulham Boys School look like and what are the benefits?
- The finer details: How does a school with 40% of student's qualifying for Pupil Premium Funding get a device into every student's hands?
- The learning curve: What are the lessons that FBS has learnt over its' journey to launch G-Suite and get it fully embedded across the school

- The students' view: Meet some of the school's Digital Prefects and get their ideas on how technology is used by them day to day in FBS.
- Lessons: observe lessons delivered by Google Certified Educators and get a real flavour of the educational benefits of G-Suite and Chrome book devices. You will get the opportunity to meet teachers afterwards to 'unpick' the technology that you saw used in the lessons and find out how easy it is to use in practice!
- Paperwork: Go through (and be given) policies and documentation that is used to support use of ICT at FBS and ensure use is robust
- Wrap-up: An opportunity to ask any remaining questions that you may have from the day

Course 7: Making marking work / the marking MOT

Teachers spend significant amounts of their time marking pupils' work but rarely get the chance to step back and consider whether their approach is truly effective in facilitating learners' progress. This course provides that opportunity, with a mixture of research, examples of outstanding practice, discussion and time to evaluate current marking and feedback approaches. It can be delivered 'on site' at a school and would be relevant for staff ranging from classroom teachers to departments or groups of departments to senior leaders with responsibility for teaching and learning.

Course length: 1½ - 2 hours. **Where course is held:** at your school.

An outline of what the course will look like:

- Introduction: what is the purpose of marking?
- Pitfalls and potential: the good and the bad of marking
- Evidence: what the research says about marking and feedback
- Impact: how do I get boys to meaningfully engage with my marking?
- Examples: looking at a range of outstanding marking and feedback strategies
- Adapting: how does marking change in different subjects and key stages?
- Penless: alternatives to written teacher marking
- Literacy: linking whole-school development of written skills with teacher marking
- Consistency: the importance of routine and consistent approaches
- Evaluation: a chance to look at your school or department's policies and practice related to marking and feedback
- Into practice: an opportunity to spend time creating or developing marking strategies

“Morale is high and the school is thriving.”

“The school has delivered on the big claims.”

“Expectations are extremely high.”

“The boys love learning and speak highly of teaching.”

Department for Education

Course 8: Real Boys Read

To say that boys don't read is a nasty stereotype. Yet, in 2011 an estimated 60,000 boys failed to reach the expected reading level at age 11. The "reading gender gap" is widening and word on the street is that action needs to be taken. However, it isn't so easy when statistics argue that boys are reading less, reading easier texts and reading less thoroughly than their female agemates. The idea that "you can lead a horse to water, but you can't make him drink" may be applicable to an extent, but it also admits defeat and accepts the stereotype as immovable. This session aims to discuss the challenges that schools face when addressing the issue with reference to research papers, case studies from primary and secondary schools, as well as strategies and practical examples from The Fulham Boys School.

Course length: 90 minutes. **Where course is held:**

An outline of what the course will look like:

- The "Reading Gender Gap": dissecting the stereotype
- Common Concerns: what are the challenges for teachers of boys?
- Case Studies: what do different schools do? (based on KS3 research done in local London schools)
- The FBS Way:
 - A library geared to boys: going viral
 - Real Boys Read: deploying male role models (teachers, speakers and parents)
 - Reading Ambassadors: a whole school approach
 - Fierce Competition: Accelerated Reader, House Points and Certificates

Course 9: Sports Engagement

The FBS philosophy of 'sport for all' means encouraging all boys to get active, and stay active for life. We want every boy to reach his sporting potential and find an interest that will stay with him beyond his school years. Sport is integral to school life, building a sense of achievement and self-improvement and developing team spirit and pride in school.

Course length: 2 hours, from 1.30 - 3.30pm on Friday afternoons.

Where course is held: rugby, football and cricket at Barn Elms, indoor rowing at FBS.

Course dates: Rugby 28/9/18, Football 1/2/19, Cricket 14/6/19, Indoor Rowing 7/12/19.

An outline of what the course will look like:

- Each session will be run as a tournament for primary schools
- Each primary school will be able to enter two teams of 9 boys to compete in the different tournaments
- FBS PE staff will run all tournaments
- An insight into the benefits of teams sports, fitness and exercise

10A. CPD for primary school Science practicals. Where course is held: at FBS.

An opportunity for primary school teachers to develop their understanding of Science and how practical work can be used as an effective teaching and learning strategy for promoting engagement and learning in science.

10B. Engaging primary school children in Science. Where course is held: at FBS.

10C. Safe Science: How to engage with simple practicals and address misconceptions.

Even without a lab there are some engaging practicals in Science that you can do which will benefit the students in their scientific understanding and passion for the subject. We will be sharing these experiments with you and showing how best to approach them safely with the students. There are also some great AfL strategies and starters that can help to pinpoint students' misconceptions in Science. We will be sharing these approaches so you can 'get inside the black box' for students in Science and feel more confident as a practitioner.

10D. Secondary school Science Introduction

An opportunity for primary school children to experience secondary school Science in a laboratory. They will carry out some practicals and get taught some basics leading into KS3 Science.

- Experiments
- Videos to show strategies in place. Using IRIS Connect to demonstrate practicals that primary school teachers can carry out in their classrooms
- Underpinned with pedagogical theory.

Course lengths: Half day. **Where courses are held:** at FBS or at your primary school depending on which course and availability.

Course dates: 17th and 24th September.



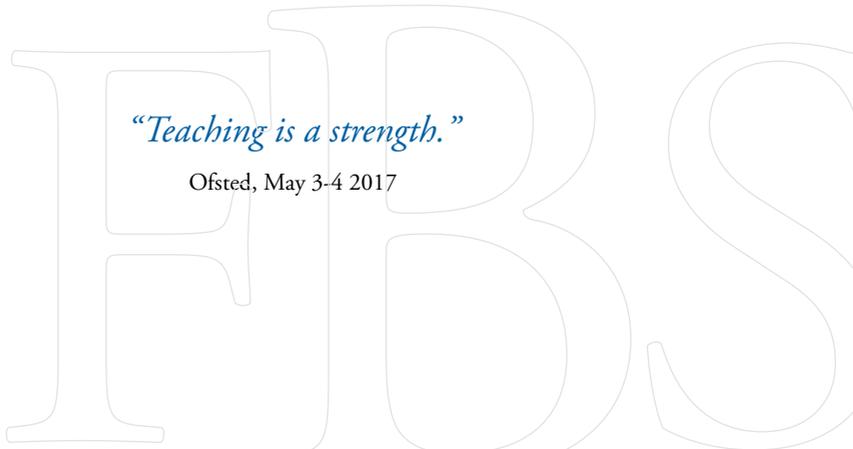
BOOKING A COURSE

Please email j.proudfoot@fulhamboyschool.org.uk quoting which course(s) you are interested in.

- Course 1** Understanding and embedding school ethos
- Course 2** Developing a school with a genuine Christian ethos
- Course 3** Making every boy a linguist
- Course 4** Developing a happy and safe school for staff and pupils
- Course 5** Bringing out the best in boys
- Course 6** Getting the best from Google in schools
- Course 7** Making Marking Work
- Course 8** Real Boys Read
- Course 9** Sport
- Course 10a** CPD for primary school Science practicals
- Course 10b** Engaging primary school children in Science
- Course 10c** Safe Science
- Course 10d** Secondary school Science Introduction.

“Teaching is a strength.”

Ofsted, May 3-4 2017





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