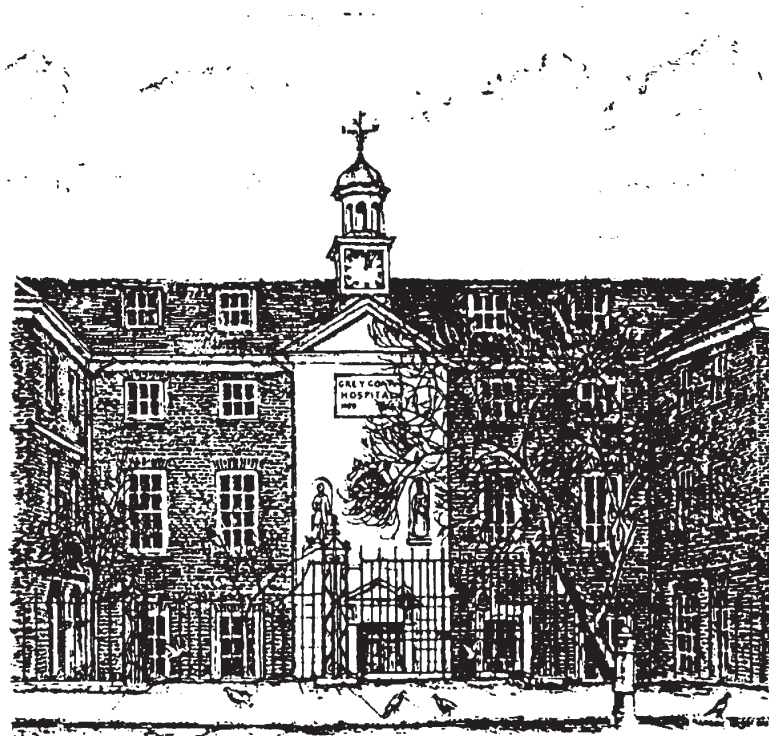


# THE GREY COAT HOSPITAL

CHURCH OF ENGLAND COMPREHENSIVE SCHOOL FOR GIRLS



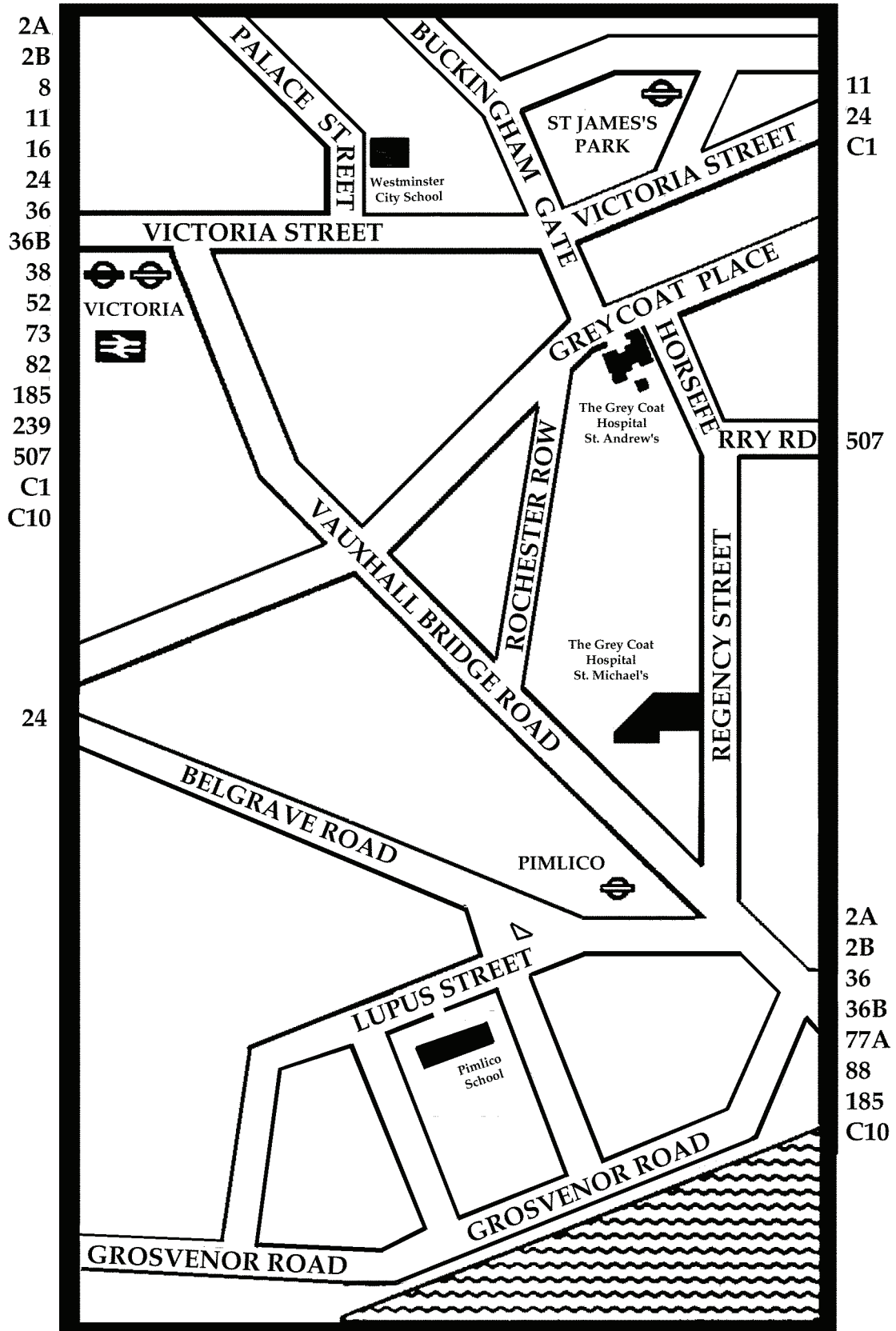


# THE GREY COAT HOSPITAL

CHURCH OF ENGLAND COMPREHENSIVE SCHOOL FOR GIRLS

ST. ANDREW'S  
GREYCOAT PLACE, WESTMINSTER, LONDON SW1P 2DY  
ST MICHAEL'S  
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# Location of St Andrew's & St. Michael's



Numbers indicate bus routes

Underground stations -

⊕ Circle and District lines

⊖ Victoria line

Rail services 

*...to enable students to take charge of their learning,*

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## *Character of the school*

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**S**ize: 1,050    **G**ender: Years 7-11 (all girls)    **Y**ears 12 - 13 (mixed)

### The Grey Coat Hospital's Mission Statement

The aim of The Grey Coat Hospital is to enable students to take charge of their learning, make decisions based on Christian Values, live in the world as independent women and meet the challenges of the twenty-first century.

The Grey Coat Hospital was established in 1698 and St. Andrew's remains on the original site. In 1974 the Hospital joined with St. Michael's to become a comprehensive, thus creating a split site school. In 1998 the school celebrated its Tercentenary with the opening of a new building six minutes walk away, to replace the old St Michael's in Sloane Square. The St Michael's building provides the most modern and up-to-date accommodation in all areas. We have further developed the school under BSF, with an exciting new Arts building at St Andrew's.

The motto of the original founders was 'God Give the Increase', their aim being 'to create 'a nursery for loyal citizens, honest workers and solid Christians'. Our interpretation of the aim is to 'enable students to take charge of their learning, make decisions based on Christian values, live in the world as independent women and face the challenges of the twenty-first century'. Our aim is an inherent part of everything we do to ensure that the students are set up to lead successful and fulfilling lives.

We provide a huge range of extra curricular opportunities for the students, as well as many enriching activities and trips both in the UK and abroad. The school is situated in Westminster which means we are well placed to offer our students many enriching cultural experiences. It also means we can tap into the various businesses which have their headquarters in central London.

The school is heavily oversubscribed and our pupils come from a very wide range of cultural and social backgrounds. There are excellent transport links to Grey Coat and so many of our children travel some distance. Those gaining Open places tend to live within walking distance.

The school is popular with students who want to come to Grey Coat because they know that the school's aim of high aspirations, raising achievement and developing the abilities of all its students is realised. Our pupils come from nearly sixty nationalities, speaking many different languages and are well motivated and proud of their school.

*... . make decisions based on Christian values,*

The Grey Coat Hospital has a very successful record over the last ten years of implementing initiatives and managing change. In every area of school life the students at Grey Coat have thrived: academically, creatively, spiritually and physically. The Ofsted Report of March 2009 described Grey Coat as 'an outstanding school'. It also said the following: 'It successfully brings together students from a range of backgrounds and enables them to make good progress to reach exceptionally high standards at GCSE. The excellent care, guidance and support within a strong Christian ethos underpin students' outstanding personal development and well-being. Teachers know their students well and build good relationships with them. In response, students work hard, collaborate with each other well, make good presentations to the class and enjoy their lessons. The outstanding curriculum ensures students' excellent spiritual, moral, social and cultural development'.

We have strengths in all areas. However many of our girls are of the first generation in their families to contemplate higher education. The Grey Coat Hospital has developed a culture of facing up to and thriving upon challenges. We have a team of strong and innovative heads of department with both an induction and mentoring scheme in place to support and strengthen their roles. New teachers to the school also have mentors from within their departments.

Our links with parents are strong and many of the school's policies were developed with their active support. They have raised considerable sums of money to help us purchase equipment to support subjects across the curriculum, and also respond to requests from students for things like funding for a Yearbook, or benches for the garden. We have good links with the local community, and Grey Coat's reputation is highly regarded. We have been a link school with the National Theatre and on several projects with the Tate Gallery and the English National Opera. Since the foundation of the school it has been associated with Westminster Abbey, and in recent years students have performed a pageant for the millennium of the Abbey, and a powerful play to celebrate the Abolition of the Slave Trade Act which we then took to the Edinburgh Festival.

The philosophy of the school is centred upon a Christian Community which provides the best educational opportunity for all its students.

To achieve this aim we seek to:

- offer a broad, balanced and relevant curriculum embracing national and local curriculum issues specific to the needs of the students. Grey Coat students are to be made as literate and numerate as possible. They must also develop technological skills to equip them for the 21st century.
- concentrate on delivering effective teaching and learning by planning relevant, creative and personalised professional development opportunities. Teachers will be encouraged to be forward looking and to use innovative teaching methods.
- encourage independent learning through the setting of personal targets and encouraging all students to fulfil their maximum personal potential.
- maintain a structured caring community where tolerance, respect, confidence and co-operation are encouraged.
- offer students the opportunity to achieve success in academic, creative, sporting, social and personal contexts.
- maintain an effective working partnership with parents and the local community, industry and commerce.
- develop the use of our resources both physical and human to achieve the above aims.

*. . . . . live in the world as independent women,*

In July 2002 Grey Coat was designated a Specialist Language College. As a result we have been able to invest in some of the latest technology. All classrooms have interactive boards and the upper school building, which is radio networked, benefits from 60 lap top computers which can be used in any classroom. Further investment in ICT has come with the implementation of the BSF programme.

In September 2008 our second specialism as a Training School was introduced. This has enabled us to increase our contributions to the training of Associate teachers, to further development of teachers through training programmes and a school based MA in Educational Leadership in partnership with the Institute of Education, and to the understanding of the pedagogy in the UK amongst our visitors from many different countries. Our work as a training school has enabled us to raise the level of engagement with ideas about pedagogy so as to ensure outstanding outcomes for the students.

New teachers to the school also have a buddy.

### Admissions Policy

From September 1996 our Admissions Policy has included the selection of 15 girls who show an aptitude for languages. The rest are chosen with regard to three criteria:

Firstly the intake must be comprehensive with an appropriate number from each band.

Secondly, the commitment to the Church of England and other denominations within the Christian tradition.

Thirdly, a proportion of Open places allows for children of other faiths and none, living in our local community, to gain a place to the school.

### Density

The students come from every London borough and from over 100 primary schools. The central location of the school facilitates journeys from nearly every part of London and the school population reflects London's multi cultural nature.

### Information Technology

We have worked hard to develop our use of modern technologies to support learning and for administration and communication purposes. Further development is planned using the extra resources which will come to the school through BSF. Our aim is to make our students ICT competent, technologically and scientifically aware, and highly literate and numerate. Currently we have interactive whiteboards in every teaching room and around 1 computer for every 2 pupils.

### The Grey Coat Reputation

Our school has an excellent reputation due to several factors. Not only do we have outstanding examination results at GCSE and our results regularly place us as one of the top London schools, we have worked to create an ethos where pupils are valued, all achievements are recognised and students and staff work together as a team. We specialise in languages and believe that the study of languages enables our students to develop skills, learn from other cultures and develop an international outlook. Our P.E. department is recognised at both local and national level as outstanding. The contribution of the Music and Drama Departments over recent years have further enhanced our image with excellent performances in school and at venues further afield. Exhibitions of A level Art students' work at the SW1 gallery set an impressive standard.

*...and meet the challenges of the twenty-first century.*

Our reputation has led to a vast increase in the number of applicants we receive each year with around 900 applicants for 151 places.

## Curriculum

Years 7, 8 & 9 all follow the national curriculum subjects, with a strong focus on the development of thinking skills in every subject across the curriculum.

In Year 7 students are taught in mixed ability Form groups.#

In Year 8 girls are split into two equal ability bands and set for Mathematics, English and Languages. Students study two languages from Spanish, French and German. 75% of students continue with two languages to GCSE. Students also have the opportunity to study Mandarin, Latin and Japanese.

In Year 8 some partial setting is introduced in Science, with students expecting to take three sciences at GCSE starting their exam course.

In Years 10 & 11 girls follow a range of GCSE courses designed to open doors for them in the future.

The vast majority go on to further study either in our own sixth form or elsewhere.

In Years 12 & 13 we offer a broad range of A Level subjects and BTEC level 3 in Sport.

## Parents

We have a very active Parents' Guild who support the school in a variety of ways. Attendance at parents' evenings is always excellent at around 95%.

## Your Application

Head of Year 12 (TLR1c)

Closing Date: 12:00pm noon, Monday 20th February 2012.

Please complete our application form giving the names of two referees.  
You should also enclose a brief letter outlining your reasons for applying for the post.

Please email your application to [recruitment@gch.org.uk](mailto:recruitment@gch.org.uk)

*. . . .to enable students to take charge of their learning,*

## *Professional Development*

For those who love teaching and want to become the best teacher they have it in them to be, The Grey Coat Hospital is an exciting place to work. The students come to lessons with an agenda of their own - they want to learn. This does put pressure on the teachers, because the students expect and demand good teaching, but every effort of preparation is rewarded by the students' enthusiastic response to ideas and challenges. If this is the sort of pressure you enjoy you will be given every support to develop a range of skills and teaching styles. Innovation and risk taking are encouraged.

In our recent Ofsted inspection (March 2009) the Inspector reported: 'The good quality of the teaching is a key factor in the students' good progress'. 'Teachers have a very good knowledge of their subject and examination requirements. They set high expectations and plan well'.

Grey Coat first achieved the Investors in People standard in 1997. The most recent review in January 2011, highlights particular strengths of the school.

- The planning process is well-embedded and results in a clear line of sight between School Plan, Departmental Reviews and individual targets and objectives.
- People recognise that Grey Coat treats people as individuals and cares about their lives. Levels of goodwill towards the school and the leadership team are currently high.
- People describe a true community at the school and a genuine learning environment for adults as well as pupils.
- The professionalisation of learning and development at Grey Coat was externally recognised through the achievement of CPD Mark in 2010.
- People spoke highly of the support they get from line managers at Grey Coat. In this respect middle management capacity has been built, helped by the internally delivered leadership workshops given to Heads of Department.
- There has been excellent training used to convey and underpin the school's focus on moving lessons from good to outstanding.
- Communication is well-managed in this split-site school. Staff did not raise it as an issue and reported that the school was doing all it can via bulletins, meetings, cascading, emails and pigeon holes to communicate accurately and in a timely way.

*... . make decisions based on Christian values,*

New teachers starting in September follow an induction programme which is led by one of the Assistant Head teachers. Newly Qualified Teachers are guided through a well developed induction programme. Weekly meetings in school prepare teachers for the many aspects of the teacher's role and the events of the school year. NQTs have an individual mentor in their subject, and many opportunities for observation and feedback. Advanced Skills Teachers in the LEA also offer subject specialist support.

Colleagues newly appointed to management roles also have the support of a mentor in a similar job. All new staff have remarked on how helpful and friendly they have found the staff, and how they can turn for help to the nearest person - indeed students will also help you out if they can!

The performance management system is well established in the school. The ethos is developmental, with targets focusing on personal, departmental and whole school needs. Once the NQT year is passed, all staff are entitled to a full review every year. A preliminary meeting at the start of the academic year for all teachers aims to identify continuing professional development needs, ensuring that they are comfortably on track to achieve targets set.

The School was awarded Training School Status in September 2008 as its second specialism. Training School enables teachers at The Grey Coat Hospital to further extend, develop and disseminate good practice to teaching colleagues working within the borough of Westminster. We provide education and training for Initial Trainee Teachers from King's College, The Institute of Education, Imperial College, Goldsmiths and SWELTEC. We have established a number of partnership programmes which includes delivering the Graduate Teacher Training days for SWELTEC in conjunction with schools in Surrey.

Training School encourages all members of the school community to adopt flexible practices and generate more innovative approaches to learning. Students and Staff conduct school based research modules which feed into the school's development plan. In Easter 2009 in partnership with the Institute of Education, Grey Coat opened its doors to all Westminster teachers both secondary and primary to enrol on a Masters course in Educational Leadership. The course is delivered from Grey Coat and is partly funded by the Network Learning Partnership.

The classroom and what takes place within it, is the single most important aspect of school life at Grey Coat. Irrespective of the position teachers hold in the school, the teacher's ability to teach and students' opportunity to learn effectively leads to mutual respect and a shared sense of achievement. Life at Grey Coat is fast moving, and opportunities to introduce new initiatives or to try new roles give many teachers a route to professional advancement within the school.

*..... live in the world as independent women,*

## *Equal Opportunities Policy*

The Grey Coat Hospital has its roots firmly planted in the Christian Faith. It is opposed to ALL forms of discrimination (as fully detailed below in the AIMS section). We believe that each person is of equal value in God's sight and so ALL members of the school community, whether they be governors, parents, students or members of staff (both teaching and non-teaching) will oppose and resist any such discrimination.

We are fully committed both in all our activities:

- (a) to provide positive models with which of all groups may identify;
- (b) to celebrate the wide range of cultures in our community

We firmly oppose all types of stereotyping meant to undermine feelings of self-esteem and we will not tolerate the dissemination of offensive literature on or around the Hospital's premises.

Appropriate sanctions will be enforced whenever or wherever our equal opportunities policy is breached.

### Aims

The Grey Coat Hospital aims to create the conditions whereby students and staff are treated on the basis of their merits, abilities and potential and not discriminated against on grounds of age, colour, disability, ethnic or national origin, family circumstances, gender, political or religious beliefs, sexual orientation, size or socio-economic background and without any violation of their human rights so far as these rights have been held as being applicable to educational institutions.

In accordance with the general aim of this policy, we would hope to make The Grey Coat Hospital a safe environment for our students, staff, governors and visitors. In addition, we would like to be a positive influence in the community at large. We can work towards engendering an atmosphere of respect, tolerance and understanding by setting the following targets:

- To value, and encourage respect towards, every individual member of The Grey Coat Hospital.
- To make signs and displays in the school clear and welcoming and in a range of local community languages, clearly reflecting that this is a multi-ethnic school.
- To remove all graffiti as soon as possible.
- To liaise closely with the Parent's Guild and support realistic parental initiatives.
- To ensure, within the boundaries of employment law, that the staff appointed reflect the cultural diversity of the students and are able to contribute effectively to the learning of all pupils.

### Working Towards A Practical Solution

All teachers working in their various roles shall endeavour to put this policy into action.

Therefore, the guidelines below are a practical reminder of how to keep Equal Opportunities in the forefront of our minds in all our school activities.

### Pastoral Teams

Each teacher has a pastoral responsibility towards the students of the school. We want to strengthen the relationship between staff, students, parents and the community by working towards an acknowledgement and understanding of the diverse backgrounds of all our students.

We can do this by taking care of:

*...and meet the challenges of the twenty-first century.*

- How we talk to, and deal with, the students themselves.
- Correctly pronouncing student's names.
- How we communicate with parents, e.g. letters, reports, N.R.As and Parents' Evenings.
- How we liaise with outside agencies on behalf of parents and students.
- How we organise, and perform in, social and specific events.
- How we distribute responsibilities, credits and praise.
- How we organise visits/exhibitions/trips. Where feasible, these should be visited by a teacher prior to the trip and organised in such a way that all pupils benefit from them and feel secure in the knowledge that they will not be compromised by their content or structure. They must take into account the Hospital's educational visits policy.

#### Departmental Teams

- Materials should be examined with a view to ensuring that they have positive perspectives. This would include looking at books, videos, worksheets, displays, websites etc.
- Establish an awareness of how language is used and its suitability for the audience for whom it is intended.

#### The necessity of monitoring achievement and under achievement

Gather the necessary information required for a statistical breakdown of how well students are performing. Devise, in conjunction with other colleagues and agencies, strategies to help those who are under achieving.

#### Review of the curriculum taught

Subject to the demands of the National Curriculum, each department will review its curriculum to determine its suitability for all students and the support it offers to those adversely affected.

#### Establishing a training procedure

Each department should keep abreast of new approaches, debates and materials, and disseminate and share information. The induction programme for new staff will include initiation into the practices defined by this policy.

#### Management Team

Should:

- Ensure the provision of adequate resources to implement this policy.
- Take responsibilities for the procedures outlined below.
- Work with HODs and HOYs in the monitoring of achievement and under achievement of those students who come under the remit of this policy.
- Assist HODs and HOYs in devising strategies to help those who are underachieving.
- Advertise posts where appropriate in a range of journals, and use wording, which will attract applications from a wide range of persons.
- Include the Equal Opportunities Policy in the information sent to candidates about the school, and to discuss this area of school policy at interview.
- Ensure that all staff are trained in the practices of the policy.

In line with the Special Educational Needs and Disability Act 2001 the school and staff:

- Will not treat disabled pupils less favourably for a reason relating to disability.
- Will take "reasonable steps" to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage compared to their non disabled peers.
- Will not act in a way as to render the governors liable to a claim for discrimination
- Will receive appropriate guidance and support the governors in meeting their duties to pupils.

*. . . .to enable students to take charge of their learning,*

In accordance with the Race Relations (Amendment) Act 2000 the school will, in everything it does, aim to:

- Eliminate unlawful racial discrimination.
- Promote equality of opportunity and good relations between people of different racial groups.
- Record any incident on monitoring forms and pass to Inclusion Manager to be forwarded to Westminster.

As far as possible, any incident or complaint involving or impinging upon Equal Opportunities should be speedily resolved by the school. A written record should be kept of all such incidents. In the event of there being no such resolution by the school, then the Westminster Council Grievance procedure will be invoked. A copy of this procedure will be available in each staff room and office.

This policy will be reviewed annually.