Dear Parent/Carer, Staff Member and other interested persons:

**Consultation on the proposal to change Chatham Grammar School for Boys from a single sex school to a co-educational mixed school.**

Following a recent meeting of the Thinking Schools Academy Trust Board of Directors which is responsible for running Chatham Grammar School for Boys, and after due consideration of the options, including maintaining the school as a single sex boys school, it has been agreed by the Directors that a consultation be undertaken to consider the proposal to change the status of the school from a single sex boys’ school to a co-educational mixed school (co-ed), and to phase in the first co-educational cohort in Year 7 from September 2017 subject to approval from the Secretary of State for Education.

There are three proposed changes:

- Change of gender composition and the consequential changes to admission arrangements
- Change of name to Holcombe Grammar School or Holcombe House Grammar School
- Priority for students in Year 6 who are deemed selective and are attending TSAT primary schools: New Horizons Children’s Academy, Gordon Children’s Academy, Junior and All Faiths’ Children’s Academy.

**Background- opportunity for change**

This opportunity for change and a reorganisation of the school arises from:

- The desire to offer a **new educational choice for parents** of students deemed selective in the local area.
- **The evidenced positive impacts** of moving from a single sex school to a co-ed school.
- The **right time for the change**: the school is now rated as a “Good” school; there is significant positive momentum at the school; the school has significant staffing with experience of co-ed and girls’ educational settings; the school has the opportunity to invest in appropriate facilities to move to co-ed.
- **Connection to all TSAT primaries.** The New Horizons Children’s Academy shares a site with Chatham Grammar School for Boys and works in partnership sharing resources and expertise. It is appropriate that all students, boys and girls, who are able to attend a grammar school can attend the school they have worked with in the later years of their KS2 education and not just the boys. The other TSAT primaries also work within the family of trust schools and parents have committed to the mission statement of TSAT. For those deemed selective and attending TSAT primaries moving to co-ed would ensure that commitment would be recognised formally in the new admissions arrangements.
- **Connection to The Victory Academy.** The Victory Academy, 0.8 miles away, is a mixed high school which has been supported by the Thinking Schools Academy Trust and Chatham Grammar School for Boys since April 2015 and it became part of the Trust in September 2015. There are even greater opportunities for support and
sharing of expertise and best practice between a mixed grammar school and a mixed high school rather than support from a single sex school.

- The expertise within both Chatham Grammar School for Boys and the Thinking Schools Academy Trust in the teaching of boys and girls.
- The need to provide flexible additional capacity within the secondary grammar sector to meet the growing local population over the next five years. A co-ed grammar school is much better placed to work with the Local Authority in meeting the demand for places from both boys and girls rather than a single sex school only able to meet the demand for places of one gender.
- The need to address under-used capacity within Chatham Grammar School for Boys.
- The need to rationalise admissions to meet the needs of the local area, relieving pressure on Chatham Grammar School for Boys due to appeals and therefore allowing for a more stable population to the benefit of non-selective high schools.

Extending Parental Choice for parents of students deemed selective:

This is an opportunity to provide the local population with a new and exciting educational option for their children.

Students in the local area are currently served by 5 accessible Grammar Schools:

<table>
<thead>
<tr>
<th>School</th>
<th>Ofsted (date)</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chatham Grammar Schools for Boys</td>
<td>Good (2014)</td>
<td>Single sex boys’ school with mixed sixth form</td>
</tr>
<tr>
<td>Chatham Grammar School for Girls</td>
<td>Good (2012)</td>
<td>Single sex girls’ school with mixed sixth form</td>
</tr>
<tr>
<td>Fort Pitt Grammar School</td>
<td>Outstanding (2008/9)</td>
<td>Single sex girls’ school with mixed sixth form</td>
</tr>
<tr>
<td>Sir Joseph Williamson’s Mathematical School</td>
<td>Outstanding (2007/8)</td>
<td>Single sex boys’ school with mixed sixth form</td>
</tr>
<tr>
<td>The Rochester Grammar School</td>
<td>Outstanding (2007/8)</td>
<td>Single sex girls’ school with mixed sixth form</td>
</tr>
</tbody>
</table>

There is one other grammar school in Rainham – a heavily over-subscribed mixed grammar school, however, this is not easily accessible by public transport from the local area and so is not currently an option for residents in the local area.

Therefore, there is only provision for single sex grammar school education for boys and girls within the local area. Within the same locality there is a mix of single sex and co-ed high schools. This means that parents of students attending a high school have greater choice, being able to choose between a single sex and a co-ed educational environment, than parents of students attending grammar school who can only choose a single sex educational environment.

The proposal to offer a mixed co-ed grammar school in the local area will provide parents with additional choice when choosing the right school for their child. A single sex boys
school is not right for every boy and a single sex girls schools is not the right choice for every
girl; parents should have the choice of a local co-ed grammar school option.

Baumeister (2008) “Many boys and girls do fine with coed schools. But some do better in
same-sex schools. Society can benefit from choice and diversity. Let’s offer both coed and
same-sex schools.”

**Academic impact of a co-ed option:**

There is much debate concerning the advantages and disadvantages of single sex education
as opposed to coed education. What is clear is there is no definitive “correct” universally
accepted answer.

Proponents of single sex education often highlight the apparent success of single sex
schools, especially in the UK where highly selective independent girls schools tend to
dominate league tables of student outcomes.

However, the case that boys and girls learn and achieve better when taught separately is far
from conclusive: “Single-sex education does not educate girls and boys any better than coed
schools” according to research published by the American Psychological Association
analysing 184 studies of more than 1.6 million students from around the world (2014, APA
journal Psychological Bulletin).

There are currently 42 mixed selective grammar schools in the UK with 6 in the local area
(Kent and Medway). In the 2014 performance tables published in January 2015 the mixed
grammar schools in Kent and Medway performed as follows:

<table>
<thead>
<tr>
<th>School</th>
<th>KS2 APS</th>
<th>% 5A*-C incl E&amp;M</th>
<th>Progress KS4</th>
<th>Progress KS5</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1</td>
<td>31.3</td>
<td>98%</td>
<td>1026.3</td>
<td>-0.06</td>
</tr>
<tr>
<td>School 2</td>
<td>31.0</td>
<td>97%</td>
<td>1034.0</td>
<td>+0.14</td>
</tr>
<tr>
<td>School 3</td>
<td>31.4</td>
<td>98%</td>
<td>No data</td>
<td>+0.04</td>
</tr>
<tr>
<td>School 4</td>
<td>31.1</td>
<td>90%</td>
<td>1015.5</td>
<td>-0.23</td>
</tr>
<tr>
<td>School 5</td>
<td>31.4</td>
<td>92%</td>
<td>1012.7</td>
<td>+0.05</td>
</tr>
<tr>
<td>School 6</td>
<td>31.3</td>
<td>90%</td>
<td></td>
<td>-0.04</td>
</tr>
</tbody>
</table>

For comparison the Medway single sex grammar schools data is as follows:

<table>
<thead>
<tr>
<th>School</th>
<th>KS2 APS</th>
<th>% 5A*-C incl E&amp;M</th>
<th>Progress KS4</th>
<th>Progress KS5</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1</td>
<td>31.0</td>
<td>93%</td>
<td>1003.3</td>
<td>+0.05</td>
</tr>
<tr>
<td>School 2</td>
<td>31.2</td>
<td>96%</td>
<td>1014.1</td>
<td>+0.04</td>
</tr>
<tr>
<td>School 3</td>
<td>30.8</td>
<td>94%</td>
<td>1015.3</td>
<td>+0.04</td>
</tr>
<tr>
<td>School 4</td>
<td>31.6</td>
<td>99%</td>
<td>1033.5</td>
<td>-0.12</td>
</tr>
<tr>
<td>School 5</td>
<td>31.7</td>
<td>99%</td>
<td>1034.5</td>
<td>+0.21</td>
</tr>
</tbody>
</table>

- all data taken from the DfE performance tables website
The KS2 APS shows the average student academic outcome in their SAT examinations taken at the end of Year 6 in Primary School.

The percentage 5 A*-C including English and Maths shows the proportion of students achieving this national benchmark at the end of Year 11.

The Progress KS4 data compares student progress in a school compared to student progress from the same academic starting points nationally. A score of 1000 represents the national average. A score above 1000 shows that students make more progress at that school than students do nationally with the same academic starting points.

Therefore, the data would appear to confirm the hypothesis that there is no “correct” answer to the co-ed, single sex education debate. Both co-ed grammar schools and single sex grammar schools perform well in national league tables for both attainment and progress.

A decision to move to co-ed would, therefore, not have any negative academic impact on students attending grammar school in Medway. Indeed it could be argued that by providing students and parents with an alternative choice student performance should rise as students study in their preferred environment rather than in an enforced single sex learning environment.

Non-academic impact of moving to co-ed:

Sullivan, Joshi & Leonard (2011) found:

- Students, especially boys, prefer attending a co-ed school.
- When men were assessed for how they felt at age 42 from the private and grammar sectors, Malaise scores were higher if they had been to single-sex schools.

“There appears to be a general consensus that male and female students in coeducational settings are more positive about their schools and about the developmental aspects of their schooling. (Feather 1974; Schneider and Coutts 1982; Schneider, Coutts, and Starr 1988; Stables 1990). For example, Dale (1969, 1971, 1974) found that both boys and girls were more satisfied with coeducation, seeing it as a more “natural” environment and feeling it helped their relationships with the opposite sex. Similarly, Hannan and Shortall (1991) found that male and female ex-students of coeducational schools in Ireland were more positive about the personal and social development aspects of their schooling.” E Smyth (2010)

Therefore, this further supports the case that parents should be allowed to choose the right school for their individual child.
The right time:

When considering moving from a single-sex educational environment there is always the concern that the gender being introduced to the school will be at a disadvantage. However, due to the circumstances at Chatham Grammar School for Boys this is not the case:

- A large proportion of the staff have experience of teaching in a co-ed or girls’ setting as well as at a single sex boys’ school and so will have the necessary expertise and skills to effectively teach and develop girls in the school.
- The school has significant experience of incorporating and educating girls in the sixth form.
- The school has recently acquired new PE facilities with built-in existing provision for girls – PE education, changing rooms, toilets etc.
- The school is expanding into a New Build which will include further expansion of the provision of facilities for girls at the school.

Expertise in the teaching of Boys and Girls:

The Executive Principal at Chatham Grammar School for Boys has four years headship experience at an Outstanding Girls’ Grammar School and led Chatham Grammar School for Boys from “Special Measures” to “Good” in 12 months. There is clearly leadership expertise in securing excellent outcomes for both boys and girls within the school that will enable a successful transition to a co-ed teaching and learning environment.

The CEO of TSAT recently supported a local mixed high school that the LA were concerned would be placed into Special Measures. The school secured “Notice to Improve” followed by a “Good” Ofsted rating. The CEO has also taught in five co-educational schools and been part of the leadership team of four co-educational secondary schools.

There is clear capacity and expertise to deliver a highly effective mixed grammar school provision within both the school and the Trust.

Support for The Victory Academy:

Chatham Grammar School for Boys, as part of the Thinking Schools Academy Trust, is currently supporting The Victory Academy and the schools share the same Executive Principal. This support would be enhanced if Chatham Grammar School for Boys developed expertise in a mixed teaching and learning environment.

Equality of access for students deemed selective from TSAT Academies:

New Horizons pupils and an increasing number of pupils from other local TSAT primaries will be using the facilities of the co-sited Chatham Grammar School for Boys during KS2. The sharing of facilities and teachers is planned for PE, Science and Maths so that students can experience the highest quality specialist resources and teaching.
Currently only the boys attending New Horizons who are deemed selective would then have the opportunity to continue their education on a site with staff they are familiar and comfortable with. Added to this is a shared vision and ethos of thinking schools that will have improved the transition from Primary to Secondary and SEN support.

**Flexible capacity in the local area:**

Currently Medway has a surplus of secondary school places. However, the analysis of the future needs indicates that the local area will need additional capacity in the coming years.

By becoming a mixed grammar school Chatham Grammar School for Boys would be much better able flexibly to meet the future needs of the local population, regardless of gender.

The details of the local population in summary are:

- The number of students on roll in Medway increases from 3140 in the current Year 6 to 3441 in current Year R.
- In addition the birth rate indicates the number of students coming through the system will increase further reaching over 3800.
- The Local Authority expects considerable inward migration to the area will further increase the demand for school places across the system. *Figures from Medway Council Academic Year 2014/15*

As a mixed grammar school the school will be able to meet the needs of population growth offering places to boys and girls.

The Trust Directors/Governors are committed to ensuring that there will be no detriment to the number of places offered to boys as a co-educational grammar school and would also consider allowing an additional form of entry/variation to admit above PAN to assist meeting the demand for places, if this were necessary, through the appropriate consultation process including early planning work in co-operation with the Local Authority. It should be noted that CGSB has already reduced its PAN to 120. If a new PAN for the co-educational selective school was set at 150 this would not represent an expansion of selective places in Medway.

**Under-used capacity within Chatham Grammar School for Boys:**

Chatham Grammar School for Boys recently changed its Published Admissions Number (PAN) from 146 to 120 to reflect the declining number of students within the school.

The current numbers in each year group are as follows:

<table>
<thead>
<tr>
<th>Yr 7</th>
<th>Yr 8</th>
<th>Yr 9</th>
<th>Yr 10</th>
<th>Yr 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>108</td>
<td>108</td>
<td>117</td>
<td>109</td>
<td>105</td>
</tr>
</tbody>
</table>
As a selective School Chatham Grammar School for Boys cannot admit students who have not been deemed selective. This means that, as part of the Medway Co-ordinated Scheme, there are a specified number of students who have passed the selection tests from which it can attract its students.

Unfortunately, Chatham Grammar School for Boys has historically been the second preference boys’ grammar school in the local area. This can clearly be seen in the school preferences return where in 2014 first preferences for CGSB were 55 whilst second preferences were over 160. This is due in large part to the long history and location of the other local boys’ grammar school.

Whilst a quarter of parents do choose Chatham Grammar School for Boys as their preferred option for their son this is not a sufficient number to fill the capacity of the school.

The impact on the school in running at under-capacity is significant. Schools are run and funded on form groups of approximately 30 students. Therefore, a four form entry school would be running most financially efficiently with 120 students. In Years 7-11 the school is working well below 120 students in most year groups. The financial consequence of this is that each year the school receives approximately £200,000 less funding than if it were running at 120 in each year group. Unfortunately, the costs associated with running a year group of 110 compared with a year group of 120 are almost identical as you still have to run a four form year group – with the associated fixed costs of teachers, Head of House, etc. In essence the school has the costs of a four form 120 student year group with only the income of 3¾ forms.

Due to the financial constraints the Trust has had to take steps to ensure the school remains financially viable in the future. However, some of these steps have had to include some reduction in curriculum offer e.g. we are unable to offer drama at KS4.

If the school were able to move to a secure intake of 118-120 in each year group then the school would be able to offer students greater breadth of curriculum choice and greater support through number of sets in KS4 for core subjects.

Therefore, in order to ensure the long term ability of the school to offer the educational opportunities and standards the students deserve it is necessary to consider ways of ensuring the school is running at capacity. Even though there is a demographic increase as it stands it is unlikely that CGSB would be at full capacity up to Year 11 (age 16) until 2025. It is not possible to sustain the quality of provision for that time.

**Rationalising local provision:**

Currently, Chatham Grammar School for Boys takes a significant group of students following a successful appeal through an Independent Appeals Process. Given the under-capacity parents who are able to prove their child is of selective ability are able to gain a place in the school, removing them from their allocated high school.
This proposal would allow the school to reach its Published Admissions Number and so be much less likely to take students on appeal as the Appeals Panel would have to recommend a student attend the school despite the school having reached its published capacity. This would allow for much greater stability for high schools in the local area.

**Change to Holcombe/Holcombe House Grammar School:**

If the school chooses to become a co-educational selective school it will be appropriate and necessary to change the school name.

The possibility of changing the school name has already been raised by parents at the Parents Council and Holcombe Grammar School was the suggestion they put forward.

“Holcombe” has direct connections to the school:

- The specific location in which the school is situated is known as Holcombe.
- Holcombe House is an integral part of the school.
- Former students already associate the school with its Holcombe heritage, calling themselves “Old Holks.”

**The proposal:**

The proposal is to change the status of the school from a single sex boys’ grammar school to a co-educational grammar school.

If, following consultation, the Directors obtain approval to convert to a co-educational school, the school will need to revise the determined admissions arrangements for 2017. This has a set timeframe and therefore we propose to instigate a simultaneous review of the admission arrangements for the school. This has the advantage that both proposals can be read at the same time and therefore this will improve the consultation process. We are, however, aware that should the school be unable to convert to a co-educational school the admissions consultation would simply no longer be necessary.

It is proposed that the admission policy will be in line with the current primary and secondary policies but will also acknowledge that the school is part of a multi-academy trust. The Medway Council website has details of the current admissions to secondary schools arrangements.

The earliest the first co-educational cohort could enter Year 7 would be from September 2017. Existing year groups would continue to receive their education at the school until they leave at the age of 18.

**FAQs:**

Q. Why are you suggesting the school moves from being a single sex boys’ school with a mixed sixth form to a co-ed school?
We believe this proposal is in the best interests of the whole community:

Students:

- Achieve academically as well in co-educational as in single sex schools.
- Boys prefer attending mixed schools.
- Have enhanced life outcomes.
- Benefit from a campus approach to the school experience.

Parents / carers:

- Have the choice of choosing the right type of school for their child – coed or single sex.
- Coed schools are popular with parents.
- The school will prioritise sibling links in its over subscriptions criteria to support parents who wish to send their children to the same school.

Local Authority:

- As the demand for secondary school places rises over the coming years a mixed grammar school is best able to meet the growing needs for places.

Local High Schools:

- As entry to the school reaches the PAN there will be much greater stability in student places across the local area.

Q. How will you meet the needs of girls?

Facilities:

- The school already has a co-ed sixth form so there already some toilet facilities in place (M Block).
- The school has converted the unused toilet area in the A block to girls’ toilets.
- In the refurbishment of the existing buildings we plan to put in new female toilets.
- The newly acquired school gym already has female changing and toilet facilities.

Curriculum:

- The school intends to review the curriculum offer to ensure all students have an appropriate curriculum – this includes PE provision.
- The Trust has significant curriculum experience in meeting the needs of both boys and girls. Indeed, comparing the current curriculum at Chatham Grammar School for Boys with that of local girls’ grammar schools it is clear that provision is linked more closely to ability than gender.
Pastoral Care:

- The school will continue to use a House System to provide pastoral care, with each House having an assigned Head of House. Currently, three out of four of the Heads of House are female.
- All Heads of House will receive training in meeting the pastoral needs of all children especially girls.
- The school already meets the pastoral needs of girls in the Sixth Form.

Protected introduction:

- Female students will be assigned to forms in groups to ensure they feel they have female friendship groups and we already have a number of female staff that work within the pastoral and SEN team. Therefore, any female pupil who did have SEN would have access to appropriate educational as well as emotional and social support.
- We will ensure there are appropriate opportunities for girls to work with students from The Rochester Grammar School. There will be curricular and extra-curricular opportunities. In this way they will feel part of a wider “co-educational family” of schools.

Q. Will girls only be allowed into Year 7 in 2017?

We would not expect female students to be entering year groups other than Year 7 or the sixth form in 2017. However, we are currently successfully meeting the needs of a small number of Gifted and Talented female students in Year 8 from The Victory Academy, despite Year 8 being a predominantly male year group.

Therefore, we would consider any application to other year groups on a case by case basis ensuring that this was a fully informed decision by the student and parents and only allow this to happen where it was clearly in the student’s best interest which out-weighed the inevitable difficulty of being a single female student or very small group of female students in an historically male year group.

Q. How will this change impact on the ethos of the school?

We do not intend to change the ethos and mission of the school. “Aspire & Achieve, Together” will remain the core values of the school.

The recent developments such as House Nights and the school’s reward system will remain in place and be expanded to ensure that the needs of both genders are met.

The school is committed to retaining the engagement exercises with the school community through such events as the Parent Council and Student Forum.
The school is committed to becoming a Thinking School (Exeter University) and continuing to develop a cognitive approach to Teaching & Learning.

Q. Why are you proposing this now?

The school has significant positive forward momentum at the moment:

- Ofsted moved the school out of Special Measures and designated the school as “Good” in September 2014.
- The school achieved its best GCSE and A Level results in the summer of 2014 and 2015 since joining the Thinking Schools Academy Trust.
- The school has an experienced Executive Principal and Principal who are both able effectively to implement the proposed change and with significant experience in leading both boys’ and girls’ schools.
- The school is part of The Thinking Schools Academy Trust and can call on a wide range of expertise to support the school through this transition.
- The school needs to be ready to provide pupils from New Horizons Children’s Academy with the opportunity of remaining on the Holcombe Campus at the end of Year 6.
- The school needs to be ready to meet the local needs of an expanding school population.

Q. How will this effect students currently in the school?

The current year groups are all male in Years 7-11 and co-ed in the sixth form (apart from a small group of Victory gifted and talented students in Year 8).

For those in Years 7-11 there will be very little or no effect on their school experience. The expectation is that the co-educational transition will be from Year 7 2017 with very limited impact on other year groups.

Q. Why do you need to change the name of the school?

It is inappropriate to remain “Chatham Grammar School for Boys” as a co-educational school. Indeed some schools change their name when they have co-educational sixth forms e.g. Mayfield Grammar School, Gravesend.

Holcombe Grammar School or Holcombe House Grammar School was suggested at the Parents Forum and encapsulates the iconic element of the school (Holcombe House) and the local area - Holcombe.

Q. Can I suggest a different name?

Yes, as part of the consultation you can suggest alternative names to be considered.
Q. How will this affect Sport and Extra-Curricular opportunities?

The school has recently gained the use of The Victory Academy gym and facilities. This will provide a significant boost to the sporting opportunities in the school as a whole.

As part of the curriculum review we will assess the sporting opportunities for girls. The school currently has one female PE teacher.

The school is constantly reviewing extracurricular provision to ensure students have a wide variety of opportunities.

Q. Will there be a change in logo / uniform?

The school recently updated its logo and hopes that any agreed name change will work with the current logo.

The proposal from the parents’ forum to change to Holcombe Grammar or Holcombe House Grammar School would certainly work well with the recently updated logo.

There would be no change in the boys’ uniform for current students.

The proposed new girls’ uniform will be similar in tone to the current boys’ uniform and would be consulted on should the school decide to apply to go co-educational.

Q. What will the over-subscription criteria be for the school?

A separate admissions consultation document with the new proposed determined arrangements will be provided as part of the consultation process. Please see the school website.

Q. What will the balance between girls and boys be in a Year group?

We cannot select by gender to artificially determine the proportion of boys to girls.

We anticipate that the balance between boys and girls will evolve.

Initially we expect there to be a higher proportion of boys than girls in a year group, however, over time we anticipate that the proportion of boys and girls will become much more even.

It should be noted that the experience of other mixed grammar schools in Kent and Medway is that they have a slightly higher proportion of boys than girls.

Q. Is this proposal a Local Governing Body decision?

Yes, the Thinking Schools Academy Trust Board of Directors delegated the decision making on the consultation regarding a move to co-educational to the Local Governing Body.
The Local Governing Body has met to discuss the proposal and voted unanimously to engage in the consultation process regarding the proposed change in admissions procedures.

**Q. What will happen if the school decides not to proceed with the proposal to go co-ed?**

In this case the school will continue as a single sex Grammar School for boys.

The school has already conducted the necessary financial planning over the next five years to ensure that if the school does remain a single sex school it will be sustainable. This will require some fundamental decisions on the curriculum offered to recognise that the school’s pupil numbers are likely to remain lower than those should the school became co-educational. Links with other Trust schools are likely to become a more significant part of the structural changes required to maintain sustainability.

**What happens next?**

No decision, other than to consult, has been made at this stage.

We are consulting widely from 9th November 2015 to 5th January 2016, in order to hear and collect your views. The School and Trust Governing Bodies will assess these views and a number of other factors and decide whether to submit a formal business case and a new admissions arrangement to the Secretary of State for Education.

TSAT would also be required to enter into updated agreements with the Secretary of State to reflect the co-educational status of the academy.
Consultation on the proposal to change Chatham Grammar School for Boys from a single sex grammar school to a co-educational grammar school.

Target timeline: key dates in the decision making process

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>October, 2015</td>
<td>Meetings with LA to determine whether they are in support of the proposal and the contextual information on the requirement for places locally.</td>
</tr>
<tr>
<td>October 2015</td>
<td>Trust Directors and LGB consider whether to proceed to a public consultation.</td>
</tr>
<tr>
<td></td>
<td>Trust Directors consider whether to delegate the final decision to the LGB.</td>
</tr>
<tr>
<td>November, 2015 to</td>
<td>Academy Trust/LGB carries out a consultation with stakeholders</td>
</tr>
<tr>
<td>January 2016</td>
<td>Academy Trust considers the responses to the consultation and whether to submit a formal business case and proposed admissions arrangements to the EFA for approval by the Secretary of State.</td>
</tr>
<tr>
<td>January, 2016</td>
<td>Should the Trust decide to proceed, business case submitted to the Regional Schools Commissioner (RSC) and proposed admissions arrangements submitted to EFA covering:</td>
</tr>
<tr>
<td></td>
<td>• Current school situation and details on the proposals and impact on admissions</td>
</tr>
<tr>
<td></td>
<td>• Implementation date (September 2017)</td>
</tr>
<tr>
<td></td>
<td>• Impact on other schools and details of the consultation and outcomes</td>
</tr>
<tr>
<td></td>
<td>• LA position on the proposal and any negotiation which has taken place to obtain LA support- set out in writing and any details on how the proposal fits in with wider LA plans (need for places etc).</td>
</tr>
<tr>
<td></td>
<td>• Costs of the change and the capacity and value for money/sustainability going forward</td>
</tr>
<tr>
<td>Beginning of February,</td>
<td>Business case considered by RSC and EFA. If approved, the EFA will send a variation to the academy trust to be</td>
</tr>
<tr>
<td>2016</td>
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</tbody>
</table>
completed and registered accordingly. Admissions to be determined by 28th February 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July, 2016</td>
<td>Admissions booklet printed with details of policies and process.</td>
</tr>
<tr>
<td></td>
<td>Mid August paper application forms printed and online admissions form/system updated and tested ready to open on 1 September 2017.</td>
</tr>
<tr>
<td>1 September – 31 October, 2016</td>
<td>Applications for secondary school places for September 2017 open.</td>
</tr>
<tr>
<td>1 September, 2017</td>
<td>1st co-educational Y7 cohort.</td>
</tr>
</tbody>
</table>

How can you have your say?

We will be holding public drop in meetings on 12 November, 6.30pm – 8.00pm and 3 December 6.30pm – 7.30pm when anyone who would like to discuss these proposals will be welcome to attend.

Please come along and ask us any questions you may have about what this means for the school and the community.

Or, if you prefer, you can telephone the school on 01634 830083

Or email the information to the Clerk of Governors Sandie Davenport:

sandie.davenport@cgsb.co.uk

There is also a consultation form attached to this letter.

Peter Martin
Chairman
The Thinking Schools Academy Trust

Michael Bailey
Chairman
Chatham Grammar School for Boys
Local Governing Body
Consultation Response Form

Consultation period – 8 weeks to 5th January 2016

<table>
<thead>
<tr>
<th>School Name/Name of Body (if applicable)</th>
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<table>
<thead>
<tr>
<th>Your Name:</th>
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<tr>
<th>Your Designation: (e.g. Parent/Headteacher etc)</th>
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</table>

Responses must be received by no later than 5.00 pm on 5/1/16

ADMISSION ARRANGEMENTS FOR CHATHAM GRAMMAR SCHOOL FOR BOYS

Please indicate if you agree or disagree with the proposed admission arrangements
(Please circle your response)

<table>
<thead>
<tr>
<th>AGREE</th>
<th>DISAGREE</th>
<th>NO PREFERENCE</th>
</tr>
</thead>
</table>

General comments:

Please return this form to:

CONSULTATION RESPONSES
Chatham Grammar School for Boys
Holcombe
Letchworth Avenue
Chatham
ME4 6JB