

Tauheedul
Free Schools

Birmingham Free School



Section A: Applicant details

Main contact for this application			
1.	Name: ██████████		
2.	Address: Tauheedul Free Schools' Trust 31 Bicknell Street Blackburn BB1 7EY		
3.	Email address: ██████████		
4.	Telephone number: 01254 54021		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input checked="" type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input checked="" type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other
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6.	If Other, please provide more details: N/A		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
8.	If Yes, please provide more details: 1. Waltham Forest Leadership Academy for Girls 2. Bolton Free School 3. Preston Free School 4. The Olive School, Blackburn 5. The Olive School, Hackney		
9.	<table border="0"> <tr> <td style="vertical-align: top;">In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
10.	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: N/A	
Details of company limited by guarantee		
11.	Company name: Tauheedul Free Schools' Trust	
12.	Company address: 31 Bicknell Street Blackburn BB1 7EY	
13.	Company registration number: 07353849	
14.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.	If Yes, please provide details: Tauheedul Islam Boys' High School, Blackburn (this is a free school that opens in September 2012)	
Company members The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.		
16.	Please confirm the total number of company members: Three	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: Tauheedul Islam Faith, Education and Community Trust (TIFECT)	
	2. Name: ██████████	
	3. Name: ██████████	
	4. Name:	

Company directors			
<p>The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.</p>			
18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):		
	1. Name: Tauheedul Islam Faith, Education and Community Trust		
	2. Name: [REDACTED]		
	3. Name: [REDACTED]		
19.	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]		
Related organisations			
20.	<table border="0" style="width: 100%;"> <tr> <td style="width: 80%;"> Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations. </td> <td style="width: 20%; vertical-align: top;"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </td> </tr> </table>	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. <p>Tauheedul Islam Faith, Education and Community Trust (“TIFECT”). Company number 07496744 Charity Commission number 1140510 TIFECT is the sole member of Tauheedul Free Schools’ Trust (“TFST”). The ethos and objects of TIFECT are to promote and act as guardian of the values upon which Tauheedul educational and charitable activities are based.</p> <p>Tauheedul Sponsored Academies Trust (“TSA”) Company number 07898996 TSAT is another subsidiary of TIFECT. It is an academy trust for non-denominational schools.</p>		

	<p>Tauheedul Education Limited (“TE”) Company number 07790360 TEL is a company limited by shares that will provide services to schools.</p>	
22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>Tauheedul Islam Faith, Education and Community Trust (TIFECT) is the sponsor of the Tauheedul Free Schools’ Trust (TSFT) and will be the religious authority for all Tauheedul-sponsored Free Schools.</p> <p>TIFECT is inspired by Deobandi Sunni Muslim values. These promote personal qualities relating to:</p> <ul style="list-style-type: none"> • A commitment to a collective greater than the sum of individuals. • Devotion, humility and piety. • A commitment to hard work and honest endeavour to achieve success. • Taking responsibility for one’s actions and having a sense of accountability to self and others. • A recognition of the Earth as an entrusted resource. • A commitment to charity and community service. • A generosity of spirit, tolerance, and fairness towards others. • A sense of citizenship locally, nationally and globally. <p>It is important to clarify that there will be no Islamic theology or learning taught at any of Tauheedul Free Schools. However, these values will inform the character, culture and ethos of the organisation, how we nurture students to develop into outstanding citizens and confident young people and the vision that we have for their future.</p> <p>Given the variety of Muslim as well as non-Muslim families that will choose Tauheedul Schools, TIFECT and TFST is committed to delivering a faith-ethos that is inclusive, based on universal humanitarian values and will appeal to students and families of all faiths and none.</p>	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	N/A
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	N/A
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: N/A	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: N/A	
30.	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>This application is being submitted by the Tauheedul Free Schools' Trust. Company number 07353849</p> <p>Tauheedul's involvement in education provision stretches back almost 30 years. It was originally focused on the high-performing Tauheedul Islam Girls' High School (TIGHS) in Blackburn, Lancashire. TIGHS became a voluntary aided school in 2006. At that stage, TIFECT was established as a registered charity and company limited by guarantee to operate as the Foundation for the voluntary aided school.</p> <p>In 2011, TIFECT set up a single academy trust in the name of the Tauheedul Islam Boys' High School to operate the Tauheedul Islam Boys' High School in Blackburn – a free school secured through the old system and opening in September 2012.</p> <p>TIFECT has now turned the single academy trust into a multi-academy trust – Tauheedul Free Schools' (TFS) Trust. This will enable the Trust to establish a network of progressive faith based Tauheedul Free Schools.</p> <p>In addition, TIFECT has also established the Tauheedul Sponsored Academies (TSA) Trust. TSA will sponsor under-performing primary and secondary schools. TSA schools will be non-denominational and the majority will have non-Muslim children. This will build on TIFECT's experience of successfully supporting under-performing schools which is described in more detail in Section F – Capacity and Capability.</p> <p>Both TFS and TSA schools and academies will be supported by Tauheedul Education (TE). Tauheedul Education provides the central services function for Tauheedul schools and is the trading arm for the trust.</p>	

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

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

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

Signed:

██████████

Position:

██████████

Print name:

██████████

Date: 22nd February 2012

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

Section B: Outline of the school

1.	Proposed school name:	The Birmingham Free School
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2017
5.	Will your proposed school be:	<input checked="" type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	Muslim faith
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9.	If Yes, please specify the faith, denomination, etc of the proposed school:	Not applicable
10.	Postcode of the preferred site of the proposed school:	██████████

11.	Local authority area in which the proposed school would be situated:	Birmingham City Council
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Not applicable
13.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>Not applicable</p>	

Section C: Education Vision

The Tauheedul Free Schools' Trust knows that communities can be transformed through education. More than just an aspiration, this is based on an outstanding track record of achievement which the Trust believes can succeed in Birmingham also.

The vision for the Birmingham Free School has been forged through intensive dialogue with the local communities of the north of the city. Local parents' aspirations for their children are informed by the changes the city is set to experience in the next decade which in turn are driven by a dynamically evolving global context. They know that outstanding schools are needed in their area if local young people are to succeed amidst the challenges of the 21st Century. They know also that if the country's second city is to flourish in the years ahead then such schools will need to play a decisive role in fostering social cohesion, breaking cycles of disadvantage, and creating tomorrow's civic and business leaders.

For these reasons, there is a palpable and expressed hunger for the education that the Birmingham Free School will provide. The communities of north Birmingham know the ways in which the Tauheedul model has been successful and have expressed a strong desire for it to thrive in their locality. This vision and the Education Plan that outlines how it will be delivered are rooted in these shared ambitions.

In this section, the sponsors set out:

- **The Tauheedul vision**
- **How it will build on existing success**
- **Why the Tauheedul Trust is seeking to establish a Free School in Birmingham**
- **The key features of the Birmingham Free School**
- **What makes the school's vision and ethos distinctive and how this has informed the Trust's education plan, including:**
 - **The Trust's aspirations for achievement**
 - **How the school's ethos and religious character will be reflected in its curriculum**
 - **How Quality assured provision is tailored to local need**

The Tauheedul Vision

The vision of the Trust is nothing less than the creation of an elite network of Tauheedul schools. Although each of these schools will take account of local contexts, they will have a consistent brand, reflecting the key 'Tauheedul' characteristics.

Each school will become autonomous and self-sufficient, but will benefit from access to shared resources, and pooled ideas and expertise. Stakeholders in each of these schools, including parents, students, staff and the wider community, as well as neighbouring schools and employers, will share in the creation of a 'learning society'.

Every Tauheedul school, in other words, will seek to engage its own pupils with thousands of other people, and help to shape its own future by spreading the success it demonstrates to a growing network of schools.

Learners at each of the 'Tauheedul' schools will find themselves part of an elite – but certainly not elitist – organisation; one where high-powered learning, progress and achievement would be coupled with a commitment to wider personal progression, including the development of character and an intelligent moral and ethical compass. Such schools would develop learners who are outstanding believers, active and participatory citizens and exemplary members of their community – contributing to the development of a successful 'Big Society'.

Each of the 'Tauheedul' schools would have a common and consistent brand identity. These would reflect a strong faith ethos, educational excellence and community service.

Faith ethos

Inspired by its origins in the Muslim faith, Tauheedul recognises how important faith can be to its adherents. It emphasises, through its organisation, the centrality of:

- A wholesome identity – one family, one world.
- A faith identity and a wider spiritual identity that connects the whole world – we are all from the family of God.
- An approach that has connections with relevance for people of all faiths and none.
- A belief that we are all part of, and are contributing to, something far greater than ourselves.
- A focus on character development – exemplary behaviour, respect, care, compassion, strength and self-discipline.
- An environmental responsibility – a green and sustainable agenda.
- A healthy body and mind.
- Outstanding pastoral care.

Educational excellence

Tauheedul schools will promote excellence in everything their pupils undertake. School leadership, classroom teachers and associate staff, together with parents, are all geared up to improve social mobility and inspiration in the learners:

- High expectations, aspirations and a spirit of excellence.
- Personalised excellence – that results from a passionate belief that each individual is unique and special – our job is to nurture this talent.
- Healthy competition – that will permeate the life and conduct of the school.
- Ambition for all students – to go to university or pursue a career.

Community service

The Tauheedul Free Schools' Trust is not an inward-looking organisation. It recognises the importance of society and the contribution each individual must make to sustain it. We celebrate the importance of society, and require all pupils (and all staff) to make explicit and generous-hearted contributions to society, especially to those least well-off within it. Consequently,

Tauheedul will instil curriculum awareness and personal objectives in pupils that reflect the importance of these values.

As an example, the Trust will constantly be:

- Ensuring that a Big Society ethos permeates the school.
- Promoting service, respect and citizenship among the pupils and parents.
- Developing responsibility in the individual to him or herself, to peers, to the local community and to the Big Society.
- Focusing from day 1 on leadership development and on emotional intelligence.

The Tauheedul Free Schools' Trust will aim to achieve its vision and deliver educational excellence, wherever it can establish roots, by establishing the following **brand standards** across all its schools:

'Size matters'

All Tauheedul schools will have a maximum of 800 11–18 students. This modest size of intake will contribute to outstanding pastoral care and a culture of personalisation in each school where every child matters and their needs can be fully addressed.

'High-powered academic curriculum'

All Tauheedul students will be expected to undertake GCSEs and A Levels, which will contribute towards their achievement of a Tauheedul Baccalaureate. The curriculum will be highly knowledge-centred, focusing on understanding specialised concepts and processes, and applying them to modern phenomena.

'An extra-curricular programme of deep richness'

All Tauheedul schools will establish a Tauheedul Endowment Fund – with top employers and philanthropists from across the world invited to contribute annually to this fund. Each student at a Tauheedul school will be allocated a monetary investment in their own personal development from the Endowment Fund.

'Shooting for the stars – a culture of high expectations'

All Tauheedul schools will be high-powered organisations, with an elite performance attitude not dissimilar to the demands made of elite performance athletes. The emphasis will be on developing 'excellence in everything'; using cutting edge research to develop innovative and highly successful practice - pushing the boundaries of the possible to achieve the improbable.

'Outstanding efficiency, accountability and transparency'

All Tauheedul schools will have robust financial management and transparency in place, with the annual independent auditor's report sent to all parents in accessible language.

All Tauheedul schools will have outstanding planning and communications, supported by an integrated management information system and a shared learning platform for all stakeholders.

All Tauheedul schools will have robust quality assurance processes at individual, faculty, school and network level, supported by a 'school scorecard' published by Tauheedul annually, so that

parents can compare academic and wider indicators with other local schools and other Tauheedul schools.

‘The Big Society school’

All Tauheedul schools will have the Big Society permeating through their organisation as one of their specialisms. This will be reflected in the curriculum, enrichment and community service at the school and by the school. For example, all students at Tauheedul schools will be expected to undertake a community service activity once a year, contributing towards their achievement of the Tauheedul Baccalaureate.

‘Staff as lead learners’

All Tauheedul schools will recruit the best teachers and associate staff, nurturing the best young talent and fast-tracking high-achieving students into teaching at Tauheedul schools.

All Tauheedul schools will be a ‘Teaching School,’ either as a hub or a facilitation school, with quality training and personalised development at the core of staff development programmes. Tauheedul schools will have a single ‘Quality Standards Adviser’ who will visit all the Trust’s schools to identify ineffective staff and oversee the implementation of a robust coaching programme for them. Each of the staff at Tauheedul schools will have a Tauheedul Contract, which will mean that they may work across the Tauheedul network.

Building on success

Within the context of the overarching Tauheedul mission, the Trust has a clear vision for the school that it proposes to open in September 2013 in Birmingham. The Trust believes that the Birmingham Free School will have an emphatic and sustained impact on the achievement of children and young people in the communities it will serve.

It will build on established achievement, using as its inspiration and blueprint the success of the Tauheedul Islam Girls’ High School (TIGHS) based in Blackburn.

Translating the ambition for student achievement that has driven TIGHS to its ‘Outstanding’ OFSTED judgement to the West Midlands will require the same strong leadership and rigour, tailored sensitively to the local context of Birmingham.

A second Tauheedul school in Blackburn is due to open in September 2012. Both this new Free School for boys and TIGHS see themselves as community schools with policies designed to send out reassuring messages about integration, collaboration and social cohesion; whilst at the same time making determined plans to produce a class of first generation graduates and entrants to the more prestigious professions. TIGHS has already achieved this – the Trust’s ambition is now to grow this model elsewhere without diluting its quality.

Why is the Tauheedul model successful?

Despite serving a community of significant deprivation, TIGHS consistently ensures that all its students achieve to their full potential. This is evidenced in both performance measures and the judgement of OFSTED.

- In 2010, TIGHS was one of only two schools nationally where 100% of pupils over three years made at least the expected 3 levels of progress in English and Mathematics. This was achieved by cohorts of pupils that entered the school with standards deemed to be broadly average to below average and with 21% of pupils entitled to Free School Meals.
- In 2011, 93% of the pupils at TIGHS entitled to Free School Meals gained 5A*-C GCSEs including English and Maths. This compares with a national average of 34% and is a sustained trend over 4 years.
- In 2010, 96.7% of the pupils made at least four levels progress in English (23rd nationally) and 86.4% made at least four levels progress in Mathematics.
- In 2011, 61% of TIGHS students gained the English Baccalaureate. This is anticipated to rise to 75% in 2012.
- In 2010, TIGHS was judged by OFSTED to be outstanding and also secured the status of a National Support School.
- In 2011, government statistics indicate that TIGHS was the most successful school in the country for improving outcomes for low ability pupils.
- TIGHS is also a Strategic Outpost School for the National College's Specialist Leaders in Education programme in partnership with Ashton-on-Mersey school.

To deliver this success, TIGHS has established highly rigorous approaches which place the progress and attainment of individual pupils at its centre. Through the intelligent use of data and the quality assurance of teaching, learning and assessment, all members of staff are held to account for student outcomes. Whenever the school's systems show that students are not progressing to their full potential, action is immediately taken to address this.

What marks this model of school improvement as exceptional is the way in which a range of quality assurance systems are consistently calibrated to secure the achievement of every individual pupil. Where many other schools have failed to support their students' progress, TIGHS has made excellence, in an area of significant deprivation, a reality. This approach has been defined in the *Tauheedul School Improvement Framework* and *Quality Standards*, which will be used to replicate this success in the Birmingham Free School within the local context.

The Trust is acutely conscious that contextual factors play a significant part in the transfer of effective practice from one school to another. Gender is a critical factor, and our Education Plan for the Birmingham Free School is informed by credible research and evidence on how boys' achievement can be improved.

Why the Trust is seeking to establish a secondary Free School with an English specialism in Birmingham.

Map of Birmingham shows those postcode areas in which the majority of parents who have pre-registered their live. The preferred location for the Birmingham Free School will be in Aston in postcode area [REDACTED].



Why Aston in Birmingham?

Many parts of Birmingham suffer from high levels of deprivation, with 40% of the population living in Super Output Areas in the 10% most deprived in England. The Tauheedul Free Schools' Trust is committed to improving the educational outcomes and life chances of young people from the most deprived backgrounds which is a key reason why they responded to the communities in and around Aston when they asked for a sponsor to develop their secondary Free School proposal.

Overall, 45% (439,810) of Birmingham's population currently live in areas classified as 'multicultural areas'. This is almost four times the national average and over three times the regional one. As the map below indicates, multicultural communities are found throughout the City, with the exception of the north, south and eastern periphery. In 2010, Aston was classified as 97.9% 'multicultural' and a number of the adjacent wards (Bordesley Green, Lozells and East Handsworth, Soho) as 100% multicultural. 80% of all 'output areas' classified as 'multicultural' belong to the sub-group 'Asian Communities'.



Like many of the areas in which Free Schools are needed to transform standards and the life chances of its children, Aston and the surrounding wards from which parental demand for the school has come, have deep-seated challenges of educational under-achievement which are cyclically reinforced by multiple deprivation. The sponsors have significant experience of working with multicultural communities such as these, in Blackburn and beyond, to address typical 'disadvantages' such as English as an Additional language and issues associated with economic and social deprivation.

The central location and excellent transport links in this area have also factored in the community's deliberations about where to locate the Birmingham Free School. As there is significant demand from other parts of Birmingham such as Sparkbrook, Aston is centrally located within North Birmingham and has good transport connections through the A38(M) and A34. A large proportion of the demand at initial consultation events came from Lozells which also has excellent transport links but, because there is no suitable property in Lozells it was discounted. However, the

proposers' preferred site lies towards the border of Lozells with Aston

We have also discussed our proposals with the Nishkam Trust who have already opened a Free School in this part of Birmingham and have arranged to work with them in our planning. We agreed our location should complement Nishkam's location to enable both schools to serve a wider area of Birmingham and ultimately improve the educational standards in Birmingham.

Birmingham's over-reliance on the public sector means that it is particularly exposed to the public sector austerity measures. However, despite a subdued employment outlook, growth is expected in a number of sectors including Business and Financial Services, Retail and Distribution, Construction, Digital Media, and Hotels and Catering. After years of decline, manufacturing is also forecast to rise and by 2015: the City Council envisions Birmingham as being a centre for manufacturing excellence by 2015. There are a number of major strategic physical renewal projects in the pipeline that have the capacity to deliver significant additional jobs and investment. Key projects, some of which have already begun, are identified in the 'Big City Plan', the master-plan that will co-ordinate the physical, economic and cultural development of the city centre over the next 20 years. These include the redevelopment of New Street Station; the new Library of Birmingham and redevelopment of Paradise Circus as well as the development of Eastside to expand the city centre. Outside the city centre, there are major strategic sites such as the former MG Rover works site at Longbridge which represents one of the largest regeneration sites in the country, Icknield Port Loop directly to the West of the city centre and the expansion of Birmingham Airport in Solihull. All these projects have the potential to deliver considerable job growth in Birmingham and to act as a catalyst for increased economic activity and growth.

The Birmingham Free School's focus will be on providing a high powered curriculum and exceptional educational experience for boys, recruiting from a multi-racial catchment and serving the most deprived parts of the city. The school's commitment to instilling literacy, producing high levels of attainment across the curriculum and developing mastery of English and public speaking will aim to create talented leaders for all these different sectors, thereby boosting the local and regional economy and stemming the outward migration of the population from the city.

The sponsors know, first hand, that making this a reality is complex. Later in this application, the Trust sets out its track record and understanding of the dynamics and mechanics of delivery.

Why an English specialism?

The sponsors' engagement with local communities in Birmingham has produced a clear and unequivocal message: a mastery of English is pivotal to the city's future. Demographic projections indicate that by 2026 there will be no single largest ethnic group in Birmingham's population. Given diversity on this scale, the need for a unifying common language to support social and commercial interaction in and with the city is incontrovertible. The City Council's aspiration is for 'a global city with a local heart': a confident and sophisticated use of the English language across all communities is a pre-requisite for this heart to beat strongly for Birmingham's long-term wellbeing. For this reason, and given the area of the city that the school will serve, the Tauheedul Free Schools' Trust sees the development of high order skills in English as a central driver of its mission for the Birmingham Free School.

The school will deliver this through becoming a centre of excellence in both English Language and Literature and in Public Speaking. Through the specialism in English, students will acquire high levels of literacy which will enable them to succeed in all areas of the curriculum. There will be a

strong emphasis on students getting the basics right as a secure platform for progression. The needs of learners with English as an Additional Language will be addressed through the tried and tested strategies already producing outstanding results at TIGHS. Through inspirational teaching, a lifelong love of both English language and literature will be engendered. Students' success in being admitted to and graduating from the most prestigious universities will be in no small part attributable to their mature skills in English, as will their rewarding careers in the top professions.

The focus on public speaking will support students in gaining the confidence to become civic and business leaders, thus promoting both social cohesion and commercial growth.

Students' involvement in the school's community radio station – Radio Free School Birmingham – will raise their awareness about current affairs and how to analyse and articulate differing perspectives. It will also raise the profile of the school's community in a positive way, contributing to the self-esteem and self-belief of the pupils.

In these ways, and in line with the expressed wishes of the local communities with whom the Trust is in discussion, the Birmingham Free School's English specialism will make a focused and substantial contribution to addressing the challenges and opportunities detailed above.

Why a boys' school?

A large number of parents in Birmingham prefer single sex education for their children. There are thirteen single sex girls' schools in Birmingham and nine single sex boys' schools. As a result, the community is passionate about an additional high quality single sex school that will raise the aspirations of disadvantaged boys. There are some single schools in close proximity to the proposed Birmingham Free School's locations but they are selective schools. The community's aspiration is to have similar high quality non-selective schools.

Many parents would prefer to send their sons to a boys' school but there are only nine of these across the city: four of these are Voluntary Aided Christian schools with faith based admissions policies and, of the remaining five, four are only judged satisfactory by Ofsted.

The Tauheedul Free Schools' Trust bases its advocacy of single-sex education in the Secondary phase on its track record of success at TIGHS in Blackburn which it is confident will be replicated in the Tauheedul Islam Boys High School, Blackburn which will open in September 2012.

The sponsors believe that the evidence-based strategies for raising boys' achievement set out in the Education Plan for the Birmingham Free School will work more effectively in an all-boys educational environment. National data continues to indicate that, in English, boys perform significantly worse than girls: the gap is over a year's progress and is widening. The English specialism of the Birmingham Free School as described above will close this gap and ensure that boys achieve their full potential in English, and, through enhanced literacy, in all subjects.

Parents have articulated their concern over gang and crime culture in the communities of north Birmingham which the Free School will serve. The school will raise the aspirations and sense of self-worth of the boys who attend it, giving them a positive and sustainable alternative to the temptation of gangs and crime. The sponsors are confident that the well-structured 'tough love' approach of the Tauheedul ethos will also address these issues, and that this is best achieved within a single-sex environment.

Local need and demand

There is a compelling case for a new boys' secondary Free School to be established in Birmingham based on both need and demand. The Trust's proposal seeks to address:

- The priorities identified in Birmingham County Council's strategic plan 'Birmingham 2026'.
- Under-achievement in some of the most deprived and disadvantaged areas in the city.
- The need for high quality education to serve the communities in these areas.
- Strong demand from Muslim communities for a faith-based boys' school.
- The need to equip boys with the qualifications and qualities needed to progress onto university and into future employment and enterprise opportunities in Birmingham.

The city's long-term sustainable community strategy, which sets out to shape Birmingham's future, is entitled 'Birmingham 2026'. Developed by Birmingham City Council and the local strategic partnership, the vision aims 'to make Birmingham a great place to live, learn, work and visit: a global city with a local heart'. The plan outlines the goal for Birmingham 2026 to be the UK's first sustainable global city with a low-carbon energy infrastructure and well prepared for the impact of climate change.

'Birmingham 2026' is built around five priorities, aspiring to enable the people of Birmingham to:

- Succeed economically – benefit from education, training, jobs and investment
- Stay safe in a clean, green city – living in safe and clean neighbourhoods
- Be healthy – enjoy long and healthy lives
- Enjoy a high quality of life – benefit from good housing and renowned cultural and leisure opportunities
- Make a contribution – value one another and play an active part in the community.

The Tauheedul vision, Key Performance Indicators (given later in this section) and the proposed specialisms of English and Big Society, echo these strategic priorities. The Tauheedul Free Schools' Trust recognises its affinity with the city's strategic goals and an opportunity to make a genuine contribution to achieving Birmingham's vision.

Returning to a more local and personal level, communities centred on Aston, Lozells and East Handsworth, but extending well beyond these wards, aspire to a high quality of educational provision and progression into university for their children. Many parents express their disappointment at the existing secondary provision and complain about the lack of higher education and employment opportunities for their children as a result. They complain there are insufficient places in the best schools.

Our rationale arises from:

- The demand for outstanding standards and outstanding schools
- ... in the context of significant deprivation;
- The demand for secondary school places: capacity and competition;
- The demand for a Muslim faith school in the context of community cohesion.

The evidence base and explanations for these are as follows.

The demand for outstanding standards and outstanding schools

The current context is that:

- Birmingham is one of 10 cities identified as having the highest NEET levels¹ in the country. 20%, or one in five, of 16-24 year olds were NEETs in 2009-2010.
- The top three performing schools in the Aston area (as judged by 5A*-C including English and Mathematics and the English Baccalaureate) are all selective, Voluntary Aided Christian Faith schools and one is also a girls school. Therefore, the parents of non-Christian boys have very little chance of getting their sons into the best schools with the educational opportunities they aspire to.
- Standards across Birmingham's secondary schools have been improving year on year and are, across most headline indicators now just below national averages. However, whilst the three schools referred to in the previous bullet point do have outstanding standards of attainment and progress, the majority of the sixteen schools within a 2.5 mile radius² of the location of the proposed Birmingham Free School, fell well short of providing this quality of education:
 - Nine of the sixteen schools achieved lower than 5A*-C including English and Mathematics in 2010.
 - Nine of the sixteen schools achieved lower than the national average of 66.5% for A*-C in English and the national average of 62.6% for A*-C in Mathematics.
 - Eight achieved lower than the national average of 70.3% for at least expected progress in English whilst only three schools fell below the national average of 62.9% for at least expected progress in Mathematics.
 - Ten fell below the national average of 32.2% for achieving greater than expected progress between Key Stages 2- 4 in English.
 - In only three schools did more than the national average of 15.4% achieve the English Baccalaureate in 2011. In nine schools, the percentage for this measure was 5% or lower.

So whilst the Aston and Lozells areas of Birmingham do have some very good schools, when this is set alongside the school capacity issues described below and the admissions criteria for the Christian faith designated schools, parents know 'first hand' that these schools are not an option for their sons.

The first Tauheedul School has a track record of outstanding outcomes across each of the measures cited above, including for all groups of disadvantaged and vulnerable learners. TIGHS has also demonstrated its capacity and capability to impact on the standards in other schools that have sought its support, including as a Lead Education Partner in a National Challenge Trust.

The sponsors intend, from the outset, to develop the Birmingham Free School as a centre of excellence in the city for the achievement of boys. The curriculum and infrastructure provided by school systems will focus on ensuring the outstanding progress of every boy towards the achievement of the English Baccalaureate and in securing at least four levels for progress in English and Mathematics.

¹ Source: Off the map? The geography of NEETs: A snapshot analysis for the Private Equity Foundation by The Work Foundation, part of Lancaster University.

² For the purposes of analysing the current secondary school provision across the area to be served by the proposed Birmingham Free School, we have selected schools within a 2.5 mile radius of the centre of the search area in Aston, omitting those in Nechells as there has been virtually no parent demand in this area. These are the same 14 schools 'tabled' in our analysis of the expected pupil profile for the school in Section D, plus two new Academies for which school census data was not available.

... in the context of significant deprivation

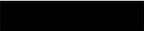
The Tauheedul Free Schools' Trust is committed to improving the educational outcomes and life chances of young people from the most deprived backgrounds which is a key reason for their choosing to work with the communities in and around Aston to develop a secondary Free School proposal.

The Indices of Deprivation 2010, published by the Department for Communities and Local Government, show that:

- Birmingham suffers from high levels of deprivation, with 40% of the population living in Super Output Areas in the 10% most deprived in England.
- Birmingham is ranked the third most deprived Core City (behind Liverpool and Manchester) in England.
- Deprivation is most heavily clustered in the wards surrounding the city centre. The Tauheedul Free Schools' Trust has been working with communities mainly from two of the ten wards with the largest proportion of their population living in the 10% most deprived SOAs i.e. Aston, Lozells and East Handsworth. However, there has also been significant parent demand from a further three of the most deprived wards, namely Washwood Heath (where 94% of residents live in SOAs in the 10% most deprived in England), Sparkbrook and Bordesley Green.
- 53% of the population of Aston lives in the 5% most deprived SOAs in England (IMD 2010) and 85% live in the 10% most deprived SOAs.
- The constituencies of Aston and Perry Bar to its north are amongst the 15 constituencies with the highest unemployment nationally.
- There is also a divergence of qualification levels between different ethnic groups in the city. The 2001 Census data shows that over 50% of working age people of Pakistani and Bangladeshi heritage had no qualifications compared to 31% for the White population.
- BME unemployment in Birmingham is significantly higher than for the White population – at 19.9% and 6.7% respectively.

The map below for Birmingham illustrates the 2010 deprivation index patterns across the city.





The deprivation map above focuses in on Aston and the wards immediately surrounding it i.e. the areas of main parental demand for the Birmingham Free School. The areas shaded in dark brown are the 5% most deprived SOAs in England (IMD 2010).

Local parents are, in addition, extremely concerned about the crime culture and the lack of aspiration in the children of this part of Birmingham. This is due, in part, to the educational standards in some of the schools although there are other contributing factors.

The Tauheedul Free School's analysis of the expected pupil profile, which is set out in the Education Plan, indicates that the Birmingham Free School is likely to admit significant numbers of pupils who are eligible for Free School Meals, who have English as an Additional Language and who have Special Educational Needs.

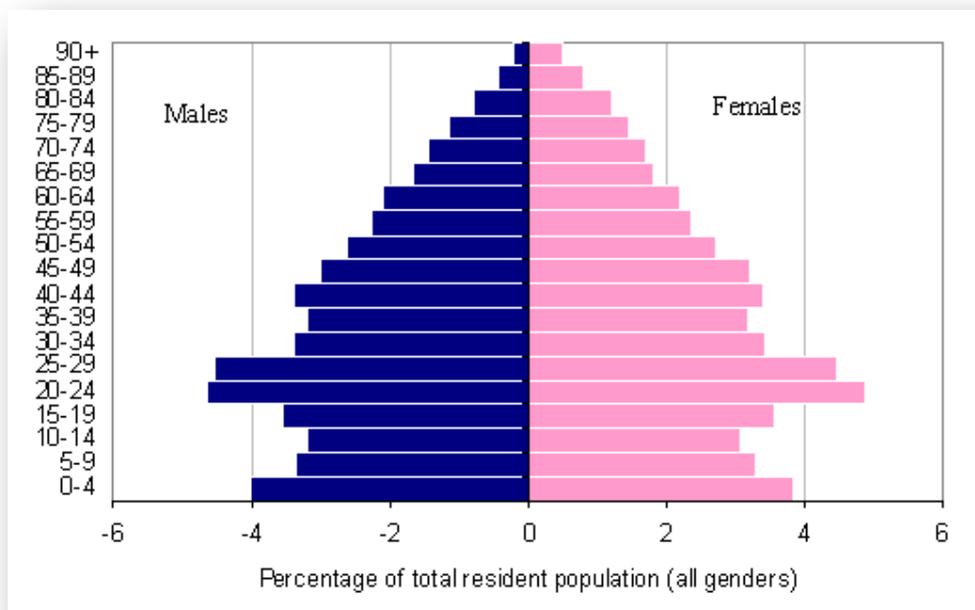
The schools in the Aston area of Birmingham with the highest proportions of disadvantaged pupils perform fairly well, in relation to national averages, across all the headline attainment and progress measures apart from the English Baccalaureate, where they only gained better than the 4.1% national average in 2012. However, the levels of success currently achieved don't match the proven track record at Tauheedul Islam Girls' High School (TIGHS) of exceptional outcomes: of enabling students from deprived backgrounds to reach for the stars. In two of the last three years, 100% of TIGHS FSM students (21% of the cohort in 2010) acquired 5 A* - C including English and Mathematics. Over recent years, this group has been able to progress onto university and careers of their choosing, with their peers. The sponsors want to bring the same levels of success to the Birmingham Free School, by applying the same leadership and management strategies and personalised approaches that have led to outstanding attainment and progress for all girls at TIGHS, and that have secured dramatic improvements in other schools they have supported.

The sponsors understand parents' determination to break the cycle of poverty. It is essential to them that all children, including those from disadvantaged families, are equipped with the skills, dispositions and qualifications necessary to access a university route into the professions. So that they can, in the words of the 'Birmingham 2026' strategic plan 'succeed economically – benefit from education, training, jobs and investment' and 'enjoy a high quality of life – benefit from good housing and renowned cultural and leisure opportunities'.

The strong academic curriculum to be offered by Birmingham Free School will enable disadvantaged pupils to succeed in various prestigious professions and increase their chances of employability. In the context of Birmingham as an increasingly multicultural city and the key projects identified in the Big City Plan, Birmingham Free School's focus on English will empower disadvantaged people, who would otherwise not consider or have the opportunity to be part of the city's future growth and successes.

The demand for school secondary places: capacity and competition

Birmingham has a youthful age profile with 22% of the population being children (0-15), compared with the national and regional averages of 18.7% and 19.3% respectively. It is the youngest European city, with an extra 24,000 under-18-year-olds expected by 2026.



The above population pyramid for Birmingham in 2010. The 'bulge' at the base is due to the increasing birth rate since 2001. This suggests that the numbers of secondary age pupils are set to grow at least over the next 10 years.

In terms of the current capacity of Birmingham's secondary provision, in 2010 there were only 4.2% of surplus school places compared with 7.4% in the West Midlands overall and 9.1% nationally. The LA also had a smaller proportion of secondary schools with 25% or more surplus places i.e. 2.8% in Birmingham compared with 9% across the West Midlands and 12.9% nationally.

Across the prime 'parental demand area' (as previously defined) for the Birmingham Free School, there are 14 secondary schools for which capacity data is available. Nine of these are currently oversubscribed and full. Two have over 14% excess pupils as a percentage of their total places. Across these fourteen schools, in 2010, there were only a total of 305 surplus places whilst the same schools had 454 pupils in excess of their capacity.

When the anticipated secondary school population growth is set alongside information about the current capacity of schools in the Aston area of Birmingham, it makes a compelling case for an additional 700 school places.

The demand for a boys' Muslim faith school in the context of community cohesion

Birmingham's population is becoming increasingly diverse – by 2026 no single ethnic group will form a majority of the city's population, with 228,300 more people belonging to black and minority ethnic groups and over 128,200 fewer white people.

- According to 2009 estimates, Birmingham's population was 1,028,700 with 10% Pakistani, 6% Indian and 3% Bangladeshi.
- According to the 2001 census data, Birmingham's Muslim population was 140,033 out of a total population of 977,099. Estimates suggest the Muslim population has increased to over 165,000.
- 46% of the city's Bangladeshi population, and 37% of the Pakistani population, is found in the most deprived LSOAs, compared with only 9% of the White Population and 12% of the Indian population.

The demand for another maintained secondary Muslim school in the Aston area is very high. This is reflected in the number of applications to Al-Hijrah School (VA) that receives over 1000 applications annually from boys and girls for 60 available places.

*'The voluntary-aided Islamic secondary school was deluged with 1,638 applications for just 60 places – meaning that more than 27 pupils were vying for every available place.'*³

Al-Hijrah Secondary School is much smaller than most secondary schools and all students are from Muslim faith backgrounds; this is a key criterion for admission to the school. It is situated in the neighbouring Nechells ward, although many students attend from a number of different wards across Birmingham. Parental demand indications for the Birmingham Free School suggest a similar pattern, although the majority of 'signatures' come from parents in the Aston and Lozells and East Handsworth wards.

In the absence of sufficient Muslim faith school places, many parents seek provision that has a strong spiritual, moral and ethical underpinning. This fact is borne out by the high number of applications from the Muslim community for places in Christian faith schools in the town. However, the current high level of demand and the admissions criteria used for these schools act against Muslim boys being awarded places in them. An analysis of the ethnicity of these schools, using the annual schools' census data, bears this out as the schools in question have between 5% and 45% of Asian heritage pupils (with ethnicity being used here as a proxy indicator for Muslim faith) compared with non-faith designated schools in the area which have between 61% and 91%. The schools with the highest performance outcomes are predominantly faith schools whose admissions policies act against Muslim boys being awarded places.

³ <http://www.birminghammail.net/news/education-news/birmingham-school-admissions/2011/09/30/revealed-birmingham-s-most-oversubscribed-schools-27-pupils-battling-for-each-place-97319-29511311/#ixzz1mdhOnw6U>

There is a clear and urgent need for not just more secondary school places but also more Muslim school places which can offer a faith-based education for boys in the Muslim community in and around Aston, Lozells and East Handsworth.

Whilst the community is clear in its demand for a Muslim faith school for the boys of Birmingham, they are a community that is passionate about the need for the school to champion community cohesion. The *Tauheedul Schools brand* has fuelled the demand for a Muslim faith school amongst parents who are particularly drawn to the characteristics of:

- The centrality of each individual student in all aspects of the Tauheedul vision;
- The unwavering focus on excellence, outstanding outcomes and high aspirations for all;
- The underpinning of the Muslim ethos made relevant to all, regardless of faith;
- Schools that are at the heart of and serve their community, but are outward facing, seeking to develop young people as active members of the *Big Society* and as global citizens.

Valuing one another and playing an active part in community services lies at the heart of Birmingham Free School's ethos: essential ingredients for such an ethnically diverse city. The call from the 'Birmingham 2026' strategic plan for citizens who will 'make a contribution – value one another and play an active part in the community' is one the Birmingham Free School will embrace: becoming a beacon of integration, social cohesion and excellence, and demonstrating its commitment to the Big Society and social action. The Big Society specialism will cultivate civic participation, cohesion, environmental protection and above all a sense of belonging to the city. This will contribute to the building of safer and strong neighbourhoods by empowering the pupils to be role model citizens and building their confidence to promote a sustainable and green agenda. The school will champion environmental protection and will contribute to the city's aim to reduce key climate-change emissions (CO₂) by 60 per cent by 2026.

The Trust's rationale: proven excellence meeting proven local need and demand.

The proposition, therefore, is a dynamic equation of demonstrable success meeting aspirational community need and demand; of the Tauheedul brand putting down roots in Birmingham so that its children, families and communities can thrive and benefit from the opportunities being created in their area.

The key features of the Birmingham Free School

The aim of the sponsors is to transfer the success of the Tauheedul model to Birmingham in order to meet the needs and aspirations articulated by its communities. The key features of the Birmingham Free School will therefore reflect the key elements of the Tauheedul vision and brand whilst being tailored to the local context.

Meeting local aspirations

The Birmingham Free School will provide a high-quality and high-powered secondary education for boys, recruiting from a multi-racial catchment area of Birmingham. As demonstrated above, lack of parental choice has fuelled demand for a school which will ensure high outcomes for its students.

By applying rigorous teaching techniques, demanding outstanding student performance and providing opportunities for developing personal interests and talent to a high level, the Free School aims to produce nothing less than an elite generation of Birmingham leaders.

Ensuring success

The sponsors recognise that providing a rich, broad and balanced curriculum of itself will not result in the step change in educational outcomes that they intend the Birmingham Free School to achieve. There will be a strong and unrelenting focus on literacy and meeting the needs of EAL pupils so that they can access all aspects of the curriculum and progress in line with their potential. This approach has been instrumental in the success of TIGHS, particularly in the significant levels of progress and attainment of low ability pupils, FSM students and EAL learners.

A specialism in English

As described in the rationale for the Birmingham Free School, discussions with local communities have identified English as an important and relevant specialism for the school. The sponsors believe strongly that the English specialism will be a central driver for both achievement and community cohesion.

The school will deliver its specialism in English Language and Literature in the following ways:

- **A forward-looking curriculum grounded in the basics:** students will acquire high levels of competence in reading, writing, speaking and listening. There will be a strong emphasis on grammar, punctuation and spelling. Innovative teaching and learning strategies will engender pride in the correct usage of the English language and excitement in its literature. The school will foster a love of books and reading 50 books a year will become a cultural norm for students. The study of Shakespeare will be central to the school's curriculum and will be embedded in the timetable.
- **Embedding English and literacy across the curriculum:** all subjects will develop students' skills in reading, writing, speaking and listening, and the use of academic language and syntax for subjects such as Science will be the focus of joint work between Faculties.
- **A centre of excellence in English language and literature:** based on its own exemplary practice in English, the Birmingham Free School will develop and offer a programme of CPD for Primary and Secondary schools in the city and the wider West Midlands region. It will coordinate projects, challenges and events in Birmingham on Shakespeare and other English language and literary themes. Students at the school will use video technology to teach English to children in the developing world, which will further refine their own language skills.

The Trust is also keen to embed a love of English literature in the students of the Birmingham Free School. It believes that the country's heritage in drama, poetry and fiction is a rich resource which, when accessed meaningfully, can deepen understanding of the human condition and the world around us. The city's proximity to the birthplace of Shakespeare will provide an immediate and local stimulus for students in this regard.

- **A centre of excellence in public speaking:** recognising the importance of public speaking in developing confidence, self-esteem and leadership in young people, the school will offer an

extra-curricular programme of public speaking leading to recognised qualifications. The centre's activities will include annual public speaking competitions and regular debates for students of all ages.

- **A student-led community radio station:** Radio Free School Birmingham will broadcast original content by students on current affairs and local issues as well curriculum enrichment material and students' creative writing and performances. The station will be established in partnership with BBC West Midlands and will help to raise the profile of the Free School and the communities it serves.

Boys' achievement: unlocking the potential

The Tauheedul Free Schools' Trust understands fully and promotes the value of single gender education in the Secondary phase. As stated previously, we know that whilst the core elements of the successful approach to school improvement at TIGHS can be distilled and replicated (as set out in the Tauheedul School Improvement Framework and Quality Standards); it is clear that key factors such as gender require the careful calibration of teaching and learning approaches. In consequence, the Education Plan for the Birmingham Free School draws on: the expertise of members of the Trust who are experts in boys' education; their links with high achieving boys' schools in the private and maintained sectors; and evidence-based research on how improvements in boys' achievement and progress can be secured.

A robust plan for viability

The school will open in September 2013 with an intake of 100 students in year 7 and will recruit a new intake of year 7 students every year after that. However, rather than waiting until 2019 for a Sixth Form to emerge as the post-GCSE stage of the Free School, the sponsors plan to open the Sixth Form in September 2015 catering for, when established, up to 100 boys in each of Years 12 and 13.

The school should, on the basis of the current planned numbers, be financially viable going forward from 2013 until it reaches its total five years later.

A driver for community cohesion

The Birmingham Free School will aim to meet the needs of all sections of the community it serves. Whilst its case is built initially on unmet demand within the Muslim community, the Trust is confident that once the quality of its provision becomes widely known, it will attract increasing numbers of applications from those of other faiths and none.

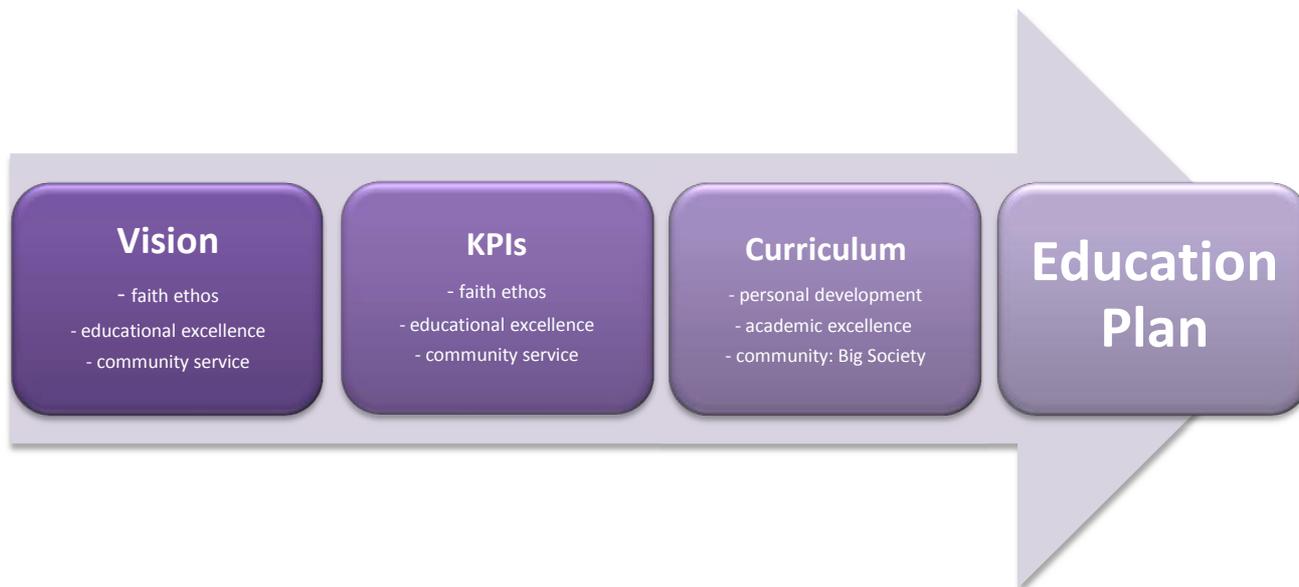
To ensure that this aspiration becomes a reality, the Trust has taken the significant step of configuring the Admissions policy of the Birmingham Free School accordingly. In order to achieve a balanced school population that reflects the diversity of the neighbourhood, it will limit applicants expressing a faith-based preference to a maximum of 50% of the available places; whilst the remaining 50% of places will be open to other applicants from non-faith categories.

The school will promote progressive Islamic and traditional British values which acknowledge the global economic and social context its students will enter when they leave. Reflecting this, it will be an institution where students of all faiths and none can study together as a family united in a tolerant and respectful way. It will not offer an Islamic curriculum: as set out in the Education Plan, its provision will be designed to facilitate access to the top performing and most prestigious Universities for its students, and will therefore be broad, balanced and essentially mainstream.

A distinctive vision and ethos for a distinctive local plan

How the Tauheedul Vision and the Trust's aspirations for success have informed the Education Plan for Birmingham Free School

The Trust's vision for the Birmingham Free School has been forged from two key elements: local aspirational demand and evidenced educational success. The delivery of the vision – through the school's Education Plan – is sequenced as follows.



The three key elements of the Tauheedul Education Vision - Faith ethos, Educational excellence and Community service are the foundation for a set of Key Performance Indicators (KPIs) by which the sponsors will define and measure the success of the Birmingham Free School. The purpose of these KPIs is twofold: they will gauge how the school is performing against national benchmarks, but they will also capture those aspects of delivery which have been agreed to be important with local stakeholders. In relation to the latter, it should be noted that there is a KPI to measure the effectiveness of the Birmingham Free School in impacting on the standards of other schools in Birmingham. Within the context of current educational performance in Birmingham, all of the Performance Measures, when met by the Birmingham Free School, will constitute a step-change in achievement.

	KEY PERFORMANCE INDICATORS	PERFORMANCE MEASURES
FAITH	School community respects and values all faiths	<p>Judged grade 1 in Section 48 inspection (faith).</p> <p>Analysis of behaviour / racist / discrimination incidents.</p> <p>Classroom climate for learning: students' attitudes and response from lesson observations and learning walks.</p>

	Pupil behaviour and attendance	Behaviour judged grade 1 by Ofsted. Attendance and unauthorised absence are in the top 5% of schools nationally. No exclusions.
	Pupils demonstrate emotional resilience and spiritual intelligence	Judged grade 1 in Section 48 inspection (faith). Classroom climate for learning: students' attitudes and response from lesson observations and learning walks.
	Pupils live healthy and ethical lifestyles	Investors in People Kite Mark. Fair Trade Quality Mark. Healthy Schools Award. Judged grade 1 in Section 48 inspection (faith).
EDUCATIONAL EXCELLENCE	The proportion of students achieving the English Baccalaureate	Standards judged outstanding by Ofsted. In top 5% nationally.
	The proportion of students achieving 'the basics' indicator (5+A*-C with En, Ma and Sc)	Attainment judged outstanding by Ofsted. In top 5% nationally.
	The proportion of students achieving A*-A in English	In top 5% nationally.
	The proportion of students making at least 4 levels of progress in English and Mathematics	Standards judged outstanding by Ofsted. In top 5% nationally for both progress measures.
	No within school variation in attainment and progress for FSM and non-FSM students	In each of the above attainment and progress measures the FSM/non-FSM gap is 0 pts. or better.
	Students engage in the extra-curricular programme	All students engage in the programme and pass Bronze, Silver and Gold awards.
	The quality of teaching and outstanding leadership	Both judged grade 1 by Ofsted. CPD mark award. Investors in People. Designated as a Teaching School. Applications for teaching and leadership vacancies are well above regional

		averages.
	Students progress into higher education	90%+. This will exceed current rates of progression in non-selective state schools (69%) and in selective state schools (86.4%).
	Students and parents engage with technology to achieve other strategic outcomes	90% access VLE on a weekly basis. Evidence of impact on other outcomes determined by monitoring / self-assessment.
	Students achieve the Tauheedul Baccalaureate	All students complete the Tauheedul Baccalaureate and gain Gold, Silver or Bronze awards depending on their ages.
	The Birmingham Free School has an outstanding reputation in the community	The school is oversubscribed by 100% + after three years. 360° surveys of stakeholder perceptions will be the measure.
	Parents/carers are actively engaged with, and act as advocates for, the school	Attendance and consultation events will be the measure.
COMMUNITY SERVICE	Established as the 'Big Society' school of Birmingham	Achieve Prime Minister's Big Society Award.
	Impact on school improvement across Birmingham LA	Evidence of impact in schools supported both overall and in English. Designated as a National Support School and Teaching School. 5% + of staff are designated as SLEs or Master teachers.
	Impact on school improvement across the Tauheedul Schools Network	Evidence of impact in schools supported. Designated as a National Support School and Teaching School. 5% + of staff are designated as SLEs or Master Teachers.
	Efficiency, accountability and transparency with all stakeholders	Annual score card is published by Tauheedul Free Schools' Trust to parents and stakeholders.

From these KPIs, which define the outcomes expected for all pupils, three key overarching and inter-linked curriculum building blocks have been designed to structure the provision which will enable all learners to achieve success:



Academic excellence will be at the core of all students' achievements. The school will offer a broad and balanced curriculum, leading the vast majority of pupils to the English Baccalaureate, and delivered through formal teaching.

The **Personal Development** programme will support students in the acquisition of leadership and entrepreneurial skills. Running concurrently with the core academic study, this will include sports, cultural, creative and other extra-mural activities. These opportunities will help pupils to develop the key personal skills and aptitudes required by employers and the prestigious universities including oral communication, personal effectiveness, entrepreneurship, self-actualisation, problem-solving and enhanced emotional intelligence.

The **Community** curriculum will facilitate pupils' contribution to the Big Society and will support their social development through citizenship, social enterprise and community service. For older students, this approach will be in addition, but complementary, to the recently launched *National and International Citizen Service*.

Using these three curriculum building blocks as its framework, the curriculum plan for the Birmingham Free School sets out a broad and balanced offer of learning. There will be a focus on the core subjects, complemented by an enrichment curriculum and incorporating a specialism in English, in response to local community aspirations and demand.

The three elements of the curriculum are integrated through the accreditation of the **Tauheedul Baccalaureate**. The award will recognise not only the commitment of its holder to study, to outstanding attendance and behaviour throughout the School, but also reflect how he will embrace his role as a future citizen, leader and entrepreneur in the Big Society in which he will live and to which he will contribute. The Tauheedul Baccalaureate is awarded at each Key Stage for pupils who achieve the required levels of attainment, attendance, participation and community service. Details are set out in the Education Plan for the school.

Thus, the curriculum and its accreditation have been specifically tailored to deliver on 'Educational Excellence' and 'Community Service'. The treatment of the delivery of the 'faith ethos' component of the vision is different (see below). The ethos elements are to be woven through and infused into the curriculum and school systems to bring about the goals specified. So, for example, the Trust

clearly differentiates between the teacher and the student, providing distinct parameters in order to rebalance teacher-student relationships and to establish the teacher as ‘in charge’ of their own classroom. The key value of ‘respect’ will flourish within this understanding and provides one of the underpinning principles for the behaviour strategy.

Beyond its curriculum plan, the Education Plan outlines the infrastructure, systems and processes which will maximise the opportunities for every learner who attends the Birmingham Free School to achieve the Tauheedul Vision and to leave ready and able to progress into a higher education course or career of their choosing.

Religious designation and faith ethos

In its vision, the sponsors have articulated what the Muslim faith ethos means to the Tauheedul Free Schools’ Trust. Specifically, there is an emphasis that means that the Birmingham Free School will be committed to inclusion, collaboration and social cohesion, within a culture of respect in the delivery of its high standards of achievement.

Accordingly, the Birmingham Free School will not be offering an Islamic curriculum. Instead, it will promote traditional British values within a contemporary and forward-looking ethos of ‘multiple belongings’. Thus, Muslim children and those of other faiths and none will be able to identify with and benefit from the enactment of the school’s values. In essence, by ensuring that the teacher has full control of the classroom, the school will create the conditions in which students will flourish and achieve as learners and as local, British and international citizens. This will be further deepened and enhanced by the school’s Big Society specialism. Its centrality of the ‘faith ethos’ to the life and success of the school is demonstrated by its inclusion alongside ‘Academic Excellence’ and ‘Community Service’, as a set of Key Performance Indicators. It provides the foundations for progress and achievement in all aspects of the Education Plan.

The Tauheedul Islam Faith, Education and Community Trust (TIFECT) will be designated as the religious authority of all Tauheedul Free Schools. TIFECT will ensure that the schools operate as progressive Muslim faith schools that are outward looking, and that actively promote British citizenship, community cohesion and the Big Society

Fully consistent with the Trust’s application of its faith ethos in the Birmingham Free School is the clear intention that creationism, intelligent design and similar ideas will not be taught as valid scientific theories.

So, for Tauheedul, religious designation does not mean the exclusion of other faiths but rather it involves everyone rallying together to mend a broken society and to bring about the conditions necessary for a shared and bright future.

Quality assured provision tailored to local need: the Tauheedul School Improvement Framework

In seeking to establish the Birmingham Free School, the Trust is applying a tried and tested model of successful school improvement to Birmingham’s unique set of circumstances. There will be no compromise on Tauheedul’s core standards of quality and aspirations for achievement. However, it is also clear that the Trust will be working within a local context which requires bespoke

solutions; and that it will collaborate with partners and communities in Birmingham to deliver its mission.

The will be the vehicle through which the success of TIGHS in Blackburn will be transferred to other localities. It distils and defines the factors which have secured outstanding outcomes and details a process for ensuring that this success can be replicated in other contexts.

The Framework is constructed of the following elements:

- a set of principles
- a clear focus on the four headings of the OFSTED evaluation schedule
- an annual schedule of quality assurance activity
- a reporting process which ensures a chain of accountability
- a specification of the role of the external Tauheedul Standards Assurer
- explicit expectations for school self-evaluation
- Key Performance Indicators
- a set of Tauheedul Quality Standards covering the following areas:
 - Student attainment and achievement
 - Learning and Teaching
 - Student Behaviour for Learning
 - Safeguarding
 - Student Attendance
 - Governance
 - Strategic Planning
 - Monitoring and Self-Evaluation
 - Performance Management
 - Line Management
 - Professional Development
 - Curriculum
 - Assessment and Student Tracking
 - Reporting
 - Communication and Consultation
 - Finance
 - Ethos, Spirituality and Community Spirit

Combining comprehensive coverage with rigorous and well defined processes, the Framework will ensure that every student in the Birmingham Free School achieves to his full potential.

Conclusion: from vision to impact

The track record at TIGHS of turning ambition into reality is reflected in the quality of the Trust's Education Plan. Based on this unique experience, and taking from evidenced best practice where necessary, the sponsors have thought through the necessary detail of all the processes, systems and frameworks which will ensure that the Birmingham Free School succeeds in delivering this vision.

The sponsors believe that the Education Vision for the Birmingham Free School, and the Education Plan that derives from it, demonstrate the Tauheedul Free Schools' Trust capacity to deliver success. They are founded on proven outstanding performance and are entirely consistent with the aims of the Free Schools policy.

The Tauheedul approach is truly evidence based - the significance of its impact at TIGHS in Blackburn is already proven. The key features of this success have been analysed, distilled and captured in the *Tauheedul School Improvement Framework and Quality Standards*.

The Trust has also responded very clearly to local community demand in Birmingham and has configured its proposal to be consistent with this aspiration.

For these reasons, The Tauheedul Free Schools' Trust is wholly confident that these aspirational outcomes can be delivered in Birmingham.

Section D: Education plan – part 1

The table below provides the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		100	100	100	100	100		
Year 8			100	100	100	100		
Year 9				100	100	100		
Year 10					100	100		
Year 11						100		
Year 12				100	100	100		
Year 13					100	100		
Totals		100	200	400	600	700		

Section D: Education plan – part 2

The education plan for the Birmingham Free School is presented as follows:

- **The curriculum plan**
- **A structure for delivery**
- **Meeting the needs of pupils with differing abilities and removing barriers to learning**
- **Managing behaviour, pupil wellbeing and attendance**
- **Defining and measuring success**
- **Partnerships with the local and wider community**
- **Providing for the needs of all children: whether of a particular faith or none**
- **Admissions policy**

The Curriculum Plan

The structure for the curriculum plan section of the Birmingham Free School proposal is as follows:

- **Rationale**
- **Curriculum Principles**
- **The curriculum model: the Tauheedul Offer and Bacallaureate**
- **The curriculum structure**
 - **A broad and balanced curriculum**
 - **Faculties and qualifications**
 - **Specialisms: responding to local demand, need and aspiration**
 - **Enrichment curriculum**
 - **Ensuring students' success**

Rationale

The curriculum at a 'Tauheedul School' is designed to foster thought, curiosity and a desire for learning in all students, regardless of their backgrounds, strengths and needs. The curriculum should be a gateway to opportunity and a knowledge-based vibrant community in the United Kingdom and beyond. It must also reflect national policy and priorities.

In the Education Vision for the Birmingham Free School, the Trust sets out three key drivers for success: faith ethos, educational excellence and community service. The outcomes intended for the school's pupils are framed and informed by these drivers and the curriculum designed to maximise the success of every pupil in achieving these outcomes.

The Tauheedul model blends high aspiration, personal commitment, individual support and advice with a teaching philosophy that has targeted high standards of achievement for all – meaning every student reaching expert or specialist status in all or in some areas of the curriculum. The Tauheedul approach does much more than simply pays lip service to ‘success for all’. This Education Plan is constructed to reflect this.

The Tauheedul Free Schools’ Trust has consulted widely with the local community to arrive at a curriculum that reflects the aspirations of young people and their parents. In summary, their hopes are for a school that will:

- Enable and empower boys to progress to prestigious universities and into the professions;
- Prepare boys for active leadership within their community and in employment; and
- Foster community cohesion and social responsibility in a city that has been troubled by tension and unrest.

Within the specific context of the community the school will serve and with the ambitions for its boys in mind, the Trust has created a broad and balanced curriculum which includes the following elements:

- Personalised pathways that will enable all boys, from all backgrounds, to achieve the English Baccalaureate as the foundation for a choice of academic A-Levels and progression into a Russell Group university should they wish.
- A focus, through the enrichment curriculum and cross curricular planning, on accelerating the development of students’ literacy skills so they can fully access the breadth of the curriculum and the demands of academic qualifications. It is known from research and Ofsted specialist reports that boys’ underachievement is particularly associated with poor literacy skills so the Trust will use ‘best practice’ to inform solutions.
- A specialism in English: this signifies the sponsors’ commitment to providing the highest quality teaching in English, ‘cutting edge’ approaches to learning, access to a wealth of expertise and inspiration beyond the school through partnership working and an enrichment programme to enable all boys to complete an annual project in English Language and Literature.
- A specialism in Big Society delivered primarily through the ‘*Community*’ dimension of the Tauheedul Baccalaureate (see below): designed to grow social capital. This provision will foster the development of citizenship, social enterprise and community service.
- Enrichment programmes and an extra-curricular offer delivered primarily through the ‘*Commitment to Personal Development*’ element of the Tauheedul Baccalaureate: designed to build leadership and entrepreneurial skills. The Trust will aim to provide residential, cultural, social, creative and sporting opportunities which would not otherwise be experienced by many of the boys.

The relevant sections below are explicit about the range of ways in which the Birmingham Free School’s provision will aim specifically to address the needs of boys.

Curriculum principles

The Trust’s curriculum principles, set out below, serve also as the Tauheedul Quality Standards for curriculum. They will be used to inform self-evaluation and for quality assurance purposes to

test whether the curriculum for the Birmingham Free School is: effective, fit-for-purpose and producing the outcomes specified by the Tauheedul Free Schools' Trust.

The curriculum:

- Is primarily academic, broad and balanced in nature.
- Emphasises learning in literacy, numeracy, languages, humanities and science at primary, secondary and tertiary level.
- Encourages high levels of participation in the English Baccalaureate at GCSE (for secondary).
- Prioritises academic achievement in literacy and numeracy for least able learners.
- Has a specialism which reflects the strengths and character of the community the school serves.
- Provides highly positive, memorable experiences and rich opportunities for high quality learning.
- Has a very positive impact on all students' behaviour and safety.
- Contributes to their spiritual, moral, social and cultural development.

The curriculum model: the Tauheedul offer and Baccalaureate

The Tauheedul Offer

To achieve the transfer of the success achieved in TIGHS to a new Boys' School in Birmingham, and to deliver the Tauheedul vision, the curriculum will operate at three levels and will address its students' academic, personal and social development.

The three individual elements of learning will each provide a different component to the education (in the fullest sense of the word) of the students; the maturity, both intellectual, personal and social, of every student will be the goal of the structured layers of learning at the Birmingham Free School.



Element 1 – Academic Excellence

At the core of the Birmingham Free School will be a specialist and obligatory menu at Key Stages 3 and 4 for all students of academic subjects leading to the English Baccalaureate and including English, Mathematics, sciences, languages, humanities, arts and technology. Subject content will be driven by the National Curriculum at Key Stage 3 and by specifications of national examinations at Key Stage 4. These will be delivered to the curriculum principles described below. We are aware that a fundamental review of the National Curriculum is under way, and are following this closely. Its conclusions will inform our future curriculum design.

Our aspiration and belief is that every student can benefit from a broad and balanced academic curriculum. Therefore, GCSEs and A-Levels will be appropriate for all bar a very small number. For these students, we will design a bespoke vocational route which will be tailored to the specific needs and interests of the students concerned in any specific cohort. A personalised pathway for these students would be likely to include BTECs (or their future equivalent following the review of vocational education). We will nevertheless expect these students to take GCSEs in English, Mathematics and Science, and to gain the full benefits of the Birmingham Free School's English specialism.

This element will be delivered mainly through the formal taught curriculum.

Element 2 - Personal Development (leadership and entrepreneurial skills)

Concurrently with the core academic level, students will participate in a programme of personal development including sports, cultural, creative and other extra-mural activities. This will help students develop key personal skills and aptitudes including oral communication, personal effectiveness, entrepreneurship, self-actualisation, problem-solving and enhanced emotional intelligence. These extra-curricular dimensions of learning will be at the heart of the school.

The Tauheedul Free Schools' Trust will establish, and urgently seek to raise contributions to, a *Tauheedul Schools Endowment Fund*. To make these contributions an essential element to the new school, the Fund will operate as follows:

1. High profile local, national and international businesses will be approached to be 'Ambassadors' for the school;
2. Other smaller donors will be asked to become 'Regular Contributors' to this fund;
3. Every student of the school will be allocated an annual allowance to undertake extra-curricular activities (outside the school) they might not otherwise be able to afford.

Element 2 will partially be taught within the school timetable via two hours per week of 'enrichment' lessons but will mainly be delivered through extra-curricular and students' independent studies in their own time.

Element 3 - Community: Contribution to the Big Society (social development)

The curriculum for this element will be structured to help the development of citizenship, social enterprise and community service. For older students, this approach will be in addition, but complementary, to *National and International Citizen Service*.

Older students will acquire, through a range of individualised programmes, insights into social education and experiential community activities; with 'hands-on' and participative learning to the fore. The sponsors see this part of the overall academic agenda as contributing to the 'Big Society' concept as outlined by government which is also a specialism of the Birmingham Free School.

For example, Key Stage 4 students may have the opportunity to undertake an extended placement working for a charity or for another community organisation. Key Stage 5 students will undertake a 'finishing' element to acquaint them with the customs, morals, behaviours and expectations of contemporary adult and professional life. This will be formally assessed by a 'viva voce' prepared and presented by each student to an invited panel of internal and external assessors, relevant members of the community and members of the Local Governing Board.

As this element is based on student voluntary work, there will only be limited taught time in school. In Key Stage 3, this element will be promoted through the Citizenship curriculum. In Key Stage 4, students will receive guidance and support through Citizenship lessons.

The Tauheedul Bacculaureate – integrating and accrediting excellence across the curriculum

As stated in the curriculum principles, the Birmingham Free School's curriculum will be primarily academic. However, recognising that universities, employers and society as a whole wish students to leave school with a wider range of skills and qualities, we have included Key Performance Indicators which measure achievement in aspects of our faith ethos and in community service.

Accordingly, the Tauheedul Bacculaureate brings together the three curricular drivers – academic excellence, personal development and community – in a single accreditation framework.



To provide this staged ladder of achievement for our curriculum offer, all students at the Birmingham Free School will work towards the *Tauheedul Bacculaureate* in addition to GCSE and GCE A-Levels. The *Tauheedul Bacculaureate* will provide a means of recognising, and accrediting the advanced generic and affective skills students will have developed through additional curriculum experiences. However, gaining the award will also depend on secure academic progress, emphasising the centrality of educational excellence in the vision for the Birmingham Free School.

The Tauheedul Bacculaureate will be awarded to students who through service, commitment and personal excellence, act as living examples of the Tauheedul educational model. It will not be

easily obtained, nor will it be subordinate to other qualifications. It will indicate a level of excellence that has been achieved by the holder and has been acknowledged by a wider community.

Through its award, the Tauheedul Bacculaureate will recognise not only the commitment of its holder to study, to outstanding attendance and behaviour throughout the School, but also reflect how he will embrace his role as a future citizen, leader and entrepreneur in the Big Society in which he will live and to which he will contribute.

Students in all Tauheedul Schools, when open, will prepare for the Bacculaureate and it will represent a flagship qualification. It will, at the outset, be necessary to write to universities and colleges, as well as to employer organisations to explain what the Tauheedul Bacculaureate represents and why its holder deserves respect and consideration as they move forward to higher education and the professions.

In due course, there will be network-wide ICT solutions for recording progress towards and finally the achievement of the Bacculaureate, until it is firmly bedded down in the national hierarchy of qualifications.

To gain the award at each stage, a student must reach minimum standards in each of the three levels below.

The Tauheedul Bacculaureate

Bronze Bacculaureate KS3	Silver Bacculaureate KS4	Gold Bacculaureate KS5
At least 97% attendance during KS3	At least 97% attendance during KS4	At least 97% attendance during KS5
Achievement of level 5 in each of English, maths and science	Achievement of the English Bacculaureate	Successful completion of 3 A-Levels at A*-C
Completion of 300 hours of community service, including teaching English via video technology to children in the developing world	Completion of 200 hours of volunteering and community service, including teaching English via video technology to children in the developing world	Completion of 200 hours of volunteering and community service, including teaching English via video technology to children in the developing world
Raising £600 for charity through social enterprise	Raising £400 for charity through social enterprise	Raising £400 for charity through social enterprise
Completing 300 hours of enrichment and extra-curricular activities	Completing 200 hours of enrichment and extra-curricular activities	Completing 200 hours of enrichment and extra-curricular activity

Progress towards the award will be monitored through the personalised learning plan and by regular meetings with the Learning Co-ordinator, Progress Mentor and Head of Year.

As the sponsors are keen to make the *Tauheedul Bacculaureate* an inclusive qualification, it will also be available for students who follow a vocational pathway. It will be awarded to those students as follows:

Criteria applicable to the **Bronze Bacculaureate** are appropriate for all students;

The **Silver Bacculaureate** will be awarded – for what may be a small group of students undertaking a vocational pathway – to those achieving a ‘Distinction’ and ‘4 levels of progress from Key Stage 2 to Key Stage 4’. Students undertaking a vocational pathway would also be required to complete the other requirements of the Bacculaureate outlined above;

The **Gold Bacculaureate** will be awarded – for what may be a small group of students undertaking a vocational pathway – to those achieving a ‘Distinction’ in their course. Students undertaking a vocational pathway would also be required to complete the other requirements of the Bacculaureate outlined above.

Curriculum structure

A broad and balanced curriculum at each Key Stage

In line with our Education Vision and Key Performance Indicators, our curriculum principles and quality standards make explicit our commitment to a broad and balanced curriculum with appropriate focus on the core subjects of English, Mathematics and Science (the former providing enhanced opportunities within the Birmingham Free School's first specialism).

At each Key Stage, the organisation of the curriculum offered in the Birmingham Free School will provide a wide choice of subjects, as well as levels of study tailored to meet all ages and abilities. This is set out below:

Key Stage 3

The school will operate a two-year Key Stage 3. In Years 7 and 8 all students will follow a traditional model of study, which involves core and foundation subjects. This basic curriculum will be enhanced by the addition of *enrichment* activities and *Specialism/Excellence Days* in English.

At Key Stage 3, the school will operate on a cycle of 28 periods of 55 minutes length per week.

There will be an additional timetable (see exemplar model provided below), which will deliver two whole school *English Specialism Days* per term across each year in Key Stage 3. These specialisms will be delivered in whole day blocks and the timetable used flexibly in order to allow students to benefit from the opportunity to undertake an English project. This would be repeated for terms two and three giving each student an additional entitlement of six days, or their equivalent per year for the Schools' specialisms of English.

All students in Key Stage 3 would work towards the Tauheedul *Bronze Baccalaureate*.

The tables below illustrate how the Curriculum Plan for Key Stage 3 is structured.

Year 7

	En	Ma	Sc	Hi	Gg	Lang	RE	Tech	Art	Sport	Cit	CS	Mu	Enr	Tot
Year 7 sets	4	4	4	2	2	3	1	1	1	1	1	1	1	2	28
	4	4	4	2	2	3	1	1	1	1	1	1	1	2	28
	4	4	4	2	2	3	1	1	1	1	1	1	1	2	28
	4	4	4	2	2	3	1	1	1	1	1	1	1	2	28

Year 8

	En	Ma	Sc	Hi	Gg	Lang	RE	Tech	Art	Sport	Cit	CS	Mu	Enr	Tot
Year 8 sets	4	4	4	2	2	3	1	1	1	1	1	1	1	2	28
	4	4	4	2	2	3	1	1	1	1	1	1	1	2	28
	4	4	4	2	2	3	1	1	1	1	1	1	1	2	28
	4	4	4	2	2	3	1	1	1	1	1	1	1	2	28

Key

Numbers refer to periods, which are 55 minutes in length

Lang – French / Arabic / Urdu languages (any two)

CS – Computer Science

Mu – Music/Nasheed

Enr – Additional Enrichment study 2 sessions per week

Key Stage 4

In Years 9, 10 and 11, students will follow the core curriculum, a choice of language and a humanities subject (geography or history). They will sit 5 GCSEs at the end of Year 10, then take a further 5 GCSEs at the end of Year 11; while in Year 11 they will have the opportunity to sit for additional AS-Level subjects. Students will follow a combination of subjects which will enable them to achieve the English Baccalaureate or the Advanced Baccalaureate. Years 10 and 11 will also benefit from English *Specialism/Excellence Days* and Year 11 students will undertake Community Placements and the 'National Citizen Service' to learn about community responsibility and to contribute to the '*Big Society*'.

At Key Stage 4, the school will operate on a cycle of 28 periods of 55 minutes length per week. An additional timetable is shown below to illustrate how the School will deliver *Specialism/Excellence Days* for students.

As in Key Stage 3, Key Stage 4 will also have two *English Enrichment/Excellence Days* each term so that each student will have an additional entitlement of six days per year for the English specialism. An exemplar model for this provision is given below.

In Year 11, there will be an additional withdrawal system for 1 day per week over a total of seven weeks, whereby individual students would take up a community volunteer placement and develop community service qualities, including appreciation of the '*Big Society*'. This will be carefully organised to ensure that there is no disruption or risk to GCSE or AS-Level studies. This is in addition to the expectation that Friday afternoons will be used for this purpose. These elements will be assessed and lead to the award of a Portfolio, which would become part of the Tauheedul Baccalaureate.

The sponsors will also explore the possibility of some able students following a fast track directly to A-Levels, however, this possibility is not illustrated in the curriculum plan below. Nevertheless, the effective delivery of the English Baccalaureate and the Advanced Baccalaureate will be a top priority for the School. All students at Key Stage 4 would work towards the Tauheedul *Silver Baccalaureate*.

A small number of students will want to take a strictly vocational pathway from the age of 14 onwards, or possibly take a *mix* of vocational and academic pathways. If this choice is to be offered, it must be adequately incorporated into the curriculum model and further work will be undertaken by the sponsors prior to the launch, to ensure that such mixtures are compatible with the overall curriculum model.

The tables below illustrate how the Curriculum Plan for Key Stage 4 is structured.

Year 9

	En	Ma	Sc	Hi/Gg	Lang	RE	CS	Sport	Cit	Enr	Tot
Year 9 sets	4	4	6	2	4	2	2	1	1	2	28
	4	4	6	2	4	2	2	1	1	2	28
	4	4	6	2	4	2	2	1	1	2	28
	4	4	6	2	4	2	2	1	1	2	28

Year 10

	En	Ma	Tri Sc or Sc + Ct	Hi/Gg	Lang	RE	Sport	CS	Enr	Tot
Year 10 sets	4	5	6	2	4	2	1	2	2	28
	4	5	6	2	4	2	1	2	2	28
	4	5	6	2	4	2	1	2	2	28
	4	5	6	2	4	2	1	2	2	28

In Year 10, students would complete their GCSE courses in Mathematics, Religious Studies, the two languages and Computer Science.

Year 11

	En	Ma	Tri Sci or Sci + Ct	Hi/Gg	RE	Sport	AS ICT / AS SOC / Art/En & Ma Int	Enr	Tot
Year 11 sets	6	5	6	2	1	1	5	2	28
	6	5	6	2	1	1	5	2	28
	6	5	6	2	1	1	5	2	28
	6	5	6	2	1	1	5	2	28

In Year 11, students would complete their GCSE courses in English Language, Literature, Additional Maths, Science, History/Geography, Citizenship and further AS courses.

Key

Numbers refer to periods, which are 55 minutes in length

Lang – French/ Arabic/Urdu languages (any two)

Enr – Additional Enrichment study 2 sessions per week

AS SOC – AS sociology

En& Ma Int – English and Mathematics intervention

Key Stage 5: Sixth Form

The Tauheedul Free Schools' Trust views consolidation of the post-16 plans as the area of the Business Case with the most significant implications for the future of the Birmingham Free School over the next 10 – 15 years. Changes in the national qualifications arrangements may subsequently be announced and the sponsors will have to adjust the current offer, if necessary, to meet the new structures when they are announced.

However, the longer-term objectives are critically to build attainment levels among the students and to increase participation levels by students beyond 16 in line with government targets. This will secure the throughput of young men, from the immediate relatively poor neighbourhoods close to the central wards of the city who would attend the Birmingham Free School, into higher education; and then into successful careers and apprenticeships as well as into the professions.

For this to happen, the Sixth Form must be a launch-pad containing not only the expertise, but also exhibiting the confidence to help its students to transform their lives. The importance of thoughtful planning at an early stage to help bed down these criteria in a curriculum that is fit for a post-16 purpose is therefore critical.

It will be in the 16+ curriculum at the Birmingham Free School that much of the uniqueness of the Tauheedul experience will become apparent. Whilst high-quality classroom teaching and close supervision of students undertaking study assignments (personalised curriculum) will be an essential element of the learning experience, undertaking additional activities which will add depth to the knowledge and the future employability of the students will be mandatory.

In the Sixth Form, students will follow a core curriculum, which will require them to prepare for four A-Level subjects. The timetabling for each of these A-Level subjects will include:

5 hours of tuition;

1 hour of academic tutorial; and

5 hours of personal study and independent learning.

Students will follow pathways that have logical and practical coherence; for example a sciences pathway, a social sciences pathway or a humanities pathway. The sponsors are clear that the curriculum a student chooses should be of direct assistance in setting them up for entry into one of the Russell Group universities. Therefore, the School will create learning structures that are likely to deter students and parents from making inappropriate choices that will disadvantage them when applying to prestigious universities.

The Sixth Form will operate on a cycle of 28 periods of 55 minutes length per week, with students devoting Friday afternoons, weekends and evenings to *Big Society* activity and the pursuit of the *Tauheedul Gold Baccalaureate*.

Students will be encouraged to complete the *Extended Project Qualification* and undertake 200 hours of enrichment over the two years during holidays and at weekends.

All students will undertake the *International Citizen's Service* placement and complete the *Tauheedul Finishing Programme* (see below for details).

As stated previously, the Tauheedul Free Schools' Trust is keen to explore the possibility of a number of the most able students at the Birmingham Free School pursuing a fast track to A-Level study. Whilst not featured in the current curriculum plan for the Sixth Form, the integration of the Advanced Baccalaureate to the range of pathways available in the school will be implemented at the earliest feasible opportunity.

It is likely that a small number of students will recognise at some point during their schooling (Years 7 and 8), that they would prefer to take a strictly vocational pathway. If this choice is to be offered to students, it must be adequately incorporated into the curriculum model; and additional planning will be undertaken by the sponsors prior to the opening of the Sixth Form to devise a curriculum delivery system to allow students this option.

The tables below are examples of how the Sixth Form Curriculum Plan would be structured. Should there be demand for a particular subject this will be offered, provided that it fits with the progression pathways to Higher Education which are described above.

Year 12

A	B	C	D	E
Physics Group 1	Psychology	Maths Group 2	Chemistry Group 2	Maths Group 1
ICT	Physics Group 2	Chemistry Group 1	History	English Literature Group 2
Sociology 2	English Literature Group 1	Environ. Science	Law	Politics
Econ. & Bus. Stud	Sociology 1	English Language Group 1	3D Design	Biology
English Language Group 2	Urdu	B.Tec Sc	B.Tec Sc	Phys Education
	B.Tec Sc			B.Tec Sc
Enrichment	Enrichment	Enrichment	Enrichment	Enrichment

Year 13

A	B	C	D	E
Maths Group 1	Maths Group 2	Physics Group 2	Psychology	Chemistry Group 2
Politics	Chemistry Group 1	ICT	English Literature Group 1	English Language Group 1
English Literature Group 2	English Language Group 2	History	Physics Group 1	Religious Studies
Biology	Urdu	Law	Sociology 1	3D Design
Phys Education	Econ. & Bus. Stud.	B.Tec Sc	Environ. Science	Sociology 2
B.Tec Sc			B.Tec Sc	B.Tec Sc
Enrichment	Enrichment	Enrichment	Enrichment	Enrichment

Individualised learning pathways

The overall structure of the curriculum and the flexible approaches to students' own learning support will allow brighter students to be 'fast-tracked' through GCSE and A-Level syllabuses. It will also allow '1 to 1' and small group support to be delivered to students who require it.

As a result, each student will be supported to move to external examinations at the speed that is best for them. Personalised excellence is not easily delivered in a school which contains students from all backgrounds and with differing capacities. Nevertheless, the sponsors recognise that every student has it in him to achieve excellence in one or more areas and the Birmingham Free School will ensure that progress towards individual excellence features in the report cards of every student.

The Tauheedul Finishing programme

The Tauheedul Finishing Programme will focus on the following:

- Developing emotional intelligence
- Self-awareness and self-management
- Social awareness and social management
- Elocution, articulacy and public speaking
- Leadership coaching and mentoring

As they participate in the school's Big Society specialism as sixth formers, students will reflect on and develop these skills and qualities to prepare them for entry to professional and civic life. In order that their competences in these areas can be assessed, they will prepare and deliver an oral presentation to a panel comprised of both school-based and external experts.

Faculties and qualifications

The Learning Faculties and Qualifications Offered

The organisation of learning and the curriculum will be structured around a series of 6 Faculties: of which 5 are grouped around subjects, plus an Access and Inclusion Faculty. Each Faculty will have responsibility for delivering a range of subject areas and will ensure that the quality of learning reaches the highest standards. Each Faculty will be led by a Director of Learning.

The faculties operating across the School will be structured by grouped subjects as follows:

Science and Mathematics Faculty: Dual Award Science, Biology, Chemistry, Physics, Environmental Science, Mathematics, Additional Mathematics

Science will be taught up to and beyond GCSE level, including **A-Level Biology, A-Level Chemistry, A-Level Physics** and **Environmental Science**. At GCSE level, all three sciences will be taught through the Core Science, Additional Science and Triple Science courses. There will be a greater emphasis placed on in-depth knowledge of scientific facts, theories and principles. Aspects of the **sex and relationship education** will be offered through the Science curriculum.

Numerical and mathematical skills are a critical aspect of the curriculum. This will be

provided through **Mathematics** up to and beyond GCSE level. Mathematical skills will also have greater focus on the application of Mathematics in everyday life and functional skills. **Numeracy** will also be developed across the curriculum as a core skill that enhances employability and supports attainment. **A-Level Mathematics** will also be studied by students in the school.

Courses Delivered

Subject	KS3	GCSE	AS	A2	Btec/ Other
Mathematics	✓	✓	✓	✓	
Dual Award Science	✓	✓			
Biology		✓	✓	✓	
Chemistry		✓	✓	✓	
Physics		✓	✓	✓	
Additional Science		✓	✓		
Environmental Science			✓	✓	
Additional Mathematics		✓	✓		

Communications Faculty: English Language, English Literature, French, Arabic, Urdu

The school's English specialism will influence and shape every aspect of the school's curriculum, ensuring that students have the reading, writing, listening and speaking skills – both generic and specific – to enable them to succeed in all subjects.

The Faculty will be a flagship for the whole school - leading teaching innovation and standards. The English Enrichment days (one per half term) will give opportunities for students to develop extended work in language and literature that would not be possible through a standard curriculum delivery. All students will be required to complete an English project as part of the school's specialism.

English at the Birmingham Free School will be delivered through **English Language and Literature** courses up to and beyond GCSE, including **A-Level English Language and Literature**; multi-lingual communication skills will be enhanced through the provision of **French, Urdu and Arabic** up to GCSE and **A-Level Arabic and Urdu** at post-GCSE. **Drama** lessons within English will also support learners to have excellent speaking and listening skills. A key responsibility of the Communications Faculty will be to take a lead on developing literacy across the curriculum. This will be done through the implementation of a school-wide framework of learning outcomes in reading, writing, speaking and listening, based on

Assessing Pupil Progress in English. The Faculty will provide guidance and support CPD so staff are confident and skilled in using pedagogies known to accelerate student progress in literacy.

Courses Delivered

Subject	KS3	GCSE	AS	A2	Btec/ Other
English Language	✓	✓	✓	✓	
English Literature	✓	✓	✓	✓	
French	✓	✓			
Arabic	✓	✓	✓	✓	
Urdu	✓	✓	✓	✓	

Humanities and Business Faculty: History, Geography, Religious Education, Economics and Business Studies, Law, Sociology, Psychology, Citizenship, Critical Thinking Skills.

In Humanities, the teaching of **History** up to and beyond GCSE level will allow students to undertake an understanding of modern world History, with a specific focus on British History over the last millennia. In addition, Geography will be delivered up to GCSE level.

The **Citizenship** curriculum at Key Stage 3 and beyond will include a focus on knowledge of the public institutions and services in England and abroad, and an understanding of different cultures and faiths. Students will be taught about parliament, about how laws are drafted and approved, how the democratic institutions function and about the role of media and voluntary bodies. Other aspects of the citizenship curriculum, such as distinguishing right from wrong; respect for the law; tolerance for, and respect for the rights of others and their cultures and faiths; accepting personal responsibility within their communities and the concept of the 'Big Society' will be delivered through Citizenship lessons, as well as the School's PSHE and assembly programme. Aspects of **sex and relationship education** will be delivered through the Citizenship curriculum.

At GCSE, all students will study three subjects related to Humanities and Faith education. All students will study either **GCSE History** or **GCSE Geography**. In addition, all students will complete a **GCSE in Citizenship** and a **GCSE in Religious Studies**. Gifted and Talented students in Year 11 will also have the opportunity to study **AS Sociology**.

At post-16 level, students will study **A-Level Psychology, A-Level Sociology, A-Level History, A-Level Religious Studies, A-Level Law, A-Level Politics** and **A-Level Critical Thinking**.

Religious studies at Tauheedul up to GCSE level and beyond will include an understanding of the beliefs and practices of major world faiths, such as Islam, Judaism, Christianity, Buddhism and Hinduism, as well as understanding the nature of faith itself and respecting

those of all faiths and none.

Careers guidance will be delivered through the provision of careers guidance and the development of work-related skills in the Citizenship curriculum. In addition, learners will receive community service placements and manage enterprises throughout Key Stages 3, 4 and 5. In addition to the careers guidance and work-related experiences, **enterprise skills** will also be developed through **A-Level Business Studies**.

Humanities and Business Faculty: continued

Courses Delivered

Subject	KS3	GCSE	AS	A2	Btec/ Other
History	✓	✓	✓	✓	
Geography	✓	✓			
Rel. Education / Studies	✓	✓	✓	✓	
Ec. & Business Studies			✓	✓	
Law			✓	✓	
Politics			✓	✓	
Sociology			✓	✓	
Psychology			✓	✓	
Citizenship	✓	✓			
Critical Th. Skills			✓	✓	✓

Creative Technologies Faculty: Computer Science, 3D Design, Product Design, Art, Music/Nasheed.

Skills in **Computer Science, Digital Literacy and 3D Design** will be taught through the design, development, marketing and evaluation of software applications during KS3 and KS4. A GCSE in Computer Science will be offered at KS4. **A-Level ICT** will also be offered as an alternative curriculum for gifted and talented students in Year 11. A **BTEC in ICT** will be delivered at Levels 2 & 3 for KS4 and Sixth Form students.

Computer Science at the Birmingham Free School will be the study of the technology behind the applications that are an integral part of our everyday lives. Our learners will develop digital literacy and design algorithmic processes to solve problems and create solutions. They will apply programming language with increasing sophistication to learn the rudiments of software design relating to web sites, gaming construction, the development and deployment of ‘apps’ and e-solutions.

Aesthetic and creative education will be provided through **Art, Music (Nasheed)** and **Product Design** lessons at Key Stage 3. **Art & Technology** lessons will allow learners to explore and develop artistic learning and use Computer Aided Design and Computer Aided Manufacture (CAD/CAM) to explore **design and technological learning**. Students will also

experience aspects of design and technology through a system control module in Computer Science lessons. Year 11 students will also be able to study a **GCSE in Art & Design**.

Musical learning (Nasheed) will be delivered through lessons at KS3.

Courses Delivered

Subject	KS3	GCSE	AS	A2	Btec/ Other
Technology	✓				
Computer Science	✓	✓	✓	✓	✓
Art	✓	✓			
Music/Nasheed	✓				
3D Design			✓	✓	

Sport and Enterprise Faculty: Sport, Duke of Edinburgh Award, Community Participation 'Big Society'.

The health and well-being of students will be encouraged through the provision of physical and sports education for all students. Students will also develop an understanding of issues such as drugs, exercise and good nutrition. **Sports** will be delivered at **GCSE and A-Level**. This will include partnerships with other voluntary and private sector organisations, including the **Duke of Edinburgh Award**.

In addition to this, the delivery of the sports curriculum will allow sustained and deep learning in a personalised programme of leadership development and community service.

Residential camps and outward bound activities will promote independent learning.

Courses Delivered

Subject	KS3	GCSE	AS	A2	Btec/ Other
Sport	✓	✓	✓	✓	
Sports Leadership & Entrepreneurship	✓	✓			
Duke of Edinburgh					✓
Community Service					✓

Specialisms: responding to local demand, need and aspiration

In keeping with the aspiration in its Education Vision to tailor the Tauheedul model to Birmingham's local context, the sponsors of the Birmingham Free School are proposing to develop two specialisms: one in English, and a second in the Big Society. We believe that these specialisms will extend and enrich the central core of the school curriculum, thus enabling students to deepen their knowledge and skills through application and enquiry.

In addition, they will create opportunities from which boys will acquire 'employability' skills, and make contacts which will increase their chances of progressing to work or on to higher education.

A centre of excellence in English

As articulated in the foregoing Education Vision, the Trust has been guided by the strongly held view of the local communities with which it has engaged that the future prosperity and social cohesion of the city is dependent on its young people acquiring high levels of competence in English. In accordance with this expression of local demand, the Birmingham Free School's first specialism will be English Language and Literature.

This specialism will be delivered through:

- **A forward-looking curriculum grounded in the basics**
- **Embedding English and literacy across the curriculum**
- **A centre of excellence in English language and literature**
- **A centre of excellence in public speaking**
- **A student-led community radio station**

A forward looking English curriculum grounded in the basics

The sponsors' aspiration is for all students at the Birmingham Free School to develop high levels of competence in reading, writing, speaking and listening to enable them to access all areas of the curriculum successfully and to progress to the country's most prestigious universities and professions.

The Trust is following the current review of the National Curriculum closely, and is keen to be in the vanguard of implementing its recommendations. In the interim, it is clear that in addition to a focus on students' literacy and meeting the needs of EAL learners, higher standards in grammar, punctuation and spelling will be priorities for the Birmingham Free School.

OFSTED has identified that one of the characteristics of outstanding provision in English is 'an original and distinct curriculum designed to meet pupils' needs'⁴

To achieve this we will provide an innovative and engaging curriculum which is nevertheless focused on ensuring that students are secure in all aspects of comprehension and expression, with a strong emphasis on the basics of grammar, punctuation and spelling.

⁴ Excellence in English: What we can learn from 12 outstanding schools; OFSTED, May 2011

A love of books and a culture of reading

The Trust recognises that engendering a love of reading in children and young people is crucial in their development of language. From the outset, the school will actively promote this within the curriculum, through enrichment activities and in extra-curricular activities such as reading clubs. The sponsors' aspiration is that reading 50 books a year will become the cultural norm for students in the school, and that this will include a high proportion of works from the rich heritage of classic English literature.

It is recognised, however, that to achieve this will require the Free School to tackle a negative culture that seems to say that reading is not 'cool' for boys. This is often associated with involvement in criminal gangs. It is further acknowledged that in the PISA rankings for reading, English teenagers recently slipped from 17th to 25th. For those students who are vulnerable to anti-reading peer pressure, the school will employ a personalised approach in order to engage them. For a transitional phase, this may mean that there will be a focus on the kind of literature which will inspire and motivate students to read more. The school's intended partnership with neighbouring Aston Villa Football Club will be focused on supporting this. Ultimately, all students at the school will learn to appreciate the value of such authors as Dickens, such playwrights as Shakespeare and such poets as Wordsworth. This will be reinforced through the school's extra-curricular reading groups.

The Shakespeare hour

Recognising that the study of the world's greatest playwright provides one of the richest sources of learning in language development, psychology, ideas and history, the sponsors will structure the curriculum so that every student in every year group will study Shakespeare for at least one period a week. The range of teaching and learning strategies used will ensure that the key works are brought to life and that students develop a thirst for more. For example, the sequence of plays comprising Henry IV and Henry V could be examined for the themes of youth, maturity and adult responsibility; a creative exploration of Romeo and Juliet could be used to illuminate the issues which arise from gang culture and which are of concern to the local community; or an analysis of Macbeth might find echoes in contemporary world affairs of the nature of political power and its use and abuse.

The Trust envisages that scholarship in Shakespeare will be central to the Birmingham Free School's specialism. This will be enhanced through the proximity of Stratford-upon-Avon to the school, and through its proposed partnerships with the British Shakespeare Association, The Globe Theatre and the Royal Shakespeare Company. The school will offer schools performance workshops and provide the opportunity for staff in the region to complete a Master's Degree Programme in Shakespeare in Education. The 400th anniversary of the Bard's death in 2016 will provide an opportunity for the school to lead and co-ordinate a series of city-wide events which will celebrate and illuminate the value and splendour of his oeuvre.

An outline of the English curriculum

Key Stage 3: Years 7-8

The Key Stage 3 curriculum model is designed to offer students an exciting, relevant and challenging experience of learning English whilst securing skills and embedding a recognition of

the need for accuracy in speaking and writing. The curriculum will provide 4 hours a week for English in KS3, including weekly Shakespeare and Independent Reading lessons.

- Each year's curriculum will comprise 12-14 short Sequences of Learning, each of which will focus on a particular skills base: each sequence will include a "build" stage, where skills are developed; an "apply" stage where students are encouraged to experiment and develop the skills further in a range of contexts; and a "secure" stage, where students use their skills independently for a real and relevant purpose.
- Every sequence will provide a real, relevant and purposeful context for learning: students will be reading, writing and speaking for real purposes linked to school, the local community and the school's wider community links.
 - For example, a short sequence focused on interpreting information from specific websites could initially enable students to collate, order and evaluate material. They could then apply these skills, with support, to explore websites linked to their own interests and extra-curricular activities, before using them independently to evaluate and report on websites the school may subscribe to.
- A high profile will be given to explicit teaching of Speaking and Listening skills in years 7 and 8: not only is this essential as a rehearsal for writing but also as a key vehicle for developing students' confidence and their awareness of the need for grammatical accuracy and Standard English in a range of contexts. In tandem with this will be many opportunities to explore the significance and richness of varied dialects and languages and consider the way language is used by different groups.
- Drama will also play a key role in developing students' confidence, spoken skills and leadership.
- A wide range of Literature will be central to the English curriculum: as well as modern and literary heritage texts studied within the Sequences of Learning, there will be a rich reading culture established in the school: well planned, regular library lessons will teach students to become discerning and critical readers; year focused recommended reading lists, writers in school and author workshops will engage students in exploring new texts and a school magazine, reader blogs and student involvement in book purchases will all ensure that students do not lose interest in their reading in the crucial KS3 years. The provision of Kindles and other reading technology will further secure reading motivation.
- Sequences of Learning which focus on writing skills will give a high profile to written accuracy: the use of real contexts for writing will underpin the need for grammar, spelling and punctuation to be of the highest standard, as students' work will be read by a real readership. The drafting and editing process will be explicitly taught to ensure that pupils develop the skills of self-correction before they move into KS4.
- Literacy Intervention will be a crucial element of KS3, to enable students who have fallen behind to make rapid progress: proven intervention programmes, for example Literacy Plus, will be well integrated with the mainstream curriculum. There will be a well-structured Phonics

programme in place to provide rapid reading development for pupils who have not yet mastered decoding and for International New Arrivals and EAL students who are not yet secure in their phonic awareness.

Key Stage 4: Year 9

This will be a transitional year, where students will begin their GCSE studies, but allowing further focus on “the basics” for those students who have not yet secured their reading and writing skills fully.

- Again, short Sequences of Learning will provide pace and challenge, but there will be greater focus on reading and writing extended texts and comparative reading. There will be opportunity to begin to read the texts to be studied for English Literature, but as part of a wider diet including other works by the same authors and their contemporaries: this is essential in equipping students, not only for GCSE, but also for A-Level and entry to the more prestigious universities.
- The Y9 curriculum will lay the groundwork for writing for academic purposes, structuring responses and presenting cogent argument. As students demonstrate their readiness, they will embark on the first of the GCSE English Language Units

Key Stage 4: Years 10-11

- The focus on real, relevant and purposeful contexts in English will be sustained within GCSE work: speaking and listening activities will be particularly grounded in school and community topics, and writings will continue to be read by a real readership through publication, intranet and internet links.
- As students progress, there will be a particular focus on the achievement of A and A* grades: workshops, master-classes and flexible groupings will be used to challenge students to reach these top grades. A flexible curriculum model will allow staff with specialisms - for example with Language study - to work with a number of classes, and weekend and holiday conferences with input from 6th form and university students and will provide good models of achievement.

Key Stage 5: Years 12-13

- All students will continue to contribute to the unique English ethos of the school, whether or not they wish to continue their studies in the subject to A-Level: contributions to school publications, debating groups and reading engagement will all be explicitly promoted as a key element in their progress into careers or university applications. Sixth formers will also be expected to support KS3 students as reading buddies and writing coaches as part of their curriculum.

- The school will offer English Language and English Literature as AS and A Level courses
- Links will also be established with Oxford University to enable Y12 students to attend the UNIQ Summer Schools. For exceptionally able students who wish to embark on the International Baccalaureate Diploma programme, we will also offer the Studies in Language and Literature syllabus.
- For exceptionally able students, we will explore the possibility of the Language and Literature syllabus of the International Baccalaureate Diploma programme.

English specialism days will take place once every half term in all year groups. On these days, students will explore in more depth an aspect of English Language or Literature which either interests them or in which they need to improve. Visiting speakers, writers and lecturers will provide additional stimulus on these days, and the school's focus on Shakespeare will gain additional intensity.

English across the curriculum

Literacy across the curriculum is acknowledged to be a key element of students' achievement, and as such the Birmingham Free School is fully committed to a whole school literacy strategy.

- As students build, apply and secure their skills within English lessons, other teachers will provide opportunities within their subject for pupils to practise these skills. The English curriculum will be shared with all other staff to facilitate this.
- All staff will have high levels of literacy and a good understanding of how to model speaking, reading and writing within their lessons and in wider school activities.
- A whole school marking policy will provide consistent and well-judged feedback on grammar, punctuation and spelling accuracy.
- Students in Years 7 and 8 will be expected to plan, draft or edit a piece of extended writing in all subjects on a weekly basis.
- All staff will be expected to develop students' independent reading skills in their lessons, using an agreed range of strategies to secure progress in reading.
- All staff will share high expectations of spoken language in lessons and encourage students to use language appropriately and with grammatical accuracy.
- Speaking and listening skills will be explicitly taught in a range of subjects, with group work and discussion given a high profile. The use of talk for learning, as a rehearsal of ideas, will also be a regular feature of lessons.

A centre of excellence in English language and literature

A hub for professional development

The sponsors intend that the Birmingham Free School will be a power-house in the teaching of English and a regional, national and international hub of excellence in the subject. The school's plan to become a Teaching School will be key to this.

In partnership with local universities, a high quality programme of CPD will be developed which is based on the best evidence-based practice in the UK and in successful comparable education systems in other countries. This will include a focus on subject leadership.

The professional development programme will be offered to other schools – both Primary and Secondary – in Birmingham, the West Midlands and beyond. It will be delivered through a blend of face-to-face and on-line learning facilitated by staff at the Free School.

Having developed exemplary practice in teaching, learning and assessment in English, the Birmingham Free School will also share this as part of its CPD offer with Primary and Secondary schools in the city and the wider West Midlands region.

The Birmingham Free School will host Writers' Workshops and Writers in Residence programmes throughout the year for local partner schools.

The school will seek to secure links with Oxford University, through the Teach First Programme, short term placements for Undergraduates and trainee placements for PGCE students.

Outreach in English on a global scale

Using video communication technology, the students at the Birmingham Free School will be involved in teaching English to a network of schools in the developing world. In addition to benefiting the pupils who are learning English, this will deliver significant educational enhancement for the Birmingham Free School students through what has been recognised by John Hattie and others as the value of *reciprocal learning*.⁵ The learning of pupils in delivering this outreach activity will be assessed as part of their work towards the Tauheedul Baccalaureate.

A centre of excellence in Public Speaking

The Trust recognises the importance of public speaking in helping young people progress to the best Universities and access prestigious professional careers. We will work with existing partners and secure new ones in the business and Higher Education sectors to establish a successful and vibrant Centre of Excellence in Public Speaking.

The Centre will offer recognised qualifications in Public Speaking at a range of levels. These might include the NCFE Level 2 Effective Public Speaking Certificate and the BTEC Advanced Level Award in Public Speaking and Presentation.

The courses offered will be complemented by a rich programme of acclaimed visiting speakers and debating competitions which will be judged by high profile figures who are known for their own

⁵ John Hattie: *Visible Learning; a synthesis of over 800 meta-analyses relating to achievement* (London: Routledge, 2009)

rhetorical skills. Annual public speaking and debating contests will be held for students of all ages (including Primary school pupils) and will become high profile events in the city's calendar.

Through its programme of challenge days and annual competitions for primary, secondary and sixth form students, the Centre of Excellence in Public Speaking will quickly become a well-known focal point for the city's young people and their communities.

Radio Free School Birmingham (RFSB)

The Birmingham Free School will establish a community radio station which will be managed and developed by the students. Broadcasts will be focused on local, national and global current affairs, and this will be used to develop the speaking, listening reading and writing skills of students in creating documentaries and forums for debate. Radio Free School Birmingham will also transmit features which reflect the school's English specialism, such as performances of Shakespeare, students' creative writing and literary criticism, and discussions from reading groups. The content of the station will be moderated at all times to ensure balance, objectivity and suitability for audiences.

The sponsors will forge a partnership with BBC Radio West Midlands which will enhance the opportunities for students to learn about broadcasting at a more sophisticated level

Through its transmissions and programming, RFSB will raise the profiles of the following:

- The Birmingham Free School and its academic excellence
- The collective and individual talent of its students
- The Free School movement more generally
- The value of education
- The aspirational nature of the communities the Free School serves and their work to regenerate their neighbourhoods
- The richness of English language and literature and of Shakespeare in particular
- Local, national and global issues of concern

Centre of excellence in Big Society

The second specialism will be Big Society which will be developed through the school's charity projects, community service placements and other voluntary and participative initiatives to nurture collective action and collective responsibility.

The Big Society specialism will differ qualitatively from the English specialism in one particular respect. The principle of 'volunteering' is at the centre of this Specialism. It will not occupy part of the normal weekly timetable but will be developed and delivered by means of a series of projects that will be planned from the school and by the staff of the school but with participation from the students during their spare time, evenings and weekends. Accordingly, all boys will be encouraged and assessed on the quality and quantity of the contribution they are able to make to a community service or charity (local, national or global). The school sees this initiative lying at the very heart of its ethos.

The sponsors will host a *Big Society Day* each year to which students and teachers from across Birmingham will be invited.

Through the Big Society curriculum and enrichment provision, the sponsors aim to:

- Encourage and promote social action and the principle of Community Service and Volunteering so that students at the Birmingham Free School play an active part in society;
- Encourage all its students to endorse the civilised values in a fair society of the principle of Citizenship;
- Equip our boys with the power, confidence and skills they need to make a real difference in their communities.
- Promote a commitment to 'green' and environmentally sensitive principles;
- Introduce the importance for young people growing up in the 21st century to globally structured Ethics;
- Require awareness of the role played by civic and religious values in society and in contributing to a fair and equitable community.

We will harness the resources and expertise of national organisations such as The Big Society Network, and – recognising that Birmingham has led the way in making the Big Society a reality - local groups such as Podnosh which will seek, in return, to influence and shape the development of the Birmingham Free School.

We will expect all our year 11 students to participate in National Citizen Service and our sixth form students in the International Citizen Service programme.

Through its Big Society specialism, the Birmingham Free School will play a proactive role in creating and sustaining community cohesion in the city.

Specialism delivery: Curriculum planning for specialisms in 'English' and 'Big Society'

The English specialism will be delivered in whole day blocks and the timetable used flexibly to allow students to benefit from the opportunity to undertake an English language and literature project. 'Big Society' will be developed outside the normal timetabled day. In addition, we will provide *Curriculum Plus* in the form of one Saturday School per half term allowing boys to undertake activities that will relate to both specialisms.

The example given below illustrates the specialist curriculum delivered on a set day. The whole school timetable would be constructed so that this would be delivered on days where Sport, Citizenship and Computer Science are normally delivered, to minimise disruption to English Baccalaureate subjects.

Example Term 1

Week	1	2	3	4	5	6	7	8	9	10	11
Year 7	En						En				
Year 8		En						En			
Year 9			En						En		
Year 10				En						En	
Year 11					En						En

This would be repeated for terms two and three, giving each student an additional entitlement of six days or their equivalent per year, for the School's specialism of English. The same model would also be applied to the timetable for Years 8, 9 and 10.

During Year 11, there would be an additional 6/7 week community placement so that students could understand and then develop a sense of the Big Society concept, and then practically work out their future role within it.

Enrichment curriculum

The three elements of the Tauheedul curriculum require – for the delivery of the Key Performance Indicators which inform them - that students attending the Birmingham Free School experience a programme of curriculum enrichment which enhances the formally taught component. We propose an enrichment entitlement and offer as follows:

Enrichment entitlement

Students will benefit from a wide range of enrichment activities developed as part of the 2 specialisms associated with the Birmingham Free School which will allow all students to enjoy enrichment opportunities:

- provided by the English specialism; and
- provided by the Big Society specialism.

All students will be expected to participate in an extra 2 hours of enrichment per week to take place after School as follows:

First hour of enrichment per week

A comprehensive programme of enrichment opportunities will be offered aimed at developing key 'personal skills and aptitudes'. These extra-curricular parts of the learning offer to students will form part of the Tauheedul Baccalaureate.

Second hour of enrichment per week

There will be a programme of study support and tuition sessions, delivered each day after school, tailored to an individual or group of students who may require additional help in literacy, numeracy and English Baccalaureate subjects. There will be a particular focus on early support for developing students' reading, writing, speaking and listening skills as this will be key to them accessing the full breadth of the curriculum and the demands of GCSE qualifications.

Examination preparation and Master Classes

Finally, there will be a focused programme of master classes (exam preparation) and revision sessions for Years 10 – 13, which will run throughout the year in evenings and weekends, and be quite separate from the 2-hour enrichment entitlement. There will be a strong expectation that all students attend.

The sponsors are planning to include a wide range of activities provided for the sixth form students, intended to make them more rounded and mature individuals. These activities will all be formally recognised as contributing, when completed successfully, to achieving the award of the Tauheedul Gold Baccalaureate and Duke of Edinburgh Award Scheme.

Ensuring students' success

Viewed in its broadest sense, the Tauheedul Free Schools' Trust recognises that the provision of content to be delivered and a structure within which to do this will not, on its own, deliver the outcomes for students to which the Trust is committed. Set out below are the critical curriculum facilitators which will ensure that every student at the Birmingham Free School is able to access fully all aspects of the curriculum to support their progress and achievement.

Outstanding learning and teaching

Teachers really matter. Indeed, there is no more important contributory aspect of improving school performance than the skilful deployment of outstanding teachers, in an environment where they can perform to their best. Creating a climate in which to orchestrate this is not a matter of chance. It requires rigorous leadership and management to commit effort and resource to generate the atmosphere and enthusiasm.

Underpinning all teaching and learning will be the principles of assessment for learning which will ensure:

- an inextricable link between the accurate assessment of learning, and day to day teaching and learning;
- the development of students as independent learners: empowered by teachers to know 'what good looks like' and how to get there. Teachers will be expected to be explicit about success criteria and to promote the use of peer and self-assessment as an integral part of every learning sequence;
- accelerated progress, again through the use of success criteria which describe the incremental steps needed to achieve ambitious goals and strategies which demand the giving and receiving of feedback (teacher/pupil and pupil/pupil) to inform improvement;
- talk for learning so that students understand the role of collaborative learning accelerating progress and in being an independent learner.

In addition, credible research and feedback from Ofsted will be used to build in approaches known to improve the engagement and progress of boys. In their report '*Boys' achievement in secondary schools*' (2003), Ofsted identified good teaching and management of learning as the strongest influence on the achievement of boys. Inspectors found evidence that the quality of teaching was a stronger factor for boys than for girls. 'While girls often manage to learn despite lacklustre teaching, the matter may be more critical for boys'. Approaches to be used include:

- Carefully structured and 'chunked' work in lessons. Boys' do best when work has clear objectives with clear achievable aims, short-term targets and quick teacher feedback.
- Clarity about how current work builds on earlier learning (i.e. to be able to locate today's lesson in their 'big picture' for learning).
- A variety of activities in lessons, including practical and activity-based learning and applications to real-life situations.
- Transformation: turning material from one form to another.
- An element of fun and competition with humour used to good effect.
- Immediate rewards for good work.
- Planned talk for learning i.e. paired and group work, particularly as a bridge into written work.

- Access to computers for interactive learning or to help boys improve the presentation of their work.
- ‘Quick fire’, lively and varied questioning with the teacher ensuring that all students participate.
- High-quality, close and responsive marking of written work (at different stages of drafting) offering clear advice on how to improve – even to high attainers.
- Writing tasks are broken down into smaller steps, with feedback at different stages (for example brainstorming, planning, first draft, redraft, final edit).
- Use of ‘boy-friendly’ texts and genre in both fiction and non-fiction.
- Strategies to encourage boys to think and reflect on their first (verbal) answers because although boys often answer questions willingly, their responses frequently lack depth or expansion.
- Use of model written examples to demonstrate what a good outcome looks like.

In addition, we will use the latest research in high yield approaches to teaching and learning to ensure our teachers are trained in using and knowing when to apply them. These will include the following approaches identified by John Hattie in his synthesis of meta-analyses as ones which have a significant or noticeable ‘effect size’:

- Direct instruction
- Using testing to provide feedback on learning and progress
- Feedback (teacher: pupil, pupil: teacher, pupil: pupil)
- Reciprocal teaching
- Metacognitive strategies
- Problem solving teaching
- Providing formative evaluation to teachers
- Developing study skills
- Teaching pupils self-verbalisation
- Use of learning goals
- Mastery learning

We will use ‘project based learning’ as an organising approach to teaching the community service element of our curriculum to be delivered on Friday afternoons. This has been chosen as an approach because it will provide something different for pupils on one afternoon per week. It is also a powerful approach to inducting children into interactive and independent learning, and will develop their skills and capacity as both team workers and leaders.

All teachers will be required to provide a full plan for every lesson and these will be monitored as part of a robust and rigorous school self-evaluation system.

Having created a highly successful learning environment at TIGHS, the sponsors are clear about the ingredients of achievement and have set this out in the *Tauheedul School Improvement Framework and Quality Standards*.

A key appointment will be a Vice Principal who is an expert in Teaching and Learning and will be directly responsible for making it outstanding. There will be a relentless focus on what happens in the classroom and, by working with the grain of skilled and conscientious teachers, on improving the quality of classroom teaching.

Outstanding literacy

In alignment with its English specialism, the school will develop a 'Literacy across the Curriculum Framework', based on the Assessing Pupil Progress guidelines, which will be used by all staff to focus learning on key literacy skills and identify the specific support needs of individual students. This is seen as critical in enabling access to the full scope of the curriculum for all students, and in particular for making the English specialism fully accessible. The Literacy across the Curriculum Framework will then be used as the basis for:

- Providing structured and bespoke enrichment programmes.
- The use of Literacy focused objectives in each lesson alongside subject objectives (see Ensuring the Attainment of More Advanced Learners of English as an Additional Language: National Strategies CPD module 3 - appropriate for all learners with literacy / language development issues).
- Ensuring there are accurate reading and comprehension ages for all students – carried out on entry to Y7, then completed again at the end of each year in Key Stage 3.
- Appropriate differentiation of texts linked to the reading ages of students in classes (using Fry Graph: <http://www.readabilityformulas.com/fry-graph-readability-formula.php>).
- Guided Reading & Directed Activities Relating to Texts (DARTs) e.g. asking students to annotate texts, highlight key words, summarise a paragraph into a sentence in their own words, use graphic organisers for note taking (see Ensuring the Attainment of More Advanced Learners of English as an Additional Language: CPD module 6 & 7).
- Use of cooperative and collaborative talk structures to ensure all students are able to articulate responses and become confident participants.
- Using the Sequence for Teaching Writing.
- Ensuring staff awareness of what an English L4 student looks like in terms of punctuation and sentence structure.
- Use of 'Read Write Inc.' (Ruth Miskin) for very low level learners:
<http://www.oup.com/oxed/primary/rwi/>
- Use of 'Catch Up Literacy':
<http://www.catchup.org.uk/CatchUpLiteracy/IntroducingCatchUpLiteracy.aspx>

We will also introduce Booster sessions on Friday afternoons (when the Birmingham Free School is closed) in local Primary schools for Year 6 pupils who are below nationally expected levels in English. These have been very successful as an approach at TIGHS, Blackburn.

Outstanding technology

At the Birmingham Free School we will ensure that technology is used to its full potential to support pupils' learning, progress and achievement. We know that the use of technology in

schools is too often at one extreme: either it is over used in a gimmicky or dull way or is shunned by staff that lack confidence and vision. We will use technology effectively through the following approaches.

All students:

- will be allocated their own laptop;
- will be able to access the Virtual Learning Environment (VLE) from school and home which will include their progress data and targets, lesson plans (student version), lesson resources, extension activities and support materials and a virtual library;
- will use an E-portfolio to record their progress towards achieving each stage of the Tauheedul Baccalaureate.

All parents:

- will be able to use the VLE as a portal to monitor the attendance, behaviour and achievement of their sons through real-time data. The parental VLE will give parents their son's weekly-updated student profile, reports provided by Learning Coordinators and will allow parents to view progress and the results of assessments in each subject.

All staff:

- will be able to access all student tracking data on-line, including a data dashboard; so that attendance, behaviour, effort, attainment and progress can be seen at a glance;
- will access the staff VLE which will provide online CPD, key whole school documentation, staff learning resources and a daily message board;
- will have the use of an interactive whiteboard with which to teach, as every class-room will be equipped with one.

Outstanding Professional Development.

Outstanding teaching and learning does not happen by chance. The Tauheedul Free Schools' Trust recognises the importance of implementing a rigorous Continuous Professional Development (CPD) programme that will promote a wide range of engaging and innovative teaching strategies. The key will be the spreading of good practice across all Tauheedul Schools and monitoring its contribution to our Key Performance Indicators.

The Birmingham Free School will employ a 'managed' approach to teaching; with staff supported in maintaining the highest standards of good practice. Special arrangements for appointing teaching staff and operating individualised in-service development programmes will be built into our management processes.

We will have an academic handbook for staff and implement a robust Quality Assurance programme. All staff will receive written feedback as part of our programme for termly observations. All staff will know that only good or outstanding lessons are acceptable. Lesson planning, classroom teaching and marking will be monitored at all levels, and where necessary support on a 1-to-1 basis provided.

Senior staff and middle managers will visit lessons on a daily basis, assessing performance and giving feedback against agreed benchmarks.

The consequence of the CPD Programme in the Birmingham Free School will be a passionate investment in learning and teaching, which includes assessment for learning, student focused activity and accelerated learning techniques.

Leadership and thinking skills will be developed in the school and across the network of Tauheedul Schools, with cutting edge specialism staff taking the lead by developing specific teaching approaches that nurture thinking skills.

As will be the case in all Tauheedul Schools, the teachers and senior leaders in the Birmingham Free School will be trained as *'excellence teachers/coaches'*, who will then undertake two key roles:

- to support trainee teachers, and
- to contribute to transferring the coaching programme across Tauheedul Schools

All staff will be expected to engage directly in school based action research and, where appropriate to their negotiated career pathway, to undertake relevant accredited courses and qualifications.

TIGHS has already successfully fostered valuable links with local universities. The Birmingham Free School will also aim to benefit from the curriculum, teaching and staff development opportunities that these links can offer.

Outstanding school leadership development

The Trust recognises that the quality of school leadership is an integral factor in securing excellent outcomes for pupils. Leadership at every level of the school needs to be continuously developed, and the Birmingham Free School will put in place leadership programmes for Senior Leaders, Middle Leaders and classroom practitioners to support this.

The school will work closely with the National College to achieve this. Its aspiration to secure Teaching School status will necessitate exemplary practice in leadership as well as teaching and learning.

The Trust is in an advanced stage of dialogue with Future Leaders aimed at establishing a productive partnership focused on the development of talented and effective school leaders. There is agreement that each Tauheedul Free School will identify and ring-fence a leadership position for the Future Leaders programme, thereby making a substantial contribution to the growth of a new generation of school leaders.

A structure for delivery

This section sets out how the Birmingham Free School and its pupils will be organised, including:

The Birmingham Free School year

The Birmingham Free School calendar

The Birmingham Free School week

The Birmingham Free School day

The Birmingham Free School lesson

The Birmingham Free School Year groups, forms and sets

The Birmingham Free School year: We will initially operate a school year constituting 196 days. In addition to the 190 standard days, there will be one Saturday School per half term allowing boys to undertake activities that will relate to the English and Big Society specialisms adopted by the School. This will be called *Curriculum Plus* and will feed through to the hoped-for success achieved in national examinations, in the Tauheedul Baccalaureate and in our specialist areas.

The Birmingham Free School calendar: The sponsors will consult on the school calendar on a yearly basis but intend to operate the normal three terms per annum to fit in with the Birmingham Local Authority holiday pattern and minimise disruption, particularly to parents and teachers with children in other local Schools.

The Birmingham Free School week: Whilst we will operate on a normal 5 days per week basis for 3 terms per year, we will acknowledge the routines of the Muslim faith in relation to Friday prayers by ending formal teaching at 12.00 noon. We will regard Friday afternoons as the time when students in the Years 10 and 11 and in the Sixth Form will undertake their community activities. In addition, students will be expected to attend two after-school enrichment sessions per week, as a core requirement and not as an optional opportunity.

The Birmingham Free School day: The following sets out the timings it is proposed to use as a framework for delivering the teaching and learning during the school year.

Mondays - Thursdays

08.00 Staff briefing (Mondays only)
08.15 Registration/Mentoring
08.40 Lesson 1
09.35 Lesson 2
10.30 BREAK
10.45 Lesson 3
11.40 Lesson 4
12.35 Lunch and Prayers
13.25 Registration
13.35 Lesson 5
14.30 Lesson 6
15.25 Students dismissed
15.30 – 4.15 Enrichment/Intervention

Fridays

08.15 Registration
08.20 Full School Assembly/ Staff Meetings
09.25 Lesson 1
10.20 BREAK
10.35 Lesson 2

11.30 Prayers and Registration

12.00 Students dismissed

12.15 Subject enrichment (until 1.15 pm) or community service (until 3.25pm)

Saturdays (Intervention, catch-up and detention)

Year 7 and 8 students below nationally expected levels in English and Maths receive 75 minute intervention in each subject. Students who would be asked to attend would be at level 4c and below for Year 7, or level 4a and below for Year 8.

08.15 Registration

08.30 Year 7 English intervention and Year 8 Mathematics intervention

09.45 Breakfast

10.15 Year 7 Mathematics intervention and Year 8 English intervention

11.30 Close

The Birmingham Free School Lesson: Lessons at the Birmingham Free School will be 55 minutes in length. Our experience at TIGHS indicates that this is an optimum length to achieve maximum progress given the pedagogies and approaches to learning that the school intends to use.

The Birmingham Free School Year Groups, forms and sets: When fully operational, the Birmingham Free School will have 7 Year Groups.

Pastoral care will be organized in Year Groups to create more personalised and nurturing environments, each one structured and equipped to meet the particular needs of its age group. Each Year Group will be managed by a Head of Year. The Heads of Year will be supported by a team of specialist Learning Coordinators (LCs).

- For each Year Group (in years 7 - 11), there will be 4 mixed ability forms of approximately 25 students. However, we will be flexible as some cohorts may require the inclusion of a small class to facilitate intervention and in-class support. So, for example, there may be one class of 20, one of 30 and two of 25 each.
- Each Learning Coordinator will be responsible for about 25 boys within the year group. The nature and intensity of their engagement with individual pupils will depend upon the status of students on the Risk Register. Full details of how the pastoral system will work are set out later in the plan.
- The Sixth Form will cater for 100 students in each of Years 12 and 13 with class sizes of 20 maximum. Tutorial groups will be smaller.

There will be setting in the subjects that comprise the English Baccalaureate. This will enable teaching that is more differentiated and tailored to the needs of learners and allow for greater challenge and support for each cohort. The school will also be able to manage class sizes to facilitate large cohorts of high ability learners, permitting smaller class sizes of low ability learners. This will result in a better student-teacher ratio for the most critical of cohorts. Movements between sets will be supported through termly reviews of setting, informed by half-termly formal assessments of progress in each subject.

In all other subjects, students will normally be taught in mixed ability groups to encourage social integration and foster co-operation, for example by encouraging the more able to support and coach their less able peers. We will also expect our staff to judiciously use within class grouping and to manage effectively collaborative approaches to and talk for learning.

Meeting the needs of pupils with differing abilities and removing barriers to learning

This section sets out:

- **The principles for meeting the needs of pupils with differing abilities and for removing barriers to learning**
- **The anticipated pupil profile**
- **The strategy for a personalised approach**
- **Approaches to overcoming the barriers to learning**
- **The Strategy for meeting the needs of pupils with Special Educational Needs**
- **The Strategy for meeting the needs of pupils with English as an Additional Language**
- **The Strategy for meeting the needs of Gifted and Talented boys**

The Principles

The Tauheedul Free Schools' Trust believes that the provision of outstanding educational opportunities for all is at the heart of the Birmingham Free School's mission and vision. We recognise that individual pupils and groups of pupils may have particular learning needs which require specific pedagogical approaches, interventions or the provision of additional resources. The track record of TIGHS – acknowledged as being the country's most successful school in improving outcomes for low ability pupils in 2011 – is testimony to this.

Supporting the progress and achievement of pupils in these groups – especially where needs, dispositions, aptitudes or circumstances require particularly perceptive and expert teaching and/or additional support – is an explicit and core objective of the Tauheedul School Improvement Framework.

The following principles guide the Trust's approach to this.

The Birmingham Free School will:

- Recognise the profile of the pupils who are likely to attend the school and will configure its structures, systems and processes to ensure that it meets all pupils' needs;
- Personalise its support for every pupil, and specifically for those who are at risk of underachievement, to ensure that they fulfil their potential;
- Make targeted use of its monitoring and tracking systems to ensure that pupils at risk of underachievement are making expected progress;
- Put in place changes to pedagogy, interventions and additional support for those pupils who are not progressing as expected;
- Hold staff to account for the progress of groups of pupils and individual pupils who are at risk of underachievement;

- Put in place a specific strategy to meet the needs of pupils with SEN in compliance with all relevant legislation and the SEN Code of Practice;
- Put in place a specific strategy to meet the needs of the large proportion of students who are likely to require EAL support.

The anticipated pupil profile

In order to gain some understanding of the likely pupil profile of the Free School and to ensure that the Education Plan will be grounded in the needs of that population, an analysis of the current profile of Birmingham and its secondary schools has been carried out. The selected schools are those within a 2.5 mile radius of the centre of the search area for the Birmingham Free School, in Aston, omitting those in Nechells as there has been virtually no parent demand in this area.

The table below shows relevant school census data for 2011 and includes proportions of pupils eligible for Free School Meals, with EAL and with Special Educational Needs. In recognition of the fact that, in the initial stages of opening, the school is likely to draw more from the Muslim community than from other families, the table also includes the proportion of pupils classified as Asian ethnic origin (used as a crude proxy indicator because faith related data is not available – these figures don't include the significant proportion of African heritage children who attend some of the schools below, some of whom will be Muslims).

School name	Gender	Denomination	Number of pupils	% of pupils known to be eligible for free school meals	% of pupils whose first language is be other than English	% of pupils with special needs (incl. with statements)	% of pupils classified as Asian ethnic origin
Broadway School	Mixed	N/A	1120	43.5	93.6	41.4	91.3
Park View School	Mixed	N/A	598	59	89.9	35.4	88.3
Handsworth Grammar School	Boys	None	929	11.2	51	5.9	78.7
Holte School	Mixed	N/A	949	66	90	42.5	74.8
Handsworth Wood Girls' Vis & Perf Arts Coll	Girls	N/A	721	44.7	75.5	35.3	72.4
Holyhead School	Mixed	N/A	1030	52.7	73.9	65	63.2
Hamstead Hall Community Learning Centre	Mixed	N/A	1255	19.9	41.4	19.7	61.5
Aston Manor School	Mixed	N/A	732	57.9	47.5	24.9	49.5
King Edward VI Handsworth School	Girls	Christ	906	6	22.5	0	45.3
King Edward VI Aston School	Boys	Christ	749	9.1	32.1	7.6	39.5
St John Wall Catholic School	Mixed	RC	622	48.1	62.6	36.3	31.9
Kingsbury School and Sports College	Mixed	N/A	871	38.9	21.4	26.6	21.5
Stockland Green Technology College	Mixed	N/A	650	37.2	17.1	40.9	18.9
St Paul's School for Girls	Girls	RC	987	12.8	14.9	6.7	4.9
Birmingham				29	30.3	23.4	

Based on this data we judge the likely pupil profile for the Birmingham Free School to fall between the following ranges:

Proportion of pupils eligible for FSM = 50 - 60% (Birmingham average = 29%)

Proportion of pupils with EAL = 70 - 90% (Birmingham average = 30.3%)

Proportion of pupils with SEN = 30 – 45% (Birmingham average = 23.4%)

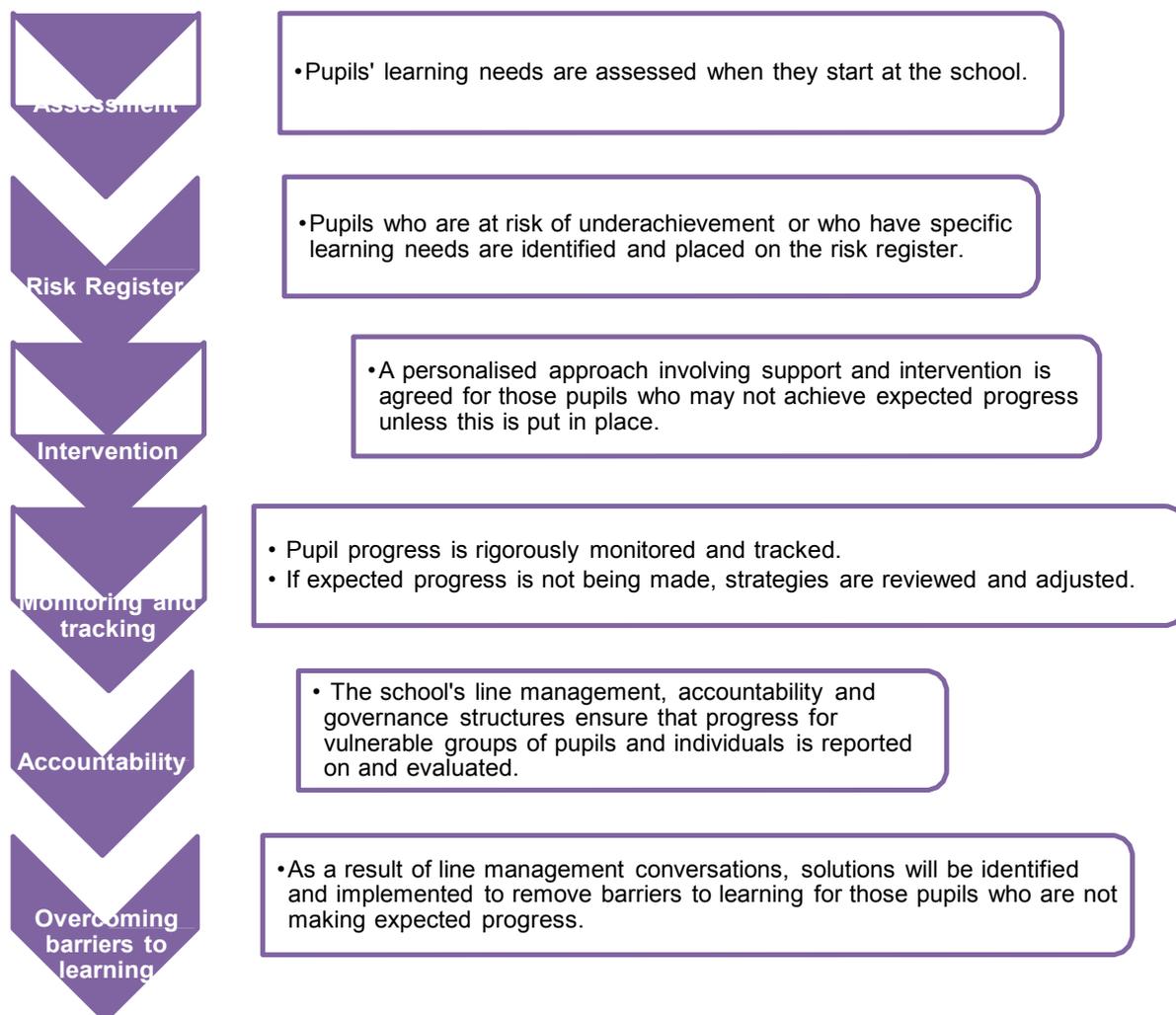
Attainment at Key Stage 2

An analysis of the 2011 Key Stage 2 results of the 14 Primary Schools situated within a one mile radius of the proposed site of the Birmingham Free School indicates that in 10 of them the percentage of pupils achieving Level 4 or above in English and Maths is below the national average.

This is likely to mean that the levels of attainment on entry to the Birmingham Free School in Year 7 will be low, and will require deployment of the strategies used successfully used at TIGHS, which in 2011 identified it as the top school in the country for improving outcomes for low ability learners.

The strategy for a personalised approach

The diagram below sets out the process that the Birmingham Free School will implement to ensure that the needs of pupils with differing abilities will be met.



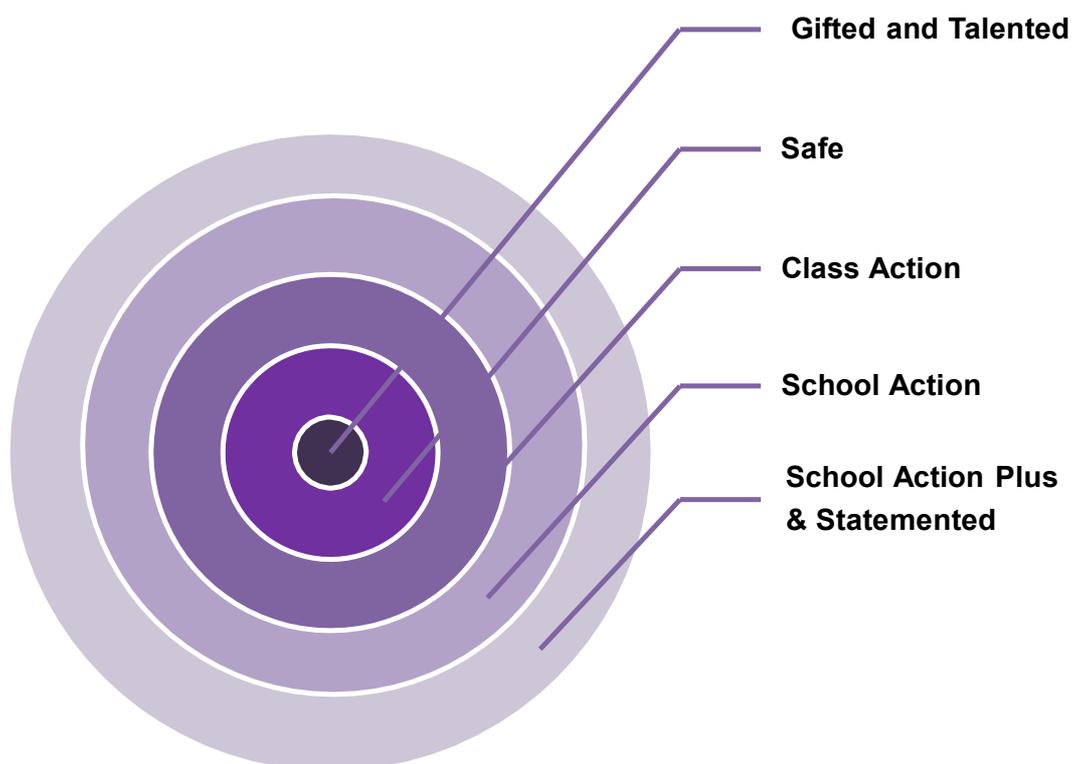
Assessment on entry

All pupils who are admitted to the Birmingham Free School will be assessed on entry. This process will be specifically focused on identifying boys who are at risk of underachievement. The assessment process will identify the following for each pupil:

- Achievement at Key Stage 2 (using sub-levels and contextualised through teacher intelligence gained through the school's rigorous transition arrangements)
- Literacy skills
- Special or additional educational needs identified at Primary School
- Attitudes to learning and preferred learning styles
- English as an Additional Language needs
- Deprivation factors (using FSM and postcodes as possible determinants)
- Gifted and Talented
- Looked after children

Achievement risk register

These assessments will then be used to determine whether additional support, intervention or personalisation of teaching and learning strategies will be necessary. Students will be placed on an achievement 'risk register' with five categories as follows:



1. 'Gifted and Talented' - Students who have entered School with attainment levels well above nationally expected levels. These students will have achieved level 5 in English and Maths at the end of KS2.

2. 'Safe' – Students who entered School with attainment levels at or slightly above nationally expected levels. These students will have achieved level 4a or 4b in English and Maths at the end of KS2.
3. 'Class Action' – Students who entered School at slightly below nationally expected levels, but for whom good 'learning and teaching' in the classroom should be sufficient. These students will have achieved level 4c in English and Maths at the end of KS2.
4. 'School Action' – Students who entered School with attainment below nationally expected levels, for whom sustained intervention is required. These students will have achieved level 3a or 3b in English and Maths at the end of KS2.
5. 'School Action Plus & Statemented' – Students who have cognitive or complex needs, which require substantial, including multi-agency support. These students will have achieved level 3c or below in English and Maths at the end of KS2.

Personalised support

Where additional support is needed, it will be specified in a personal education plan which will be shared with and implemented by all relevant staff. Personal education plans will be used to inform:

- the design of schemes of work and lesson plans
- teaching and learning strategies
- classroom management
- Wave 2 and 3 interventions
- The use of ICT and other resources
- The deployment of teaching assistants and learning mentors
- The tailored use of assessment for learning
- The use of evidence-based strategies which have been proved to accelerate the progress of specific groups
- Stretch and challenge for gifted and talented pupils

Monitoring and tracking

The progress of all pupils will be rigorously and frequently monitored using the school's SIMS system. The school will have half-termly data inputs from all subject areas. These will provide an indication of each student's progress relative to their annual target. Each data input will result in the populating of a central tracking database and the updating of the achievement risk register.

The intelligence from pupil tracking and the updated risk register will be used to adjust support quickly where it becomes clear that the strategies employed are not delivering sufficient impact.

Within this system, there will be a specific and additional focus on individual pupils and groups of pupils who have been identified as being vulnerable to underachievement. The application of the tracking system will also, in itself, identify some pupils who were not initially identified as requiring additional scrutiny and support. Profiles for these students will then be drawn up and support arranged.

These 'at-risk' students will also meet with a senior leader every three weeks. The close monitoring and programme of meetings will focus on ensuring these vulnerable learners make at least 4 levels of progress in important subjects.

The school will provide detailed half-termly report cards for students identified as 'at risk' and their parents will be required to attend performance review meetings to discuss their son's academic progress, attendance and behaviour, and to set/agree targets for improvement.

This approach is enshrined in Tauheedul Quality Standard 1: Student attainment and achievement. See appendices for further detail.

Accountability for student progress

There will be a chain of accountability by which the progress of pupils from all groups vulnerable to underachievement, and all individual pupils whose progress is below expected levels, will be maximised.

Link governors will be identified to take responsibility for reporting to the governing body on pupil progress with a specific focus on vulnerable groups.

Members of the Senior Leadership Team will be made accountable for the progress of vulnerable groups of pupils in the school. The Directors of Learning will be accountable for pupil progress in their faculties, and will hold subject leaders to account for the progress of all pupils, including those from vulnerable groups, through regular and robust line management dialogue.

The chain of accountability will be supported by the school's management information system, which will provide timely and fit-for-purpose pupil progress data with alerts when pupils are off target.

Approaches to overcoming barriers to learning

A personalised approach to intervention has been developed with considerable success at TIGHS. This system enables us to quickly identify and address instances where any individual, whether gifted and talented, with English as an Additional Language or identified as having SEN, falters in their journey towards four or more levels of progress. It is, therefore, the lynchpin in our strategy for ensuring that the needs of all students with different abilities are met.

Every student, regardless of whether they are identified as 'at risk' of underachievement, will have a personalised learning plan which will be managed and reviewed weekly through one-to-one teacher/student meetings. This will ensure that individual attention is given to every learner.

Focused support and intervention will be provided for all 'at risk' students, including all those in the two SEN groups.

Intervention programmes for targeted students in all year groups will be delivered each week. These will consist of One-to-One tuition, small group boosters and whole-year master classes where appropriate. Intervention provision will be a regular feature of each curriculum area – one of the additional after school 2 hour entitlements will be used for this purpose.

Weekly English and Mathematics intervention will be provided to all learners below nationally expected levels in Y7, Y9 and Y10 (this is in addition to the after school 2 hour entitlement – these students will be required to attend 3 sessions after school on a weekly basis).

Details of the Quality Standards we will apply when monitoring and evaluating tracking and intervention are provided in the Tauheedul School Improvement Framework.

The use of ICT to support pupils with differing abilities

The school will make outstanding use of ICT and other specialist resources to support learners with different abilities and needs as follows:

- to enhance the accessibility of resources for learners with special educational needs. For example, ICT will provide learners with visual impairment with modified resources online and will also provide learners with speech, communication and language needs with software that enhances their development through intensive coaching.
- to support learners with emotional and behavioural difficulties. The school will have an online rewards system (Tauheedul points) that promotes effective behaviour and learning and strengthens the link between parents of learners with emotional and behavioural difficulties and the school. The aim will be to use positive reinforcement in school and home to engage and enthuse learners.
- for intervention to support learners who enter the school with literacy and numeracy skills below nationally expected levels. The aim will be to support learners through resources and teacher support via the school's virtual learning environment. Intensive one-to-one tuition, using online and actual intervention sessions, along with personalised resources will help to accelerate the development of learners.
- to develop a personalised curriculum for learners with complex needs, for whom the mainstream curriculum is not appropriate. The aim would be to develop resources and use ICT to develop opportunities for 'learning through play' and an experiential curriculum that develops functional skills.

The Strategy for meeting the needs of pupils with Special Educational Needs

Supporting children with Special Educational Needs (SEN) to achieve their full potential is an integral part of delivering our vision. Our SEN Policy will reflect the Birmingham Local Authority policy drawn up by its SEN Strategy group, and the consequent provision will be in line with that made by all other secondary schools in Birmingham. We will learn from, build on and develop best practice in order to make sure that children with SEN make outstanding progress whilst at our school.

It is expected that a significant number of students will have SEN. According to 2011 figures, 23.4% of secondary age students in Birmingham had Special Educational Needs. Based on our analysis of schools where students from the targeted catchment area for the Birmingham Free School currently attend, it is anticipated the between 30% and 45% of students will have Special Educational Needs.

The Birmingham Free School will aim to replicate the success of TIGHS with students with SEN. Already, a significant percentage of students with SEN at the TIGHS make as many as 5 and occasionally even 6 levels of progress during their time at the school.

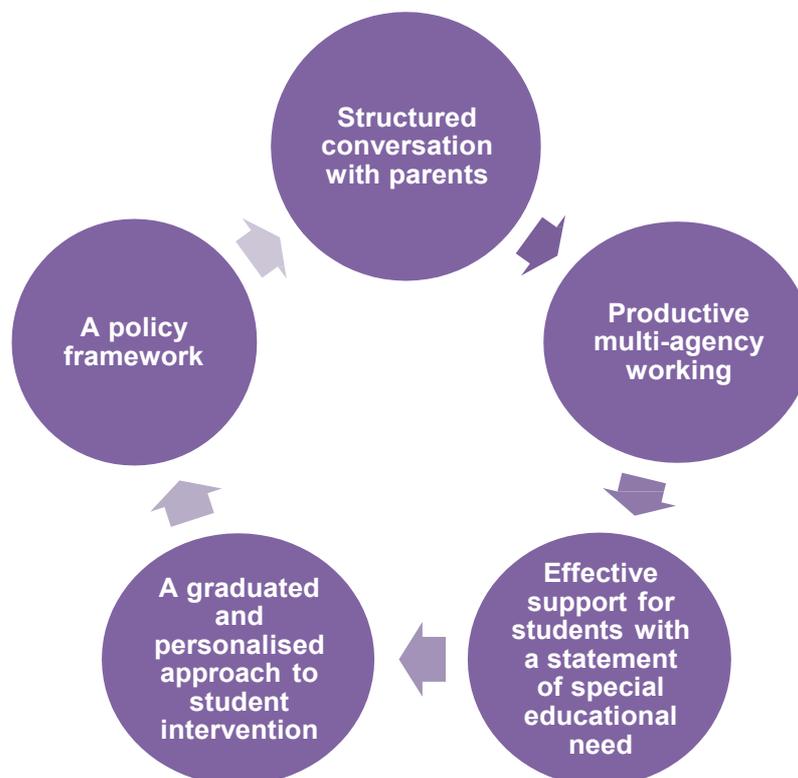
The Birmingham Free School will be an inclusive school where each student will be fully integrated into the life of the school, be a valued member of the school community and have every

opportunity to make a positive contribution to the life and success of the school. We are committed to providing for the various needs of students with SEN within day to day lessons in the classroom.

Our approach to pupils with SEN will be determined by the following principles:

- All students, whatever their barriers to learning, can and will succeed; we expect the vast majority of students to make at least 4 levels of progress in English and Mathematics between years 7 and 11.
- All students have a right to a broad and balanced curriculum in which their individual needs and abilities are recognised and addressed. Wherever possible, students with SEN will be supported to achieve full access to the whole-school curriculum and take part in all school activities alongside their peers in mainstream classrooms and on visits.
- Challenge and support for students with a SEN will be as rigorous as the challenge and support for all students.
- Information on the needs of students with SEN will be clear, transparent and available to all members of staff who work with them.
- All staff will receive training on how best to support and stretch students with special needs.
- Children with SEN exist in all communities. Bilingualism is not a learning difficulty but some bilingual students may have learning difficulties.
- Our focus of support for students with SEN will be the core skills of literacy and numeracy which we aim to embed in years 7 and 8.
- Parental partnership is essential.
- Students with SEN will, where practicable, be fully involved in decisions about the support they receive and about any special provision that is made for them.

In practice, the strategy for pupils with SEN has five elements:



A Policy framework

The Birmingham Free School is clear about its statutory responsibilities and will:

- Fully comply with the principles and expectations contained within the Equality Act 2010.
- Have regard to the statutory responsibilities laid out in the Special Educational Needs and Disability Act and related SEN Code of Practice (2001); and any guidance issued by the Secretary of State relating to sections 316 and 316A of the Education Act 1996.
- Uphold its responsibilities in relation to and comply with the Disability Equality Duty (DED) enacted as part of the Disability Discrimination Act 1995.

The Birmingham Free School's Governing Body will have overall responsibility for ensuring the school's compliance with its duties. We will appoint a link SEN Governor who will liaise with the SENCO, who will be a member of the Senior Leadership Team. They will ensure that:

- The record of students with SEN, held centrally on the 'at risk' register, is updated regularly and communicated appropriately to all staff. This will incorporate best practice relating to the use of provision maps and the need to maintain a SEN register. We will use the standard designations of 'School Action', 'School Action Plus' and 'Statement of Special Educational Need' and will, in the future, reflect any changes that result from the recent SEN Green Paper and amendments to legislation.
- Teachers are provided with appropriate guidance, support, and where necessary, training in effective practices for teaching students with SEN.

- The appropriateness and quality of SEN provision is regularly reviewed as part of the school's self-evaluation system.
- Funding allocated to the school for the purposes of supporting students with SEN is used appropriately, efficiently and leads to positive impact.
- There is regular and effective consultation with the Local Authority and other schools about SEN provision in Birmingham.
- The school abides by the admissions 'Fair Access Protocol'.
- The school prospectus includes details of our SEN policy and practices.

We will appoint a fully qualified Special Educational Needs Co-ordinator (SENCO) who will be a member of the Senior Leadership Team. Their responsibilities will include:

- Overall co-ordination of the provision for students with SEN.
- Leading and managing the Access and Inclusion faculty which will include a team of qualified Teaching Assistants.
- Monitoring and evaluating the impact of SEN provision.
- Identifying staff development needs and providing CPD accordingly. We will work closely with Birmingham's Special Schools to ensure that staff are trained in current and effective learning and teaching methods.
- Coordinating regular reviews of Individual Education Plans (IEPs), including annual reviews for statemented students and brokering effective multi-agency support.
- Collating information for school initiated referrals.
- Liaison with subject leaders to ensure effective tracking and intervention for students with SEN.
- Liaison with parents, stakeholders and other professionals in relation to SEN matters.
- Acting as a lead practitioner and role model for SEN.
- Agree the SEN budget through the finance committee of the governing body annually.

The Access and Inclusion Faculty will work alongside the main teaching faculties, to ensure that all students have fair access to all aspects of the curriculum. The team of teaching assistants working with the SENCO will devise schemes of work for individual students, ensuring that they fit with the main units of work for each subject. Teaching Assistants will liaise with subject teachers before each module of work to ensure that they can support individuals through each learning aspect. Monthly reviews of progress will ensure that programmes can fit individual needs.

Teaching Assistants will play a vital role in supporting pupils' access, engagement and independence in lessons, and only where it will be of most benefit, outside lessons with small groups or individuals. They will be allocated to Faculties whose meetings they will attend, will run and teach intervention programmes both inside and outside the class teaching time, will support named pupils either individually (for those pupils who need support to minimise a disability or those with more severe learning needs) or in small groups.

Effective additional adult support will:

- Aim to increase pupils' inclusion in the learning of the peer group;

- Involve Teaching Assistants working frequently with small groups of pupils in class to achieve outcomes specified for this intervention in the lesson plan;
- Be discreet so that pupils are not overwhelmed or embarrassed;
- Be selective – used at particular times for specific purposes within the lesson;
- Focus on maximising pupils' independence;
- Be planned wherever possible – the teacher and additional adult will at least have shared planning or discussed the lesson and their roles beforehand;
- Be informed – delivered by adults who understand the pupils' individual needs, know their targets, the learning objectives and learning outcomes expected and how to help the pupils achieve them;
- Be skilled – trained adults who have a good understanding of the subject and teaching and learning strategies employed.

Additional adults in the classroom will not be required to spend the entire lesson 'glued to the sides' of identified pupils. Their deployment will include:

Before the lesson

- Going through text which will be a focus of learning in advance of the lesson.
- Rehearsing skills, sequences and prompts that will be called upon during the lesson.

During the lesson

- Working collaboratively with the teacher.
- Signing.
- Using visual prompts as reminders for work or behaviour.
- Noting mistakes and misconceptions then alerting the teacher.
- Helping pupils use equipment, learning resources or visual/tactile aids.
- Accessing the lesson: checking that equipment facilitates the pupils' learning; scribing on individual whiteboard; rehearsing language.
- Reinforcing teaching concepts and drawing attention to relevant features.
- Checking pupils have interpreted instructions and are clear about next steps.
- Encouraging participation using questions and prompts.
- Rehearsing answers to 'think' or 'explain' questions for plenary sessions and supporting pupil or groups in feeding back to the rest of the class.
- Helping make links between skills learned in intervention groups outside the classroom to the learning within it.
- Reminding pupils of targets and helping them to assess their own work and that of their peers.

In targeted intervention groups, in and out of the lesson

- Leading a guided group with a specific focus for a small group of pupils.

- Helping pupils to relate to and transfer skills and knowledge from one lesson context to another.
- Coaching pupils in the skills needed for cooperative group work by describing, modelling and praising.

Effective support for students with a statement of special educational need

The SENCO will ensure that our approaches to supporting students with a statement of SEN comply with statutory responsibilities, adopt and deploy current best practices and are effective in supporting students to make outstanding progress appropriate to their abilities. Specifically, they will be responsible for:

- Gathering information from teachers, parents, outside agencies, and most importantly, the student prior to formulating an action plan;
- Discussing and agreeing needs with the student and their parents and implementing an Individual Education Plan (IEP);
- Reviewing the student's progress and the appropriateness of the IEP, and any additional support identified in the IEP, every 8 weeks in light of reports and feedback from staff;
- Conducting the annual review meetings and other statutory review meetings including transition meetings; attended by the student, the parents, the school's representatives and relevant outside agencies. At the meeting, the student's progress, the appropriateness and effectiveness of any support provided and the details of any changes in the needs of the student will be discussed and decisions taken as to:
 - Maintaining the statement and support in the school setting;
 - Amendments to the statement and any related changes to support or provision;
 - The cessation of the statement and reversion to School Action Plus.

We will ensure that students with a statement of SEN are admitted on an equal basis with others in accordance with our admissions policy. More specifically, where the Local Authority proposes to name the school in a statement, we will consent to being named; except where admitting the child would be incompatible with the provision of efficient education for other students, and where no reasonable steps may be made to secure compatibility.

Productive multi-agency working

The school will work closely with other agencies to provide 'wrap around' support for students with SEN. The key service areas include:

- Children and Young Peoples Services including Children's Social Care Team and Family Support.
- SEN Inclusion Advisory Service, the SEN Assessment Team and the Educational Psychology Service.
- Educational Welfare Service.
- Child and Adult Mental Health Services.
- Special School outreach services including sensory and physical impairment team.

- Pupil Referral Service and including behaviour support, the home-school tuition team and the school medical service.
- Connexions including career guidance support.

Structured Conversation with Parents.

Parental engagement is critical to the successful implementation of our SEN strategy. We know from our experience at TIGHS in Blackburn that the engagement of parents with their child's learning is essential if positive outcomes are to be achieved. A key aspect of improving parental engagement will be a half termly conversation between the parent, the student and a member of the SLT. Conversations are essentially structured around four stages: explore, focus, plan and review.

The purposes of the conversation will be to:

- establish an effective relationship between the senior leader and the parent focused on mutual respect and an understanding of each other's role in relation to helping the student to improve their learning;
- allow the parent to share their knowledge of, and aspirations for, their son;
- provide the parent with up-to-date information about their son's current level of progress and wider achievements in school;
- share concerns about the student's development in school or issues at home that may be contributing to underachievement;
- set targets for improvement in learning and wider outcomes;
- determine activities or changes in school or at home which will contribute to and maximise the chances of the student achieving their targets;
- identify the responsibilities of the parent, the student and the school; including the contribution of extended services;
- clarify the most effective means of communication between meetings; and
- recognise and celebrate achievement.

All parents will be able to monitor the attendance, behaviour and achievement of their son through real-time data, accessible via the parents' VLE. There will be weekly updating of student profiles for on-line parental access – this will allow parents to view progress in each subject, check the results of assessments, and track achievements, punctuality, attendance and behaviour.

Implications for the school budget.

To deliver the following interventions we have made provision for them in our five year finance plan:

- Teaching Assistants and Special Support Assistants teachers (the latter specifically for students with a statement).
- Additional support from members of the Year Group based teams for students who find school difficult for emotional or social reasons.
- Individualised timetables to accommodate specific needs (this may include disapplication from the National Curriculum subjects).

- Specialist equipment, including auditory and visual supports and ICT solutions.
- Assessments in Years 9 and 10 to ascertain whether specific students are entitled to Access Arrangements for public examinations.

The Strategy for meeting the needs of boys with English as an Additional Language

The projections for the pupil profile of the Birmingham Free School indicate that the proportion of pupils with English as an Additional Language (EAL) is likely to be between 70% and 90% as compared with the Birmingham average of 30.3%. Through the exemplary work at TIGHS, the Tauheedul Free Schools' Trust has developed proven approaches to address these needs and thereby enable students to have full and successful access to the curriculum offer.

The Birmingham Free School will apply the following approaches as part of its strategy to meet the needs of pupils with EAL:

- A personalised learning plan will be developed for each learner, outlining clear strategies for improving the acquisition of English and outcomes for measuring progress.
- Effective provision mapping will be put in place for all EAL learners, to ensure progress is measured and the effectiveness of strategies is reviewed regularly.
- A bespoke curriculum will be offered that provides significant teaching of English as an additional language over a sustained period of time.
- Parental engagement to a programme of support and independent study outside of school time will be secured.
- One-to-one tuition will be provided where appropriate to initiate accelerated progress.
- EAL training and development for specialist and mainstream staff will be put in place.
- As stated in our curriculum plan, the school will ensure that functional literacy is embedded across the curriculum.

The Strategy for meeting the needs of Gifted and Talented boys

A core principle of the Birmingham Free School is that all pupils will make four levels of progress from Key Stage 2 to Key Stage 4. This drives the stretch and challenge that will be offered to pupils who are identified as Gifted and Talented, which will include:

The rigorous application of assessment for learning, ensuring that curricular targets are appropriately differentiated and challenging;

- The opportunity to study AS levels in Year 11;
- Extension projects which will develop skills in independent enquiry and research;
- Advanced opportunities offered through the English specialism and links with University English Faculties;
- Tailored enrichment activity;
- The school's clubs and societies, including, for example a debating society, a Shakespeare society, reading groups, creative writing groups and the production of a school magazine and e-zine;

- The requirements of the Tauheedul Baccalaureate;
- A designated member of the leadership team being made accountable for the progress of Gifted and Talented pupils.

Managing behaviour, pupil wellbeing and attendance

This section outlines the approach that the Birmingham Free School will take to:

- **Managing behaviour, promoting discipline and attendance**
 - **The strategy for behaviour and attendance**
 - **Preventing and tackling bullying**
 - **Commitment to child protection**
- **Promoting pupil well-being through both the pastoral system and the curriculum**

The Trust's Education Vision is the driver for the Birmingham Free School's approach to behaviour management, promoting pupil wellbeing and sustaining good attendance. The Faith ethos, educational excellence and community service will be the foundations for the school's approaches to leading and managing behaviour, pupil wellbeing and attendance. At the core of the vision is that all students can make outstanding progress and can go onto prestigious universities and the professions. For this to happen, they must each have outstanding attendance, outstanding behaviour and feel fully secure and happy in their time at the Birmingham Free School.

Managing behaviour, promoting discipline and attendance

Managing behaviour and promoting discipline

Tauheedul's approach to behaviour and discipline can be characterised as 'tough love'. The school will operate a firm but fair and just approach applied rigorously, robustly and consistently; ensuring that disruptive behaviour by the few does not damage the achievements of the many. The Tauheedul Free Schools' Trust is determined that the Birmingham Free School will apply a no-nonsense approach to tackling behaviour. Therefore ensuring the safety and well-being of all members of the school community and maintaining an appropriate educational environment in which all can learn and succeed. The Birmingham School will be a family school where each member understands their rights and responsibilities and the potential impact of their decisions and actions on their own learning and that of others. The school will do everything possible to ensure every student succeeds; we will take tough decisions, where this is needed to safeguard the learning and well-being of our students. This is in keeping with the clear expectations set out in our policies and procedures. In exceptional circumstances, and as a very last resort, the sponsors will support the case for a student to be excluded; and in these cases will follow local authority guidance on student exclusions. Our experience at TIGHS demonstrates that when the 'tough love' approach is applied consistently, and the right challenge and support mechanisms exist, the need to exclude diminishes greatly. TIGHS has not had to exclude anyone in over 25 years. Where exclusion is inevitable, the school will work with the student, their family and the Local

Authority to make sure that there is an effective transition plan in place for the student; and that the school will continue to see them as part of the Tauheedul family.

Attendance and punctuality

The Birmingham Free School will insist on the highest standards of attendance and punctuality. There are two key purposes for insisting that students should not be absent without good reason and attend punctually. Firstly, research evidence and DfE national statistics link good attendance to the achievement of academic and social potential across the entire school community. Secondly, student attendance and punctuality reflects personal as well as parental commitment to the achievement of that potential and commitment to the schools ethos.

Attendance levels equivalent to the top quartile of all English secondary schools with an initial attendance target of 97% per year will be necessary for students to attain the Tauheedul Baccalaureate. All students will be assigned to a category for achievement, attendance and behaviour in our risk register. These registers and their associated tracking data will underpin our systems and strategies for the management of achievement, attendance and behaviour.

The Strategy for Behaviour and Attendance

In our behaviour and attendance policy, we will set out how we will promote excellent attendance and high standards of behaviour, and how we will act to tackle poor attendance and behaviour. Our full policy will set out our:

- underlying principles;
- roles and responsibilities;
- a code of conduct for students;
- arrangements for implementing policy
- arrangements for supporting staff and students;
- approaches to monitoring and reviewing our policy.

Once appointed, it will be our Principal and the Governing Body's responsibility to develop our full policy. For this policy to work, it will need the collective support of all Birmingham's communities so we will actively involve governors, staff as they are appointed, parents and carers, prospective students and other schools. For the purposes of the Business Case, our intentions are set out here in draft and in outline.

Our underlying Principles

Our Attendance and Behaviour for Learning policy and practices will be underpinned by the following principles:

- Teaching must be great: outstanding teaching motivates, inspires and brings students into school.
- Learning is sacrosanct: it is the right of all learners to learn and all teachers to teach.
- High expectations: we expect all students and staff to achieve the highest standards of behaviour, attendance and punctuality. This will be the norm for our school.

- Challenge and support: we will challenge poor attendance or behaviour and we will support our students to make it outstanding.
- The best way to minimise bad behaviour is to promote, recognise and celebrate good behaviour.
- Zero tolerance of poor behaviour and bullying.
- The rules and the consequences of breaking them must be crystal clear to all.
- Rights, responsibilities and choices: students will learn that rights and responsibilities go hand in hand. The choices they make will affect their own right to learn and their responsibility to safeguard and promote the learning of their peers.
- All staff are responsible for making behaviour and attendance outstanding.
- All students must be leaders and role models in behaviour and attendance as part of their Big Society responsibilities.
- All students and staff must respect each other's rights and accept their own responsibilities.
- The principles of restorative justice will be applied when student's decisions impact negatively on the rights of others to learn.
- Respect and be respected: Parents and carers, students and teachers all need to operate in a culture of mutual regard.
- Outstanding leadership and management are critical to outstanding behaviour and attendance.

In creating its policies and practices, The Tauheedul Free Schools' Trust will ensure that the local Governing Body and Principal for the Birmingham Free School will abide by the powers and duties that apply to behaviour and attendance; and that they reflect the Government's expectation of pupils, parents, teachers and Principals. We will ensure that the local Governing Body follows all relevant statutory guidance in its role in shaping their school's behaviour and attendance policy and are aware of changes to the landscape of legislation that are currently underway.

Our intentions for behaviour and attendance are outlined as follows:

- Roles and responsibilities
- A code of conduct for students.
- Implementing our policy, including rewards and sanctions
- Support for students, staff and parents
- Monitoring and evaluation
- Other related policies

Roles and responsibilities

Promoting positive behaviour and good attendance is the responsibility of the school community as a whole. We will hold all individuals, students and staff, to account for their attendance and behaviour and their contribution to the areas they are specifically responsible for. Specific roles and responsibilities will include:

- the local governing body: in defining the principles underlying the school's behaviour and attendance policy and modelling the behaviours they expect of students; and holding the Principal and Senior Leadership to account for the overall performance of the school in these areas;
- the Principal: in framing a policy that encourages positive behaviour and regular attendance, discourages bullying and promotes respect, diversity and equality;
- the Assistant Principal (Engagement) with responsibility for pastoral support and student well-being: in effectively implementing the policy and consulting with the elected Student Council to take into account their priorities, concerns and ideas;
- all staff in making sure:
 - the policy is consistently and fairly applied to ensure safeguarding and well-being for all;
 - that students are taught how to behave well and are encouraged to attend punctually and regularly;
 - that high standards of behaviour, attendance and punctuality are modelled and actively promoted at all times;
 - that good attendance and behaviour are recognised and praised as part of the outstanding lessons they will deliver.
- the local governing body, Principal and senior leader with responsibility for pastoral support and student well-being: in monitoring all aspects of the school's behaviour and attendance policy and its application, to promote equality for all students;
- The Heads of Year and team of Learning Coordinators: in creating a school based identity where each student feels a sense of responsibility for helping and supporting others as part of the promoting excellent performance by the whole class or year group;
- Students: in shaping and promoting the school's code of conduct and supporting staff and other students;
- parents and carers: in taking responsibility for their son's attendance and his behaviour inside and outside school; working in partnership with the school to maintain high standards of behaviour and attendance and in contributing to the policy through consultation.

A code of conduct for students

Our policy will set explicit standards of behaviour and attendance via the code of conduct for students. This will promote positive behaviour, be expressed in positive terms (for example, 'we take care of our school and everything in it' rather than 'students must not damage school property') and will only include rules that have a rational justification and that the school will enforce.

The detail of the Code of Conduct will be drawn up by the Principal with members of the local Governing Body once appointed, prospective pupils and the wider community. It will cover:

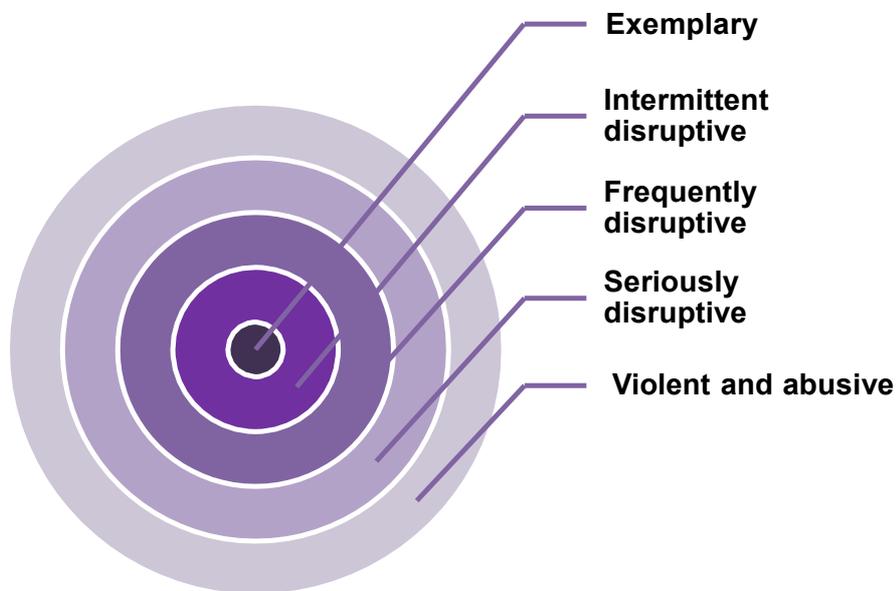
- expectations of attendance, punctuality, behaviour around the school and in the classroom: including classroom learning routines and seating plans.
- the promotion of regular attendance and good behaviour, and the measures to be taken to tackle non-attendance and poor behaviour.

- the role of pupils, staff, parents and carers.
- expectations throughout the school day as well as before and after school; including positive behaviour in corridors and bus queues, at lunchtimes and break times, as well as in classrooms.

Implementing the policy

On starting the Birmingham Free School, we will use information from Primary schools to assign all students to a category for achievement, attendance and behaviour. These will inform a graduated and personalised approach to intervention and ensure a positive and proactive approach to managing achievement, attendance and behaviour from the outset and before the need for 'catch up'.

In the behaviour risk register, which will underpin our management of behaviour strategies and inform a range of interventions, all learners in the school will be categorised into one of five levels:



Category 1 – Learners who demonstrate outstanding behaviour. They contribute actively to a positive learning environment and are excellent role models both within and beyond the classroom. Such learners will be encouraged to develop their leadership capacity through activities such as peer mentoring.

Category 2 – Learners who demonstrate intermittent low-level disruptive behaviour in the classroom. This is often exemplified by off-task behaviour in the classroom, a lack of engagement with learning and poor manners around school. This group of learners will be addressed through the rewards and sanctions strategies of the behaviour policy.

Category 3 – Learners who have consistent and frequent low-level disruptive behaviour in the classroom. This is often exemplified by a large number of detentions for behaviour, frequent citations by subject teachers, repeatedly bringing prohibited items into school, frequent ill-mannered language and argumentative approach towards students and staff and a poor attitude to learning. This group of learners will be the main intervention group in behaviour and will be subject

to the report card system, a behaviour management plan, weekend detentions, half-termly meeting with parents, parental contracts, restorative justice meetings and peer or adult mentoring if appropriate. The school will find ways of supporting these students to 'get back on track' and provide short term targets – these will be opportunities for them to experience success – this success will be recognised and rewarded through the schools rewards system.

Category 4 – Learners who demonstrate seriously disruptive behaviour in and around the classroom. This is exemplified by an abusive and threatening behaviour towards students, bullying and where the judgment is that the learner is a physical risk to themselves or to others. In such circumstances, external agencies such as the police and social services may be involved and fixed term exclusions followed by a period of monitoring through reports, behaviour management plans and mentoring. Community service placements may also be considered for this category of learners. The ECM group will discuss, agree and review provision for each learner in this category. The school will find ways of supporting these students to 'get back on track' and provide short term targets – these will be opportunities for them to experience success – this success will be recognised and rewarded through the schools rewards system.

Category 5 – Learners who are violent and abusive in and around school. This is exemplified by violence towards students and/or staff, persistently abusive languages in school, damaging school and private property around school, persistent bullying and supplying illicit items to learners. This could result in a permanent exclusion as a last resort. External agencies would be involved from the outset. If a permanent exclusion is not implemented, then all of the strategies outlined in category four would be used. In the event of a permanent exclusion, an independent appeal panel would consider the merits of any appeal against the decision of the Principal and the Student Disciplinary Committee.

Exclusions

The sponsors will draw up a detailed exclusions policy in order to conform to the law, local best practice and guidance from the local authority. It will consult on its approach and if necessary amend the policy as and when required. The policy will set out arrangements whereby, in the rare event of an exclusion from the Birmingham Free School, the school will continue to take responsibility for the education and outcomes of the excluded pupil on an ongoing basis.

The Birmingham Free School will base its approach to Exclusions on trying to change values and behaviour rather than merely setting in train a sequence of sanctions. It will base its philosophy and practice on the belief that with appropriate behaviour systems and structures in place it is possible to avoid exclusions.

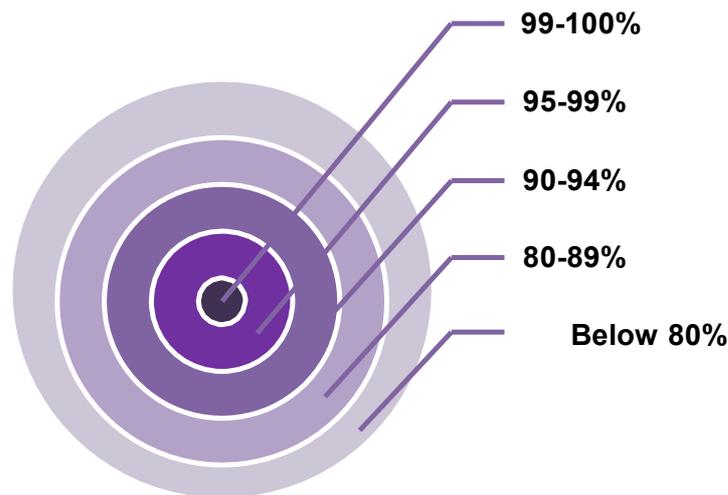
The school will operate a firm but fair approach, conscious that the effect of disruptive behaviour by the few on the achievements of the many can be damaging. The sponsors are determined that they will apply a no-nonsense approach to tackling behaviour and are clear that it is the role of the School to ensure the safety and well-being of all members of the School community; and to maintain an appropriate educational environment in which all can learn and succeed. They will not risk the education of other boys at the school by ducking tough decisions affecting a minority. On the other hand, schools must also see themselves as families with the responsibility for care that goes with that set of relationships.

Exclusion has to be part of that duty of care but one that takes the needs of the disturbed pupil with genuine sympathy and not as an end to the relationship. The Birmingham Free School will take seriously its duty to continue to be accountable for the education and outcomes of any pupils

that it decides to exclude. The sponsors will follow local authority guidance on student exclusions, and will use their experience in TIGHS and elsewhere to ensure that exclusions, while inevitably one of the sanctions available to the Governing Body, are decidedly the last resort.

Attendance

In the attendance risk register, there will also be five levels:



Category 1 – Learners who demonstrate outstanding attendance and punctuality near or around 100%. Such learners will be rewarded through the rewards system and their attendance will contribute towards the Tauheedul Baccalaureate.

Category 2 – Learners who have attendance around the School target – usually this will mean attendance of around 95% or above. All of their absences would be authorised. Such learners will be rewarded through the rewards system and their attendance will contribute towards the Tauheedul Baccalaureate.

Category 3 – Learners who have attendance between 90% and 95%. This may be exemplified by unauthorised absences, extended leave (approved or not approved) and long-term illnesses resulting in moderate levels of learning being missed. This group of learners may also arrive late to school and lessons once or twice a week. Such learners would be subject to detentions, contact with parents and punctuality reports. The school will find ways of supporting these students to 'get back on track' and provide short term targets – these will be opportunities for them to experience success – this success will be recognised and rewarded through the schools rewards system.

Category 4 – Learners who have attendance between 80% and 90%. This may be exemplified by a large number of unauthorised absences, extended leave that is not approved, long-term illnesses resulting in significant levels of learning being missed. This group of learners may also arrive late to school and lessons several times a week. Truancy from school would also result in a learner being placed in this category, even if their overall attendance is above 90%. Such learners would be subject to fixed penalties (in the event of holidays that have not been approved), half-termly parental meetings and contracts, involvement of local authority services and attendance monitoring reports. These learners would also receive Weekend Schooling to recoup the learning missed – parents would be required to ensure this provision is attended fully. The school will find ways of supporting these students to 'get back on track' and provide them with achievable short

term targets – these will be opportunities for them to experience success – this success will be recognised and rewarded through the schools rewards system.

Category 5 – Learners who are persistent absentees and have attendance below 80%. This may be exemplified by extended periods of unauthorised absence, long-term illness and frequent truancy. Such learners may be subject to legal recourse through criminal prosecution, Weekend Schooling and exclusions in extreme cases.

Rewards and Sanctions

The most important characteristic of an effective ‘Rewards and Sanctions’ scheme in motivating students to learn and achieve well will be the maintenance of positive and effective relationships between school staff and all students.

Our code of conduct, routines of behaviour and attendance and punctuality expectations will be re-enforced by a series of rewards. Some of these rewards are specified within the ‘risk register’ category definitions above. The Free School will implement an innovative rewards programme, which will involve students being given ‘Tauheedul points’ for attendance, effort, behaviour and progress. There will also be points rewarded for community projects, helping out at parents evening etc. Students will be able to keep a track record of the reward points through the School’s learning platform (portal). An electronic Tauheedul Points Reward Catalogue will be produced and students will be able to purchase items from the catalogue using their Tauheedul points. The half-termly report card will include a statement with their reward points showing any transactions during the previous half-term.

The school will set Reward Targets for teachers and staff, who will be allocated a number of points for their personal use each half term. Each of the Year Groups within the School will establish their own league tables to motivate the boys. The Tauheedul Points will also form part of the Tauheedul Baccalaureate.

These actions will be complemented by age appropriate praise in the classroom and on the corridors.

In addition we will:

- Hold termly and annual prize giving ceremonies.
- Hold regular assemblies to celebrate the ‘Tauheedul Points’ achievements of individuals.
- Have a celebration wall with names of successful students, best classes for attendance and punctuality, special mentions for students who have done exceptional work or community service/charity work.
- Encourage competitions within classes, and between forms and year groups.
- Issue ‘*Good News Postcards*’ which will be sent to student homes.

Sanctions against unacceptable pupil behaviour will be clear and enforced through a simple, graduated and explicit system. All staff will be expected to issue verbal reprimands and warnings for low-level misdemeanours.

After that, according to the seriousness of the offence, detentions will be imposed by teachers at Level 1, leading to class-based detentions; and at Level 2 by the Heads of Year, leading to school-based detentions. At level 3, responses will be personalised to individual contexts but may include

removal to the school's own Inclusion unit or, through partnership arrangements, to Inclusion units in other schools. Exclusion will be a last resort.

Report cards will be issued at three levels:

Level 1: Learning Coordinators will issue the Report Card and monitor subsequent behaviour;

Level 2: Heads of Year will issue the Report Card and monitor subsequent behaviour;

Level 3: A member of the SLT will issue the Report Card and monitor subsequent behaviour.

Supporting Students, Staff and Parents

Supporting Students - In addition to regular teaching and learning about positive behaviour and attendance and the support of our caring school community, we know that some students will need extra support to help manage their behaviour and attendance. Our 'risk register' is designed to pre-empt escalating behaviour problems, truancy and unauthorised absence. For those students judged to be most 'at risk', we will draw up a support plan and will use a range of strategies for early intervention which will include:

- regular pastoral reviews to identify pupils most at risk, included as part of any regular academic progress reviews;
- programmes of support on Social and Emotional Aspects of Learning;
- contact with parents in the early stages of a problem, for example, on the first day of any unexplained absence, a discussion between the student and teacher responsible for their registration;
- referrals for specialist advice from agencies linked to the school, for example the Educational Psychology Service or Local Authority Behaviour Support;
- parent/carer consultations and family sessions;
- one to one counselling with a trained specialist or support from Learning Mentors or trained Teaching Assistants.

Supporting Staff - All staff will be encouraged to deal with minor and occasional misbehaviour and poor attendance at the time and wherever it occurs in the school. Our Behaviour and Attendance policy will empower staff to manage poor behaviour and attendance of a more serious nature by making its support systems for staff and students crystal clear. In response to monitoring, we will provide regular professional development on behaviour and attendance. Specifically we will ensure:

- Where staff need advice on managing a class, group or individual they know to seek support from the relevant Head of Year who will also act as a Lead Behaviour Professional.
- Staff will be given guidance and support on race equality issues that relate to behaviour to support them in being sensitive to the needs of different groups of students.

Supporting parents - Parents will be responsible for notifying the school of their son's absence. A member of the administrative support team will contact parents on any day a student is absent without explanation, including where they miss lessons after registration. This will quickly send the message to students and parents that unauthorised absence is taken seriously and will also make

the parent aware that their son is not in school, enabling the necessary steps to be taken to establish that he is safe. For students on the attendance risk register, every absence will be followed up by the Learning Coordinator or Head of Year.

Parental engagement is critical to the success of our strategy. We will ensure that from day 1 at the school every parent receives personal and focused attention and will have a very clear idea about what the school expects of them; and how the school will support them to fulfil those expectations. Every parent will have a 1:1 meeting with the Head of Year in the first half term at which we will outline our expectations, describe the schools processes and procedures and answer any questions. The parents will sign a school/parent contract that will outline roles and responsibilities. For students on the risk register, the parents will meet with the Head of Year on at least a half-termly basis. We will run parenting classes for parents who need help in supporting the education of their sons at home. We will monitor attendance at all parental events and meetings and will actively 'chase up' those who did not or could not attend - making alternative arrangements so that every parent is seen on every occasion necessary. Parents will receive 'live' information on their son's punctuality, attendance and behaviour through the VLE: this will enable them to check and track their performance. Our expectations of parents will not be taken for granted but be made explicit so that parents understand and are enabled to participate as fully as possible

Monitoring and evaluation

Our system for monitoring and self-evaluation across the school is outlined in the section on Defining and Measuring Success. The Tauheedul School Improvement Framework will provide a set of quality standards defining excellence in behaviour and attendance. These reflect the standards published in the new Ofsted Framework (January 2012) but expand on them to reflect our own vision and ethos.

Our local Governing Body will provide Birmingham Local Authority with a brief annual report of behaviour and attendance that highlights the pattern and frequency of any incidents or issues.

Preventing and tackling bullying

The sponsors are committed to providing a caring, friendly and safe environment for our students so they can learn in a relaxed and secure atmosphere. We will be proactive in preventing bullying from taking place in the Birmingham Free School. Bullying of any kind will be unacceptable at our school. If bullying does occur, all pupils should be able to 'tell' and know that incidents will be dealt with promptly and effectively. *Anyone* who knows that bullying is happening will be expected to tell the staff. Our policy will extend to staff so they too are free from fear of bullying. We will help and support the victims and will also work with the perpetrators to help them understand the consequences of their actions and to make sure the behaviour stops

The school will actively promote anti-bullying work in form time and in lessons using events such as anti-bullying week to bring particular focus to the issue. We will work in partnership with the Local Authority, the anti-bullying Alliance and Kidscape, and will fully embrace the Birmingham anti-bullying strategy. We will take full part in local and national campaigns against all types of bullying including cyber bullying.

Our statutory duties in relation to bullying

The sponsors of the Birmingham Free School will fully comply with their legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst pupils and to bring these procedures to the attention of staff, parents and students. We understand that under the Education Inspections Bill 2006, the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. We will comply with our duty to 'safeguard and promote the welfare of pupils' (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004).

We will develop our full policy in consultation with pupils, parents/carers and school staff. For the purposes of this Education Plan, we outline some of the approaches we intend to take.

Responding to reports about bullying

The school will take the following steps when dealing with concerns about bullying:

1. If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it;
2. A clear account of the concern will be recorded and given to the head teacher;
3. A member of the Senior Leadership Team will interview everyone involved and keep a detailed record. This will be held in line with the school's data protection policy/practice;
4. Form tutors will be kept informed and if it persists, the form tutor will advise the appropriate subject teachers;
5. Parents and other relevant adults will be kept informed;
6. Where bullying occurs outside school, any other relevant schools or agencies (e.g. youth clubs, transport providers) will be informed about the concerns and any actions taken;
7. Punitive measures will be used as appropriate and in consultation with all parties involved.

Pupils and staff who have been bullied will be supported by:

1. Offering an immediate opportunity to discuss the experience with a member of staff of their choice;
2. Providing reassurance that the bullying will be addressed and that it was not their fault;
3. Offering continuous support;
4. Restoring self-esteem and confidence;
5. The use of specialist interventions and/or referrals to other agencies e.g. educational psychology, where appropriate;
6. Allocating a more senior student as a peer mentor where the student wants it.

Students who have bullied will be helped by:

1. Discussing what happened;
2. Establishing the wrong doing and need to change;
3. Informing parents to help change the attitude of the pupil;
4. The use of specialist interventions and/or referrals to other agencies where appropriate;

5. The use of restorative justice where the perpetrator and victim want it.

Disciplinary measures may be taken as specified in the full behaviour and attendance policy.

- Most concerns about bullying will be resolved through discussion between home and school.
- Where a pupil is involved in bullying others outside school, e.g. in the street or through the use of the internet at home, parents will be asked to work with the school in addressing their son's behaviour; for example restricting/monitoring their use of the internet or mobile phone.
- Referral of the family to external support agencies will be made where appropriate.

Preventative measures

The school will:

- raise awareness of the nature of bullying through its inclusion in Citizenship, form tutor time, assemblies, subject areas and informal discussions, as appropriate; in an attempt to eradicate such behaviour.
- participate in national and local initiatives such as Anti-bullying Week and the work of Birmingham City Council.
- seek to develop links with the wider community that will support inclusive anti-bullying education.
- use specific strategies, such as peer mentoring or buddying, on a regular basis.

Commitment to Child Protection

The Tauheedul Free Schools' Trust recognises that there can be no more important aspect of child protection than the willing compliance with the legislation and the need to operate the highest standards of care. Sharing information with other public bodies and the early identification of suspicious behaviour will be at the centre of the Birmingham Free School's commitment.

The sponsors recognise that they have wider statutory responsibilities under the Child Protection duties embedded in the Children Act. This requires a range of conscious efforts both by the school and in concert with other public bodies including the local authorities and the health authorities to share information about vulnerable students.

To indicate the Birmingham Free School's further commitment, we propose to:

- provide a comprehensive Information, Advice and Guidance service for all students;
- establish a Child Protection Panel to monitor and track the progress of students at risk or thought to be at risk;
- nominate a learning coordinator for every student who will be regarded as part of a year group and whole-school system;
- work closely with other Birmingham Schools to ensure that a complete range of integrated students' services is available and accessible.

Promoting pupil well-being through both the pastoral system and the curriculum

The Trust's Education Vision explains that one of the consequences of our Faith Ethos is 'outstanding pastoral care'. The Birmingham Free School will operate a robust pastoral system to ensure that the wellbeing of every pupil is monitored and supported. The school's Heads of Year will be responsible for monitoring data and teacher intelligence about pupils to ensure that their needs are met quickly, sensitively and effectively. This will also be informed by the systematic use of student voice. Partnerships with external agencies will ensure that the appropriate support can be brokered when needed.

Pupil wellbeing will also be actively promoted through the curriculum, and in particular through Citizenship.

The school will develop through its Business Planning process a comprehensive pastoral system. The objectives of the system will be to provide a prevailing culture that could perhaps be described as 'Tough Love' - offering rigorous support but expecting nothing but the best in terms of effort and endeavour from the students.

A key yardstick by which to judge an organisation entrusted with the care, welfare and education of children is the way it nurtures and protects them. The sponsors of the Birmingham Free School recognise that attention to the personal support and evolving maturity of all its pupils will be central to its success or failure. What will be needed is professional and organisational competence, linked to sensitivity, pupil awareness, clear policies and monitoring. The leadership of the School must ensure that all pieces of the organisational jigsaw are in place, and that individual pupils are routinely assessed for their learning and support needs. This section of the proposal sets out precisely how that will be accomplished.

Many of the activities listed below are focused on pupil support, but the Birmingham Free School must, in addition, be a 'thinking' School. The range of topics covered below gives an indication of the complexity of the system the School must, consequently, put in place.

Aims of the Pastoral System

The ethos of the School is centred on ambition, and that determination must be at the centre of everything it does. It will require leadership from the governors and the School management, commitment from all those with supervisory responsibilities and an understanding across the School of the sustaining educational ethos behind it. The sponsors will, from the outset, place great importance on the pastoral care of their pupils.

On the other hand, the sponsors do not believe that 'care' is synonymous with 'softness'. They want the School to implement 'tough love'. In practical terms, this means that each boy will receive all the support he needs to succeed, whether by means of personalised care or through challenge. The sponsors believe that all students should be able to learn in a safe and secure environment, free from interruptions caused by disruptive behaviour, and will implement that commitment unambiguously.

High standards of attainment, attendance and behaviour will be set and expected. The robust, consistent and effective application of whole School strategies will ensure every student is given the opportunity to succeed and that they take up the challenge.

The School will be determined and rigorous with students just as much as with parents – the sponsors will ensure that the highest expectations of the School, the students and their parents are met.

The sponsors believe that all pupils are unique. Every child is special and possesses a talent to nurture. The pastoral strategy will be geared to help students discover where this talent lies.

The structure of the Pastoral System

The underlying philosophy of the pastoral structure for the Birmingham Free School is the shared responsibility of pastoral and academic staff. In many Schools, these activities are conducted in quite distinct ways that lead to the pupils receiving inconsistent messages about the progression and support provided to assist their learning. The Tauheedul Free Schools' Trust wishes the teaching, learning and pastoral processes to run together – and to be shared between both teaching staff, support staff and senior management.

The leadership responsibility for overall pastoral care will lie with the Assistant Head Teacher (Engagement) supported by other members of the Senior Leadership Team. They will provide overall strategic direction and leadership of the pastoral system.

For the purposes of the pastoral system, the School will be split into seven year groups, to create more personalised and nurturing environments, each one structured and equipped to meet the particular needs of its age group. Each pastoral tier will be managed by a Head of Year. The Head of each Year will be supported by a team of specialist Learning Coordinators.

Each Year group will establish a Year group Management Team whose role will include the continual review of pastoral and academic progress. The Team will include a member of the Senior and Middle Leadership Teams of the School, so that the School can be sure that the Pastoral System is organised to deliver academic, personal and social development.

Each Team will have responsibility for the pastoral needs of students in their 'Year Group'. This responsibility will include responsibility for attendance, punctuality, behaviour, attainment and progress, health and well-being.

Roles in the 'Year Group Management' team structure

There will be a number of critical posts located in management positions that will have key responsibilities in relation to the development and management of the Pastoral system.

The Assistant Head Teacher (Engagement) - will have the overall responsibility for the strategic direction, leadership and performance management of the pastoral system. This will mean reporting directly to the Principal and working closely with senior colleagues to ensure that all aspects of the pastoral system are in place, while paying particular attention to:

- Overseeing all aspects of setting up the School-wide pastoral system including arrangements for monitoring and for quality control. As well as developing relevant policies, implementing record-keeping and tracking systems, and monitoring pupils whose high levels of personal support require continuing attention, the Assistant Head Teacher (Engagement) will ensure that Heads of Year are fully briefed and motivated to operate the system effectively in their own areas of responsibility; and
- Co-ordinating all elements of the 'Every Child Matters' legislation, taking on the role of Child Protection Officer for the whole School, leading all School-wide activities designed to enhance healthy lifestyles, extra-curricular activities, School visits etc.

The Heads of Year - will have the overall responsibility for delivering the pastoral system within their areas of strategic responsibility. This will mean taking operational charge of the system and

reporting directly to the Assistant Head (Engagement). This will involve them ensuring in respect of their Year Group(s) that amongst other management duties:

- they provide strong leadership across the entire area of pastoral care by supervising Learning Co-ordinators and taking a close interest in the speed of progress being made by high-risk and SEN pupils generally;
- they take responsive action in relation to concerns evidenced through record-keeping and the monitoring of attendance and punctuality, and by ensuring that production and circulation of pupil reports to parents and others, is efficiently undertaken and followed up;
- a wide range of activities such as Home-School Partnerships and Agreements, parents evenings, and external links with charities and other organisations are efficiently organised.

The Learning Co-ordinators (LCs) - will represent the 'pupil-facing' element of the School's pastoral care. They will develop personal links with the pupils to whom they are assigned and will be expected to make themselves aware of the strengths and weaknesses of these pupils. Among the duties they will be expected to undertake they will:

- have responsibility for all registration functions, the monitoring of attendance and punctuality, the tracking of vulnerable pupils, overseeing mentoring and support systems and dealing promptly with examples of bullying;
- generally being the first point of contact for concerned parents, inspiring a culture of high achievement and helping pupils take responsibility for managing their own learning.

Each Faculty - will take responsibility for identifying LCs for a particular year group who will also use the faculty area as their home base for registration. Accordingly, the link between faculty and pastoral responsibilities will be forged through the professional collaboration between these key staff. This collaboration will require:

- a strong managerial link between Directors of Learning and Heads of Year;
- close oversight of teaching content and pedagogic processes;
- a personal commitment to the overall effectiveness of pastoral activities and the work of the SENCO.

Senior Leadership Team (SLT) Link - the important hinge between the leadership group of the school and the other groups of staff will serve to keep the ethos and values of the Birmingham Free School alive and to the forefront of pupil-centred teaching and learning. By regularly communicating and sharing perceptions, they will keep the entire focus of the Year group fixed on the needs of individual pupils and the delivery of the curriculum located as close to the pupils as possible. Accordingly, the responsibilities of the SLT Link will require it to manage a complex network of professional and pastoral relationships. Among the duties of the SLT so far as it links to other key School managers will be:

- chairing half-termly year-group meetings and supporting the strengthening of a Year team ethos, the development of a 'brand' identity among the Year-group managers, and a steady focus on the importance of consistency of delivery;
- scrutinising and challenging the Year team's performance as measured by levels of attendance and punctuality, academic performance, the validity of the registration programme and the digestion of information, analysis and reports produced by the Head of Year;

- management of 'high risk' students for each form in their year group;
- scrutinising and challenging performance reviews for students in each form of their Year group.

Performance management of the Pastoral System

There will be a School-wide system established for monitoring and controlling the effectiveness of what will become, from the outset, a comprehensive system of pastoral care and guidance. Its intention will be to ensure that the organisation of the School remains alert and that all staff are aware of the need to put pupils at the heart of School planning. It will be conscious that pupil performance and improvement against set criteria, is the way that the distinctive Tauheedul philosophy can transform young lives.

The sponsors see that the key to turning fine words into outstanding pupil performance is by making it clear to everyone that pastoral care is a safety-first mechanism for supporting individual learning; and at the same time for protecting those pupils seen to be at risk.

By introducing a rigorous routine through which the co-ordination and monitoring of pupil achievement, and the early identification of poor performance can be undertaken, the School management will be providing itself with a lever with which to influence the direction and the quality of cross-School pastoral care.

The rigour will come from the frequency with which the levels and teams of staff keep in touch and systematically review the pastoral activities that are being managed, being ready to take prompt action should that become necessary. The paragraphs below fill out this summary, but it is intended that meetings will take place as follows:

- Whole School Pastoral Leadership Team meets every fortnight
- Year Group Management Team meets every fortnight

Whole school Pastoral Leadership Team (Full campus)

The driving force to the entire pastoral system across the School has to come from the top of the organisation. Accordingly, the strategic intelligence and managerial muscle will be driven by the regular fortnightly meetings between Heads of Year and the Assistant Head Teacher (Engagement). This meeting will provide quality assurance, oversight of attendance, behaviour, performance, longer-term planning and the permanent review of performance across the School.

Year Group(s) Management Team meetings

Where matters require wider consideration than the pastoral care groupings, they will be referred to Year Group Management Team Meetings where in-depth analysis of problems and the construction of solutions can be undertaken.

The focus at these meetings between Heads of Year, Learning Coordinators, the faculty and the SLT link, will be feedback on each month's pastoral activities, plans for future events, review of high risk pupils, pupil progress towards the Tauheedul Baccalaureate, and enrichment activities generally.

Evaluation and Quality Assurance of Pastoral Care

Whole school level

Quality assurance of the activities of the Heads of Year and the systems and structures of the Year Group Team will be undertaken on a continuing basis by the Assistant Head Teacher

(Engagement). They will evaluate the effectiveness of the pastoral systems and structures across the whole School each term by:

- leading a focus group of students
- visiting regularly the morning registration and assembly programme
- liaising with Learning Coordinators and Heads of Year
- Reviewing audits undertaken by Heads of Year into such matters as student planners, registration groups, attendance and behaviour overall
- Leading focus groups with staff delivering multi-agency services

Each term, the Quality Assurance Programme of the whole School pastoral system and Year based pastoral care teams will evaluate the effectiveness of:

- record-keeping within each Year team, and form
- the extended morning and afternoon registration programme
- the quality of whole-School assembly programme
- the effectiveness of the rewards and sanctions procedures including progress towards the Tauheedul Baccalaureate
- attendance monitoring
- 'blitzes' on punctuality, equipment and uniform
- the dissemination of information within each team

Year group based

Heads of Year will evaluate the quality of pastoral care provided across their Year-group on a half-termly basis by:

- visiting classrooms regularly to undertake 'blitzes' and audit the effectiveness of uniform, punctuality and Personnel Performance Planning and Review (PPPR) checks (one visit undertaken each week)
- reviewing the system of rewards and sanctions including progress towards the Tauheedul Diploma (half-termly basis)
- holding 'focus group meetings' with staff involved in delivering multi-agency services (as and when required)
- reviewing the use of student planners to check the recording of homework and monitoring by Learning Coordinators (half-termly)
- visiting each form group to observe extended morning registration (twice each half-term)

Every Child Matters (ECM) agenda

The School will fully and energetically embrace the ECM agenda and students will be encouraged, enabled and supported by the systems described above and through the Schools' partnerships to achieve the 5 ECM outcomes.

The processes required will be embedded within the daily life of the School and the sponsors are committed to ensure the highest standards are achieved for each one.

The School's pastoral systems will help to identify students in need of extra support arising from personal needs, from family related issues or because they are known to external agencies. School systems will ensure that information sharing (using local authority-wide protocols) within the School and with partner agencies is timely, accurate and effective.

The Assistant Head Teacher (Engagement) will lead the establishment of a whole School ECM group and risk register to over-see, monitor and scrutinise boys at risk, identified through the School based structure.

The ECM group will respond to the increasing need for pastoral support of these learners. The aim of the ECM group is to:

- Enhance the School's provision for the safeguarding and promotion of the welfare of learners.
- Provide a comprehensive approach to the pastoral and emotional support for learners.
- Ensure that pastoral and emotional support to learners is personalised and responsive to need.
- Ensure that learners with personalised pastoral and emotional needs make good to outstanding academic progress, in line with their peers in the wider School.
- Ensure that external support is sought where relevant and appropriate for particular students with complex pastoral and emotional needs or who are from 'vulnerable groups'.

The ECM group will consist of the Senior Leadership Team of the School, including the Principal, as well as the Heads of Year. The group will also invite specialist support from the local authority. It will develop a risk register of those students who require sustained pastoral or academic support, assessing them for referral on criteria loosely based on a '*continuum of need and response*'.

The risk register will place all learners in the School into one of five categories:

Category 1: Learners who have no discernible spiritual, emotional, pastoral or academic needs, or have needs which are fully met through general provision in the School. This group will not be addressed by the ECM group.

Category 2: Learners who have a discernible spiritual, emotional, pastoral or academic need, but there is a low risk and impact of harm to development and the need is being addressed through a single strategy or response, e.g. a student with special educational needs. This group will not be addressed by the ECM group.

Category 3: Learners who have several or complex discernible needs, and there is a moderate risk and impact of harm to their development. The need is being met through multiple approaches and strategies, e.g. a student who is experiencing bereavement and also going through the stresses associated with Year 11, but is receiving mentoring and targeted support in lessons. The ECM group will briefly discuss provision for each learner in this category.

Category 4: Learners who have several or complex discernible needs, where there is a moderate risk of harm to their development. The identified need requires a multi-faceted approach, but remains inadequately addressed as yet. Examples would include the student defined in category 3 above; but where the adequate provision is in place, e.g. a student who is self-harming. The ECM group will discuss, agree and review provision for each learner in this category.

Category 5: Learners with a significant need or vulnerability, where there is a substantial and immediate risk of harm to their development or where the learner has experienced significant

harm. This need requires significant multi-agency support, including external provision, e.g. a student who is being abused or at immediate risk of being abused. The ECM group will discuss, agree and review provision for each learner in this category.

It is envisaged that the ECM Group will meet half-terminally to agree and then review strategies for students placed in groups 3, 4 and 5 (above).

The Heads of Year will ensure that all students in their Year-group, having been identified through the above whole School process, are carefully monitored and well-co-ordinated inter-agency support is provided.

The Heads of Year will work closely with the SENCO to ensure the needs of students with Special Educational Needs are prioritised and that each of these students has a fully developed adequately resourced Individual Education Plan.

Parental Engagement

The Free School will want to ensure that parents and carers of the pupils at the Free School are involved, as well as engaged, in delivering the education that fits with the institution's underlying philosophy. This relationship requires parental understanding as well as parental obligations.

Home School Agreement - A sustained and supportive relationship with parents will be forged via the Head of Year and Learning Co-ordinators. Parents will be key partners in the School's drive for academic and pastoral excellence. The partnership with parents will play an important part in our success. The School will provide detailed and regular information to parents to enable them to play a full and active role in the education of their children.

The School believes that the partnership with parents is crucial and that parents have a critical role to play in the education of their children. The School will ensure that parents have access to the highest level of support and will make information available to all parents in a range of formats, enabling every parent to have access to live information about their child's progress.

Weekly Updates - In addition to the School's learning platform, all parents will receive an e-mail with a progress report and information on any incidents for their individual child, on a weekly basis.

Half Termly Report Cards and Performance Review Meetings - Each student will have a personalised learning plan and undergo regular target setting and review meetings with a member of the Senior Leadership Team. Students failing to meet their personal target will be expected to attend intervention and 'one-2-one' lessons until they are back on target.

In addition, the School will provide detailed half-terminally report cards to all parents.

Any student, who is at risk of not attaining the required levels of success against nationally expected levels for their age, will be identified by the Senior Leaders responsible for standards, with support provided by the Heads of Year.

All parents will be required to attend performance review meetings. This will consist of half-terminally review meetings and will follow the standard agenda outlined below:

- Review current levels of attainment, progress, behaviour, attendance and engagement – this will be based on the latest half-terminally report.
- The parent's view on current progress, highlighting any issues the parent feels is hindering progress and identifying any additional support he/she feels will help.

- The student's views on current progress, any issues they feel are preventing them from succeeding and achieving targets set out in their personalised learning plan.
- Agree targets and action plan detailing actions to be taken by the student, parent and School, between now and the next meeting.

Extended Morning Registration Programme

The School will ensure that students have a highly structured and disciplined approach to learning and development. An essential element of this will be the establishment of clear daily routines and the delivery of a high quality morning registration programme. This will ensure students are ready to learn, have opportunities to reflect and plan ahead, to develop self awareness and awareness of others, and to develop good character.

The Extended Morning Registration Programme will be managed by the Heads of Year and delivered by the Learning Co-ordinators. The Extended Morning Registration Programme will be developed to give our students the opportunity to build on their skills, knowledge and understanding of a range of aspects - such as independence, leadership, awareness and appreciation of current issues. In order to derive the greatest benefit from this additional time with Learning Coordinators, it is essential that the School facilitates the delivery of the Morning Registration Programme in a structured and consistent manner.

School uniform

The sponsors believe that by wearing a uniform, students are encouraged to develop a sense of belonging and a pride in being a member of the family of Tauheedul. The Tauheedul Free Schools' Trust believes that careful attention to the impression made by students in the wider community, as well as inside the school, is important. Hence the need to take pride in one's appearance will be an essential ingredient in the development of good character and maintaining good discipline.

Pupils will be required to wear one of a choice of uniforms appropriate to the school, bearing in mind the parental preferences and dress requirements of different faiths and none.

Defining and measuring success

The success of the Tauheedul model is based on a set of inter-connected school improvement systems that put children at their centre.

This section sets out in more detail how the Trust will achieve this by:

- **Defining success**
- **Making success happen**
- **Strategic planning within the context of the Tauheedul Quality Standards Framework**

Defining Success

The sponsor's definition of success is directly derived from the Tauheedul vision and 'brand standards' and is captured both in section three of this proposal and below as a set of key performance indicators (KPIs).

This Business Case constitutes a high-level plan, where the level of aspiration for each of these KPIs is indicated by associated 'performance measures', which should be viewed as the longer term goals (3 – 5 years). These KPIs and their associated measures will inform annual targets, which will demonstrate the school's intention to plan for year-on-year improvement through our **Strategic Development Plan**. These annual targets will be set by the Principal and Governing Body once the actual student population is known and we have carried out initial baseline monitoring of teaching and the school improvement systems (details provided below).

Where national benchmarks exist, they will be used as measures of the school's success, aiming to be outstanding (as judged by Ofsted) or in the top 5% of schools as appropriate. Whilst the school's attainment and progress related targets may, at first, seem over-ambitious, the sponsors have a track record of this aspirational level of success with a similar student population. They view the performance measures as credible and achievable, because the sponsors have a clear understanding of the systems and standards needed to bring them about, and of how to transfer this innovation and take it to scale. When achieved, these performance measures will deliver a step change to educational standards and student outcomes in Birmingham, based on current data and the trajectory of improvement.

	KEY PERFORMANCE INDICATORS	PERFORMANCE MEASURES
FAITH	School community respects and values all faiths	Judged grade 1 in Section 48 inspection (faith). Analysis of behaviour / racist / discrimination incidents. Classroom climate for learning: students' attitudes and response from lesson observations and learning walks.
	Pupil behaviour and attendance	Behaviour judged grade 1 by Ofsted. Attendance and unauthorised absence are in the top 5% of schools nationally. No exclusions.
	Pupils demonstrate emotional resilience and spiritual intelligence	Judged grade 1 in Section 48 inspection (faith). Classroom climate for learning: students' attitudes and response from lesson observations and learning walks.
	Pupils live healthy and ethical lifestyles	Investors in People Kite Mark. Fair Trade Quality Mark. Healthy Schools Award. Judged grade 1 in Section 48 inspection (faith).

EDUCATIONAL EXCELLENCE	The proportion of students achieving the English Baccalaureate	Standards judged outstanding by Ofsted. In top 5% nationally.
	The proportion of students achieving 'the basics' indicator (5+A*-C with En, Ma and Sc)	Attainment judged outstanding by Ofsted. In top 5% nationally.
	The proportion of students achieving A*-A in English	In top 5% nationally.
	The proportion of students making at least 4 levels of progress in English and Mathematics	Standards judged outstanding by Ofsted. In top 5% nationally for both progress measures.
	No within school variation in attainment and progress for FSM and non-FSM students	In each of the above attainment and progress measures the FSM/non-FSM gap is 0 pts. or better.
	Students engage in the extra-curricular programme	All students engage in the programme and pass Bronze, Silver and Gold awards.
	The quality of teaching and outstanding leadership	Both judged grade 1 by Ofsted. CPD mark award. Investors in People. Designated as a Teaching School. Applications for teaching and leadership vacancies are well above regional averages.
	Students progress into higher education	90%+. This will exceed current rates of progression in non-selective state schools (69%) and in selective state schools (86.4%).
	Students and parents engage with technology to achieve other strategic outcomes	90% access VLE on a weekly basis. Evidence of impact on other outcomes determined by monitoring / self-assessment.
	Students achieve the Tauheedul Baccalaureate	All students complete the Tauheedul Baccalaureate and gain Gold, Silver or Bronze awards depending on their ages.
The Birmingham Free School has an outstanding reputation in the community	The school is oversubscribed by 100% + after three years. 360° surveys of stakeholder perceptions	

		will be the measure.
	Parents/carers are actively engaged with, and act as advocates for, the school	Attendance and consultation events will be the measure.
COMMUNITY SERVICE	Established as the 'Big Society' school of Birmingham	Achieve Prime Minister's Big Society Award.
	Impact on school improvement across Birmingham LA	Evidence of impact in schools supported both overall and in English. Designated as a National Support School and Teaching School. 5% + of staff are designated as SLEs or Master teachers.
	Impact on school improvement across the Tauheedul Schools Network	Evidence of impact in schools supported. Designated as a National Support School and Teaching School. 5% + of staff are designated as SLEs or Master Teachers.
	Efficiency, accountability and transparency with all stakeholders	Annual score card is published by Tauheedul Free Schools' Trust to parents and stakeholders.

The success of the school will be determined by the successes of each individual student in its care. The starting point for measuring our success, therefore, will be the progress and achievements of each student in relation to each of the goals the school has set.

Making success happen

The sponsors know from their track record of outstanding outcomes at TIGHS that for each student to achieve success they must create a culture of aspiration and self-belief, and a 'state of the art' school development system. The Birmingham Free School will use the system and the leadership and management approaches developed at TIGHS, as a blueprint.

The key components of the school's approach are:

- A **strategic plan** driven by annual targets linked to each of the school's KPIs;
- A set of interlocking, robust **school development systems**; sensitive enough to track achievement and respond rapidly should this falter at any scale, be it the individual, class, cohort, teacher or subject area;
- A rigorous and searching **Quality Assurance Framework** to inform school self-assessment and external monitoring by the Tauheedul Free Schools' Trust.

The School's Strategic Plan

The plan will be a concise, working document that clearly expresses our ambition in measurable outcomes to be achieved through appropriate actions with clear lines of accountability. It will be monitored frequently and adjusted accordingly. This plan will lie at the heart of the school's drive for success: its engine will be the system described below.

The School Development Systems

The school's systems are described separately here. However, our success at TIGHS is founded on each key system being an integral part of the broader school development system, informing and being informed by the others to create a totally integrated process.

The school's key systems are:

Monitoring and self-evaluation

Self-evaluation will be rigorous so the sponsors can measure the school's successes and identify where it is falling short. They will use indicators from Ofsted within the school's own Improvement Framework. The quality standards include:

- 'Hands-on' leadership from the Principal and senior leaders who model effective attitudes and approaches to self-evaluation;
- Self-evaluation that is integral to the culture and improvement system of the school, so that staff and students are committed to it and fully involved;
- Operating to an agreed policy;
- Monitoring that focuses sharply on the school's KPIs;
- All evidence being rigorously analysed providing an accurate understanding of the strengths and weaknesses of the school, and leading on to action that will achieve their KPIs;
- Knowing accurately the skills and capability of every member of staff;
- Self-evaluation being a continuous process, not a 'bolt on' activity, that is determined by the needs of the school and its students - not the requirements of external bodies;
- The views of learners, parents and carers being actively sought and taken into account.

Line management

Effective line management will be critical to the school's success at all levels. As well as providing drive and vision, senior leaders must support and challenge staff so that they are effective and efficient. This, in turn, means having effective and efficient structures to hold individuals to account. The quality standards include:

- The Principal and governors effectively communicating the school's vision and ethos to all staff;
- Every aspect of the school's work being part of a chain of line management and accountability that leads, via the leadership team, to the Principal;
- Relationships between line managers and those they manage being strong and productive; so both support and challenge are effective;
- The senior leadership line management role includes monitoring of school policy and practice in relation to the vision and KPIs;

- Regular meetings between line managers and those they manage taking place; these are timetabled, have agendas to which each contributes and actions are recorded;
- Line management meetings being used as an opportunity for professional development through coaching and mentoring.

Performance management

Performance management will be a key tool for making sure the school is successful. The sponsors want staff to feel confident in and empowered by their performance management. The quality standards include:

- At the planning stage of the cycle, all elements being agreed up front and accurately recorded in a planning statement;
- Challenging, achievable objectives being agreed; these set out what is to be achieved and how it will be measured;
- The school's KPIs informing job descriptions, and in turn, the objectives set for individuals;
- Formal and calendared performance management review meetings taking place twice a year and are informed by the outcomes of monitoring by the manager, and by the self-evaluation of the reviewee;
- Performance management being linked to timely and relevant professional development; the school's KPIs being translated into CPD opportunities that meet the needs of the school and the individual;
- Performance management involving the whole workforce.

Assessment and tracking

Rigorous assessment and tracking will be the critical first steps in making sure every student succeeds. The quality standards include:

- School leaders and teachers held to account for the progress of each student towards their targets through the line management chain of accountability;
- Students' attainment benchmarked against local and national data so we all understand what good progress is;
- Targets of four levels of progress set for all learners;
- Clear, uncomplicated online systems for recording assessments and tracking student progress (we will use the full capacity of the SIMS system and appropriate modules to deliver this);
- Teaching, intervention and revision programmes informed by regular tracking of progress and adjusted according to students' needs;
- Staff working together to gather, share and use information about students' progress; so that any underperformance is quickly spotted and responded to;
- Assessment for learning that is highly effective, ensuring the link between the accurate assessment of learning and teaching in day to day lessons;
- Leaders monitoring students' progress against their ambitious targets, using a range of performance measures including teacher assessments using 'Assessing Pupil Progress' (APP) and test results;

- Leaders monitoring teacher assessments and predictions of student attainment, and making sure they are accurate;
- Students, parents and carers having regular progress reviews with school leaders and teachers;
- Student performance review process having a clear impact: report cards issued half termly, online via the VLE and in 'hardcopy' and through meetings held with all parents of students who fall 'off track' in any aspect of performance;
- A zero-tolerance to failure to achieve, for all.

Intervention

Monitoring and tracking of progress by themselves will not raise standards. The school will make sure senior leaders, subject leaders and teachers take specific actions in response to their outcome. The quality standards include:

- Intervention led by a senior leader, planned strategically and 'mapped' to show all the additional support available;
- An appropriate range of data, including from day to day and periodic assessment, used to identify students in need of additional support;
- Intervention that emphasises the importance of using assessment for learning in day to day lessons; additional in-class and/or out-of-class support for individuals or groups being used where it offers the best chance of success;
- The impact of all interventions monitored and evaluated to inform future plans.

Continuing Professional Development

The key to the school's success will be outstanding teachers and leaders: this is an explicit focus in the school's KPIs. An effective and comprehensive approach to continuing professional development and training is essential to making this happen. The quality standards include:

- Synergy between professional development, performance management objectives and the school vision and ethos;
- A personal professional development plan for all staff, which addresses their needs as identified through performance management;
- All staff participating in the school's 'Teaching School' programme of accredited courses, expert and peer coaching, and school based action research;
- Line management meetings that provide an opportunity for direct professional development through coaching and mentoring, by the line manager themselves;
- Appropriate support and a sense of urgency for the improvement of the weakest teachers;
- Career pathways, which are provided so that very skilled teachers take on responsibility for supporting others, both within the school and across the Tauheedul Free Schools' Trust and Local Authority, and receive reward for this.

Reporting

Effective reporting is a key feature of a 'Tauheedul School'. The role of parents is crucial to support our students to achieve outstanding results. In order to enable parents to support their son

or daughter to achieve outstanding results, it is vital to provide timely, accurate and comprehensive information to parents. Such information needs to include the regular sharing of data on achievement, attendance, punctuality and behaviour. The quality standards include:

- Half termly report cards providing accurate information to parents on their child's' progress and behaviour, their attendance and punctuality.
- Half-termly progress review meetings are held between senior leaders, parents and students for those students who are below nationally expected levels in each year group or whose behavior requires improvement. These lead to immediate impact.
- Student performance review process has clear impact on achievement, attendance and behaviour.

Strategic planning within the context of the Tauheedul Quality Standards Framework

The Tauheedul Quality Assurance Framework' (see Appendix) provides a set of quality standards which define excellence in school leadership, managing school systems, teaching and learning. It incorporates and expands on the new Ofsted Framework published in January 2012. The Framework fulfills a number of purposes:

- To capture the quality standards that reflect the systems we have developed at the first Tauheedul School, TIGHS, so they can be replicated at subsequent schools.
- To communicate to all staff a common and consistent view of what 'good' looks like.
- To be used by all leaders to inform self-assessment of their areas of responsibility.
- To identify what needs improving, and over time, what has been improved.
- To be used by the Tauheedul Free Schools' Trust to quality assure the self-assessment of senior leaders of the Birmingham Free School, judge the school's progress and success, and hold the Principal to account.

The Principal of Birmingham Free School will be supported and challenged by the Tauheedul Free Schools' Trust to achieve these standards in the context of The Birmingham Free School; harnessing the creativity and innovation in the school and beyond, and respecting the autonomy of the school.

Partnerships with the Local and Wider Community

The Birmingham Free School is building its case for approval on the vigorous involvement of the local community in Birmingham. It distinguishes the specific needs of the considerable Muslim community that is based in the area from those of the wider non-Muslim population alongside whom it lives. However, it sees the Free School as an immense asset to both.

The Needs of the Local Community

The estimated population of Birmingham in 2009 was 1,028,700 and this is projected to grow to 1.1 million by 2018 and 1.17 million by 2028.

Birmingham has one of the highest proportions of young people compared to other local authorities. It is the youngest European city, with 22% of the population being children (0-15) and in contrast to the national and regional picture, there are more children than pensioners in Birmingham. According to population projections, an extra 24,000 under-18-year-olds are expected by 2026.

Birmingham's population has been growing since 2001. The increase in population is primarily due to natural change (difference between births and deaths). There were 2,700 more births in 2010 than there were in 2001. There has also been a consistent year on year decrease in the number of deaths since 2001. Migration from overseas has also added to Birmingham's population in recent years.

According to figures released by the Department for Education, major cities including Birmingham face a real squeeze on primary school numbers which is likely to impact on secondary schools in the long term. For Birmingham, the projected increase in secondary school pupils from 2010-2017 is from 69,517 to 73,749 with further increases beyond 2017. Although there are currently some unfilled places in the borough's secondary schools, this will not suffice to fulfil the needs of the changing demographics over the next decade. This is reflected in the projected increase in primary school pupils from 94,884 to 106,631 by 2015.

In Birmingham, there are 301 primary schools. 23 are Church of England, 54 are Roman Catholic, and there is one Muslim, one Jewish and one Seventh Day Adventist. Within the secondary sector, there is one Church of England, 9 Roman Catholic, one Muslim and 5 Christian schools.

According to the 2001 census, Birmingham's Muslim population was 140,033 out of a total population of 977,099. Estimates suggest the Muslim population has increased to over 165,000. According to 2009 estimates, Birmingham's population was 1,028,700 with 10% Pakistani, 6% Indian and 3% Bangladeshi. By 2026, no single ethnic group will form a majority of the city's population. The demand for a maintained secondary Muslim school for boys is very high. This is reflected in the number of applications to Al-Hijrah School (VA) that receives over 1000 applications from boys and girls for 60 available places.

The establishment of the Birmingham Free School will recognise the needs of the Muslim community whilst also contributing to cohesion and the priorities of the city as a whole.

A large number of parents in Birmingham prefer single sex education for their children. There are 13 single sex girls' schools in Birmingham and 9 single sex boys' schools. As a result, the community is passionate about an additional high quality single sex school that will raise the aspirations of disadvantaged boys. There are some single sex schools in close proximity to the proposed Birmingham Free School's locations but they are selective schools. The community's aspiration is to have similar high quality non-selective high quality schools.

BME unemployment in Birmingham is significantly higher than for the White population – at 19.9% and 6.7% respectively. Many parents feel the current primary and secondary provision in Birmingham has failed to develop the basic literacy skills, particularly for many from the migrant communities for whom English is a second language. Many parents and teachers have expressed a strong passion for a school that puts English at the heart of its curriculum and everything that it does.

In addition, the Big Society specialism will cultivate civic participation, cohesion, environmental protection and above all a sense of belonging to the city. Birmingham is a highly diverse city and by 2026 no single ethnic group will form a majority of the city's population. Birmingham Free

School's English specialism will create a passion for the English heritage within all communities and enable it to promote community cohesion. Multiculturalism cannot succeed if communities do not possess a common language and a shared foundation to collaborate and interact with each other. Valuing one another and playing an active part in community services will lie at the heart of the School's Big Society specialism. This will contribute to the building of safer and stronger neighbourhoods by empowering the pupils to be role model citizens and building their confidence to promote a sustainable and green agenda. The school will champion environmental protection and will contribute to the city's aim to reduce key climate-change emissions (CO₂) by 60 per cent by 2026. This will enable the free school to become a beacon of integration, social cohesion and excellence.

Birmingham Free School will also contribute significantly to crime reduction. This is a major problem in the city, as many young boys get involved in different forms of crime because they do not see a good future for themselves. Local parents are extremely concerned about the crime culture and the lack of aspiration in their children. This is partly due to the educational standards in some of the schools in Birmingham though there are other contributing factors. Establishing a high quality school will, in the view of the local community, enhance opportunities and thereby reduce crime. Birmingham Free School will raise the aspirations of boys and generate in them a passion to reject failure and to succeed in higher education or training and then in the world of work.

The vision of the Birmingham Free School sponsors is one that regards social cohesion, tolerance and mutual respect as a protective cloak for an underprivileged community. It is also a springboard that can promote life-chances for all irrespective of their faith. For this reason, the Free School will expect to play a key role in the Local Strategic Partnership (as, for example, TIGHS does in Blackburn).

Openness and close working arrangements will contribute to the effectiveness of the new school. The high standards set during the preparations for opening, as well as those embedded in the school's policies and practices, will illustrate how it can serve the entire community with the values that the Tauheedul 'brand' represents.

This ambition is based on the proactive and vigorous approach that Tauheedul has adopted through TIGHS in Blackburn, and which it would tailor to Birmingham's context. To illustrate, TIGHS has:

- Successfully partnered Blakewater College, a non-faith-based secondary school in Blackburn. When Tauheedul became a partner of the school, its GCSE results (5A*-C including English and Maths) were 11%; in 2011 they had risen to 37%, and a further substantial rise is predicted this year.
- Successfully partnered a number of non-faith-based Blackburn Primary Schools. The Tauheedul literacy programme supported pupils at risk of under-achieving at Key Stage 2 to achieve Level 4s or above.
- Worked successfully with primary age children and their dads at the local Football Academy on developing healthy lifestyles and on language development through sport.
- Acted as a hub for communities across Blackburn, hosting numerous events attended by pupils and adults from a range of faiths and none
- Developed productive links with a number of prestigious Universities.
- Established a firm partnership with Business in the Community.

The specific details of how a similar set of partnerships would work in Birmingham would be an early responsibility of the Principal and Senior Leadership Team of the school once appointed.

Parents

Communication

The sponsors see the endorsement of the school's vision by parents (and carers) both prior to the admission of their son (and afterwards) as a means of building their support into the entire learning process. A school career is lengthy and can involve setbacks as well as successes. Making sure that careful monitoring of student performance identifies issues of concern at the earliest opportunity, means that supportive action and, if necessary, intervention should be triggered as early as possible.

Seeing parents as 'insiders' who share the Free School's approach and understand the importance of early involvement will make the school's reaction quicker and better. Among the techniques the school will adopt to bring parents on-board are:

Weekly updates via Virtual Learning Environment: The school's digital communications system will give all parents a weekly update on school events and activities, as well as identifying issues for celebration as well as (rarely it is hoped) for concern – and the interactive VLE will allow parents to respond in 'real-time' with information or requests for help;

Half-termly Report Cards: Every student will receive a detailed report card covering his academic, motivational, and extra-curricular performance over the preceding half term. This will be published via the VLE and in 'hard copy. Parents will be encouraged to meet with school staff to discuss any matters that they are of concern;

Performance Review Meetings with senior leaders: Where the lack of progress by a student cannot be remedied by the half-termly report system mentioned above, senior staff of the school will be available to undertake routine Review Meetings with parents and ensure that the full range of support services are brought into play to resolve the matter;

Effective parenting sessions: The effectiveness of parents varies considerably in any school situation for a variety of reasons. Birmingham Free School will ensure that *all* parents are involved in a system of support that gives them help and advice about their role in promoting high standards of performance and setting aspirational targets for their offspring;

Extended Services programme: As the Free School begins the process of appointing senior staff and prepares for opening, it will explore with them opportunities to organise activities for students and parents to undertake together, and with the wider community, activities aimed at deepening links between the boys, their parents and community groups.

Local Schools

In everything it does, the Free School will work co-operatively with the Local Authority as well as with all other schools in Birmingham, as part of a shared commitment to raise standards through partnership. This illustrates how the School will work at the heart of the city to support curriculum excellence and higher levels of attainment everywhere.

The Birmingham Free School will see itself as a community resource and not as an exclusive institution nurturing a select group of boys to grow away from the population to which they belong. Accordingly, the sponsors are keen to play a part in Birmingham's community life, and share in organised activities as well as reach out to invite others to participate in events put on by the Birmingham Free School.

Clearly this ambition will unfold over time and interactions with other schools and organisations will be actively promoted, but at this stage it is expected that, amongst the activities to which the school community will be invited are the following:

Booster Literacy classes: For Year 6 pupils, by working with primary partners we will identify boys that require English and literacy intervention. These boys will then be offered booster classes before transfer to secondary education to ensure that they do not experience a progression dip on entering a secondary school.

Primary English Leadership programme: Extra-curricular events that build on the Free School's English specialism will support a cluster of primary schools in Birmingham to help improve their English curriculum. Birmingham Free School will be a hub for local, regional and national excellence in English running local inter-school English competitions and developing software for on line literacy support.

English Language Centre: Pupils at the Birmingham Free School will be given the opportunity to teach other children English in Birmingham and other parts of the world. This would be achieved by the pupils in three ways:

- Pupils will get involved in the delivery of our primary literacy programme.
- Pupils at the Free School (Years 7 till 11) will teach English to young people in the developing world through using electronic media – Skype, and other new technologies.
- Students in Years 12/13 will be given an opportunity to do 4-6 weeks voluntary work abroad (an international placement as part of the international citizenship programme). They will spend their time teaching English in villages across the developing world.

Teaching School: Establishing an Initial Teacher-Training facility, teaching and leadership CPD support programmes and events; that will benefit the leadership, teaching and learning workforce throughout Birmingham.

Contributing to teacher CPD: Our teachers and leaders will be involved, through our strategy to achieve teaching school status, in supporting the development of staff in other schools and we will seek to nurture partnership working to strengthen our own improvement processes.

School Improvement Programme: A series of open events designed to support local secondary schools and help them raise the levels of attainment for under achieving pupils with low aspirations

Extra Curricular Projects

Centre of Excellence in Public Speaking: The Free School's Centre of Excellence in Public Speaking will offer a comprehensive programme of public speaking activities/courses for young people across Birmingham. The Centre will provide a holiday learning and summer school programme aimed at improving presentation, debating and public speaking skills of young people.

Birmingham Free School Radio Station: We will involve children, young people and the community of Birmingham in the life of the school through our very own radio station. The

community radio station will be a core part of our English and Big Society specialisms. Working in partnership with the BBC and other partners, the station will specialise in the provision of news, documentaries and current affairs programmes. We will use the radio station as another way of reaching parents and developing our language strategy.

Employers and Business

The intention of the Birmingham Free School in relation to local companies and employers is as firm as is the intention to work collaboratively with other (faith and non-faith) schools. The employment-related ambitions of the sponsors will help to establish:

Links with employers and Training Providers: We will establish partnerships with businesses from across Birmingham. They will contribute to the development of our Centre of Excellence for Public Speaking and the Free School's Radio Station. We will establish strategic alliances with local training providers who have developed new apprenticeship programmes and pathways to employment or higher education.

Work placements for Birmingham Free School students: So that students become familiar with work situations and obtain 'employability' skills, via work experience, short-term and extended placements;

An annual programme of visiting speakers: To allow the Free School students and others to hear inspirational speakers on a range of relevant business opportunities and pathways in the expectation that the students will be enthused and motivated.

Muslim Community

The Tauheedul Free Schools' Trust is especially sensitive to the importance of the Birmingham Muslim community, to its particular needs and ambitions, and to the importance of warm, reciprocal relations with other groups in the wider community. A strong, proud, integrated and prosperous Muslim community, firmly located in multi-ethnic Birmingham, has to be the ambition of the leaders of the Tauheedul faith ethos. Such an aspiration is achievable, and can be built on a supportive network of cross-community services which the Birmingham services will be expected to help to deliver.

There are two main routes through which this can be achieved:

Extended Services: The school will reach out into the Muslim community and offer social and educational services, adult classes and practical skill-based provisions. It will link where possible with other service providers, colleges and universities to ensure that a seamless range of services and progression onwards for participants can contribute to the enrichment of the Muslim community;

Big Society initiatives: Students at the Birmingham Free School will be required, as part of the extended curriculum, to invest significant time in local activities. This will help to meet the needs of local groups and disadvantaged individuals; and play a vibrant part in the delivery of the 'Big Society' concept across significant areas of Birmingham.

Non-Muslim Community – Developing Good Community Relationships

It must be stressed that all the modes of engagement described for the Muslim community will apply to and be equally inclusive of the non-Muslim community in Birmingham and beyond.

The sponsors of the Free School see the steady involvement of the non-Muslim community, in Birmingham in its learning as well as in its outward-reaching activities, as central. We know it can, however, only be a slowly-evolving process but one that will come to be seen as a lasting contribution to social cohesion and integration. A vision of a society where Muslim and non-Muslim communities can meet, work, study and play together is, the sponsors firmly believe, realistic and deliverable. This will involve a number of co-ordinated activities:

Marketing campaign: Expanding school activities for all local young people, their parents and friends, and other community organisations; who will be made welcome and helped to use community facilities within the school site. It is clear already that our school will quickly become oversubscribed from applicants from the Muslim community so we know our challenge is to 'reach' and become a credible option for non-Muslim families. This will be a prime focus of our marketing strategy. Once we have appointed a Principal and Local Governing Body, we will develop a three year strategic marketing plan which will build on our Pre-Opening strategy detailed in section E. This will be used to accurately and effectively communicate our vision, ethos and the provision by which these will be achieved to all parents and the wider community. The prime aims of this strategy will be to ensure that the school fills all its places, year on year, and increasingly attracts students from non-Muslim faith families and communities so that ethnic and faith diversity increases.

Extended Services: We will encourage everyone to see the school as a community resource. The wider use of our buildings by many different groups within the community will be very important in achieving our goals around breaking down barriers. We know from experience that the provision of various extended services under one roof is highly effective in drawing together people of different backgrounds and breaking down barriers. We will seek to create opportunities which will include: the hire of meeting rooms; drop in community events; accommodating services providers who will operate from the school, for example in healthcare, counselling or careers advice. We will use the power of our Radio Station and Centre for Excellence in Public Speaking to reach out to communities of other and no faiths.

GCSE and A Level revision programme: Delivered free of charge in a non-Muslim community to establish the credibility of the Birmingham Free School 'brand'.

'Big Society' initiatives: All students will carry out a community project and through their activities, members of all communities in Birmingham will benefit from the work of the school and gain an insight into its character and values. By taking a coordinating role around the Big Society, boys will be brought into contact with groups of different faiths and none.

The Principal's monthly blog: Our Principal will provide a monthly blog which will provide an engaging and insightful 'window' on the work and successes of the school and its wider community.

Active and proactive links with other faith groups in Birmingham: In Blackburn, TIGHS has a fantastic reputation for working with inter-faith groups and organisations of no faith. This has been important in positioning the school as an attractive proposition and force for good. We will appoint an Assistant Principal for Specialisms whose role will include making inter-faith projects and community cohesion happen.

How we will share our facilities

The extensive programme of collaborative activity to develop good community relationships described above will inevitably require that the Free School shares its facilities with other schools and the wider community.

Schools: As previously indicated, the Free School will play a proactive role in school-to-school partnerships in Birmingham. This will take place on both a locality-based and thematically focused basis. It will involve the school's facilities being made available to deliver the joint educational aspirations and objectives: that will reflect our common purpose with other schools and the Local Authority. This will be agreed on a reciprocal basis to underpin the Birmingham Free School's pivotal function within a network of school-to-school partnerships.

Locality-based sharing of our facilities: The Free School will agree a joint plan with local Primary Schools and with Secondary Schools within its geographical cluster which will schedule access to its facilities. This will make use of existing protocols, and will crucially be designed to support explicit outcomes in terms of attainment, community service and social cohesion, for example through collaborative Gifted and Talented programmes.

Thematically focused sharing of our facilities: Given that our proposed English specialism, Centre of Excellence in Public Speaking and Radio Station will require state-of-the-art facilities, equipment and expertise, the Tauheedul Free Schools' Trust is keen that other Birmingham schools should derive benefit from these. This would be organised through a Local Authority-wide framework, and will additionally make use of ICT to minimise student travel by broadcasting master classes via the internet.

If auditing of provision demonstrates that the Free School has further facilities of benefit to other schools in the town, sharing of these will become part of the agreement.

The wider community

Our Education Vision states prominently our commitment to promoting the Big Society in Birmingham through our second specialism. The programme of events outlined above will of necessity require that the Free School makes its facilities available to a range of groups from the wider community including parents, community groups, voluntary organisations, public sector agencies and businesses.

In addition, we will make facilities available to bona fide groups on both a one-off and continuing basis provided that their aims and membership are consistent with our vision and meet the criteria that we will set. A graduated charging schedule will be agreed and published to ensure that the school's budget does not subsidise this activity in any way.

Providing for the needs of all children: whether of a particular faith or none

The Faith Ethos element of the Tauheedul vision signals the Trust's outward-facing, inclusive and globally-orientated interpretation of the Muslim faith. This places the needs of *all* children at its heart and underpins a set of values which are universal in their appeal. It promotes traditional British values within a contemporary context of multiple belongings. It is rooted in a strong belief in

community cohesion and partnership which are reflected throughout the Vision and this Education Plan.

Tauheedul's successful work with other schools in Blackburn which are not Islamic faith schools demonstrates the integrity of this mission.

The school's admissions policy indicates clearly the Trust's intention to serve Birmingham's Muslim communities and those of other faiths and none. Given a student intake that it is intended will become increasingly diverse as the Birmingham Free School develops and makes its name as an outstanding provider, the Tauheedul quality assurance processes will focus on ensuring that every student who attends the Birmingham Free School will achieve on a range of fronts.

Our marketing strategy is clearly focused on encouraging applications from parents of other faiths and none. Ethnographic research clearly suggests that should the sponsors decide to encourage applications more widely, the Free School could expect to be significantly oversubscribed. This is a significant indication of astonishing levels of demand – but also a welcome one to a school that intends to offer itself as an inclusive School that reaches out equally to Muslim and non-Muslim students from across the borough.

The approach to school improvement covered in the sub-section 'Defining and measuring success' describe a set of interlocking systems which treat every child as an individual and through this promote entirely inclusive practices. Every student will be expected to achieve and will be supported and challenged to do so.

The leadership of the Birmingham Free School will monitor the progress and achievement of different groups to ensure that there is no possibility of 'faith-bias' – unintentional or otherwise – impacting on pupil outcomes. Such analysis will be reported regularly to the Free Schools Governing Body and to the Tauheedul Free Schools' Trust as part of the school's chain of accountability.

The school will not offer an Islamic curriculum. Its provision will be broad and balanced and will lead for most of its students to the English Baccalaureate.

Religion will be taught primarily via Religious Education lessons. The proportion of curricular time given over to RE will be:

- Years 7, 8 and 11: 3.5%
- Years 9 and 10: 7%

RE will include an understanding of the beliefs and practices of major world faiths, such as Islam, Judaism, Christianity, Buddhism and Hinduism, as well as understanding the nature of faith itself and respecting those of all faiths and none.

In addition, the Citizenship curriculum will include, for example, a focus on understanding different cultures and faiths, distinguishing right from wrong, tolerance for, and respect for the rights of others and their cultures and faiths.

The school will accommodate the needs of all faiths and none. For instance, there will be no point in the school when *all* Muslim students will be at prayer. This will be staggered, and in this way the needs of non-Muslim students can be easily and unobtrusively met.

Elsewhere in this Free School application, we provide additional details about how we will ensure the relevance and appeal of what the school provides to all pupils, regardless of faith. For

example, in Section E, we describe what the school will do to demonstrate its universal approaches. For illustration:

- The appointment of a Principal, who shares the sponsors' vision for a school with a Muslim ethos which appeals to, attracts admissions from and has advocates in all sectors of the community: someone who has the passion and abilities to realise the vision.
- The appointment of an Assistant Principal for Specialisms whose role will include making inter-faith projects and community cohesion happen.
- The provision of an annual GCSE and A Level revision programme to be delivered free of charge in a non-Muslim community in Birmingham to establish the credibility of the 'Tauheedul Brand'.
- The option of two different uniforms that all young boys (faith / non-faith) would relate to and would feel proud to wear. Boys would choose from a traditional uniform or a grammar style smart uniform. The overarching aim of the Birmingham Free School is to prepare its students for success in a global business environment. Its uniform will therefore convey the message that the pupils who wear it are tomorrow's leaders, entrepreneurs and high-flying professionals. It will be universal in its appeal, and therefore culturally appropriate for all learners.
- School Meals will be available to all students and will offer a nutritionally balanced choice of menu which will take into account their dietary and cultural needs. The refectory will be open before school begins to give students the opportunity to eat before joining their full day of study.

Admissions

All new schools have to wrestle with the policies and the practice of admissions: who should be admitted and who should not, and what priority is to be allocated to different categories of applicants. The reason is clear; a newly-established School is an attractive magnet for pupils and parents alike. Fairness of treatment and clarity in the application of criteria are all-important aspects of devising and operating a policy for admitting the lucky few, and disappointing the rest.

The sponsors of the Birmingham Free School will not duck their responsibilities and want the inclusive values the *Tauheedul* 'brand' stands for to determine the admissions process. These very values mean that admissions priorities will need to accommodate both the *faith-based* appeal to the local Muslim community, as well as the '*open-door*' commitment too.

The admissions policy and the promotion of the school to both the Muslim and non-Muslim community, has been carefully structured to make clear that both parts of the *Tauheedul* mission can operate harmoniously together. Accordingly, 50% of places will be allocated on the basis of faith based oversubscription criteria, and the other 50% of places allocated on the basis of non-faith oversubscription criteria.

The sponsors have, for some time, been using their extensive contacts across Birmingham to introduce the Free School to the community generally, but especially to parents, as the possibility of a Birmingham Free School opening as early as September 2013.

It is, already, clear that demand for admissions to the Birmingham Free School is likely to be high and that any admissions policy will need to be legal, fair, clear and robust from the outset.

The following admissions procedure has been designed to be consistent with and in accordance with the School Admissions Code, the Appeals Code and admissions law.

Admissions Pledge

The sponsors are determined to establish an all-inclusive Free School serving all sections of the community and working in partnership with all stakeholders. We intend to accept and provide for the full spectrum of abilities and backgrounds in Birmingham. A core aspect of our vision is our intention to challenge educational disadvantage, and reach out to and support the most deprived students. With this in mind, the school will be located in an area of Birmingham that includes some of the most deprived communities in the country and will serve this local community, as well as providing access for students living elsewhere in the City. In future years, we will explore the possibility of prioritising children from FSM families in the admission policy, to take advantage of the opportunities provided by the new Admissions Code.

Admissions Procedure

- The Governing Council of the Tauheedul Free Schools' Trust will be the Admissions Authority for the Birmingham Free School.
- The admissions number for year 7 will be 100 students and for year 12 will also be 100.
- Applications for year 7 places will be made in accordance with the Local Authority's Co-ordinated admission scheme. However, in the first year of operation, in the event that the funding agreement is not signed in time, it is possible that the Trust will run its own admissions process for year 7 whilst maintaining close communication with Birmingham City Council.
- Applications for sixth form student will be dealt with 'in house'.
- The school will publish a prospectus relating to admissions at 11 and 16 before the start of July prior to admissions in September of the following academic year. The prospectus will incorporate all the information required by law and will be published as soon as the funding agreement is signed or DFE approval has been secured.
- A common application form for admissions to schools in Birmingham available in the LA's *Admissions to Secondary Schools* pack will be distributed to parents of all year 6 primary school students and Year 11 secondary school students in Birmingham.
- Completed application forms for Year 7 must be returned to Birmingham City Council by the date published in the Admissions booklet.
- Application forms for Year 12 (sixth form) will be sent directly to the school by the date published in the booklet.
- In future years (September 2014 onwards), applications for entry to Year Groups other than Year 7 will be made using the in-year application form.
- Parents of primary aged students resident outside Birmingham must apply for admission using their home local authority common application form. The home local authority will liaise with Birmingham City Council as part of the inter-local authority co-ordinated admission process.
- The Local Authority will write on 1 March each year advising parents of the outcome of the application for admission at the Free School from September of that year. The school will write directly to all parents and students in relation to the sixth form applications

Annual Timetable for Admissions (this may not apply for Sept 2013 if approval is secured after the publication of the LA's Admissions Booklet)

July 2012	The Birmingham Free School will publish its prospectus.
Sept 2012	The Birmingham Free School will provide opportunities for parents to visit the school.
Oct 2012	Application forms to be completed and returned to Birmingham City Council which will send all the applications to the Free School.
March 2013	Offer letters are sent to parents by the LA
31st March 2013	Deadline for appeals
May/June 2013	Appeals
September 2013	Start School

Admissions Policy for Birmingham Free School

The rules applying in respect of admissions to Birmingham Free School will be set out in the School's Admissions Policy.

The admission number for the Year 7 intake in 2013 will be 100. The school will accordingly admit at least 100 pupils in the relevant age group each year if sufficient applications are received. All applicants will be admitted if 100 or fewer apply.

The admissions process is part of the Birmingham City Council's Co-ordinated scheme. All applications will be considered equally.

Boys with a *Statement for Special Needs* or an *Individual Pupil Resourcing Agreement (IPRA)* naming the Birmingham Free School will be admitted as the first call.

Where the school is oversubscribed, priority for admission will be given to those boys who meet the criteria set out below, in order: -

1. Looked after boys (boys in public care) of the Muslim faith or a Muslim boy who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order (see note 1).
2. Boys whose parents are from the Muslim Faith (see note 2).
3. Boys with a brother who is a pupil already attending Birmingham Free School at the time of both application and admission (see note 3).
4. Other looked after boys (boys in public care) or a boy who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order (see note 1).
5. Boys for whom the Governing Body accepts that they have proven exceptionally strong special medical or social circumstances, which are directly relevant to attendance at Birmingham Free School. Professional supporting evidence should be provided from e.g. a consultant, doctor, psychologist, social worker or others as requested by the school. It is essential if admission is to be made under this criterion that this evidence should set out the reasons why Birmingham Free School is the most suitable school for this child and the difficulties that would be caused if the child had to attend another school.

6. Boys of staff employed at the Birmingham Free School in both of the following circumstances:⁶
 - where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made and/or
 - the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
7. Boys who live nearest to Birmingham Free School: the distance will be measured in a straight line from the front door of the pupil's home to the main school entrance, using Birmingham City Council's computerised mapping system. If after measuring distances it is still not possible to decide on the children to be offered admission (for example two children living in the same block of flats or in the same house), random allocation by the Local Authority will then be used to decide which of the children can be offered a place.

Notes

1. *A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989). An adoption order is an order under section 46 of the Adoption and Children Act 2002. A 'residence order' is an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians)*
2. *Allocation of places*
 - *Only 50% of the total intake will be admitted from criteria 2. If more than 50% of the children from criteria 2 require places, then the 'tie-breaker' outlined below will be used for criteria 2 in order to determine the children who should be offered the places.*
 - *The remaining 50% of places will be offered without reference to faith.*
 - *If there are fewer than 50% of applicants to whom criteria 2 applies, the remainder of these places will be offered to applicants without reference to faith.*
3. *Brother refers to full brother, half brother, adopted brother, step brother, foster brother or the son of the parent/carer's partner, and in every case, the child should be living in the same family unit at the same address.*

Tie-breaker

If any categories are oversubscribed, then the geographical proximity (as set out in category 7 above) will be used as a tie-breaker. If the distance between two boys' homes and the school is the same then random allocation by the Local Authority will be used as a tie-break.

Waiting List

Boys who are not admitted will have their names placed on a waiting list. The names on this waiting list will be in the order resulting from the application of the admissions criteria. If a place becomes available within the admission number, the boy whose name is at the top of the list will be offered a place.

This waiting list will operate for the autumn term only. After that, parents requesting a place at the school will be required to complete the in- year application form.

⁶ The sponsors recognise that this criterion is not currently legal, but that it is likely to be so by the time the school opens in September 2013 as it is part of the provisions of the new draft admissions code.

Consultation

In preparing these admission arrangements we have:

- Consulted with the local community;
- Taken in to account the faith character of the local community;
- Taken in to account the geographical areas where the demand for the free school has come from;
- Reflected our aspiration to attract young people from all faiths and communities

A detailed admissions policy will be finalised over the next few months. In finalising the admissions policy, we will undertake further consultation on the admission policy, including the statutory requirements set out in the DfE school admissions code.

Independent Admission Appeals Panel

Parents refused a place will be advised of their right of appeal to an independent appeal panel. The sponsors will discuss with Birmingham City Council the possibility of the Council managing the administration of the independent appeals process through a service level agreement. An alternative process may be chosen by the sponsors under which the Governing Council may enter into a service level agreement with a different organisation to undertake this function on behalf of all Tauheedul Free Schools.

Section E: Evidence of demand and marketing – part 1

	2013				2014			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	100		113	113%	100		129	129%
Year 8					100		113	113%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of demand and marketing – part 2

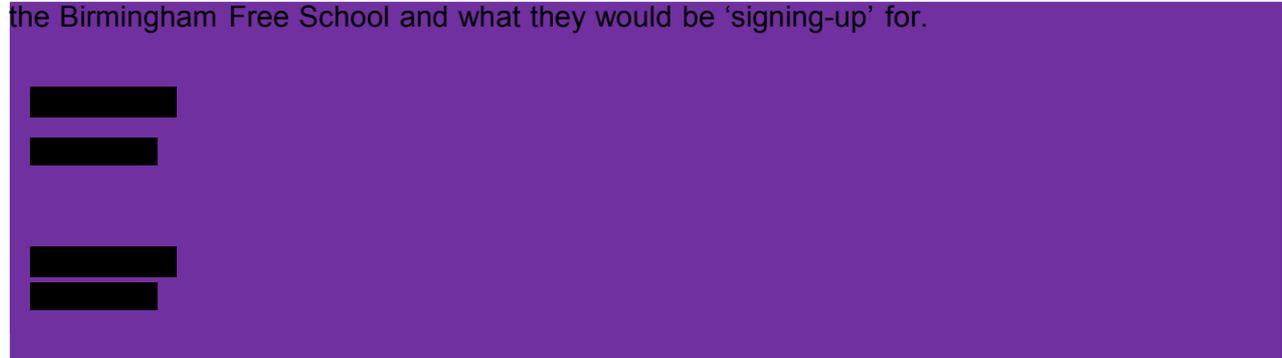
The structure for the ‘evidence of demand and marketing’ section of the Birmingham Free School proposal is as follows:

- Evidence of parental demand
- Marketing strategy
- Reaching out to the wider community to attract applications from non-Muslim parents

Evidence of parental demand

Communities across the Aston and Lozells areas of Birmingham held a grand total of seven large scale consultation events for the Birmingham Free School over the last six months. The interest in Free Schools is particularly ‘lively’ in this part of the world, partly because interest in the Birmingham Free School extended well beyond the preferred location for the school in Aston and because of the number of different proposals that are being pulled together by a range of different

groups including Birmingham University, Unity 16-19 and at least one other Muslim group. It was, therefore, particularly important to ensure that parents were clear about the distinctive nature of the Birmingham Free School and what they would be 'signing-up' for.



The series of large community forum events, held over the last six months, have revealed significant disaffection amongst parents. They know there are a small number of very good schools in the Aston and Handsworth areas of Birmingham but fail to get their children into them because they are selective, are Christian faith designated and are consequently oversubscribed year on year. Many parents would prefer to send their sons to a boys' school but there are only nine of these across the city: four of these are Voluntary Aided Christian schools with faith based admissions policies and, of the remaining five, four are only judged to be satisfactory by Ofsted. Parents have expressed disappointment that previous proposals have come to nothing but have seen their enthusiasm revitalised by the involvement of the Tauheedul Free Schools' Trust in a new bid for a Muslim faith school.

There is real excitement and enthusiasm for the Tauheedul ethos and the proposed English specialism. Members of the community argued strongly, in the early meetings, for English as a focus for the new school and were unequivocal in believing it to be pivotal to their sons' futures.

Consultation meetings have been 'open' events - inclusive and all embracing – advertised across Birmingham via a range of means including posters in community and youth centres, text messaging and word of mouth. Forum meetings were deliberately held in secular and apolitical venues to send clear messages of inclusivity. The sponsors have deliberately not sought to establish focused steering groups so that the development of the Birmingham Free School doesn't become the 'project' of a few enthusiasts but rather a real community movement, actively supported by the majority.

At these consultation events, the parents of primary aged boys were invited to complete a pre-application form, indicating their firm intention to send their sons to the Birmingham Free School. The preregistration form used to collect evidence of demand, in line with the DfE criteria, is as follows:

Pre-Application Form



(PLEASE COMPLETE A SEPARATE FORM FOR EVERY BOY YOU WISH TO PRE-REGISTER. USE BLOCK CAPITALS)

Personal Information

First name of child

Surname of child

Date of birth of child

Name of parent or guardian

Permanent domestic address of parent/guardian

Postcode

Telephone number

Email address

Group of residence

School Currently Attended

School name

School address

Postcode

School telephone number

Current year group

Name of Head teacher

Entry details

Year or entry to Birmingham Free School (e.g. 2013 etc.)

Birmingham Free School

Opening September 2013

BIG SOCIETY

Declaration (To be signed by parent or guardian)

I wish my child to be considered for a place as a pupil at the proposed Birmingham Free School and declare that, to the best of my knowledge, the above information is true and correct in every detail. I have read the information about the proposed school and can confirm that, if the school opens, it will be the first choice for my child.

Signature: _____ Name: _____

Date: _____

Declaration (To be signed by parent or guardian)

I wish my child to be considered for a place as a pupil at the proposed Birmingham Free School and declare that, to the best of my knowledge, the above information is true and correct in every detail. I have read the information about the proposed school and can confirm that, if the school opens, it will be the first choice for my child.

Signature: _____ Name: _____

Date: _____

Birth of the Big Society...

...high powered learning and progress

A new Secondary Free School for boys in Birmingham provided by the Tauheedul Free Schools' Trust.

The plans assume that, if approval is given, the new Islamic faith secondary school will open its doors in September 2013 and admit pupils to year 7 (i.e. boys who will be 11 years of age).

We are inviting prospective parents to complete this pre-application form and return it to the Birmingham Free School Supporters Group. Please read through the important information about the school contained in this leaflet. If you have any questions, please get in touch by calling 01254 54021.

By completing the pre-registration form, you are demonstrating a firm intent to send your son to the new school. You will be added to the waiting list and a detailed application form will be sent to you nearer the time.

Please note that you are not guaranteed a place by completing the pre-application form, but your support for the opening of the Free School will greatly help our campaign for approval by government of the plan.

The Tauheedul Free Schools' Trust is a growing chain of high-aspiring schools that cherish the values which inspire the Big Society and promote social mobility, as well as deliver the highest ambitions and progression to higher education and the professions for pupils from all faith backgrounds and none.

Learners at the Birmingham Free School will find themselves part of an elite – but certainly not elitist – organisation; one where high powered learning, progress and achievement are coupled with a commitment to wider personal progression, including the development of character and an intelligent moral and ethical compass.

We are committed to developing learners who are active and participatory citizens and exemplary members of their community – contributing to the development of a successful 'Big Society'.

Faith, Excellence and Community Service...

Tauheedul schools have a common and consistent brand identity, reflecting a strong faith ethos, educational excellence and community service.

Faith Ethos

Inspired by its origins in the Muslim faith, the Tauheedul Free Schools' Trust emphasises, through its organisation, the centrality of:

- A wholesome Identity – one family, one world.
- A faith identity and a wider spiritual identity that connects the whole world.
- An approach that has connections with relevance for people of all faiths and none.
- A belief that we are all part of, and are contributing to, something far greater than ourselves.
- A focus on character development – exemplary behaviour, respect, care, compassion, strength and self-discipline.
- An environmental responsibility – a green and sustainable agenda.
- A healthy body and mind.
- Outstanding pastoral care.

Educational Excellence

Tauheedul Schools promote excellence in everything their pupils undertake. School leadership, classroom teachers and associate staff, together with parents, are all geared-up to improve social mobility and inspiration in the learners:

- High expectations, aspirations and a spirit of excellence.
- Personalised excellence – that results from a passionate belief that each individual is unique and special – our job is to nurture this talent.
- Healthy competition – that permeates the life and conduct of the school.
- Ambition for all students – to go to university or pursue a career.

Community Service

The Tauheedul Free Schools' Trust is not an inward-looking organisation. It recognises the importance of society and the contribution each individual must make to sustain it. The purpose of the network, therefore, has to be to celebrate the importance of society, and to require all pupils (and all staff) to make explicit and generous-hearted contributions to society, especially to those least well-off within it. Consequently, we will instill curriculum awareness and personal objectives in pupils that reflect the importance of these values.

This demonstrates that the information provided to the community was specific to the proposed school, its curriculum and ethos and that, in their declaration, parents and carers were stating their intent to send their child to the school as their first choice.

Summaries of the evidence of parental demand collected via the pre-registration forms follow.

	2013				2014			
	A	B	C	D	A	B	C	D
Year 7	100		113	113%	100		129	129%
Year 8					100		113	113%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

The table below provides further detail. It indicates the demand expressed by parents and carers for places at the Birmingham Free School for each year of entry from 2013 to 2020.

Date of Birth Between:	Current Year	Entry Year	Actual received	Admissions number	Achieved
01/09/2001 - 31/08/2002	5	2013	113	100	113%
01/09/2002 - 31/08/2003	4	2014	129	100	129%
01/09/2003 - 31/08/2004	3	2015	90	100	90%
01/09/2004 - 31/08/2005	2	2016	71	100	71%
01/09/2005 - 31/08/2006	1	2017	70	100	70%
01/09/2006 - 31/08/2007	Reception	2018	27	100	27%
01/09/2007 - 31/08/2008		2019	16	100	16%
01/09/2008 - 31/08/2009		2020	1	100	1%

A further table shows the same information but broken down by the postcode areas in which parents who have 'pre-registered' their sons live.

Entry Year	B6 - Aston	B19 - Lozells	B20 - Handsworth	B21 - Handsworth Wood	B5 - Digbeth	B7 - Nechells	B8 - Washwood Heath	B10 - Small Heath	B11 - Sparkhill	B12 - Sparkbrook	B13 - Moseley	B14 - Kings Heath	B16 - Edgbaston	B17 - Harbourne	B18 - Winson Green	B23 - Short Heath	B24 - Erdington	B27 - Acocks Green	B30 - Bournville	B31 - Northfield	B42 - Perry Barr	B43 - Great Barr	B44 - Perry Barr	B66 - Smethwick	B67 - Smethwick	B68 - Old Bury	B72 - Sutton Coldfield	Out of Borough	TOTAL
2013	23	14	28	14	1	0	4	1	9	2	0	0	1	1	1	3	0	0	0	1	0	2	1	3	2	1	1	0	113
2014	23	13	27	17	0	0	7	1	14	2	5	3	3	2	0	0	1	0	1	0	4	0	1	2	2	0	0	1	129
2015	14	9	25	13	0	1	4	2	5	1	2	2	1	1	1	0	0	0	0	0	2	1	0	4	2	0	0	0	90
2016	8	6	14	11	0	0	4	1	4	1	2	0	3	3	1	3	0	0	1	0	2	0	0	5	1	0	1	0	71
2017	16	11	9	14	0	2	3	1	4	0	1	0	3	2	1	1	0	0	0	0	0	0	1	1	0	0	0	0	70
2018	13	0	2	4	0	0	0	1	2	0	0	0	1	1	0	1	1	0	0	0	0	0	0	0	1	0	0	0	27
2019	2	4	0	3	0	0	0	0	1	0	0	0	0	0	2	0	0	1	0	0	1	0	0	1	1	0	0	0	16
2020	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Total	99	57	105	77	1	3	22	7	39	6	10	5	12	10	6	8	2	1	2	1	9	3	3	16	9	1	2	1	517

Overall, via the pre-application forms, the parents and carers of 517 primary age children have indicated that, if the Birmingham Free School opens it will be the first choice for their son(s). This evidence of demand indicates that the school would be oversubscribed for the first two years of opening and that at least 90% of places would be taken in year 3 and 70%+ places for 2016 and 2017.

Applicants were not asked to declare their faith denomination in the pre-registration form. However, local intelligence suggests that there is a sizable percentage from both Muslim and non-Muslim faith categories. The demand from all sections of the local community is impressive.

The map shows the postcode areas in Birmingham from which the majority of parental demand comes. The figures in brackets are for Year 7 in 2013 and Year 7 in 2014. The area for the location of the Birmingham Free School is indicated, centring on the preferred choice of

It is clear from the map and the previous table that the majority of the parental demand comes from postcode areas B6 (Aston) and B20 (Handsworth) which would, between them, see the school half full in the first two years of opening. After this, the next main areas of demand are from postcode areas B19 (Lozells) and B21 (Handsworth Wood). However, there has also been widespread demand from areas outside these four postcode areas and beyond the area on the

map. Most significantly, from Sparkhill where 9 boys have been pre-registered for 2013 and 14 for 2014. There have also been a further 11 pre-registrations for 2013 and 18 for 2014 from locations beyond the map above.

The sponsors were aware from the earliest consultation meetings, and from patterns of recruitment to Al-Hijrah School in neighbouring Nichells, that there would be some demand for the school across Birmingham. This was one of the factors in deciding to aim to locate the Free School centrally and close to the excellent transport links provided by the A38(M) and A34.

Marketing strategy

The Tauheedul Trust is committed to carrying out rigorous and on-going consultation to secure stakeholder engagement with its schools. This high quality engagement continues to contribute massively to the appeal and success of the brand. It is essential to the sponsors that the communities of Birmingham want to welcome this new school and view it as their own.

The story so far

In preparing the Business Case, the sponsors have consulted a wide range of stakeholders in Birmingham. This has included establishing a **Community Forum** that organised seven community events attended by several hundred people. These meetings have generated real excitement and demonstrated considerable demand for the Free School proposed by the sponsors. The sponsors have sought to communicate their intentions for the new school, including the vision and ethos, in order to gain feedback which would further shape plans for the Free School. This would also establish a clear understanding of the intended character of the school, prior to inviting parents to pre-register their child. A summary of the areas on which the sponsors have consulted, and the feedback from the community gained so far, is provided below:

Vision

- There has been strong support for faith, excellence and community service to be at the heart of the new school.
- The school should make a strong contribution to improving social mobility in Birmingham.
- The school should complement the current provision in Birmingham and become part of the family of local schools.
- The school should make a strong difference to social and economic regeneration in Birmingham and improve literacy and numeracy.

Specialism

- There is strong support for the English specialism in order to improve literacy and promote the English heritage. Many parents suggested the school should offer a range of Modern Foreign Languages including Arabic and French.
- The school should use the Big Society specialism to develop leading citizens who are passionate about making a difference locally and contributing to the civic life of Birmingham.
- Several parents also suggested the sustainability and green agenda should lie at the heart of the school's Big Society agenda.

Curriculum

- There is considerable support for an academic curriculum.
- There is strong support for the planned emphasis on the English Baccalaureate.
- Parents expressed a strong preference for literacy to permeate throughout the curriculum.
- There is a desire for the curriculum to lead to entry into prestigious universities and employment opportunities in Birmingham and beyond.
- Most parents agreed with the sponsor's suggestion that the school should not offer an Islamic curriculum. The values of discipline, respect, tolerance, excellence, commitment and community service were mentioned by parents as reflecting the faith designation to ensure pupils from all backgrounds feel welcome.
- There was overwhelming support to teach religion as an academic discipline in an objective pluralistic manner, including all the major world faiths. Parents emphasised the importance for the school to design an inclusive curriculum suitable for pupils of all faiths and none.

Extra Curricular Activities

- Parents raised questions about the extracurricular activities the school will offer to develop talent and raise aspirations. Exciting and challenging activities can play an important role in reducing some of the root causes of crime.
- There was strong support for Outdoor Education. Some suggested activities include canoeing, bike riding, debating, entrepreneurial challenges, volunteering locally and internationally, and international trips to commonwealth countries.
- Some parents suggested the Big Society specialism should include some form of integrated extracurricular activities with pupils from neighbouring schools to ensure the school's enrichment extends to a wider group of pupils.

Premises

- This area of consultation has been challenging as residents from the different postcode areas of Birmingham would prefer the school to be located in their respective locality. Many parents from North and Central Birmingham appreciated the centrality of the B6 (Aston) postcode area and its good transport connectivity to the rest of Birmingham.
- Parents expressed a strong desire for the building to be appropriate for a modern curriculum and have quality indoor and outdoor sports facilities.
- The need for a well-considered transport strategy (for example, the provision of buses and/or bicycles for students from other postcode areas) was also mentioned by several parents.

Extended Services

- There is a strong desire for the school to deliver extended services to benefit the residents of Birmingham. Providing ESOL classes for adults and developing a technology hub was suggested by many parents.
- Championing sports and opening the school's sports facilities for the local communities was suggested by several parents. A partnership with Aston Villa Football Club was also suggested.

- Several parents suggested the school should partner with statutory agencies to rehabilitate juvenile offenders and provide an alternative to crime.

Admissions

- There is a clear recognition that school will be hugely over-subscribed. Parents cited one maintained Muslim secondary school in the borough and the applicants' number exceeding 1000 for 60 available places.
- Parents and the wider community expressed a strong preference for the faith specific admission criteria to be inclusive and not specify any additional requirements. There was a strong view that an inclusive admissions policy is necessary in a diverse cosmopolitan city like Birmingham.
- There is also a tangible desire to ensure that all communities from across Birmingham have a fair chance of admission to the school. Parents were excited about the prospect of pupils of different faiths and no faith attending a Muslim school.

Opening Date

- The opening date of the school in September 2013 was queried by several parents. The viability of securing a suitable site and making the relevant adjustments before the opening date was discussed.
- Several parents suggested the school should open with Years 7 and 8. However, most parents agreed with the sponsor's suggestion to open the school with Year 7 to mitigate the impact on neighbouring schools.
- Several parents suggested the school should open in September 2012.

Local Governance

- Interest in the governance structure at Tauheedul, i.e. how the free school will be governed and managed on a day to day basis. .
- It is clear from the consultation meetings that it is vital for the sponsors to recruit local people from different professions to the Local Governing Body in order to provide effective support and challenge for the Senior Leadership Team.

The name of the school

- There have been several suggestions from the community including: Birmingham Free School, Birmingham Academy, Birmingham Excellence Academy, and Birmingham High School.
- Parents were clear that the name should reflect the ethos and aspirations of the school. However, there was no majority view on a particular name.
- It has been agreed that the sponsors will continue to consult on the name of the school, so 'Birmingham Free School' is the working title. The final name will be decided by September 2012.

Uniform

- Parents asked for a uniform that all young boys (faith / non-faith) can relate to and would feel proud to wear.
- There is support for two options: traditional or a grammar style smart uniform. The sponsors will consider having two uniforms from which students can choose according to their personal

preference.

- Affordability of the uniform is a key concern for all parents.

Consultation with Birmingham LA

In addition to consulting with the community, the sponsors have also had a meeting with senior personnel at Birmingham Local Authority. This was a constructive meeting which has helped us in the development of the bid for a Birmingham Free School

As a consequence of meeting with the Council the following points have been acknowledged and agreed:

- The Council agrees that the quality of the 'Tauheedul' brand is highly desirable and has acknowledged the credibility, expertise and capacity of Tauheedul Free Schools' Trust to manage the Birmingham Free School.
- The Council was supportive of a Free School bid and have indicated that they have an open approach to the government's new school initiatives. They are supporting several bids for Studio, Free and Academy schools. They say they would like to work with us as the bid progresses.
- The Council recognise that there is a lack of Muslim faith based provision for boys in the City.
- The Council has a general concern not about the policy of Free Schools but about how many new schools might be developed. They want to keep a strategic view on numbers of establishments and admissions so that the existing schools do not become unviable.
- They were very interested in our position as possible Academy sponsors and would like to have further discussions with the Tauheedul Trust regarding our role in school improvement. We stated that we would be very happy to develop this aspect along with our Free School application.
- We have had discussions with regard to admission arrangements and as a further commitment for the school to support LA strategic vision and pupil place planning, we have agreed to limit student numbers to a 100 for each year group.
- If approved, and timing permits, applications for year 7 places will be made in accordance with the Local Authority's Co-ordinated admission scheme. However, in the first year of operation, in the event that the funding agreement is not signed in time, it is possible that the Trust will run its own admissions process for year 7 whilst maintaining close communication with the Council.
- We had a positive discussion regarding our potential to purchase shared services from the LA.

Engagement with other faith communities

We are committed to engaging with different groups across Birmingham, which is home to a diverse range of faiths and cultures. We have, to this end, initiated a dialogue with leaders from the Christian, Jewish and Sikh communities to share our proposals.

There is a large Sikh community in North Birmingham, close to where the school will be located. We have had a detailed and constructive discussion with [REDACTED], [REDACTED] a senior leader of the Sikh community. [REDACTED] queried the background of the sponsors, its experience and vision, and was assured that

Tauheedul is a credible organisation passionate about educational excellence and nurturing the talent of young people.

After sharing our educational vision and passion for community cohesion and inclusion, [REDACTED] saluted our approach and shared his experience of how to incorporate faith values into the school and how to serve a multi faith community. The proposed admissions policy was discussed in detail and [REDACTED] was pleased to learn the school will operate an inclusive faith based allocation. The location of the school was discussed and [REDACTED] offered his support in identifying a neutral location, accessible to people of all faiths and no faith and agreed to share our plans with the congregation.

In relation to the curriculum, [REDACTED] appreciated our approach in providing a balanced and objective curriculum and how we cater for people of different faiths and no faith. [REDACTED] is passionate about translating the values of faith into practice through community service and other means and not relying on academic theory to develop an understanding of faith. He further stressed there was no need to dilute faith; rather the emphasis should be on making pupils 'good' in whatever beliefs they adhere to and through this, inspire the notion of 'faith'. The Big Society specialism was discussed and [REDACTED] agreed we have a shared vision and should work in partnership to demonstrate community cohesion and improve educational standards across Birmingham.

[REDACTED] is also [REDACTED]. Given our track record, we agreed we should work in partnership with [REDACTED] to develop educational excellence and share resources and expertise. [REDACTED] acknowledged TIGHS as one of the top schools in the country and both organisations can learn from one another and compliment each other's work. Shared induction and CPD programmes for teachers, establishing a museum of world religions, and creating a network for faith and multi-faith schools were some of the discussed ideas.

It was agreed to continue the dialogue and arrange a series of meetings over the next few months before the opening of the Nishkam Secondary School in Sep 2012 and agree a working partnership in the pre-opening phase and once the Birmingham Free School opens in Sep 2013.

We have also engaged with [REDACTED] [REDACTED] who appreciates our openness and inclusive approach. [REDACTED] has also agreed to share the information within the community and remain engaged with us throughout the process.

We will continue to engage with the different faith communities and also share our proposals with the Birmingham Faith Leaders Group over the next few months.

Looking forward

The sponsor's marketing strategy will help ensure that the school is publicised so that the proposed admissions are assured and will increasingly attract students from families of a range faiths or no faith. It is essential that the new school is seen as a 'Birmingham School' and not an initiative that has been 'parachuted in'. This prerequisite has strongly guided the strategy developed by the sponsors. The sponsors will directly involve the following groups in leading aspects of our strategy:

- The Tauheedul Free Schools' Trust;

- Tauheedul Education Ltd (Management Services);
- The Local Governing Body;
- The Birmingham Free School Principal and Senior Leadership Team;
- Parents.

The strategy will target four key audiences or stakeholder groups:

- Parents/Carers and Students;
- The education community (local primary schools, partner secondary schools, local universities, LA);
- The wider community in Birmingham, including industry, commerce and charities;
- The media.

When the Free School opens, the sponsors will review and evaluate the success of the following marketing strategy and will work with key stakeholders to refine the plan for the first three years of the school. The prime aim will be to ensure that the school attracts sufficient demand to fulfil capacity, year on year, and increasingly attracts students from non-Muslim faith families and communities so that ethnic and faith diversity increases.

The sponsors have included the cost of delivering the marketing plan in the financial section of the business case and will look to using existing communication channels to minimise costs and maximise value for money.

Marketing Strategy

Objectives	Key Actions	When	Audiences
<p>To raise awareness of the Tauheedul / Birmingham Free School vision and ethos.</p> <p>To effectively communicate how the Birmingham Free School will bring about success to all communities in Birmingham.</p>	<p>Statutory consultation process (details in sub-section 5.6 below).</p> <p>Stage 1 Consultation</p> <p>Twelve week public consultation period, with a programme of meetings for key stakeholder groups and circulation of the consultation document to all groups listed above.</p> <p>Stage 2 Publication</p> <p>Approval to publish a “Statutory Notice” in line with legislative requirements, including in a local newspaper and in prominent positions in the community.</p> <p>Stage 3 Representation</p> <p>Six week representation period (for receipt of any comments and objections)</p> <p>Stage 4 Determination</p> <p>Publication on the Free School website of a summary analysis of feedback received. To include a list of all key stakeholders who were consulted.</p> <p>Meeting of the Board of Trustees to consider any comments and objections received and agree responses.</p> <p>Stage 5 Implementation</p> <p>Formal implementation date (subject to the Secretary of State’s approval to open the Free School).</p> <p>The appointment of a Principal who shares the sponsors’ vision for a school with a Muslim ethos which appeals to, attracts admissions from and has advocates in all sectors of the community: someone who has the passion and abilities to realise the vision.</p> <p>Establish and maintain contact with an appropriate link person within each stakeholder group including all Birmingham primary and secondary schools; Local FE colleges and universities, local employers and businesses, local community groups and charities, local professional sporting associations, local newspapers and radio stations.</p>	<p>Sept 2012– April 2013</p> <p>Jan. – April 2013</p> <p>From Sept. 2012</p>	<p>Parents and young people.</p> <p>Local primary and secondary schools.</p> <p>Local community groups and charities.</p> <p>Local universities and FE colleges.</p> <p>Local industry and commerce.</p> <p>Local professional and amateur sports clubs.</p> <p>The media.</p>

Objectives	Key Actions	When	Audiences
	<p><i>Under the Teaching School strategy, the Free School will develop:</i></p> <p>Teaching School: Establishing an Initial Teacher-Training facility, teaching and leadership CPD support programmes and events; that will benefit the leadership, teaching and learning workforce throughout Birmingham.</p> <p>Contributing to teacher CPD: Our teachers and leaders will be involved, through our strategy to achieve teaching school status, in supporting the development of staff in other schools and we will seek to nurture partnerships working to strengthen our own improvement processes.</p> <p>School Improvement Programme: A series of open events designed to support local secondary schools and help them raise the levels of attainment for under achieving pupils with low aspirations. The school will play a role in driving up standards in English education in the city. We will establish a specialist training facility for teachers of English from across the West Midlands.</p> <p><i>Extra Curricular Projects</i></p> <p>Centre of Excellence in Public Speaking: The Free School will develop a Centre of Excellence in Public Speaking that will offer a comprehensive programme of public speaking activities/courses for young people across Birmingham. The Centre will provide a holiday learning and summer school programme aimed at improving presentation, debating and public speaking skills of young people.</p> <p>Birmingham Free School Radio Station: We will involve children, young people and the community of Birmingham in the life of the school through our very own radio station. The community radio station will be a core part of our English and Big Society specialisms. Working in partnership with the BBC and other partners, the station will specialise in the provision of news, documentaries and current affairs programmes. We will use the radio station as another way of reaching parents and developing our language strategy.</p> <p><i>Under the Big Society specialism, the Free School will:</i></p> <ul style="list-style-type: none"> • Coordinate a Birmingham wide Annual Big Society Day, inviting all schools and communities to participate. • Coordinate the community based work of students on activities which help meet the needs of local groups and disadvantaged individuals so they play a vibrant part in the delivery of the 'Big Society' 	<p>From Sept. 2013</p> <p>From March 2014</p> <p>From March 2014</p> <p>June 2014</p>	

Objectives	Key Actions	When	Audiences
	<p>concept.</p> <p>Ensure that the school features in the Local Authority Admissions publications (for 2013 admissions).</p> <p><i>Key pre-opening events:</i></p> <ul style="list-style-type: none"> • Hold an Open Evening for prospective parents and their children. • Hold a launch event specifically for key stakeholders. • Visit local primary schools to talk to students on an individual and collective basis. • Provide a branded Birmingham Free School starter kit of essential equipment for those who select the school. • Provide summer preparation tasks targeted to each individual child's needs. • Produce child friendly web app-link information to increase childrens' expectations and excitement of the new school. 	<p>June 2014</p> <p>July 2012</p> <p>Sept 2012</p> <p>April 2013</p> <p>June 2013</p> <p>Sept 2013</p> <p>July 2013</p> <p>Sept 2013</p>	
<p>To encourage parents of <u>all</u> faiths to see The Birmingham Free School as the first choice for their child's secondary education.</p>	<p>In addition to the above key actions or as a point of emphasis, to specifically engage the non-Muslim community:</p> <p>The appointment of a Principal who shares the sponsors' vision for a school with a Muslim ethos which appeals to, attracts admissions from and has advocates in all sectors of the community: someone who has the passion and wherewithal to make it happen.</p> <p>The appointment of an Assistant Principal for Specialisms whose role will include making inter-faith projects and community cohesion happen.</p> <p>Active and proactive links with other faith and community groups in Birmingham to position the school as an attractive proposition for non-Muslim families and a force for good.</p> <p>Open Days: invitations to the wider community to join activities held at the school and local mosques.</p> <p>A monthly blog from the Principal to provide an engaging and insightful 'window' on the work and</p>	<p>Jan – April 2013</p> <p>From April 2015</p> <p>From Sept. 2012</p> <p>June 2012</p>	<p>All parents and young people but especially the non-Muslim community.</p> <p>Local primary schools.</p> <p>Local faith and community groups and charities.</p>

Objectives	Key Actions	When	Audiences
	<p>successes of the school and its wider community.</p> <p>A GCSE and A Level revision programme to be delivered free of charge in a non-Muslim community in Birmingham to establish the credibility of the Tauheedul 'brand'.</p>	Apr 2014	The media.
To ensure the school gains effective, positive support from all stakeholders and encourage individuals and groups from all faith and non-faith backgrounds to be advocates.	<p>Statutory consultation process</p> <p>Set up a Local Governing Body whose members share the vision and aspirations of the sponsors. Make this objective a key focus of their role.</p> <p>Develop partnership agreements with an appropriate and representative range of stakeholder organisations.</p> <p>Set up a parent working party to co-develop strategy, expectations and deliverables.</p> <p>Invite key stakeholders to become involved in the work of the Free School to enhance student educational opportunities and to enable the school to be closely linked to the needs of industry and commerce in the area.</p>	From Sept. 2012 onwards	<p>Parents and young people.</p> <p>Community groups and charities.</p> <p>Local FE colleges and universities.</p> <p>Businesses.</p> <p>The media.</p>
To communicate effectively to key stakeholders, the role that Birmingham Free School will play in the intellectual, social and cohesive growth of local communities.	<p>Statutory consultation process.</p> <p>Establish a programme of monthly meetings with senior personnel in the Local Authority</p> <p>Chief Executive and appropriate members of the Tauheedul Governing Council to work with key LA strategic partnership groups responsible for delivering the Children and Young People Strategic Plan.</p> <p>Set up a parent working party to co-develop strategy, expectations and deliverables.</p> <p>Local Governing Body will ensure the school is represented in relevant community and voluntary groups</p>	From Sept. 2012 onwards	Parents and young people.
To position the school as a key player in the educational development and economic	<p>Invite key stakeholders to become involved in the work of the school to enhance student educational opportunities and to enable the school to be closely linked to the needs of industry and commerce in the area.</p> <p>Establish links with businesses, including health and fitness and service Industry providers; new business set up providers across Birmingham and the Black Country; also local training providers who</p>	From Sept. 2012 onwards	<p>Parents and young people.</p> <p>Local universities, FE colleges,</p>

Objectives	Key Actions	When	Audiences
regeneration of Birmingham and the West Midlands.	<p>have developed new apprenticeship programmes and pathways to employment or higher education.</p> <p>Develop an annual programme of visiting speakers to enable students and others to hear inspirational speakers on a range of relevant subjects in the expectation that the students will be enthused and motivated.</p> <p>Contribute to teacher CPD across Birmingham, through our strategy to achieve teaching school status.</p>		industry and commerce, the media.
To encourage key stakeholders to directly develop and support school work experience and community based projects.	<p>Invite key stakeholders to become involved in the work of the school to enhance student educational opportunities and to enable the school to be closely linked to the needs of industry and commerce in the area.</p> <p>Establish work placements for students so they can become familiar with work situations and obtain 'employability' skills, via work experience, short-term and extended placements.</p>	Sep 2013	<p>Local businesses, community groups and charities.</p> <p>The media.</p>
To consult on key draft policies including on attendance, behaviour and bullying.	<p>Statutory consultation process.</p> <p>Hold formal consultation meetings and online forum with parents, prospective students and other key stakeholders for initial consultations on key draft policies including on attendance, behaviour and bullying.</p> <p>Work closely with appropriate LA teams and personnel.</p>	<p>Sept. 2012</p> <p>May 2013 onwards</p>	<p>Parents and young people.</p> <p>Birmingham Local Authority</p>
To regularly update local communities on progress.	<p>Use a range of creative marketing media including the school web-site, local radio and newspapers, regular community newsletter, Facebook, mobile marketing 'stands' outside primary schools at drop off and pick up times, leafleting etc.</p> <p>Provide regular updates and 'media headlines' as progress is made towards the opening of the new school.</p> <p>Principal's monthly blog and the Birmingham Free School newsletter</p>	From Sept. 2012 onwards	<p>All communities in Birmingham and beyond.</p> <p>The media</p>

Reaching out to the wider community to attract applications from non-Muslim parents

The sponsors are committed to attracting applications from non-Muslim parents. Their vision is for an inclusive Free School that reaches out to Muslim and non-Muslim students alike, from across the local authority. To this end they have extended their consultation to non-Muslim communities and will increasingly formalise their dialogue, including through the Faith Leaders network, other faith groups and voluntary organisations, to work through concerns and confusions. They have been proactive in seeking conversations with key individuals and have met with cautiously welcoming responses. To be fair, it is clear that what they are proposing is an unknown entity to many, and that what people know about Muslim schools is often limited to what they have seen in the press. It is, therefore, difficult for most to fully grasp how the school's vision might be realised in practical terms. They are, nevertheless, listening carefully to what could be done to make the school appealing to the whole community and are clear that attracting applications for the school from non-Muslim families will be the prime challenge in their marketing strategy. They are confident that, once the school has been established and delivers on the standards agenda, more parents from other faiths will want their sons to attend.

An interesting sociological phenomenon has been noted, which the Muslim schools sector is beginning to go through. Just as 'good' schools tend to attract a mobile population to them and create demand for housing in the vicinity, good Muslim schools are beginning to bring about a similar transformation:

In **stage 1** – demand comes from the devout Muslim parents who choose Muslim Schools for faith purposes;

In **stage 2** – the whole Muslim community is attracted to the quality of education on offer in Muslim schools;

In **stage 3** – the wider community of non-Muslims begin to consider a Muslim faith school offering the prospect of high academic attainment and transition to university, as a serious option.

Tauheedul Islam Girls' High School and Sixth Form College is leading the way in moving the Muslim school sector from stage 1 to stage 2 both in Blackburn with Darwen, and through its leadership and support across the national Muslim schools network. If schools like those in the Tauheedul Schools Network continue to make outstanding progress, then we will similarly move from stage 2 to stage 3. However, we acknowledge that there are significant barriers:

- Firstly, unlike Church of England and Catholic schools whose faith values and distinctive characteristics are generally well understood by all sectors of society, the Muslim school movement is newer and less well established. More awareness-raising is required.
- Secondly, there are many myths and misunderstandings surrounding Muslim schools, which need to be addressed.
- Thirdly, some Muslim schools have tended to focus on internal operations that have sometimes been wrongly interpreted as being isolationist.
- Fourthly, there is a wider international agenda around extremism that also impacts on the way that Muslims and organisations run by Muslims are viewed.

It is the view of the sponsors that in order for Muslim schools to attract families from other faiths, they must address the above issues. The Tauheedul vision is overt in tackling these matters 'head on', so leading to change: one of their goals is to have demonstrated that Muslim faith schools can significantly contribute to social cohesion and integration in Britain. Consequently, this goal is a focused element of their communications strategy as stated in Section E above.

The Birmingham Free School marketing strategy has, and will continue, to incorporate the effective communication of approaches the school will take in ensuring its appeal and relevance to all communities. These include:

- Of paramount importance is the appointment of a Principal who shares their vision for a school with a Muslim ethos, which appeals to, attracts admissions from and has advocates in all sectors of the community. This will be someone who has the passion and wherewithal to make this vision happen.
- The sponsors believe that every faith school should 'partner up' with a non-faith school for the mutual benefit of both schools. This is part of their commitment to contributing to system wide school improvement and to the life chances of all young people irrespective of culture and faith. At TIGHS their partnership work with Blakewater College, as Lead Education partner in the National Challenge Trust, has brought about significant improvement and has built the school's profile and credibility in the town and beyond.
- The Free School's uniform will be one that children of all faiths and none will relate to and be proud to wear. The sponsors will consult widely with parents and prospective students on its design and the possible options.
- The Birmingham Free School will deliver an RE curriculum which is in line with the local **Standing Advisory Council for Religious Education (SACRE)**; one that is suitable for all faiths and none. Students will learn about the beliefs and practices of all major world faiths, such as Islam, Judaism, Christianity, Buddhism and Hinduism, as well as understanding the nature of faith itself and respecting those of all faiths and none.
- The school's Citizenship curriculum offer will be largely about what it means to be a good British citizen and will seek to develop all students as successful individuals and community leaders. It will be underpinned by Islamic values such as respect, care, compassion, strength, responsibility and self-discipline that will have meaning and relevance for all.
- Similarly, collective worship and assemblies will be founded on the same inclusive and all-embracing faith ethos, and will focus on topics that everyone can relate to, such as environmental responsibility, healthy lifestyles, global citizenship and sustainability, as well as regularly celebrating the successes of our students.

Section F: Capacity and capability

The Tauheedul group – our long term vision

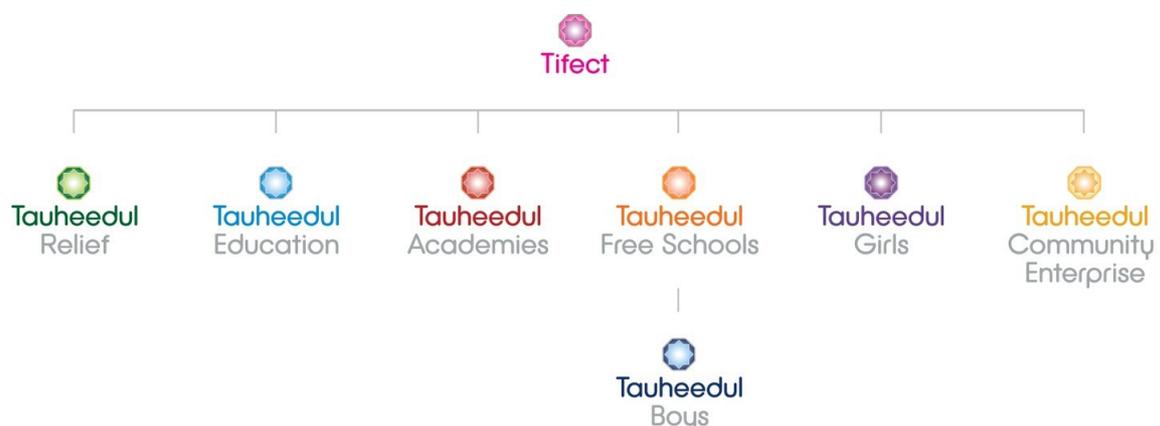
This proposal for the Birmingham Free School is being submitted by the Tauheedul Free Schools' Trust (TFST), which is part of an overall family of organisations managed by the Tauheedul Islam Faith, Education and Community Trust (TIFECT).

TIFECT is a company limited by guarantee and a registered charity. It was established in the 1960s and its early focus was on developing spiritual and educational excellence for local people in Blackburn. Today it provides outstanding educational opportunities for thousands of young people throughout the UK, promotes community-led social and economic regeneration and funds educational, health and disaster relief for some of those most in need around the world.

Tauheedul had its roots, and its first major success, in the high achieving and nationally recognised, Tauheedul Islam Girls' High School (TIGHS) – see F1 below for more detail. TIGHS has made a major difference to the life chances of its pupils, their families and communities. As a consequence, TIFECT is determined to establish, in as rapid a timescale as realistic, a network of schools under the Tauheedul 'brand'. We are keen to enable young people elsewhere to raise their aspirations and achieve their potential, particularly in areas of social and economic deprivation.

This has now become part of our corporate strategy and a number of related organisations have been established as part of the TIFECT family to enable us to achieve our vision.

The chart below illustrates the full TIFECT group.



Of particular relevance to this application are TIFECT itself, Tauheedul Free Schools' Trust (TFST) and its Governing Council and Tauheedul Education. These bodies, and their relationship with the Local Governing Bodies of all of our Free Schools (including the Birmingham Free School), are described in more detail below. A detailed accountability framework is set out in section F6.

Tauheedul Free Schools in 2013

TSFT is submitting proposals for six Free Schools to open in 2013

- Birmingham Free School (the subject of this specific application)
- Bolton Free School
- Preston Free School
- Waltham Forest Leadership Academy for Girls
- The Olive School, Blackburn (primary)
- The Olive School, Hackney (primary)

Our long term development plan is based upon a three “region” model – North, South and Midlands. We are developing a cluster approach, with one school in each “region” as an anchor. Tauheedul Islam Girls' High School will form the “anchor” school for the North region. (Although TIGHS is a voluntary aided school at the time of writing, it will shortly become an Academy and join the Tauheedul Free Schools' Trust.) Waltham Forest Leadership Academy for Girls and the Birmingham Free School itself will form the anchors for the South and Midlands regions respectively. This will offer economies of scale and enable us to focus the energies of TFST and Tauheedul Education to best effect. It will also encourage the formation of learning and support networks in each of the regions.

The key building blocks of our governance structure

Tauheedul Islam Faith, Education and Community Trust (TIFECT)

The **Tauheedul Islam Faith, Education and Community Trust (TIFECT)** is a company limited by guarantee and a charity registered with the Charity Commission. TIFECT is the legal custodian of the specific, unifying principles on which all our other trusts, companies and charities have been established. TIFECT will play a vital role in ensuring that our principles are safeguarded at the Birmingham Free School and as the other schools under the Tauheedul Free Schools' Trust develop.

TIFECT has identified the following values which will underpin its work:

- ***Faith in action:*** enriching and changing the lives of individuals young and old, and of communities, by promoting equity, nobility, compassion and responsibility;

- **Integrity:** a sincere, whole-hearted and determined commitment to the whole community;
- **Excellence:** creating an environment of aspiration and hope through a commitment to fulfilling the unique potential of individuals and the shared potential of communities;
- **Britishness:** being a bridge between Muslims and other communities, including other faith communities;
- **Big Society:** building a good and inclusive society in which people participate and to which they offer their time and talents;
- **Innovation:** balancing tradition and modernity in a contemporary technological environment to achieve transformation and find the next generation of inventors, creators and thinkers;
- **Leadership:** building models for '*servant leadership*' and shared leadership in communities and in the public sector, consistent with these values, and developing leaders as role models and coaches.

TIFECT has a clear commitment to see that the highest standards of attainment, achievements, aspirations and outcomes (whether measured in terms of qualifications, employment prospects or community cohesion) are firmly fixed at the centre of all Tauheedul Schools and Academies.

TIFECT provides the overarching structure through which robust governance arrangements can be established. It will encourage collaboration between its member schools. Through the establishment of Tauheedul Education (see below), it will provide opportunities for developing shared services, common approaches to learning and teaching, hubs for specialist provision and other ways of making efficiencies and savings.

TIFECT will stimulate innovation, and provide support and challenge to the TFST Governing Council, Local Governing Bodies and Senior Leadership Teams of all Tauheedul schools, in order to secure sustainable improvement and embed pupil aspiration.

TIFECT will be a member of the Tauheedul Free Schools' Trust (Academy Trust). It will:

- As a member of TFST, appoint the majority of Governors on the TFST Governing Council (see below);
- Act as the Religious Authority for any Muslim faith based schools set up by the Academy Trust;
- Receive and approve an annual report from the Governing Council on, and hold it to account for, the effectiveness (or otherwise) of the operation of TFST's schools;
- Receive and approve TFST's annual business plan - this will be in turn be the basis for the production of the annual budgets for TFST's schools;

Tauheedul Free Schools' Trust (TFST)

In 2011, TIFECT set up a single academy trust in the name of the Tauheedul Islam Boys' High School to operate the Tauheedul Islam Boys' High School in Blackburn – a free school secured through the old system and opening in September 2012. TIFECT has now turned this single academy trust into a multi-academy trust – the Tauheedul Free Schools' Trust (TFST). This will enable the Trust to establish a network of progressive faith-based Tauheedul Free Schools.

It will complement TIFECT's Tauheedul Sponsored Academies (TSA) Trust. TSA sponsors under-performing primary and secondary schools. TSA schools will be non-denominational and the majority will have non-Muslim children.

TFST is now part of the family of charities overseen by TIFECT. It will provide a corporate structure for the efficient and successful management of a network of free schools. These will be high powered learning organisations, of a consistently excellent standard, located across the country. TFST will also provide a vehicle for the voices of parents and others who wish to articulate their desire to establish new Free Schools in their local communities. Whilst some of these may be Muslim, it is our aspiration that, before long, the Tauheedul brand – with its track of record of quality and outstanding achievement - will appeal to non-Muslim communities also. These schools could also be operated through the Tauheedul Sponsored Academies Trust where this was preferred by the communities.

TFST Governing Council

The Articles of TFST set out a structure which is capable of accommodating a significant chain of schools. The TFST Governing Council will be the linchpin for the overall governance of TFST's schools and the custodian of the overall accountability framework. The Governing Council (Directors/Trustees) of TFST will have legal duties for the Academy Trust and be responsible for strategic direction and group-wide policies. It will be a streamlined body, focused on performance and quality, and of a size and structure to enable timely and effective decision making.

Under the terms of TFST's Articles of Association, the TFST Governing Council will be the governing body for the Birmingham Free School and all other TFST free schools. The Local Governing Bodies of the free schools, including the Birmingham Free School, will be sub-committees of the Governing Council.

It will:

- Develop and secure the overall strategy and vision and consistency of brand;
- Ensure value for money and legal compliance;
- Ensure contractual, legal, financial and academic accountability;
- Take responsibility for the schemes of delegation and parameters for decision making for local Governing Bodies, and hold the local governing bodies to account;
- Approve budgets for all TFST schools;

- Undertake executive functions and, with Local Governing Bodies, make senior appointments, including Head Teachers;
- Be the overall employer for all schools;
- Monitor the performance of individual schools and hold Head Teachers and local governing bodies to account;
- Enter into a Service Level Agreement with Tauheedul Education (see below) on behalf of all TFST schools, for the provision of school improvement and support services;
- Add value to each school through expertise and knowledge of drivers for school improvement;
- Facilitate opportunities for promoting good practice and collaboration;
- Spread excellent practice across the Trust's schools.

The full accountability framework is set out in section F6.

The current Governing Council is drawn from the existing members of TIFECT. A number of key individuals have been selected for their professional expertise and their experience of running successful Tauheedul schools. They have been carefully drawn together to ensure that the necessary commitment, experience and expertise is available for the effective governance of the TFST, the maintenance of the Tauheedul vision, ethos and consistency of brand and the establishment and operation of our proposed network of free schools. Roles have been assigned that have been carefully tailored to each individual's experience and track record of impact (see below).

A number of individuals have also agreed to take lead responsibility for the establishment and development of individual schools (described below as local leads). They will draw on their TFST colleagues' expertise in their specialist areas – and on the executive support of Tauheedul Education (see below) - to create flexible teams which will ensure the successful establishment of each school. They will oversee the delivery of the pre-opening plan and report progress to the full TFST Governing Council. They will also act as the primary point for liaison for the local forums and will work with the Search Committee (see F5 below) on the recruitment of the local governing body.

A member of Tauheedul Education staff will also take on a local project manager role to provide executive support to the Governing Council lead and to project manage the establishment of the new school. They will work with their colleagues and external advisers to ensure the full spectrum of professional expertise is available to all schools. This matrix approach will ensure lean, flexible, high-quality support is available to every new school.

However, the sponsors also recognise that the Governing Council needs to broaden its base and build further capacity and capability if it is to deliver the aspirations and ambitions set out in the TFST vision. An active 'search' is currently taking place across our three regions to identify suitably qualified and experienced individuals who can broaden and deepen the Governing Council's skills base and improve its representation, including from non-Muslim communities.

The key individuals and trustees involved in TIFECT and TFST are listed below, together with a brief profile, their proposed specialisms and, where applicable, their geographical lead. They each recognise the commitment involved in setting up a chain of schools and have agreed to attend monthly meetings of the Governing Council. Those with a local lead have also agreed to commit half a day a week to the oversight of their particular school. All members of the Governing Council have agreed to provide advice on their specialist areas as required for all the new schools. [REDACTED] will provide overall oversight, including holding to account the lead project managers from Tauheedul Education.

Member	Profile	Governing Council role and areas of specialism	Local lead
[REDACTED]	[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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Local Governing Bodies

The Local Governing Bodies will be sub-committees of TFST Governing Council. Whilst the TFST Governing Council is the legal governing body under the terms of its Articles of Association, the sponsors are keen that all their schools are firmly embedded within and responsive to their local communities. The community dimension underpins all of TIFECT’s activities; it is one of our curriculum building blocks. The principles of localism underpin the free schools agenda and we believe that our schools will thrive best if they have firm roots in their local community. The Local Governing Body will provide those essential links to the local community.

Each LGB will be responsible for supporting and challenging the school’s Principal and Senior Leadership team in the day to day management of the school. The LGB will operate within the overall accountability framework and scheme of delegation set by the Governing Council. Their duties will be set out in detail in our comprehensive Governors’ Handbook. Drawing on the successful experience of TIGHS, and recognised good practice elsewhere, we have worked with ██████████ to draw up a comprehensive handbook. This sets out the scheme of delegation, roles and responsibilities, terms of reference (including for any sub-committees), annual calendar of meetings and so on. This will be the standard handbook to which all TFST local governing bodies will be expected to operate.

Tauheedul Education Limited

The Articles for TFST contain powers of delegation from the Governing Council to a Chief Executive and Central Office for the provision of corporate leadership and executive management of all schools within the group.

TIFECT has therefore set up Tauheedul Education Limited (TE). TE will be charged with supporting and challenging Tauheedul schools and academies to deliver consistency and excellence across the growing network. It will provide the central office functions and school improvement support for both TFST and TSA schools and will be the trading arm of the academy trust. Its Chief Executive will be accountable to its Board of Directors and to the Chair of TIFECT.

We have worked with [REDACTED] on the establishment of Tauheedul Education. We have prepared a staged development plan which identifies how the TE's organisational and staffing structure will develop as the chain of schools grows. We are developing single operating models for HR, finance, MIS, ICT, policy and school improvement.

TFST will enter into a Service Level Agreement (SLA) with Tauheedul Education for the delivery of a range of school improvement and support services. The SLA will set out the expected outcomes and outputs, performance standards and Key Performance Indicators (KPIs) for each of the services to be delivered. TE would report termly to the local governing bodies on local performance. The Governing Council would also seek direct feedback from the local governing bodies on TE's performance. The Chief Executive of Tauheedul Education Limited would report regularly to the TFST Governing Council on the performance of the company against the requirements of the SLA.

The development of TE will ensure that all Tauheedul schools and academies have access to high quality, cost-effective expertise and central services, across a wide range of disciplines. We have started recruiting to TE and are already seeing the quality and cost benefits of the new model as we progress the establishment of TIBHS.

The TE team will provide executive support and expertise to underpin the development of each of our schools. A senior member of TE staff will take lead local responsibility for the establishment of each school, project managing and overseeing progress and providing executive support to the Governing Council local lead. Each local project manager will be held to account by the Chief Executive of Tauheedul Education for the successful establishment of their allocated school.

TE's key functional areas will include:

- Operations and finance, including:
 - Legal support;
 - Human resources;
 - ICT infrastructure;
 - Management information systems;
 - Estates and facilities management;
 - Marketing and communications

- Educational development including:
 - School improvement support and intervention;
 - Standards, performance and data functions;
 - Curriculum development;
 - Learning and teaching enforcement.
- Policy, system and procedure development.

In the short term, each school's budget would be top sliced by 5 per cent to provide these services. This would be reduced in the longer term as more schools and academies join TFST and TSA and as Tauheedul Education starts offering its services more widely.

F1 – Delivering the vision - educational expertise

As part of the TIFECT “family”, the sponsors of the Birmingham Free School – the Tauheedul Free Schools’ Trust (TFST) - have a strong track record of delivering high quality educational provision, including establishing and developing new and successful schools. Through the Tauheedul Islam Girls’ High School, the Tauheedul Islam Boys’ High School and Tauheedul Education, we have over 100 education professionals who can provide educational expertise to underpin the establishment and operation of the Birmingham Free School.

Tauheedul Islam Girls’ High School (TIGHS)

Our journey began with the Tauheedul Islam Girls’ High School (TIGHS) in Blackburn. From small beginnings, TIGHS has become a national success story – achieving “outstanding” designation from OFSTED, becoming a trusted partner for its local authority in school improvement and gaining respect and recognition from parents, employers and other schools. Our confidence that the Birmingham Free School will prove to be an impressive institution is built upon this track record.

- In its last *OFSTED* inspection in March 2010, TIGHS was judged to be outstanding overall - inspectors recognised that *‘pupil achievement and the extent to which they enjoy their learning’*, *‘the school’s capacity for sustained improvement’*, *‘the effectiveness of leadership and management’* and the *‘effectiveness of the governing body’* had all contributed to the ranking;
- TIGHS is one of only two schools nationally where all pupils have made the expected three levels progress in both English and Mathematics over each of the last three years;
- In 2010, 97% of TIGHS pupils made at least *four* levels progress in English (leading the school to be ranked in the top 25 schools in the country);
- In 2011, over 60% of TIGHS pupils achieved the English Baccalaureate.
- TIGHS is one of only three schools nationally where 100% of its pupils who were entitled to free school meals gained five or more A*-C grades including English and Mathematics in 2010 - this in a context where 21% of the pupils at the school were entitled to free school meals;

- Using the contextual value added (CVA) indicator to locate relative performance, i.e. taking into account the improvement that a school adds to each of its pupils, the school has been firmly in the top 1 per cent of all schools in English and in Mathematics in each of the last three years.
- The Specialist Schools and Academies Trust has rated Tauheedul as the best school in the country, based on the value-added criteria developed by [REDACTED].

Our educational expertise and strong governance have not only enabled us to secure these astonishing exam scores, but have also ensured successful and professional handling of an elaborate process of transition.

- Managing the move in 2006 from Independent to Voluntary Aided School;
- Securing the Secretary of State's approval in September 2011 for the Tauheedul Islam Boys' High School, which will open in Blackburn in September 2012;
- Managing 'Organisational Development' and 'Change Management' programmes through planning for the local BSF programme.

TIGHS has not just proved its capacity and quality by enhancing the expected performance of its pupils. It has also been an outstanding contributor to the collective performance of other schools and colleges in Blackburn and further afield. Evidence includes:

- Lead Education Partner on the *East Blackburn Learning Community Trust*;
- Lead Education Partner for the *Blakewater College National Challenge Trust* which is committed to (and can already show evidence of success in) turning around a declining trend in the number of its pupils obtaining at least five GCSE A*-C including English and Mathematics;
- Lead Education Partner for Hawthorns Junior School, Blackburn;
- Providing high quality school to school support through the Specialist Schools and Academies Trust (SSAT) and the Association of Muslim Schools;
- Providing high quality school to school support through National Support School Status and its designation as a strategic outpost of teaching school status;
- Supporting other Faith Schools in securing Voluntary Aided Status.

The governing body at TIGHS has proven capacity and expertise in setting up and running a school. It has :

- Established itself as a Specialist Humanities College with Citizenship as its lead subject;
- Built up an impressive list of partners and contractors from the private and voluntary sectors, with whom it contracts and commissions a range of services according to need;
- Developed a team of nationally recognised partners and high calibre external advisers who provide business acumen and organisational expertise to complement the governing body's own strengths and experiences.

These partners and advisers are assuming greater significance in building the underpinning structures and management systems for the Tauheedul Free Schools' Trust as it expands. They are playing an important part in establishing Tauheedul Education and in developing the toolkits, systems and processes which will support the development of all of Tauheedul's schools.

These successes have been driven by the hard work and planning of a team of outstanding individuals with vision, business sense and track records of achievement in a wide range of fields. The outlay of time, effort and money has been repaid many times over as we have seen TIGHS go from strength to strength to become the impressive, highly sought after school it is today. We now receive over 400 applications for the 120 places available at TIGHS – clear evidence from parents that they recognise the success of the Tauheedul formula and that they want their daughters to benefit from it too.

As the success of TIGHS has illustrated, it is possible to make a reality of the powerful vision of a more equal society, where young people with little material prosperity or social advantage can emerge as an academic elite and add value to their local and global community. We are keen to replicate this model elsewhere.

Tauheedul Islam Boys' High School (TIBHS)

Our next school to open will be the Tauheedul Islam Boys' High School, which was secured through the old free schools system. It will open in Blackburn in September 2012, with sports and outdoor education, entrepreneurship and the Big Society as its specialisms. Building on the successful model of TIGHS, TIBHS will have a strong, but rounded, academic curriculum. Such is the reputation of the TIGHS model, and the demand for similar provision for boys, that we have received three times more applications than the number of places available.

The expertise and commitment of our Governing Council, the professional support of TIGHS, TIBHS and TE staff and our commitment to academic excellence and strong governance are ensuring the successful implementation of TIBHS. We have used the "matrix" approach described earlier to underpin the cost-effective and efficient development of the new school.

Capitalising on our educational experience and expertise

The members of the TFST Governing Council have a wide range of experiences and specialisms as set out in the table on pages 6-10. This demonstrates how we have established a high performing team of specialists, whose collective work specialisms, experience with TIGHS and other voluntary and community roles offers a rich blend of talent to support and underpin the development of the Birmingham Free School.

We have a number of members on the Governing Council who have particularly extensive educational experience and expertise. [REDACTED] has been chair of

governors at TIGHS for over a decade. He has been instrumental in drawing up the Tauheedul quality standards which are based on the principles and practices of excellence that characterise the TIGHS educational experience. Both the quality standards and [REDACTED] own experience and commitment will be available to support the establishment and running of the new Birmingham Free School.

[REDACTED] [REDACTED]. Under his leadership, TIGHS has become the top performing school nationally for attainment levels of vulnerable children. Again, [REDACTED] experience and expertise has been instrumental in determining the overall Tauheedul policies, principles and procedures for working with vulnerable children. These will be available to the project team working on the Birmingham school, as will [REDACTED] personal input when that is required.

[REDACTED] [REDACTED]. He has led on the creation of the Tauheedul Diploma. The Tauheedul policies, principles and procedures that underpin our approach in this area will be introduced in the Birmingham Free School, with [REDACTED] personal guidance as necessary.

Again, as indicated above, [REDACTED], [REDACTED], [REDACTED]. [REDACTED] will oversee the roll out of all the schools. His knowledge, expertise and experience have shaped all the Tauheedul educational policies and practices. He will also hold to account the Tauheedul Education project leaders for all the new schools, including Birmingham.

The members of the Governing Council all fully recognise the time commitment involved in extending our network of schools. They have all agreed to offer their time and expertise in their lead areas, both at the strategic level of the Governing Council itself and also at the local level in supporting the successful establishment of the new schools. In particular, they will offer support to their colleagues who have taken on local lead responsibilities, through our multi-disciplinary matrix team approach.

We are not complacent however. Continuous improvement is one of Tauheedul's hallmarks. We recognise that our vision for the Tauheedul Free Schools is ambitious. We are aware that the role of TFST will become increasingly strategic, supporting, empowering and holding to account the Local Governing Bodies. We have created a development programme for the Governing Council itself to enable it to fulfil this wider role successfully. We also recognise that the Governing Council needs to broaden its base and build further capacity and capability if it is to deliver the aspirations and ambitions set out in the TFST vision. An active 'search' is currently taking place to identify suitably qualified and experienced individuals who can broaden and deepen our skills base and improve its representation. Our first new member, [REDACTED], an experienced school improvement professional, will soon be joining the Governing Council.

The educational experience and expertise of the Governing Council members will be complemented by that of Tauheedul Education staff. In TE, we have created a lean

team of experts who can provide educational and school improvement expertise to our growing network of schools. Through TE, we have developed Tauheedul quality standards and a school improvement framework which has been drawn together from our experience at TIGHS, TIBHS and Blakewater College and from TIGHS' role as a national support school. We work extensively with the Teacher Development Agency, National College and a range of universities. Our relationships with these key organisations give us ready access to high quality, cutting edge thinking to help us develop and enrich our own educational expertise, practices and systems.

A member of Tauheedul Education staff will take on a "local project manager" role to provide executive support to the Governing Council lead and to project manage the establishment of each of the new schools. They will work with their colleagues, and with external advisers where necessary, to ensure that the full spectrum of professional expertise is available to all schools. This matrix approach will ensure lean, flexible, high-quality support is available to every new school.

Birmingham's core project team – chaired by [REDACTED] as [REDACTED] - and with executive support from the TE project manager - will meet periodically to oversee the implementation of the support toolkits. It will bring in expertise from other Governing Council members and TE experts where a particular discipline is under discussion. [REDACTED] and relevant TE staff will attend for discussions on the progress of ICT implementation, for example.

F2 – Managing the budget - financial expertise

Through the Girls' School at Tauheedul, the sponsors have demonstrated a proven track record of ensuring a healthy budget. Their expertise has brought significant benefits to TIGHS, enabling it to maintain a healthy surplus for each of the past five years. The school has been able to invest this surplus in long-term development priorities and will use it to help the organisation weather difficult budget pressures over the next four years.

Under our matrix model, the Birmingham team, led by [REDACTED] and managed by a TE lead manager, will have access to the professional advice and experience of TFST members. [REDACTED] has a background as a qualified accountant and finance director. [REDACTED] has extensive experience of performance management, most recently as head of performance at one of the largest local authorities in the country.

Furthermore, as described earlier, we are establishing a range of high quality central support functions within Tauheedul Education. We have worked closely with market-leading finance experts from [REDACTED] and [REDACTED] in developing our plans for our network of free schools. Finance will be one of the key core functions to be delivered by TE and we have already created common financial procedures and support systems which will operate in all our schools. We have worked with KPMG to draw up our model scheme of delegation, which is in line with the Academies Finance Handbook. We are already using these templates, systems and procedures to good effect in supporting the

establishment of TIBHS.

Through Tauheedul Education Limited, we are also working on the development of a balanced scorecard as a tool to support performance management. This would include finance as a key element, alongside academic and other performance aspects.

The Girls' School has a qualified CIPFA (CCAB) accountant employed as its Business Manager. We have recently appointed another CIPFA qualified accountant, previously Head of Education Finance at Blackburn with Darwen Council, as Business Manager of the Boys' School. We see effective financial and business management as fundamental to the successful running of our schools and have included the appointment of the Business Manager for the Birmingham school as one of the priority staff appointments.

The Birmingham Free School will mirror the many innovative examples of good practice that have enabled TIGHS to maintain such a healthy financial position and that are being introduced successfully into TIBHS, Blakewater and other schools. For example, the Senior Leadership Team will be required to undertake professional development training on finance issues (see below). The financial handbook, expenditure planning from all cost centres and monthly reviews of each cost centre that have enhanced financial discipline and prevented over-spends at TIGHS, will also be introduced into the Birmingham school.

The Local Governing Body will have a Finance and Resources Committee (FRC). The FRC will be instrumental in ensuring the sound financial health of the school. Their activities will include five-year financial planning, monthly reviews of each cost centre by the Finance Manager and Principal, termly budget reviews by the FRC and monthly reviews of the budget position by the Chair of the FRC. There will also be regular finance health checks carried out by Tauheedul Education specialists. The Finance and Resources Committee and Local Governing Body will be expected to report termly to the TFST Governing Council as the accountable body.

All local governors and SLTs will be required to complete a financial competence matrix on an annual basis. This will form a finance training plan for each individual, which will be combined to develop a comprehensive financial training plan for the school. The training will generally be delivered by the Business Manager, although Tauheedul Education might also become involved, for example where a particular training need is emerging across a number of schools, or where the area requiring development is particularly specialist.

In terms of our track record, it is also worthy of note that the Business Manager at the Girls' School has provided strategic financial management support at Blakewater College, a school with a record of annual deficits for each the past five years. This has resulted in transforming an annual deficit of [REDACTED] in just 12 months. New finance protocols and standards have been developed at Blakewater College and training has been provided to all budget holders (senior and middle leaders) at the school.

We have also recently started providing financial management support to Hawthorns

Junior School in Blackburn, following a request by the Local Authority for school improvement and financial management support.

The sponsors will ensure the highest standards of financial management. We will require the Schools Financial Value Standard to be completed annually by every Principal and Local Governing Body, to be reported to the Governing Council. We are very well aware that we are managing public money and that the highest standards of efficiency and probity must apply. We have significant expertise and experience in this area from our existing activities.

F3 - Other Expertise

As we have described earlier, the members of TFST's Governing Council were carefully chosen for their wide range of professional expertise, experience in running successful schools and for their commitment to seeing the Tauheedul schools' vision delivered. Their lead responsibilities have been allocated to capitalise on their areas of expertise.

We also identified some areas where we were under-represented, both in terms of the skills mix and the composition of the Governing Council itself. As we described in F1, we will shortly be recruiting an extremely experienced school improvement professional – [REDACTED] - to the Governing Council. We continue to search for other members who can complement our existing team and bring new skills, experiences and approaches to bear.

All of our Governing Council members bring a range of expertise and experience which will be available to support both the establishment and ongoing running of our free schools, including the Birmingham Free School. Their skills and expertise will be complemented by the professional staff employed by Tauheedul Education and by the network of external advisors and partners with whom we work on an ongoing basis. We have included a few examples below by way of illustration.

For example, [REDACTED] [REDACTED]. We also procure specialist external services such as branding and design. This blend of expertise ensures the highest quality provision at the most economical cost.

Similarly, [REDACTED] is our Governing Council lead on [REDACTED].

Where we have gaps in our range of expertise – in legal services for example – we procure expert legal advice from a range of providers including [REDACTED]. [REDACTED] provides an overview on behalf of TFST.

Other TFST members have skills and experience in other aspects of school life e.g.

pastoral care, with [REDACTED], as a school Community Liaison Officer, acting as lead on extended services and [REDACTED], an Education Welfare Officer, leading on safeguarding, Every Child Matters and so on. In all cases, they are supported by executive staff working for Tauheedul Education, TIGHS and TIBHS.

We want to ensure that a range of market-leading, high quality, cost effective support services are available across the Tauheedul group of schools. This will be a mix of internally provided and externally procured services – whichever offers the best quality and value for money for the service in question. We are particularly keen to tap into the professional expertise of market-leading organisations and are engaged in a number of formal procurement processes. We are working with Partnership for Schools to procure an ICT managed service provider for all Tauheedul schools and are also involved in formal procurement exercises for HR and MIS systems.

We fully recognise that there are different challenges involved in setting up and running chains of schools. At the point of establishing TFST, we undertook a skills analysis to identify the mix of skills and experience that would be required to support our network of schools and develop a more strategic role for the Governing Council. We have used the results of this skills analysis to make appointments to TFST's specialist roles and to guide our search for new members.

To support the establishment of the new schools, we have ensured the full engagement of the Governing Council, including the creation of the local lead posts. We have developed an extensive range of policies and toolkits on which the individual schools can draw. We have ensured a wide range of in-house professional expertise through the establishment of Tauheedul Education. Through the matrix management model described elsewhere in this submission, we are confident that we have the systems, expertise and capacity in place to ensure the successful establishment of each of our schools.

TIFECT is fully aware of the challenges and opportunities involved in developing and running a chain of geographically dispersed free schools. We recognise that our proposals amount to a significant growth programme and have not taken the decision lightly. We are adopting a three region model to bring economies of scale and enable us to focus the energies of TFST and Tauheedul Education to best effect. We already have experience of supporting several schools and have used our learning from this to help us plan for the future. We have strengthened our capacity and infrastructure and developed common systems, procedures and toolkits based on proven best practice. We have used external advisers, particularly KPMG, to develop a phased and costed structure and operating model for Tauheedul Education. We have recognised the need to develop the Governing Council itself to enable it to take a more strategic role and to support the local governing bodies in their operation of the individual schools. We believe that our expansion programme is manageable.

It should also be emphasised that we have the resources, capacity and commitment of six local communities working alongside us. There has been significant local demand for all our proposed new schools and the local forums and wider communities continue to

display genuine energy, enthusiasm and commitment. Through working with TFST to make a reality of their educational aspirations for their sons and daughters, these local communities have been able to tap into the track record, experience, expertise and infrastructure of the Tauheedul brand. Tauheedul has brought professionalism and added value to their vision for their new schools. In turn they have brought hunger, passion, commitment and a whole range of assets, talents and capacity.

We are confident that we have the infrastructure, experience, expertise and community commitment to make a success of our chain of Tauheedul Free Schools and to improve the life chances of young people, primarily in deprived areas, across the country.

The local dimension

As we have indicated above, we are already tapping into the enthusiasm, assets and expertise of the local communities in which our schools will be located. In Birmingham, TFST has encouraged the formation of an informal local forum to take forward the early stages of the development of the school and to stimulate local ownership. Over 50 interested individuals are part of this network. It includes parents, professionals, representatives of local stakeholders and the local community. Ismail Adam, other members of TIFECT and Tauheedul Education are also part of the group.

The Local Forum has:

- Researched the demand and need for the school;
- Implemented a comprehensive consultation and engagement plan in the Birmingham community, liaising with a wide-range of partners from across the town;
- Drawn on the professional support of TE to establish professional work streams to take forward plans in a range of areas including curriculum, teaching and learning, finance and resources.

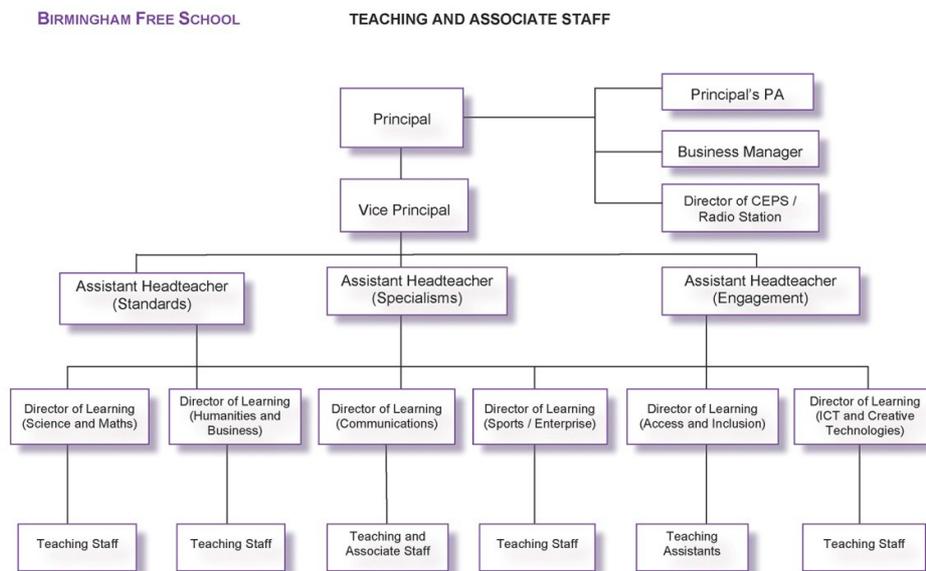
F4 – The staffing structure

We have developed a staffing structure to serve a school of 700, 11-18 students. In formulating the structure, the sponsors have been keen to achieve a staffing model that is:

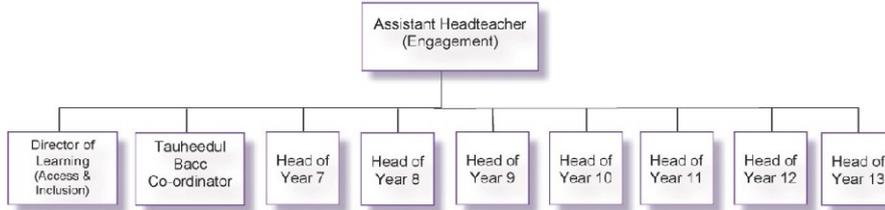
- Capable of delivering the vision of an elite – but not elitist - high-performing school; where high-powered learning, progress and achievement is coupled with a commitment to wider personal progression, including the development of character and an intelligent moral and ethical compass.
- Appropriate for the delivery of the Tauheedul curriculum model at all three levels (academic, personal and social);
 - **Academic excellence:** at the core of all students' achievements. The school will offer a broad and balanced curriculum, leading for the vast majority of pupils to the English Baccalaureate, and delivered through formal teaching.

- **Personal Development:** supporting students in the acquisition of leadership and entrepreneurial skills and helping them develop the key personal skills and aptitudes required by employers and the prestigious universities including oral communication, personal effectiveness, entrepreneurship, self-actualisation, problem-solving and enhanced emotional intelligence.
- **Community:** facilitating pupils' contribution to the Big Society and their social development through citizenship, social enterprise and community service.
- Capable of offering wrap-around care, extended services and pastoral support;
- Organised to facilitate progression and professional development opportunities for staff and to ensure a highly motivated, high achieving staff team;
- Highly efficient and offering excellent value for money

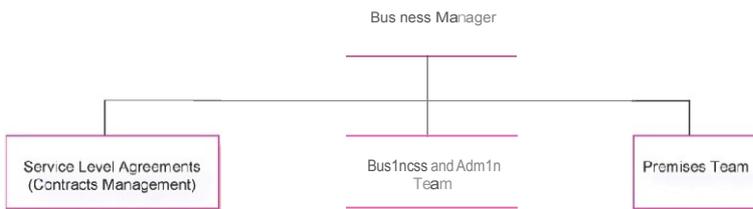
The structure is set out in the charts which follow.



BIRMINGHAM FREE SCHOOL ASSOCIATE STAFF (Pastoral and Student Services)



BIRMINGHAM FREE SCHOOL ASSOCIATE STAFF (Business Services)



The Principal and SLT will report to the Local Governing Body for the day to day running of the school. The Principal will be responsible for all staff in the school and for the school's performance and will have dotted line accountability to TFST Governing Council via the Chief Executive of Tauheedul Education.

The Vice Principal, Business Manager and Director of the Centre of Excellence for Public Speaking will report direct to the Principal. The Director of the Centre of Excellence for Public Speaking will be a member of the SLT. The Assistant Head Teachers will report to the Vice Principal.

The Directors of Learning will be responsible for all the staff in their faculty. The Director of Learning (Access and Inclusion) will report to the Assistant Head Teacher (Engagement). The other Directors of Learning will report to the Assistant Head Teacher (Standards) and Assistant Head Teacher (Specialisms), who will have responsibility for three and two faculties respectively.

The six Heads of Year and Tauheedul Baccalaureate Co-ordinator will report to the Assistant Head Teacher (Engagement).

The Business Manager will be responsible for contracts management, business and administration and premises. They will report direct to the Principal, but also have dotted line accountability to the financial controller within Tauheedul Education Ltd.

All TFST schools will be required to adopt good people management principles and practices. Every member of staff will have a line manager, with whom they will have regular contact, so that they can discuss progress and concerns on a regular basis. The performance framework will start from the high level targets of the school and the Principal (as set out in the three year development plan and annual business plan). Every member of staff will participate in a formal personal development and appraisal (PDA) process, via their line manager, so that they can be clear of how their personal targets contribute to the overall success of the school. The PDA process will also ensure every member of staff receives the support, development and training they need to achieve their work-related targets and their personal potential in the workplace.

The whole-school staffing structure

Appointments will be made to specific posts located within a whole-School staffing structure. There will be four levels:

- Senior Leadership Team;
- Middle Leadership Team;
- Teaching staff;
- Associate Staff.

Senior Leadership Team

The school will be led by a Principal, supported by a senior leadership team (SLT), who will work with the LGB and TE within the strategic framework set by TFST's Governing Council.

The SLT will be made up of:

- Principal;
- Vice Principal (Teaching and Learning);

- Assistant Head Teacher (Standards);
- Assistant Head Teacher (Specialisms);
- Assistant Head Teacher (Engagement);
- Business Manager;
- Director of the Centre of Excellence for Public Speaking

The Principal, with their SLT, will have local accountability for:

- The Free School self-assessment and quality assurance framework;
- The Free School Improvement Plan;
- Education standards including:
 - Teaching and learning;
 - Curriculum and timetable;
 - Assessment, tracking and intervention;
 - Behaviour support and pastoral care;
 - Staffing;
 - Attendance;
 - Parent and community liaison.

The Senior Leadership Team structure has been designed to:

- Offer a robust and clear structure for performance management;
- Ensure effective links between key school-wide systems including performance management, line management, CPD, assessment, tracking and intervention, monitoring and evaluation;
- Enable personalised intervention for each child from the very top;
- Ensure that senior leaders are close to the 'coal face' of the organisation;
- Promote the effective and speedy dissemination of information throughout the organisation;
- Offer a matrix structure which will inhibit silo-working;
- Offer value for money – no duplication but opportunities for synergy.

Middle Leadership Team

The Middle Leadership Team will be made up of:

- Director of Learning: Science and Maths;
- Director of Learning: Communication;
- Director of Learning: Sports, Enterprise and Enrichment;
- Director of Learning: ICT and Technology;
- Director of Learning: Humanities and Business;
- Director of Learning: Access and Inclusion (SENCO).

The Middle Leadership Team has been designed to:

- Promote cohesiveness in delivery of the curriculum;
- Provide an effective structure for performance management;
- Provide an effective structure for organisation and communication;
- Ensure that faculties have a size that is manageable and that promotes personalised excellence;
- Offer value for money – a lean and focused team.

Each Director of Learning would be responsible for all teaching and associate staff within their faculty and for the achievement of academic standards within their areas of responsibility.

Teaching Staff

Teaching staff would report to the relevant Director of Learning. The Teaching Staffing model is based on the principle that professionals should have a specialist expertise and the capacity to deliver high-quality learning and teaching in their own areas of expertise. All staff will be subject specialists with emphasis laid on their personal depth of knowledge.

The number of teaching staff to be appointed is based on the guided learning hours for each subject within the designed curriculum.

Associate Staff

A number of teams and individuals make up the associate staff structure of the School:

- Director of the Centre of Excellence for Public Speaking: to provide management and development of the Centre of Excellence for Public Speaking and the Radio Station. They would report direct to the Principal.
- Pastoral Team (Student Services): to provide personalised support on behaviour, attendance, personal development and standards of achievement. This team would report to the Assistant Head Teacher (Engagement).
- Business and Administration Team: to provide student, staff and stakeholder support and to look after the school's finances and resources. This team would report to the Business Manager.
- Premises Team: to oversee maintenance and upkeep of the School buildings. This team would report to the Business Manager. The Business Manager would report direct to the Principal, and would also have dotted line accountability to the financial controller in Tauheedul Education Ltd.

Phasing recruitment

The sponsors have created a staffing plan to enable the effective phased recruitment of

teaching and support staff. They have however been clear that it would not be in the long-term interests of the new school to be over-prescriptive at this point about which subject specialist, pastoral staff and classroom support staff will be required – and in what numbers – so far in advance of the school opening. We have been keen to avoid creating a straitjacket to staff planning and recruitment once actual student numbers have become clearer and the Local Governing Body and Senior Leadership Team have had the opportunity to determine their priorities for the new school.

The plan below represents an initial outline only therefore.

Phased opening staffing projections

Staff/ Year	Sept 2013	Sept 2014	Sept 2015	Sept 2016	Sept 2017
Students on Roll	100	200	400	600	700
SLT					
Principal	Yes	Yes	Yes	Yes	Yes
Vice Principal	Yes	Yes	Yes	Yes	Yes
AH 1			Yes	Yes	Yes
AH 2				Yes	Yes
AH 3					Yes
Teaching Staff					
DoL Communications		Yes	Yes	Yes	Yes
DoL Maths/ Science		Yes	Yes	Yes	Yes
DoL Sport/ Ent		Yes	Yes	Yes	Yes
DoL ICT/ Tech			Yes	Yes	Yes
DoL Human				Yes	Yes
<i>Main Scale Teaching</i>	<i>5</i>	<i>10</i>	<i>20</i>	<i>30</i>	<i>37</i>
<i>Total T. Staff</i>	<i>7</i>	<i>15</i>	<i>27</i>	<i>39</i>	<i>47</i>

Associate Staff					
Business and Admin					
Business Manager	Yes	Yes	Yes	Yes	Yes
Director of CEPS/Radio Station Manager	Yes	Yes	Yes	Yes	Yes
Principal's PA	Yes	Yes	Yes	Yes	Yes
Senior Business Support	Yes	Yes	Yes	Yes	Yes
Business Support 1		Yes	Yes	Yes	Yes
Business Support 2			Yes	Yes	Yes
Business Support 3				Yes	Yes
Business Support 4					Yes
<i>Total B&A Staff</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
Pastoral (Student Services)					
HoY 7	Yes	Yes	Yes	Yes	Yes
HoY 8		Yes	Yes	Yes	Yes
HoY 9			Yes	Yes	Yes
HoY 10				Yes	Yes
HoY 11					Yes
HoY 12			Yes	Yes	Yes
HoY 13				Yes	Yes
Tauheedul Bacculaureate Co-ordinator			Yes	Yes	Yes
<i>Total Pastoral Staff</i>	<i>1</i>	<i>2</i>	<i>5</i>	<i>7</i>	<i>8</i>
Access and Inclusion					
DoL SENCO		Yes	Yes	Yes	Yes
<i>Total Staff</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>

Other					
Science Technician		1	1	1	1
Total Education Support Staff	1	4	7	9	10
Welfare Assistants	1	2	3	4	4
Premises					
Caretaker	1	1	2	2	2
Cleaner	1	2	4	4	5
<i>Total Premises Staff</i>	2	3	6	6	7
Total Staffing	15	29	49	65	76

The following is a summary of the roles outlined in the staffing structure:

Principal

- Provides strategic leadership and overall management of the school.

Vice Principal (Teaching and Learning)

- Provides strategic leadership and overall management of the school, as well as strategic leadership of teaching and learning in the school.
- The Vice-Principal will be expected to have a thorough understanding of the power and potential of the English language and how English and public speaking skills can permeate the life of the school.

Assistant Head Teacher (Standards)

- Provides strategic leadership of standards and achievement in the school, as well as line management of 'core' academic faculties.

Assistant Head Teacher (Specialisms)

- Provides strategic leadership of the specialisms of the school, as well as line management of 'non-core' academic faculties in the school.

- This postholder will be an English specialist in order to drive forward the school's specialism.

Assistant Head Teacher (Engagement)

- Provides strategic leadership of the pastoral and wellbeing functions of the school, line manages the Director of Learning (Access and Inclusion), Heads of Year and the special needs' provision of the school as well as coordinating the 'Tauheedul Diploma'.

Business Manager

- Provides strategic leadership of the business functions of the school, including the line management of the administrative, estates and finance functions.

Principal's PA

- Provides personal support to the Principal.

Director of the Centre of Excellence for Public Speaking

- Provides management and development of the Centre of Excellence for Public Speaking and the Radio Station to support the English and public speaking specialism of the school and to open up the opportunities provided by the Centre and the Radio Station to young people from across Birmingham.

Senior Business Support Officer

- Provides operational management of the school's administration office.

Business Support Officer

- Provides administrative support.

Director of Learning (Faculties)

- Provides operational line management of each of the curriculum faculties of the school.

Director of Learning (Access and Inclusion)

- Provides operational line management of the special needs' provision of the school; operates as the day-to-day SENCO of the school.

Teacher (for each subject area)

- Delivers the specialist learning for their curriculum area, within a faculty.

Head of Year

- A non-teaching professional who provides operational pastoral care to each of the year groups, particularly in relation to attendance, behaviour and achievement; reports directly to a senior leader.

Tauheedul Bacculaureate Co-ordinator

- A non-teaching professional who develops the Big Society specialism and coordinates, develops and quality assures the Tauheedul Bacculaureate.

Science Technician

- Provides technical support to aid practical activities in science, preparing resources and supporting learning in the science classroom.

Teaching Assistant

- Provides support to aid the learning of learners with special educational needs, funded by their statement; reports directly to the Director of Learning (Access and Inclusion).

Welfare Assistant

- Disseminates food to learners at break and lunchtime, as well as providing supervision.

Caretaker

- Manages the cleaners and provides operational management of the estate's maintenance.

Cleaner

- Maintains the estate, cleaning before, during and after-school hours.

Interim lines of accountability

Clearly, during the early years of the school, as it builds towards to capacity, different reporting lines and accountabilities will apply from those set out above.

Teaching staff

- During the first year of the school's operation, the Senior Leadership Team will comprise the Principal and Vice-Principal only (plus the Business Manager). We feel this is manageable with only 100 pupils on roll.

The Principal will concentrate on the strategic and high level operational development of the school. The Vice-Principal will be responsible for the operational management of the school, including managing the first five front line teachers. This will enable the Vice-Principal to maintain strong managerial control over the development of teaching standards in the school during these crucial early days of its development. It will also enable the Vice-Principal to identify talent amongst the front line teaching staff who might make potential middle leaders.

- In year 2, the SLT will continue to consist of the Principal and Vice-Principal only. We still consider this to be manageable with only 200 pupils on roll.

Two members of the Middle Leadership Team will be appointed during this year, as will four more front line teachers. The Middle Leaders will begin to take on management responsibility for some of the front line teachers, with the remainder continuing to be line managed by the Vice Principal. This will keep the Vice-Principal in contact with the front line, but also free up some of their time to plan for year 3, when there is a big increase in pupil numbers, and consequently in staffing.

- In year 3, as pupil numbers grow, we will appoint the first Assistant Head Teacher, recruiting to one additional post each year thereafter, until reaching the full establishment in year 5.

In year 3, and each year thereafter, we will also appoint an additional member of the Middle Leadership Team and further main scale teaching staff. We will progressively move towards the establishment of the faculties over this period as staffing and pupil numbers grow.

- Teaching Assistants will be appointed on an incremental basis depending on the numbers of statemented children in the school.

Support and other staff

- The Business Manager will be appointed in the first year of the school's operation, in recognition of the critical role effective business and financial management will play in the long term success of the school. A Senior Business Support post will also be filled in year 1 to support the Business Manager in establishing new systems and

procedures and to run the office and manage the day to day demands of the pupils. The Principal's PA will also be appointed in year 1.

- More business support posts will be added on a phased basis as the school grows.
- The Director of the Centre of Excellence for Public Speaking will be appointed in year 1 in recognition of the fundamental importance of the Centre of Excellence and the Radio Station to the school's specialism. They will report direct to the Principal.
- A small premises staff will be appointed in Year 1, to ensure that the building is maintained and presented in accordance with Tauheedul's commitment to quality. The team will increase incrementally as the school grows.
- Welfare assistants will be appointed on an incremental basis as the school grows.

Pastoral and other staff

- The Head of Year 7 will be appointed in Year 1 as the first intake of pupils enters the school. Appointments to the remaining posts will take place on a phased basis as the school grows. The Heads of Year will report to the Vice-Principal until the Assistant Head (Engagement) takes up post.
- The Director of Learning (Access and Inclusion) will be appointed in year 2. The Vice-Principal will be responsible for this area of activity during year 1 as part of their responsibility for the day to day management of the school. Line management for this area of responsibility would pass to the Assistant Head Teacher (Engagement) once appointed.
- The Tauheedul Baccalaureate Co-ordinator will be recruited in Year 3. They will report to the Assistant Head Teacher (Engagement).
- The Science Technician will be appointed in Year 2. They would report to the Director of Learning (Maths/Science).

Summary of recruitment and staffing costs

Recruitment costs

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Recruitment costs	██████████	██████████	██████████	██████████	██████████	██████████	██████████

The costs for year zero (2012/13) are based on Times Education Supplement costs for the SLT and the future years are costed at per Teaching/SLT post and ██████████ per support post.

Staffing costs

Staffing costs	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Heads and Deputies							
Teaching staff	0						
Supply costs	0						
Administrative staff							
Education Support staff	0						
Midday Supervision staff	0						
Premises staff	0						
Total Staff Costs							
Total funding for year							
Staffing percentage of total funding	66.8%	64.3%	70.2%	65.5%	64.6%	67.2%	71.0%

Details of all staffing costs, including those associated with recruitment and appointment of key staff, are set out in the 6 year finance plan.

In preparing the staffing plan, the sponsors have been keen to ensure that the structure is affordable, effective and sustainable. We have used the schools' financial benchmarking tool to ensure that the staffing structure is in line with other similar schools. Our staffing model is financially prudent, but our experience, and the standards we have achieved elsewhere, show it works.

There is always a careful balance to be struck between investment in staffing and non-staffing costs in any school. The curriculum must always be paramount. However, given the financial pressures facing the public sector over the next few years, we have been keen to ensure that our structure is capable of delivering the high outcomes Tauheedul expects of all its schools, without creating a structure which might require remodelling and staffing cuts within a few years. It is always easier to cut or defer spending on non-staffing costs. We believe that the model we have developed can deliver outstanding outcomes, is financially viable and will enable us to flex our spending patterns as the school develops.

Staff remuneration and conditions of service

The sponsors are keen to take advantage of the freedoms and flexibilities offered by free school and academy status to ensure that working for a Tauheedul school offers something new and different – a culture and a set of terms and conditions that expect and reward excellence and high performance and offer opportunities to innovate and to develop a rewarding and flexible career.

The TFST contract

At the heart of this will be the TFST flexible contract. This is a new approach to remuneration and conditions of service. We have worked closely with KPMG in its development. (Note: We have used the standard Teachers Pay scales for financial planning purposes at this stage.)

Staff will be employed on a basis that recognises that the school needs to operate and respond effectively to a world in which 52 week, 24/7 access is the norm. Of course, this does not mean teachers being expected to work all year round for 7 days a week.

The TFST flexible contract recognises the new reality involved in timetabling for contemporary schooling, where learning is not confined to the hours of 8.30 to 4.00. In 2012, school learning takes place in a context requiring frequent pupil access to the internet, individual project working, home-based assignments and modular assessments. This model of pupil-focused learning, with its implications for greater accessibility to teachers and learning support, means that staff need to be available for more of the time - not just on a short day and short week basis. Accordingly, contracts of employment for teachers and support staff will reflect the expectation that the needs of today's pupils must drive the working requirements of employees.

This more flexible approach offers considerable benefits to staff too. They will no longer be tied to strict school hours, five days a week, throughout term time. They will have more flexibility for family, domestic and other commitments. Experience from other sectors shows that offering these kinds of flexibilities increases staff motivation, aids staff retention, reduces sickness absence and improves productivity.

The sponsors intend to implement these new contractual arrangements across the whole family of Tauheedul schools. They are being introduced first in the Tauheedul Islam Boys School (which is currently recruiting) and will be used for all subsequent free schools, including the Birmingham Free School. Experience to date with recruitment to TIBHS has been positive, with applicants welcoming the opportunities and flexibilities offered by the new contracts.

We recognise that this may not prove easy to accomplish, but believe there is no reason for ducking the challenge and missing the opportunity to create an employment contract designed to reward staff who are prepared to work in a new and innovative context for the benefit of the pupils our schools exist to serve.

Tauheedul Time

As part of the TFST flexible contract, the sponsors are determined to offer opportunities to innovate and develop a rewarding and flexible career. We firmly believe that a good employer should encourage individual initiative amongst their staff. Therefore, the TFST employment contract will offer all staff the opportunity to take advantage of a facility that is being called '*Tauheedul Time*'.

This will be time given to all staff to pursue non-commissioned work, which could mean, for instance, undertaking work on a research project or developing original ideas. We want our staff to have the opportunity to develop professional expertise in ways that add

to their individual skills and areas of specialist knowledge. These need not necessarily be directly concerned with the specific curriculum, support or pastoral activities their own work primarily requires. They would be encouraged to choose projects with a wide variety of areas of concern or interest, requiring only that it is for the benefit of the School.

Tauheedul Time has been built into our staffing and costing models.

A flexible and empowering culture

The sponsors have given considerable thought to the over-riding culture that should permeate the working environment of TFST. Whilst all school staff, wherever they are employed, are likely to feel members of their local team and community, we are determined that working for TFST should be seen as a privilege and a mark of quality and that our staff should feel part of a wider whole.

Opportunities for promotion and development, and the chance to move from subject specialisms into corporate roles, will be built into TFST's objectives. Over a career, many staff, not just those with academic roles, will want to develop new areas of knowledge and expertise. Staff retention is an important role for TFST. We see it as a privilege to be able to create a working environment, culture and set of practices that will help our staff retain their sense of challenge, their excitement in professional enquiry and the chance to evolve from one role into another.

Our Employment Policy

The TFST Employment Policy will recognise:

- The Employment Rights Act 1996 (as amended) making it clear that each employee is entitled to a contractual statement and that there should be reference to the scale or rate of pay;
- The ACAS Code of Practice on Disclosure recommendation that principles and structure of payment systems should be disclosed;
- The national pay scales for teachers

The aims of the Policy will be to:

- Enable flexible working arrangements;
- Pay competitive salaries;
- Achieve comparability with other similar organisations;
- Give clear recognition of the differing values of various responsibilities; and
- Guarantee comparability of responsibilities and rewards within a framework that can adapt as the Tauheedul networks of schools grows and the Tauheedul brand evolves.

Within the context of the single TFST pay policy, the emerging Birmingham Free School pay policy will be subject to discussion by all parties and will offer the flexibility to reward staff appropriately and provide salaries and conditions of service that will attract and maintain high quality teachers and associates.

Human Resources Management

As part of our preparations for the establishment of TIBHS, we are currently undertaking a procurement process for our HR services. Our preferred model includes some direct provision by Tauheedul Education and some outsourcing. We will work closely with the Department to develop a process which ensures that a single system can operate in all Tauheedul schools.

F5 – Recruiting a principal designate, staff and governors

Appointing the Senior Leadership Team

Should approval for the Birmingham Free School proposal be given, the most urgent task facing the sponsors will be the recruitment of the Senior Leadership Team. The sponsors are keen to identify and appoint key managers and senior curriculum leaders, on appropriate contracts, who can then take charge of the management of the entire educational provision for the new Birmingham school. However, speed must not take priority over quality and we will only appoint outstanding leaders capable of taking forward our vision. The Tauheedul Free Schools' Trust will appoint the best and most inspirational managers and teachers available to create a high performing staff team who can inspire and deliver outstanding outcomes for all pupils.

The SLT's qualities

The sponsors will be looking to appoint positive and vibrant personalities who can demonstrate the following mix of personal and professional characteristics:

Personal Attributes

- Ambitious for, but demanding of, others;
- A top-order intellectual capacity, with a bachelor's degree at first or upper second class levels from elite universities, ideally with a masters or higher degree;
- A personal desire and capacity for learning, innovation and self-development – and the ability and desire to inspire the same qualities in all pupils, from all socio-economic backgrounds;
- Positive attitudes to learning and a passion for creating the leaders of tomorrow, exhibiting a 'can do' willingness to solve problems, while being highly flexible, inspirational and dynamic thinkers;
- Sympathy for the faith ethos of the School.

Career experience

- Outstanding teachers and practitioners, showing enthusiasm, dedication and the highest levels of professionalism;

- Evidence of a commitment to School-wide continuing professional development, including experience of delivering performance management;
- Leading-edge ICT skills and a passion for the opportunities created by computer science and technological change in today's society.

Making the right choice of Principal

The most significant appointment will be that of the first Principal of the Birmingham Free School.

Indicative appointment timetable

August 2102	Adapt standard Tauheedul Principal job description and person specification as necessary to reflect Birmingham priorities
w/c 03.09.2012	Post advertised in TES and on relevant national and local websites. Post promoted through national and local professional and other networks.
17.09.2012	Closing date for receipt of completed applications
w/c 17+24.09.2012	Shortlisting by TFST Governing Council, in consultation with the Local Forum
w/c 1/8.10.2012	Interviews
w/c 15.10.2012	Post offered to successful applicant
As soon as possible after w/c 15.10.2012	Successful applicant hands in notice to current employer. We would expect some input to the development of the school on a phased basis from January 2013, to be agreed in negotiation with the Principal Designate and their current employer.
04.2013	Principal Designate takes up post and undergoes induction programme

Note: the Vice-Principal and Business Manager will be appointed to much the same timetable.

Finding the right person

Heads do not tend to come ready-made, but the selection process should be structured so that the key qualities of leadership, inspiration, single-minded application and business-sensibility can be identified among the short-list. While many applicants will be looking for their first headship (and the eventual appointee may well be such an individual), a new Free School belongs to a particularly exciting category of professional challenge. There may well be many attractive candidates, with an established track record of headship, who will relish the chance of leading a brand new Free School from day one.

The Principal will be appointed by TFST. The process will be led by the Principal of TIGHS and the Chief Executive of the Tauheedul Education. As a National Leader of Education (NLE) and formerly Strategic Head of Workforce Development for a local authority, he has extensive experience of running high level recruitment campaigns. He will be supported by Tauheedul Education Limited staff, who are all experienced senior managers with a wide range of skills and expertise, including extensive recruitment experience. It is worth noting that, as a National Support School, we have extensive experience of recruitment processes, including appointing high quality principals.

The process will be fair and transparent, and will aim to appoint the best possible team to establish the Birmingham Free School. Advertisements will be placed in national papers, including the *Times Educational Supplement*. We will also use a range of websites including our own website, the emerging school's website and the local authority website.

The interview process will be tough and robust. A two day process is planned, including an assessment centre, group exercises, written and presentation exercises, stakeholder and partner interviews and so on. It will culminate in a formal interview with the Governing Council Chair and Vice-Chair, the local lead, a representative from the local authority and the local forum and a DfE educational adviser.

Establishing the school

Once appointed, the Principal will be expected to address the key tasks presented by a new job in a new school due to open in only a term's time.

The Principal will be well-supported by the local lead and the TE local project manager. From the day the school is approved, the Birmingham local project manager will set to work on the detailed implementation of the Tauheedul pre-opening toolkit. This will include ensuring the speedy and effective recruitment of the Principal and supporting the Principal Designate through their induction and the recruitment of SLT staff.

The Principal will also receive support from the Governing Council, particularly the local lead and from the local forum and Local Governing Body. Tauheedul Education staff and colleagues from other Tauheedul schools will also be on hand to offer advice and support. The Principal's work plan over the first six months would clearly include:

- Recruiting and inducting staff;
- Ensuring the estate is ready for the first intake of Year 7 pupils;
- Leading the implementation of a state-of-the-art ICT system;
- Setting up office systems;
- Leading communications and consultations with stakeholders;
- Leading the registration process with OFSTED;
- Delivering the school's registration as a faith school;
- Procuring learning resources;
- Drafting key policies.
- Implementing admissions and student induction processes.

Appointing other staff

Other staff appointments will follow the phasing set out below. All teaching jobs will be advertised nationally in TES, on relevant national and local websites and promoted through national and local professional and other networks. In our recent recruitment exercise for TIBHS, we attracted 135 high quality applications for 5 teaching jobs – evidence that our recruitment and HR processes appeal to our target workforce.

In order to ensure the highest quality amongst our teaching workforce, a robust process will be used. The standard Tauheedul Job Descriptions and Person Specifications will be used, subject to any adaptations necessary to reflect Birmingham's priorities. Our person specifications set high expectations for Tauheedul's teaching staff, including degrees at 2:1 or above. We are currently working closely with the Teacher Development Agency and have extensive experience of initial teacher training, workplace placements etc. We are in discussions with them about the potential for trialling a school-based teacher training programme. We are therefore both well-connected into the key networks that develop teaching talent and experienced at recognising talent amongst the teaching workforce.

SLT members would also be appointed by TFST, following a robust two day process similar to that adopted for the Principal. The Principal Designate would form part of the Panel.

The appointment of Middle Leaders, teaching and non-teaching staff would be delegated to the Principal, supported by the Local Governing Body and Tauheedul Education. In all cases, there would be a robust and transparent process to ensure the best candidates were appointed to all jobs, taking all equalities considerations into account.

For lower skilled jobs – welfare assistants and cleaners for example - we would look first and foremost to the local community. We are determined that the Birmingham Free School will be a community hub and want to demonstrate our commitment to establishing our school as a learning community by our actions as well as our words. Our experience elsewhere has demonstrated that local people, when properly supported in their work and personal development, can go on to fulfil their own potential and to become proud ambassadors for the school in the local community.

A phased recruitment process

Our proposed staffing structure between 2012 and full establishment in 2017 is set out in section F4. This would involve a phased process of recruitment to ensure both cost effectiveness and appropriate staffing levels as the school develops.

The sponsors see the appointment of the Principal as their prime and most pressing responsibility. The appointment of a Deputy Principal and Business Manager will also be essential to give strong support to the Principal in preparing for the opening of the school.

The sponsors hope to advertise for the Principal, Deputy Principal and Business Manager in the Autumn term of 2012/13. They expect the Principal (Designate) to work

with the Governing Council, Local Governing Body and Tauheedul Education to guide the entire staff appointment process. Decisions about the staffing structure itself will need careful consideration and the views of the Principal (Designate) will be critical in fine-tuning the staffing lines of accountability and responsibilities.

The Principal, Deputy Principal and Business Manager would start in post from April 2013. The Senior Business Support Officer would start in post from June 2013.

Following these appointments, the next stage would be the phased recruitment of staff to those posts required to allow the School to open on 1 September 2013. These would be advertised in March 2013.

It is clearly recognised that it will not be possible to appoint the full Senior Leadership and Middle Management teams and have them in post by the opening of the School. These appointments will be phased over the first four years while the school is growing. However, three of the middle managers (Directors of Learning) will be recruited in time to take up their posts in September 2014. They will take responsibility for the curriculum management of other faculties, in addition to their own, until the appointment of further middle managers in future years. The appointments are crucial as they will provide curriculum management expertise at an operational level.

Current plans are to hold a full induction week for all staff before the Birmingham Free School opens to students.

The sponsors believe that, although challenging, this timeframe is achievable. Tauheedul Education has considerable expertise and experience for the School to draw on. Model job descriptions and person specifications for all posts have been created by Tauheedul Education, working with KPMG. These are drawn from existing best practice and have been fully benchmarked. Standard contracts of employment will be used across all Tauheedul schools as described above. These too have been drawn up ready for the local governing body to use. These are all being used successfully for recruitment to TIBHS and we are confident that they would ensure an effective and streamlined process of appointment to the Birmingham Free School.

Furthermore, should any or all of Tauheedul's other free school proposals be approved, there will be scope for running a single recruitment process, including assessment centres, to appoint the Principals and Senior Leadership Teams. This would achieve economies of scale and attract a wider pool of candidates. We would also design combined advertisements for inclusion in national printed and on-line media, such as TES. Again, this would achieve economies of scale and enable us to design a high impact advert to attract high quality candidates. Local adverts would continue to be tailored to the local school within its local community.

Recruiting and establishing the local governing body

Each school will have a Local Governing Body (LGB) which will operate as a sub-committee of TFST's overall Governing Council.

We would establish an 11 place local governing body (one of whom would be a representative of TFST). This would include the following areas of

expertise/representation:

- 1 x educational expertise
- 1 x HR or legal
- 1 x estates
- 1 x finance/business management
- 1 x community/local authority
- 1 x faith
- 2 x parents (elected by the parents)
- 3 x staff (the Principal + 2 others, elected by the staff)

TFST would set up a single Search Committee to oversee the search for governors for all the new free schools. The Search Committee would work with the Governing Council local lead, TE Project Manager and representatives of the local forum to draw up a detailed specification for the roles of the governors. The standard TFST template would form the basis, but the precise composition and priority areas of search would need to reflect local circumstances.

The Search Committee would advertise the local governing body vacancies as widely as possible, using existing channels and networks in the local community. The governors would be selected by an interview process with a Panel including the TFST local lead, search committee members and representatives of the local forum.

The members of the local forum bring a wealth of talent, enthusiasm and experience to the development of the school. They include professionals from a range of backgrounds, parents and community representatives. There would, however, be no automatic assumption that local forum members would go on to become governors, although some may well do so – provided they met the specifications and were successful in the recruitment process. The skills that make an effective local campaigner are not necessarily the skills that make a good governor for the ongoing running and development of the school. We are keen to ensure that we have a high quality local governing body, with an appropriate range of skills and experiences, to build an effective team that would give the school and the SLT the best possible mix of challenge and support. Tauheedul Education staff would provide secretarial and clerking functions to ensure probity, smooth administration and a fair and transparent process.

Parent and staff governors would be elected by the parents and staff respectively. The elections would be managed by the Business Manager, according to a common process developed by Tauheedul Education. This would ensure a consistent, effective, fair and open process.

All appointments would be for a fixed term of three years, subject to one year's probation. All Local Governing Bodies would operate according to the Tauheedul Governing Bodies handbook. This sets out the terms of reference, scheme of delegation, termly reporting cycles for the Governing Body and any Sub-Committees

and so on. It also sets out clear expectations on matters such attendance, conduct, declarations of interest and so on. Meetings would be clerked by the Business Manager.

The Local Governing Body would have a series of sub-committees. These would be broadly based on the successful model of TIGHS to include:

- Finance and Resources
- Curriculum and Attainment
- Extended Services
- Personnel and Staffing
- Admissions and Inclusion
- Other sub-committees established on a task and finish basis according to local need

The Personnel and Staffing Committee would be responsible for the performance appraisal of the Principal, supported by Tauheedul Education, and reporting back to the Governing Council as appropriate.

Developing the Local Governing Body

The sponsors recognise the critical importance of the local governing bodies to the success of the new free schools. We have solid experience of establishing and developing effective Governing Bodies. We have worked extensively on identifying the competences required of high performing governors and devising appropriate training programmes. With the Blakewater Trust for example, we established an entirely new governing body. Each of the new governors completed a thorough skills analysis exercise. We then developed a highly effective 12 month training programme for each member. The new governing body is performing well, achievements at the school are already rising and financial performance is improving.

All our new governing bodies would be able to access our governor development programme. Each governor would undergo a skills analysis exercise and would have a bespoke training programme designed to respond to their individual strengths and weaknesses. There would also be team development programmes to build each of the governing bodies into high performing, effective teams as quickly as possible.

We would establish a governors' network across all our schools to encourage a sense of belonging to the Tauheedul "family" and to enable governors to share learning and best practice and offer each other mutual support.

The Governing Council local lead and TE local project manager would work closely with the Local Governing Body in the early stages to ensure that they were able to access all necessary support. The Local Governing Body would be able to draw on the experience of TIGHS and TIBHS and other schools in the Tauheedul network. They would have access to ready-made, leading edge policies, procedures and toolkits that they can adapt to reflect Birmingham's local circumstances and priorities. The Governing Council local lead would be expected to ensure that the Local Governing Body was operating effectively within a maximum of 18 months of establishment, and would at that point

withdraw from detailed involvement. There would continue to be a TFST representative on the Local Governing Body however. This might or might not be the local lead depending on the skill mix of the Local Governing Body.

Local Governing Body representation on the Governing Council

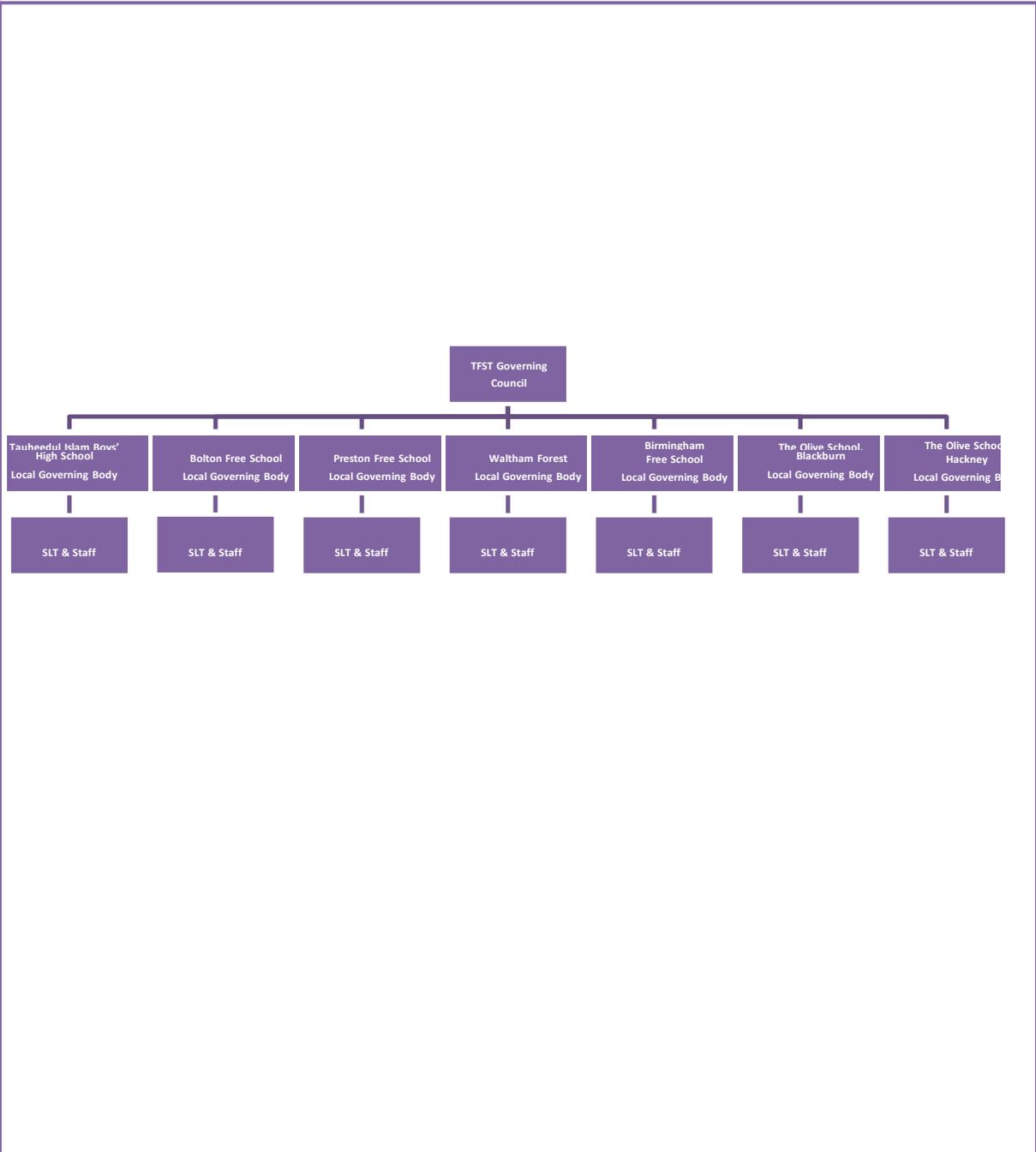
We are keen to have Local Governing Body representation on the Governing Council. In order to keep the Governing Council streamlined, there will be one place on the Council for each of our three regions. The Local Governing Bodies in the three regions will each elect their own representatives. The election process will be developed in consultation with the LGBs themselves and administered by Tauheedul Education.

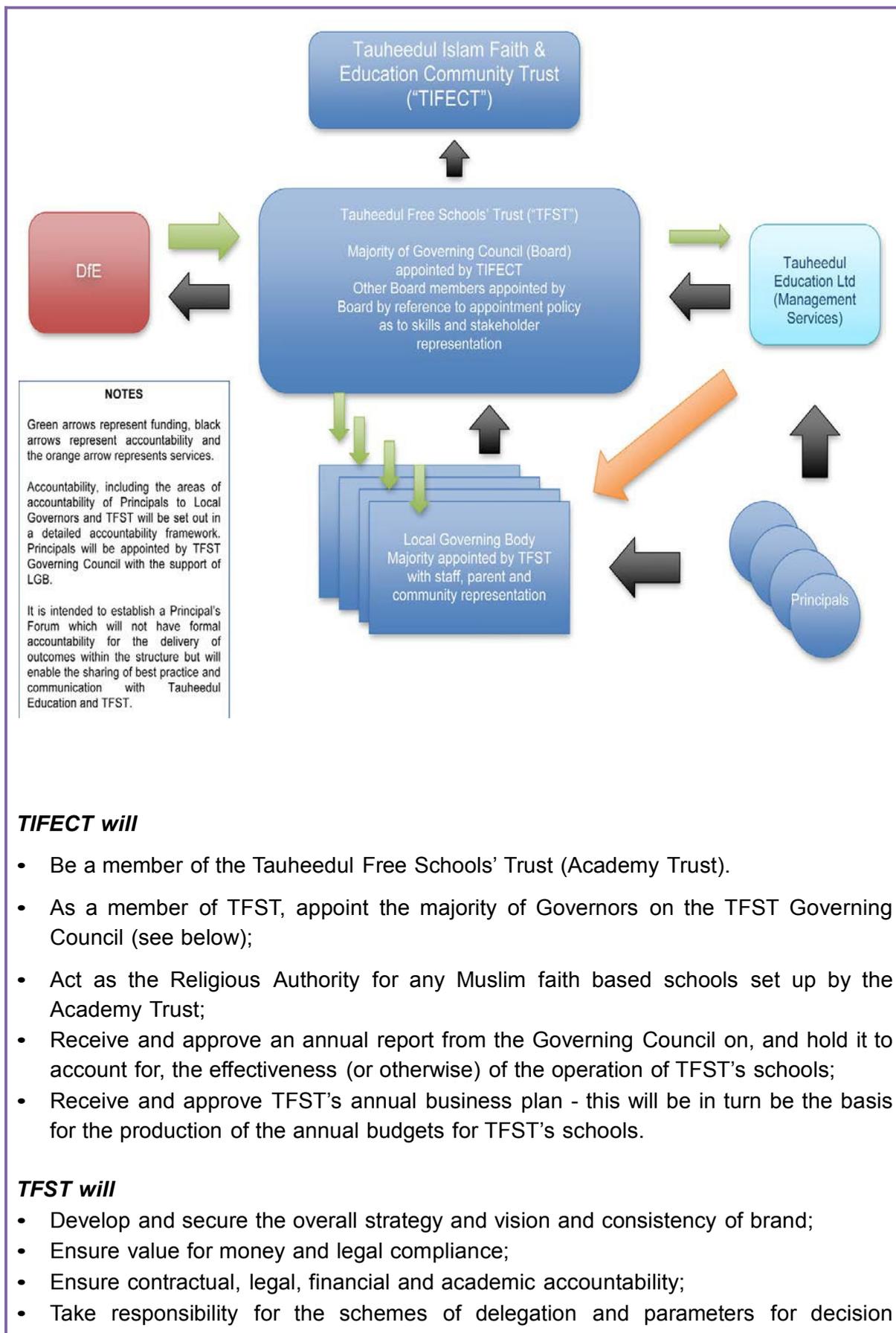
TE's accountability

It is worth reiterating at this point, that Tauheedul Education has deliberately been set up as a separate entity from TFST. There are sound reasons of both probity and business sense for this decision. TFST will enter into an SLA with TE for the provision of both strategic and local support services. It will hold TE to account for delivery against the requirements of this SLA. The Local Governing Bodies will be important contributors to TFST's appraisal of TE's local performance, given their direct experience of the level and quality of their support at the front line.

F6 – Running the school – roles and responsibilities

The respective roles, responsibilities and accountabilities of the various bodies and individuals are set out in the following charts and summarised in the text which follows. We have also worked with [REDACTED] on the preparation of a detailed accountability framework. This is set out below.





- making for local Governing Bodies, and hold the local governing bodies to account;
- Approve budgets for all TFST schools;
- Undertake executive functions and, with Local Governing Bodies, make senior appointments, including Head Teachers;
- Be the overall employer for all schools;
- Monitor the performance of individual schools and hold Principals and local governing bodies to account;
- Add value to each school through expertise and knowledge of drivers for school improvement;
- Facilitate opportunities for promoting good practice and collaboration;
- Spread excellent practice across the Trust's schools.

The Local Governing Body will:

- Be responsible for the day to day management of the school
- Monitor and manage performance
- Monitor financial performance
- Hold the Principal and Senior Leadership Team to account
- Be responsible for standards within the school
- Be responsible for behaviour, discipline and attendance at the school
- Take responsibility for safeguarding
- Be responsible for SEN and inclusion
- Maintain a register of interests and ensure probity in all its dealings
- Ensure health and safety requirements are met in all its activities
- Provide termly reports to the Governing Council
- Be responsible for establishing any necessary sub-committees in accordance with the Tauheedul governing body handbook, namely
 - Finance and Resources
 - Curriculum and Attainment
 - Extended Services
 - Personnel and Staffing
 - Admissions and Inclusion
 - Other sub-committees established on a task and finish basis according to local need

Detailed accountability framework

The framework below sets out the responsibilities of the TFST Governing Council, Chief Executive of Tauheedul Education, Local Governing Body and Principal in relation to a sponsored academy within the Tauheedul Free Schools' Trust. The letter R denotes responsibility for a function or task. The letter C denotes involvement in consultation in relation to the function or task.

Function/Task	Governing Council	TE Chief Executive	Local Governing Body	Principal
Strategy				
Preparing school plan – setting timescales, targets and milestones		R		R
Approving school plan – setting timescales, targets and milestones – identifying areas of responsibility of TE Chief Executive, local governing body and Principal	R		C	
Amending school plan	R		C	
Monitoring, reviewing and evaluating progress of the school plan	R		R	
Governance				
Monitoring and evaluating the school's conduct and ethos against the Values of the Trust	R		R	
Ensuring the school's conduct and ethos are in accordance with the Values of the Trust		R	R	R
Approving accountability framework	R	C	C	C
Amending accountability framework	R	C	C	C
Holding the Principal to account for delivery of the school plan		R		
Holding the Principal to account for the day to day running of the school – standards, behaviour etc			R	
Delivering the school plan within the school and running the school				R
Appointing and removing members of local governing body	R		C	
Appointing and removing chair and vice-chair(s) of local governing body	R		C	
Appointing and dismissing Trust Secretary (responsible for secretarial	R			

support to local governing body)				
Setting standard agenda for meetings of local governing body and frequency of meetings	R	R	C	C
Conducting meetings of local governing body in accordance with framework set by Trust Governing Council			R	
Maintaining a Register of Business Interests for local governing body (supported by Trust Secretary)			R	
Approving and setting up an expenses scheme for the local governing body	R		C	
Setting policy for discharging duties in respect of pupils with special needs	R			
Implementing policy for discharging duties in respect of pupils with special needs				R
Budgets				
Approving the school budget for each financial year	R	C	C	C
Establishing a framework of authority to approve expenditure and enter into contracts	R	C	C	C
Monitoring monthly expenditure and reporting to local governing body and Trust Governing Council on an exception basis		R		R
Establishing a charging and remissions policy	R		C	
Staffing				
Appointing Principal	R	C	C	
Appointing Vice-Principal	R	C	C	C
Appointing other teachers		C		R
Appointing non-teaching staff		C		R

Approving pay policy	R			
Exercising pay discretions within policy		C		R
Establishing disciplinary/capability procedures	R			
Dismissing Principal	R	C	C	
Dismissing Vice-Principal	R	C	C	C
Dismissing other staff		C		R
Suspending/reinstating Principal	R	C	C	
Suspending/reinstating Vice-Principal	R	C	C	C
Suspending/reinstating other staff		C		R
Determining staff complement	R	C	C	C
Agreeing termination payments for Principal and Vice-Principal	R		C	
Agreeing termination payments for other staff within framework of authority to approve expenditure and enter into contracts			R	R
Curriculum				
Agreeing curriculum for school and curriculum policy	R	C		
Implementing curriculum and curriculum policy				R
Maintaining standards of teaching				R
Responsibility for individual child's education				R
Providing sex education within curriculum policy				R
Ensuring the school is free from political indoctrination and ensuring the balanced treatment of political issues				R

Religious Education/Collective Worship				
Ensuring provision of religious education in line with curriculum				R
Making arrangements for collective worship				R
Performance Management				
Approving a performance management policy	R	C		
Implementing the performance management policy		R		R
Reviewing annually the performance management policy	R	C		
Target Setting				
Setting and publishing targets for pupil achievement	R	R		
Discipline/Exclusions				
Establishing a discipline policy	R			
Reviewing the use of exclusion within the terms of the discipline policy			R	
Directing reinstatement of excluded pupils within the terms of the discipline policy			R	
Admissions				
Setting an admissions policy	R		C	
Making admission decisions within the terms of the admissions policy			R	
Establishing an Independent Appeal Panel	R			
Dealing with the Department for Education on admissions issues		R		C
Premises and Insurance				
Putting in place buildings and	C	R		

personal liability insurance				
Developing school buildings strategy		R	C	C
Approving school buildings strategy	R			
Procuring and maintaining buildings, including developing properly funded maintenance plan		R		
Support Services				
Deciding what support services the school requires and how those services will be provided	R	C	C	C
Ensuring delivery of effective support services, including (where decided by Trust Board): <ul style="list-style-type: none"> - school improvement - financial management - human resources - information technology - communications - training 		R		
Deploying and using support services within school				R
Health and Safety				
Establishing a health and safety policy	R	C		
Ensuring that health and safety regulations are followed in school				R
School Organisation				
Setting the times of school sessions and the dates of school terms	R	C	C	
Ensuring that the school meets for the required sessions in a school year				R
Ensuring that school lunch nutritional standards are met				R
Communication with Parents				

Preparing and publishing the school prospectus		R		R
Preparing and publishing the school profile		R		R
Ensuring provision of free school meals to those pupils meeting the criteria				R
Adopting and reviewing of home-school agreements		C	R	
Federations				
Considering forming a federation or joining an existing federation	R		C	
Extended School				
Deciding to offer additional activities what form these should take	R		C	
Putting into place the additional services provided				R
Ensuring delivery of services provided				R
Ceasing to provide extended school provision	R		C	

The accountability framework above sets out clearly the respective roles and responsibilities of the Governing Council, the Tauheedul Education Limited Chief Executive, the Local Governing Body and the school Principal.

At all levels – via the Memorandum and Articles of TIFECT, the Articles of Association of TFST, and the Standing Orders and Scheme of Delegation of the Local Governing Bodies - there are clear reporting lines and explicit requirements for ensuring probity, good governance and effective performance management, including clear lines of escalation.

TIFECT, Governing Council and Local Governing Body members will all be required to complete annual declarations of interest. These will be drawn together into a composite register of interests for the relevant body and be signed off by the chair. There are also provisions for individual declarations where matters arise in the course of the year which are not included in the annual register.

The interrelationships between the different parts of the accountability framework are perhaps best described by using performance management as an example.

- TFST (advised by TE) would set a performance framework to operate across all its schools.

This would include a three year development plan with appropriate Key Performance Indicators. It would be complemented by an annual business plan, with one year targets to help the LGB and SLT to ensure that the school was on track to meet its three year goals. There would also be an evaluation framework, including an annual self-evaluation, to inform the three year and annual plans.

TE would devise a standard set of performance systems and procedures to be adopted at all schools. This would support both strategic and local performance management. It would also enable the Principal, SLT and LGB to develop and monitor progress against the three year plan and to take early remedial action as necessary.

Through Tauheedul Education Limited, we are also working on the development of a balanced scorecard as a tool to support performance management. This would include finance as a key element, alongside academic performance and other elements of school life.

- The Principal and SLT would apply the performance management framework and system within the school.
- The Principal would report on performance termly to the Local Governing Body. (Note: If particular performance issues were emerging, the Principal would be expected to seek additional support from TE; the LGB might chose to establish a Performance Sub-Committee until performance was back on track.)
- The Local Governing Body would report on performance to TFST on a termly basis, including via the balanced scorecard
- TFST would report to TIFECT by exception and as part of overall performance report on all schools.

Conclusion - Birmingham Free School as part of TFST

The Birmingham Free School will undoubtedly benefit from being part of the Tauheedul Free Schools' Trust. It will gain particular advantages from:

- Access to group-wide systems, policies and procedures;
- Leading edge, efficient and cost-effective shared support services, including
 - Finance
 - HR
 - ICT
 - MIS
 - Marketing and communications
 - School improvement
 - Professional development

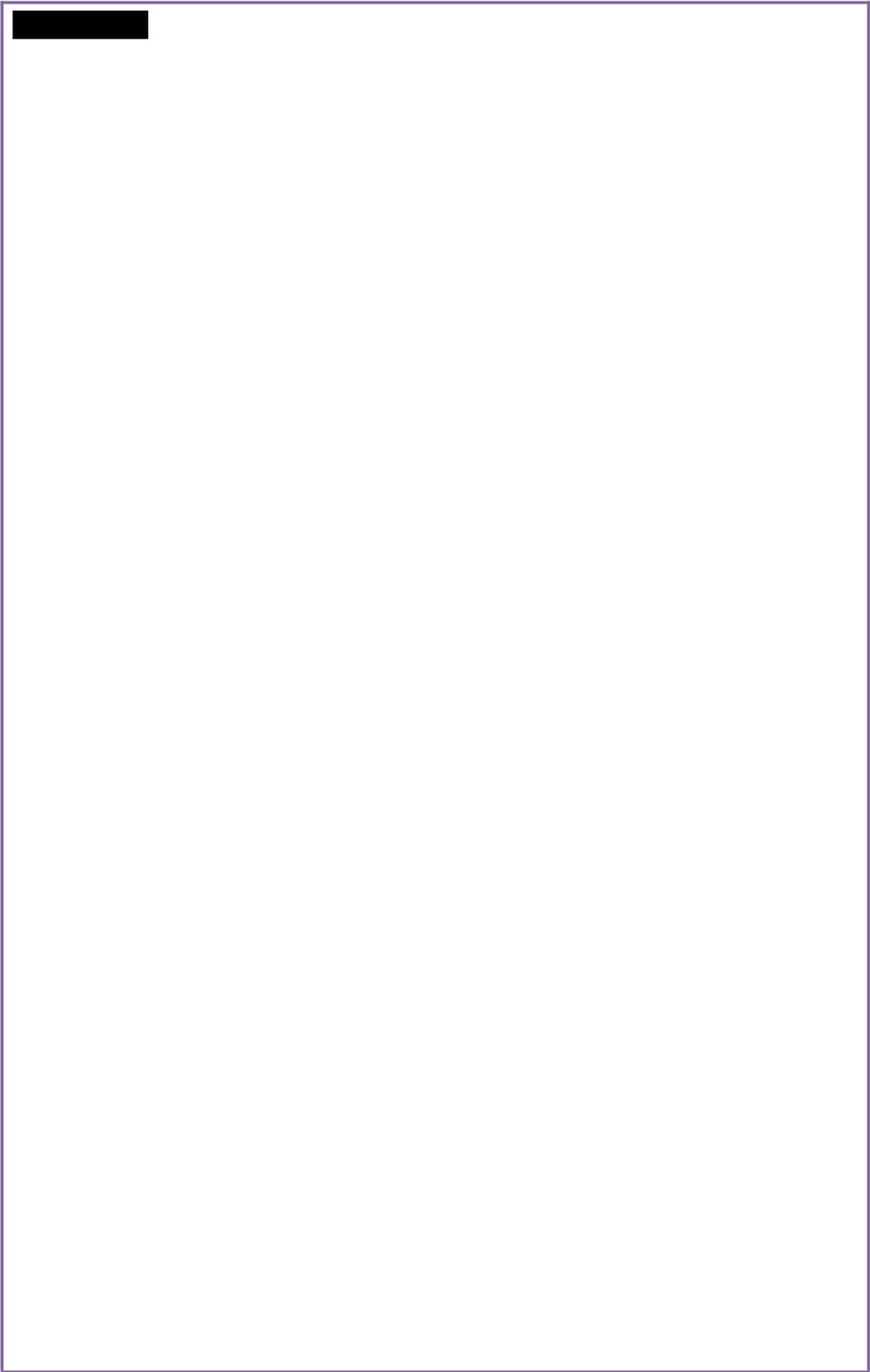
- Shared facilities whereby schools are enabled to support each other by operating as *Centres of Excellence* and *'hubs'* for their chosen specialisms;
- Opportunities for the Governing Body to share best practice and participate in high quality training and development;
- Opportunities for all staff to plan for and achieve personal development and progression.

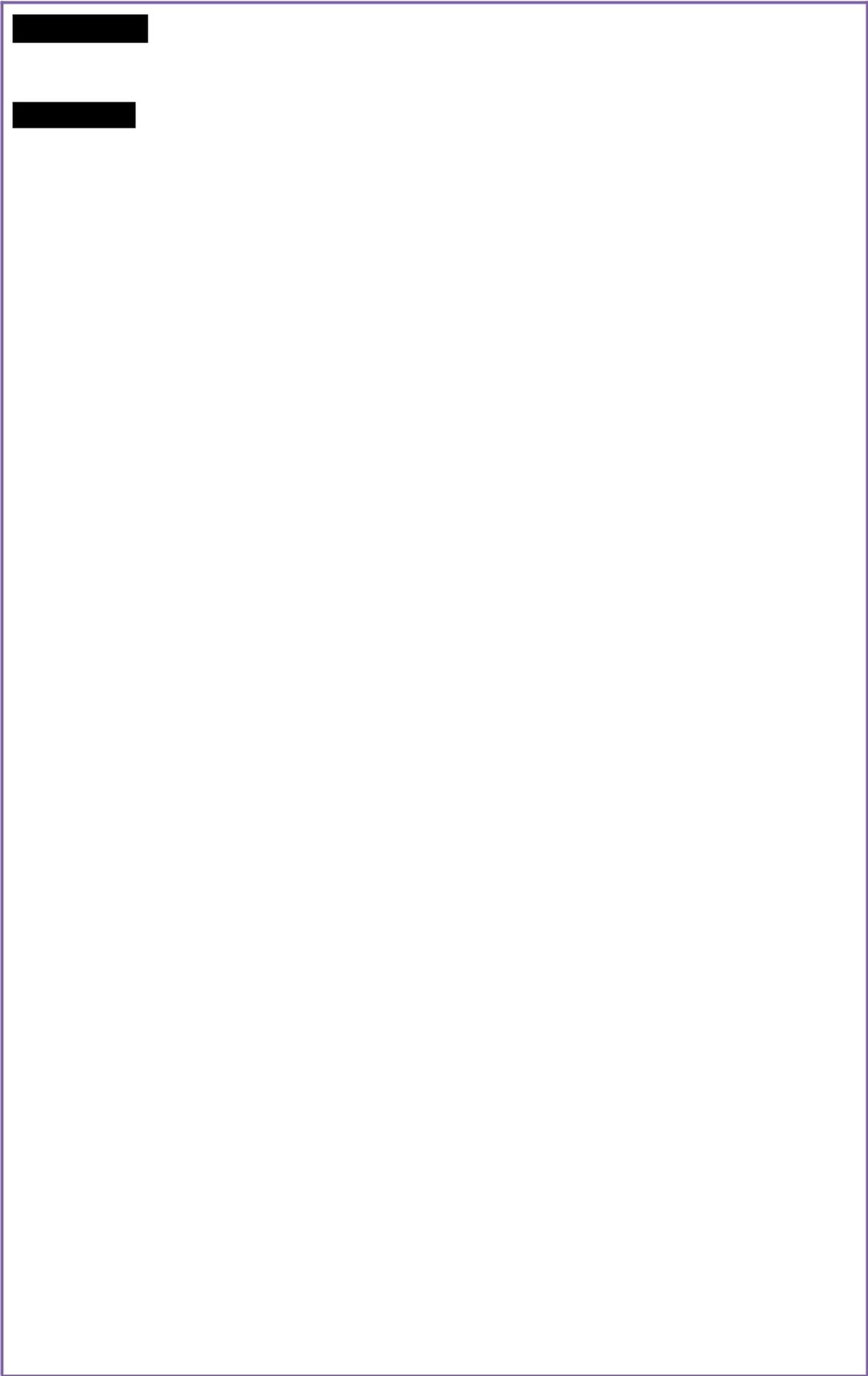
The sponsors have in the past, and will in the future, consistently maintain an outward-looking perspective on faith and on community cohesion. This should reassure other Birmingham schools that the Birmingham Free School will be a 'team-player'. Similarly, the school will be a strong partner for local employers, including working with them to develop the skills they require amongst the Free School's pupils. Finally, Birmingham City Council will be able to rely on the Birmingham Free School as an asset in its strategic planning for the regeneration, social cohesion and longer-term prosperity of the City.

Section G: Initial costs and financial viability

Background

[REDACTED]





Section H: Premises

Premises – our underpinning principles

The premises will play an important part in helping to deliver our vision for the Birmingham Free School. Though we are not looking for a lavish building, it is important that the school presents an appealing face to the outside world, with vibrant, well designed learning spaces within. It is well-documented that the physical environment plays an important part in people's sense of wellbeing and safety. We are keen that our new school should be an asset to the local community. We want to engage the community in the ongoing development of the school and we believe that it has the potential to contribute to raising their aspirations and feelings of self-worth.

The Tauheedul "brand" reflects a sense of cohesion and quality. We encourage a spirit of aspiration and achievement in our learners and their families and communities. We want this to be reflected in the external and internal presentation of the school. .

The sponsors believe passionately that the premises selected must be capable of delivering their educational vision and of becoming an asset to the community that has campaigned for the Birmingham Free School. It must reflect the visionary aspirations of its founders and the hopes of the community for its sons. The demand for the Birmingham Free School has been widespread across North Birmingham, so we are particularly keen to find a site that is central to the area and easily accessible to all the communities that have campaigned for the school's existence. The goal is for the Free School to be the jewel in North Birmingham's educational crown and to be a contributor to the physical, social and economic regeneration of the area.

Initial appraisal

The sponsors' preference for all our free schools would be for an existing building which can be adapted to meet the requirements for the school. We have looked firstly at potential local authority options, then at the wider public sector and finally at the private sector. New build would be our last resort, to be supported only where its advantages outstripped all other options so significantly as to warrant the higher costs of the initial investment.

The sponsors have undertaken an extensive search for suitable buildings within the target areas of Birmingham. We are looking for a site which offers between 5,500-6,000 m² for our proposed 700 place school. We are conscious that standard provision for a school of this size is anything up to 6,500 m². However, we are emphasising efficiency throughout our proposals for the Birmingham Free School and believe that we can operate efficiently and effectively with a slightly smaller site where necessary.

We do not have capital funding available and would be looking for support from DfE for the capital costs. We will undertake a local fundraising campaign to generate financial

contributions towards the costs of some of the school's facilities.

All the sites included below are currently available. We have not engaged with the landowners at this stage to avoid the possibility of them appreciating the price, or in the case of public sector buildings, disposing of them quickly to maximise returns. In those cases where private landlords are involved however, we have made contact to clarify whether the properties are available for the purpose of developing a school. In all cases, we have tried to find out if there are existing plans for any of the sites.

We have sought advice from architects, mechanical, electrical and structural engineers, fire consultants, project managers and cost consultants, to arrive at a shortlist of viable options. The majority of the premises investigated have been ruled out, either on the basis of being too large or because the costs of conversion would be too high or because their leases were prohibitively expensive or unavailable on a long enough basis.

Although we have identified a number of potential options which are outlined below, we are still continuing with our search. We hope to have more potential options available by the time we are called to interview. We remain confident that it will be possible to achieve an exciting, appropriate and modern learning environment with investment on a modest scale. We look forward to working with PfS and DfE to secure the ideal site – a site which offers a quality building and excellent value for money and which also reflects and responds to the aspirations and ambitions of the local community who have campaigned for the school's existence.

Preferred Options

The sponsors have identified three potential sites and have taken advice on each of these from specialist advisers with substantial experience of design in primary, secondary and tertiary education contexts. Our advisers have provided us with general advice on viability, and have produced indicative drawings and costings in respect of each site. They have been deliberately sensitive to the current economic climate and the need for all options to offer value for money.

Where the preferred premises require a 'new build' element, costings are based on simple constructions, simple plan formats and building methods used in residential schemes. These include simple roofs and simple structures for floors and walls. We are currently investigating alternative methods for accelerating any 'new build' elements in order to reduce time and thus minimise management costs for the construction and design teams.

Phasing

The eventual choice of site will determine the phasing of any necessary building and refurbishment works and of the stage at which the school takes up occupation of its eventual home. In some cases, it will be possible for the school to occupy part of the site whilst building or refurbishment works take place elsewhere. In other cases, however, we recognise that this will not be possible and that it might be necessary to look for a short

term solution to enable the school to admit its first intake of pupils in September 2013. As we are proposing to build pupil numbers gradually, year by year, we would only require a modest building as the temporary solution.

In all cases, we will procure using the PFS framework.

Our preferred option

Having carefully considered the four potential options, the sponsors believe that Option 1 – [REDACTED] - represents the best choice at this stage because:

- The site is central to the different areas of community of demand.
- The site is close to the major transport routes and easily accessible from all the campaigning communities.
- The site is [REDACTED].
- The site was used for [REDACTED].
- The site is owned by [REDACTED].
- There is potential to offer extended services to the local community.
- There is an opportunity to consider a new build and create a 3 storey building which would also allow for a high quality outdoor sports facility.

Option 1 – [REDACTED]. *An overview follows, including a brief analysis of its advantages and disadvantages.*

	Site Information
Address	[REDACTED] [REDACTED] Birmingham [REDACTED]
Current use	Vacant
Description of the site and premises.	[REDACTED]

	<p>area of the buildings is 4045 m².</p> <p>The total site area is 5811 m².</p> <p>There is scope to develop a small outdoor sports area.</p> <p>However, there is a large playing field owned by Birmingham City Council within two minutes walking distance, opposite the Mansfield Primary School.</p>
<p>Freeholders</p>	<p>██████████</p>
<p>Availability and tenure</p>	<p>Freehold and vacant.</p>
<p>Brief overview of building and planning requirements</p>	<p>The site has previously been used as a ██████████. The site itself is ideal.</p>
<p>Advantages and disadvantages</p>	<p>Advantages</p> <ul style="list-style-type: none"> • The site is centrally located in North Birmingham and is easily accessible to the various communities that have campaigned for the school. • The site is close to the major transport routes such as the A38M and A34. • The site has previously been used for ██████████. • The site was used for ██████████

	<p>██████████.</p> <ul style="list-style-type: none"> • The site is owned by ██████████. • There is potential to offer extended services to the local community. • There is an opportunity to consider a new build and create a 3 storey building which would also allow for a good outdoor sports facility. <p>Disadvantages</p> <ul style="list-style-type: none"> • The existing building is not sufficient for a 700 place 11-18 school. It is also an old building and would require extensive updating and remodelling. • The site is located in the heart of a residential area and whilst this is an advantage, there could be traffic and congestion issues. • The site does not have sufficient outdoor facilities, although the partnership with Aston Villa Football Club and the large playing fields in close proximity ██████████ mitigate this. A new build also has the potential to develop an outdoor facility on site. • There are a few community groups interested in acquiring the site.
<p>Reasons for choosing this site</p>	<ul style="list-style-type: none"> • The site is central to the various communities of demand in North Birmingham. • The site is close to the major transport routes and is easily accessible. • ██████████. • There is potential to offer extended services to the local community. • There is an opportunity to consider a new build and create a 3 storey building which would also allow for a

high quality outdoor sports facility

Option 2 – Former [REDACTED] Site. An overview follows, with a brief analysis of the advantages and disadvantages.

Site Information	
Address	Former [REDACTED] Site [REDACTED] Aston Birmingham [REDACTED]
Current use	The site is currently vacant
Description of the site and premises.	<p>Site area: 52235.74 m² Building area: 8833.79 m²</p> <p>The site occupies an area of 4.78 ha with the River Tame running through the site.</p> <p>The site is bounded to the north and east by residential properties and commercial premises on [REDACTED].</p> <p>To the south lies the Birmingham–Stafford railway line and Witton Station with further residential properties beyond on [REDACTED] and [REDACTED].</p> <p>To the west lies a section of the River Tame, commercial premises, [REDACTED] and beyond these the former IMI site.</p> <p>The primary access to the site is currently from [REDACTED] (A4040), with secondary access points from [REDACTED].</p> <p>The majority of the site was used for [REDACTED] until 1997. It was declared surplus to requirements and sold to [REDACTED]. Since then the site has been used periodically by [REDACTED].</p> <p>A number of initiatives have been proposed over the years including applications for residential developments, industrial and warehouse use, and developing a retail site.</p> <p>However, nothing has materialised over the past decade. Surveys have also been held with local community residents to</p>

	seek their views on the future of the site.
Freeholders	<p>██████████</p> <p>Birmingham</p> <p>██████████</p> <p>██████████</p> <p>██████████</p>
Availability and tenure	Initial discussions have been held with the proprietor, who has agreed to consider in principle and keep the sponsors informed.
Brief overview of building and planning requirements	<p>The main building is of sufficient size, although it will need significant remodelling.</p> <p>A change of planning use would be required.</p>
Advantages and disadvantages	<p>Advantages</p> <ul style="list-style-type: none"> • Building size is sufficient for a 700 place 11-18 school. • The site has good transport links as it is behind Witton Train Station and close to the A38M and other major roads. • Minimal traffic and congestion issues. • Owned by ██████████. • Currently vacant. • Central location within North Birmingham to serve demand from communities in the North East and North West of the area. • Opportunity to develop excellent outdoor facilities.

	<ul style="list-style-type: none"> • The project can be part of the wider regeneration plan for North Birmingham as there are a number of derelict sites in the area that require development. <p>Disadvantages</p> <ul style="list-style-type: none"> • The site requires huge investment and structural changes. • The site is owned privately and will require negotiations, although initial signs are positive. • The entire site lies within the floodplain of the River Tame. This will require further assessment.
<p>Reasons for choosing this site</p>	<ul style="list-style-type: none"> • Building size is sufficient for a 700 11-18 school. • Currently vacant. • The site is well-located to meet demand from communities in the North East and North West of the area. • The site has good transport links and minimal traffic and congestion issues. • Opportunity to develop excellent outdoor facilities. • Owned by [REDACTED]. • The project can be part of the wider regeneration plan for North Birmingham as there are a number of derelict sites in the area that require development.

Option 3 – Former [REDACTED]. An overview follows, including a brief analysis of its advantages and disadvantages.

Site Information	
<p>Address</p>	<p>Former [REDACTED] [REDACTED] Birmingham [REDACTED]</p>

<p>Current use</p>	<p>The site is used for [REDACTED].</p>
<p>Description of the site and premises.</p>	<p>This site comprises of a building previously used as a leisure centre. Despite attempts over the years, [REDACTED] has not managed to secure any funding to regenerate the site.</p> <p>There is a large car park which is used for [REDACTED].</p> <p>Behind the leisure centre building, there is a large derelict site which was previously home to [REDACTED].</p> <p>The site has huge potential but requires investment.</p> <p>The building area is 3105.66 m² and there is scope to add a second floor within parts of the building.</p> <p>The total area of the site is 34097.46 m²</p>
<p>Freeholders</p>	<p>[REDACTED]</p>
<p>Availability and tenure</p>	<p>The site is owned by [REDACTED] who leased different sections of the site to two parties for a 64 year lease from 1978.</p> <p>Part of the site, including the [REDACTED] building is leased to [REDACTED].</p> <p>[REDACTED] is another party to the lease agreement.</p>

<p>Brief overview of building and planning requirements</p>	<p>The building will require significant investment and structural changes.</p> <p>It would require a change of use in planning terms.</p>
<p>Advantages and disadvantages</p>	<p>Advantages</p> <ul style="list-style-type: none"> • The site lies in the heart of Aston and has the potential to serve residents of the different parts of North Birmingham. • The site is close to the A38M and has good transport links. • Minimal traffic and congestions issues due to the large car park. • Opportunity to develop excellent outdoor facilities. • The project can be part of the wider regeneration plan for North Birmingham as there are a number of derelict sites in the area that require development. <p>Disadvantages</p> <ul style="list-style-type: none"> • The site will require huge investment and structural changes. • The site is currently leased to two different parties and so will require negotiations. The section leased to [REDACTED] can suffice although it would be good to have the entire site to develop outdoor facilities. • The site is not located in a residential area.
<p>Reasons for choosing this site</p>	<ul style="list-style-type: none"> • The site lies in the heart of Aston and has the potential to serve residents in different parts of North Birmingham. • The site is close to the A38M and has good transport links. • Minimal traffic and congestions issues due to the large car park. • Opportunity to develop excellent outdoor facilities. • The project can be part of the wider regeneration plan for North Birmingham as there are a number of derelict sites in the area that require development.